

III

Review Questions

Chapter 1

1. Explain how health education is an essential contributor to national educational goals.

Our national educational goals include promoting student achievement and preparing students for global competition. Health education is an essential contributor to these goals because students who are physically, mentally, and emotionally healthy are better equipped to learn, achieve, and succeed.

2. Why is it important to provide comprehensive skills-based health education?

A comprehensive, PreK–12 skills-based health education program aligned with the National Health Education Standards helps students establish healthy behaviors that stay with them into adulthood.

3. Give examples of research from two Coordinated School Health Program components that demonstrate the effectiveness of coordinated school health.

Answers will vary.

4. List the National Health Education Standards and categorize them as either content or skill.

- Standard 1 addresses concepts related to health promotion and disease prevention to enhance health.
- Standards 2 through 8 are skills: analyzing influences; accessing valid information and products and services; interpersonal communication; decision making; goal setting; practicing healthy behaviors; and advocating for personal, family, and community health.
- The standards are sequenced to show progression from knowledge to the application of skills.

5. Explain how to demonstrate proficiency in a standard.

To reach proficiency, a student demonstrates expertise in all the performance indicators for a given grade span.

6. Why is it important for health education to be included in the coordinated school health model?

The effectiveness of school health education is increased when it is a part of a coordinated effort whereby the members of each component cooperate, collaborate, communicate, and coordinate efforts to support the health of the students, staff, and school community.

7. Cite research that indicates the effectiveness of two components of coordinated school health.

Answers will vary.

8. Explain one example of research that demonstrates how skills-based health education contributes to healthy behavior.

Answers will vary.

9. Explain how Youth Risk Behavior Survey data can be used to improve skills-based health education.

The data establish student need. Curriculum is designed to meet those requirements by teaching content through the national health education skills.

10. Explain how skills-based health education supports the Partnership for 21st Century Skills.

Skills-based health education supports the Partnership for 21st Century Skills in a number of ways:

Partnership for 21st Century Skills	Comprehensive Skills-Based Health Education
Rigorous Content	Standard 1–Content
Information Literacy	Standard 2–Analyzing Influences Standard 3–Accessing Information
Communication and Collaboration	Standard 4–Interpersonal Communication
Project-Based Learning	Performance Tasks Encompassing All Eight Standards
Health Literacy	Standard 1–Content, and Standards 2–8–Skills
Themes Taught Through Core Subjects	Health Supports ELA Through Performance Tasks
Critical Thinking and Problem Solving	Standard 5–Decision Making
Critical Thinking Skills Should be Taught Through Bloom’s Taxonomy	All Performance Indicators Are Based on Bloom

Examples will vary.

Chapter 2

1. Why is it important to use theories of behavior change in planning skills-based health education?

- A well-developed, theoretical premise for skills-based health education provides the foundation to apply the available research to improve program design, implementation, and evaluation.
- Knowledge of the different behavioral theories and the particular needs of our students better equips us to develop effective strategies for students to overcome their unhealthy behaviors.

2. How can health educators help students improve their self-efficacy?

Throughout the school years, the role of the health educator and goal of comprehensive skills-based health education is the same: help students increase their self-efficacy by learning the knowledge and skills to develop and maintain healthy behaviors and feel confident to face life’s challenges.

Schools provide:

- A foundation of knowledge to promote their health, prevent disease, and enhance their health
- An understanding of how health behaviors are influenced by family, peers, culture, media, technology, etc.
- Access to valid information, products, and services to enhance health
- Practice for healthy behaviors to avoid or reduce risks
- Advocacy for students, their family, and the community
- Interpersonal communication skills training to improve health and avoid or reduce health risks
- Decision-making skills to augment health
- Goal-setting skills to increase health

3. Why do humans like to attribute behavior?

By attributing (explaining) a cause to a problem, we gain a sense of control over our environment that helps us cope.

4. How can a health educator help a student develop an internal locus of control?

As skills-based health educators, we can help our students develop an internal locus of control by designing prompts that challenge them to discover the relationship between their behavior and its effects on their health, as well as the benefits of being in control of one's health and behavior rather than believing someone else is.

