

Skill-Based Instruction for Health II, Strand 3: Safety and Disease Prevention (SDP)

Introduction

The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. A skills-based approach is a best practice for delivering high-quality health education. Educators should have a goal of no more than one-third instructional time on content and concepts and at least two-thirds of class time for student skill practice or demonstration.

These skill-based instruction guides outline the standards, key skills, and model instructional practices and assessments for Health Education. Please see the [Health Education Core Skills Model](#) for more support with implementation and design.

Standards

Standard HII.SDP.1: Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.

Standard HII.SDP.2: Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).

Standard HII.SDP.3: Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.

Standard HII.SDP.4: Assess the harmful effects of pornography and recognize that recovery is possible.

Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.

Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.

- a. Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.
- b. Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).

Standard HII.SDP.7: Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

Steps and Elements to Demonstrate Competency

- Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.
- Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).
- Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.
- Assess the harmful effects of pornography and recognize that recovery is possible.
- Develop skills to determine the validity of current health resources, information and trends.
- Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.
 - Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness.

- Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).
- Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

Health Skills Needed to Demonstrate Competency

- Demonstrate practices and behaviors to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Use functional health information to support health and well-being of self and others.

Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously.

Step 1: Introduce the Skill - Teach relevant content, terms, and outcomes.

1. Review emergency response protocols and the importance of knowing lifesaving skills and first aid. Review AED, CPR, and hands-on CPR definitions. [R.I.C.E.](#)
2. Review safety protocols for emergency situations.
3. Review appropriate ways to communicate online, via text, or through other electronic means and define terms such as bullying, cyberbullying, etc.
 - a. [How to Beat Cyberbullies](#)
 - b. [are you okay? | Award-Winning Short Film](#)
4. **Define Pornography:**
 - a. Explicit depiction, in pictures, writing, or other material, of sexual subjects or activity in a manner intended to arouse.

- b. Utah Code 76-5b-103 states child pornography is any visual depiction, including any live performance, photography, film, video, picture or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct
 - i. the production of the visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - ii. the visual depiction is of a minor engaging in sexually explicit conduct; or
 - iii. the visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.
5. Discuss how to find current valid resources online.
 - a. [How to find reliable sources of information on the internet](#)
6. Review diseases by creating a Venn Diagram comparing infectious, chronic and acute disease
 - a. Short introductory videos:
 - i. [How a virus invades your body](#)
7. Review academic language pertaining to chronic disease
 - a. Short introductory videos
 - i. [What happens to your body when you exercise](#)
 - ii. [Why sitting is bad for you](#) (TedEd)
 - iii. [How exercise improves health](#)

Step 2: Present Skills, Cues, and Critical Elements

1. Use a certified trainer to teach high-quality hands-on CPR, operate an AED, and apply appropriate first aid. Contact the USBE Health Education Specialist for more information if needed. <https://schools.utah.gov/curr/health>
2. Present emergency action steps for various situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event)
3. Present steps to combating sexual harassment online:
4. Review the harmful effects of Pornography, see [Teacher's Guide for Teaching the Harmful effects](#) located [Health Education](#) resource page for more information. May include legal consequences, impact on the brain, unrealistic relationship expectations, impact on relationships, effects on body image.

5. Find valid websites for health resources and explain how to determine the validity (.org .gov .edu websites vs .com).
 - a. Identify valid (CDC, UDOH) and invalid (YouTube, WebMD) health websites examples.
 - b. Determine community resources for accurate health information.
6. Explore factors that affect chronic and infectious illnesses.
 - a. [CDC: Prevent chronic disease](#)
 - b. [Preventative Health Care](#)
 - c. [Chain of infection](#)
7. Explore the relationship between healthy eating, physical activity, and chronic disease.
 - a. Introduce facts, evidence, and chronic diseases with strong correlations to lifestyle choices.
 - b. Short videos for support
 - i. [Physical activity and chronic disease prevention](#)
 - ii. [Healthy eating to prevent chronic disease](#)

Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Use a certified trainer to teach high-quality hands-on CPR, operate an AED, and apply appropriate first aid. Contact the USBE Health Education Specialist for more information if needed. <https://schools.utah.gov/curr/health>
 - a. Practice wrapping techniques in a small group, possibilities include wrist, elbow, shoulder, and ankle.
2. Create a mock safety plan as a class for a teacher-chosen scenario (for example, vehicle safety plan, firearm safety plan, medical emergency safety plan).
3. Discuss healthy online communication strategies for teacher-chosen scenarios in small groups or as a class.
4. Review the legal implications of minors sending or receiving nude images or videos electronically. For more information see, "[Teacher's Guide to Teaching the Harmful Effects of Pornography](#)" located on the Utah State Board of Education [Health Education resource page](#).
5. Demonstrate skills necessary to determine validity of health resources.

6. Discuss prevention factors to break the chain of infection at each stage.
7. Discuss as a group the risk and prevention factors for various chronic diseases, including lifestyle and health screenings.
 - a. Examine diseases that are genetic or not preventable and ways to manage and live with the disease.
 - b. Emphasize empathy for those with chronic disease.

Skill Practice

In this section, students will be leading the discussions and activities. The educator will monitor and give feedback.

Step 4: Practice and Feedback.