5. What is the value of students completing self-assessments such as MyPyramid, TestWell, Locus of Control, and the Multidimensional Health Locus of Control Scale?

Self-assessment is valuable because an outside reputable source makes a nonjudgmental assessment of behavior. It becomes the student's responsibility and choice to accept or reject the results and change accordingly.

6. Develop a teen smoking cessation program using the Trans-Theoretical Model of Behavior Change.

- The *pre-contemplative stage*: Encourage teens to quit smoking even though they have not thought about it.
- The *contemplative stage*: Make teens aware of the problem, provide time for them to think and learn about what needs to be done.
- The *preparation stage*: Teens plan to take action within a month and may make small changes in behavior.
- The *action stage*: The teen changes the behavior.
- The *maintenance stage*: The teen successfully maintains the new behavior for six months.
- The *termination stage*: The teen is no longer tempted to return to the old behavior.

7. Design a classroom strategy consistent with the Health Belief Model to help students change an unhealthy behavior.

Help students:

- Perceive that a behavior has serious health consequences. The more they perceive that the effects of their behavior are serious, the more likely they will be to change it.
- Recognize that they are susceptible to the harmful effects of the behavior
- Acknowledge that taking action has beneficial effects
- Remain aware of the barriers to changing behavior, but recognize that the benefits of change outweigh the hurdles
- Identify that there are certain internal and external cues to action associated with the change

8. Using the five components of the Protection Motivation Theory, develop a plan to reduce marijuana use among students.

- How a person assesses the severity of the problem: Provide data that demonstrate the severity of the problem.
- How susceptible he feels he is to the problem: Provide age-appropriate real life stories that demonstrate susceptibility to the problem.
- How effective the change will be to solve the problem: Provide guest speakers to share success stories.
- His confidence in performing the risk-reducing behavior: Provide information and skills training to build confidence.
- Fear resulting from being educated about the problem: Channel the fear into action to change the unhealthy behavior.

9. Using the components of the Theory of Planned Behavior, develop a plan to decrease dating violence.

- Attitude toward the change: The victim may want the change but is afraid. Teach knowledge and skills to overcome fear.
- Subjective norms of friends and family: Change is easier if family and friends support the break up of the relationship.

- Whether or not the person believes she has control over the process and outcome: With training in knowledge and skills, support from family and friends, and knowing how to access community support, the victim increases the belief in control over process and outcome.

10. Use the Social Cognitive Theory to target and reduce a risk factor.

Risk factor: Kevin is physically inactive.

- Personal accomplishment/mastery is the greatest source of self-efficacy: Kevin was very active in middle school and enjoyed it. Currently, he works after school as a customer service person and sits for three hours talking to people on the phone and recording responses on the computer. After work he goes home, sits again to complete homework, then goes to bed.

He knows he can be physically active if he has time.

- Vicarious experience: Kevin has friends who have the same schedule he does and still find time to be physically active.
- Verbal persuasion: Kevin’s friends and parents encourage him to become more active. They give him suggestions and support him.
- Emotional arousal: Kevin is tired of being tired from a lack of physical activity. He knows he can become more active if he makes time between his weekday commitments and sets aside weekend time.

Chapter 3

1. Explain how to use the performance indicators to map content to the National Health Education Standards.

- List the topics.
- Match the topic to a Standard 1 performance indicator and a skills performance indicator.
- Follow the Standard 1 performance indicator row across to the skill column then write the skill performance indicator in that box with the topic.
- Give one example of how to rewrite a performance indicator to include the health topic.

Standard 2 performance indicator 2.2.1—How the family influences personal health practices and behaviors.

Standard 2 performance indicator 2.2.1 with infused content—How the family influences personal health practices and behaviors such as using sun safety procedures.

2. How does a teacher know when instruction should continue or whether reviewing and re-teaching is necessary?

The feedback obtained from formative assessment informs the teacher whether to continue or to review.

3. Choose a performance indicator and explain how you would use Backwards Design to develop curriculum and instruction.

- Utilization begins by identifying what standards/performance indicators the students should know and do.