Students will practice health skills in a variety of learning activities. Teachers will monitor and give feedback as needed. Students will also give peer feedback. For listed standards, assess the competency in these skills:

- Demonstrate practices and behaviors to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Use functional health information to support health and well-being of self and others.

Sample Peer Feedback Rubric

Educators, please create rubrics that meet your lesson objectives. Below is a simple sample that students may use to give clear feedback to peers.

Meets the Skill	Does Not Meet the Skill - Need to Revise
Sample: Demonstrate hands-on CPR Demonstrates proficiency in hands-on CPR	Sample: Demonstrate CPR Does not demonstrate proficiency in hands-on CPR Still practicing, try again.

Skill Performance

Step 5: Assess the skill(s) and support transfer.

Reinforce real life application, relevance, and transfer outside of the classroom. This can be a student project, summative assessments, or other demonstration of competency of the standard. Examples include PSA, brochures, social media campaign, research paper, journal, or log with reflection. Educators may allow students to choose from any skill/standard below or choose to assess only one of the skills/standards and ask students to choose the assessment from that area.

Skill(s): Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HII.SDP.1:

- Use a certified trainer to teach high-quality hands-on CPR, operate an AED, and apply appropriate first aid. Contact the USBE Health Education Specialist for more information if needed. <https://schools.utah.gov/curr/health>

Skill(s): Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HII.SDP.2:

- Create an emergency preparedness plan and list potential contents of a 72-hour kit.
- Create safety posters to raise awareness of specific emergency situations.
- Create an emergency preparedness plan with family.

Skill(s): Use interpersonal communication skills to support health and well-being of self and others.

Standard HII.SDP.3:

- Report on current modes of technology and media use and how they impact mental and emotional health.
- Analyze and reflect on various written, media, or student created scenarios. Identify instances of inappropriate interactions and practice responsible methods for responding.
- [Digital citizenship curriculum](#)

Skill(s): Use functional health information to support health and well-being of self and others.

Standard HII.SDP.4:

- During class discussions, journal work, or other teacher designed activity students can assess several potential harmful effects of pornography, can list resources for support when needed, and understand how pornography may be addictive for some users.

Skill(s): Demonstrate practices and behaviors to promote health and well-being

Standard HII.SDP.5:

- Create a project (brochure, research paper, or other) on a current health trend.
- Determine the validity of resources using a gallery walk of valid and invalid examples of health resources, information, and trends.
- Participate in a Socratic seminar analyzing valid and invalid health resources, information, and trends.

Skill(s): Analyze influences that affect health and well-being of self and others.

Standard HII.SDP.6:

- Create a research project (paper, brochure, or other) on a specific chronic, infectious, or acute disease.
- [Health Family History Research Project](#)
- Determine preventative measures or management pertaining to specific diseases using a gallery walk.

Skill(s): Analyze influences that affect health and well-being of self and others.

Standard HII.SDP.7:

- [Family Health Risk Interview](#)
- Create a social media post that promotes prevention factors that will reduce chronic disease in communities.
- Create a Venn diagram for the [health triangle](#), list behaviors as negative, positive, or both and how they impact areas of the health triangle.
- Create a project (for example, slide deck or research paper) that analyzes risk and prevention factors of a specific chronic disease.

Model Assessment Rubric

Educators should add details to ensure elements from school or district approved curriculum are measured and adequate feedback to students is provided. This rubric is the base model for evaluating health skills. Each health skill statement begins with “Students will be able to...”

Access, download, and customize this [linked rubric in Google Sheets](#). You can only edit after being saved as a copy to the educator’s drive or by downloading to a computer.

Health Skill	Advanced (4)	Effective (3)	Developing (2)	Emerging (1)	Notes
Interpersonal communication skills	Consistently uses effective strategies to resolve conflicts, such as active listening, compromise, and finding common ground. Consistently shows respect and empathy towards others by considering personal boundaries.	Usually uses strategies to resolve conflicts, such as active listening, compromise, and finding common ground. Usually shows respect and empathy towards others by considering personal boundaries.	Sometimes uses strategies to resolve conflicts but may occasionally struggle with active listening, compromise, or finding common ground. Sometimes shows respect and empathy towards others but may occasionally overlook personal boundaries.	Rarely uses strategies to resolve conflicts, frequently struggling with active listening, compromise, or finding common ground. Rarely shows respect and empathy towards others, frequently overlooking personal boundaries.	
Analyze influences	Shows depth of analyzes of influences on health and well-being.	Shows solid analysis of influences on health and well-being.	Shows some analysis of influences on health and well-being.	Demonstrates limited analysis of influences on health and well-being.	
Practices and behaviors	Consistently engages in practices and	Often engages in practices and behaviors that	Sometimes engages in practices and	Shows little or no evidence of the ability to	

	behaviors that promote health and well-being. Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.	promote health and well-being. Demonstrates some commitment to the skill and uses basic healthy strategies.	behaviors that promote health and well-being. Uses healthy strategies, but the skill may have some inaccuracies or be incomplete.	apply health practices and behaviors.	
Access valid & reliable resources	Shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.	Shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.	Shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.	Shows little or no evidence of the ability to apply health skills.	
Functional health information	Demonstrates a deep understanding of health information with critical thinking and problem-solving skills and the impact on personal well-being.	Uses basic critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Demonstrates limited critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Does not demonstrate critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	