To illustrate, the topic is health care and healthcare providers in the school and community. We want our PreK–2 students to know why it is important to seek health care (Performance Indicator 1.2.5), and how to access the services of healthcare helpers (3.2.2), accordingly. The performance indicators are rewritten as follows:

- *Performance indicator 1.2.5 with infused content*—Describe three reasons why it is important to seek health care from healthcare helpers in the school and community.
- *Performance indicator 3.2.2 with infused content*—Identify three ways to locate school and community health helpers.

- Next, identify the assessments that require evidence of students’ achievement of the concepts and skills. Ask two questions: “What evidence can students produce that shows they can describe three reasons why it is important to seek health care from healthcare helpers in the school and community?” and “What evidence can students produce that shows they can identify three ways to locate school and community health helpers?”

- Finally, plan the learning and instruction.

4. Explain how the standards are the foundation of assessment and curriculum development.
 - Standards are the starting point for curriculum development. From there, plan assessment and instruction.
 - The link between assessment, curriculum, and instruction is a continuous cycle in which the assessment of standards informs instruction, instruction informs curriculum, and curriculum informs assessment, thereby closing the loop.
5. Choose two Characteristics of Effective Health Education and explain how they contribute to developing and maintaining healthy behaviors.

Answers vary.
6. Why is it important to use curriculum that is research based and theory driven?

Instructional strategies and learning experiences built on theories, such as the Social Cognitive Theory, have effectively influenced health-related behaviors among youth.
7. Explain how two of the standards established by the Association of Childhood Education International prepare candidates to teach elementary health education.

Answers describe the standards.
8. Explain how two of the standards established by the American Association of Health Education and the National Council of Accreditation of Teacher Education prepare candidates to teach elementary and middle school health education.

Answers describe the standards.
9. Choose one American Federation of Teachers criteria for professional development and explain how it improves teacher competence and enhances student learning.

Answers describe the criteria.
10. Explain one professional development pedagogy or style and explain why teachers would want to participate in it.

Answers will vary.

Chapter 4

1. What is the purpose of assessment?

The purpose of assessment is to improve teaching and learning.
2. What is the difference between assessment and grading?
 - Assessment is not graded. Rather, it provides feedback to help students understand their progress in meeting the criteria of the performance indicators and helps teachers determine if instruction needs review or can move forward. It occurs during instruction with the goal of improving teaching and learning.
 - Grading is a value placed on a quiz, test, performance task, etc., that shows what students have achieved during a particular unit.
3. Explain the assessment cycle.

The assessment cycle establishes clear, measurable outcomes of student learning; provides time for the students to practice; gathers, analyzes, and interprets evidence to determine whether student learning matches performance indicators; then uses the results to improve teaching and learning.
4. Explain the difference between formative and summative assessment.
 - Assessment *for* learning is formative and ongoing and occurs during each lesson to determine what the students know, compared to the content and skill taught. It is not graded.
 - Summative assessment is an evaluation *of* learning that takes place at the end of instruction. It represents the status of the student at a given time regarding her proficiency of a standard. Summative assessment tools, such as tests, exams, and performance tasks, help the teacher assign grades and communicate student progress to families and school leaders.

5. Choose five formative assessment tools and explain how to use each to check for understanding.

Answers will vary.

6. Why should a teacher tell students how they are being assessed formatively and summatively at the beginning of a unit?

Students must understand what they are expected to know and do. They then use that understanding to complete a performance task and achieve on an exam.

7. What is the difference between norm referenced and criterion referenced?

- Norm referenced feedback compares one student's performance to others.
- Criterion referenced feedback compares student work with the performance indicators and the criteria on a rubric. The grade in each box of the rubric reflects the degree of proficiency achieved compared to the requirements of the standard.

8. Compare the structure and use of holistic vs. analytical rubrics.

- A holistic rubric lists all the performance indicators together and assigns a score to the performance based on the requirements of all the indicators. The process is repeated for the skill.
- The product is scored by examining all the criteria as a whole then assigning a score, recorded as words or numbers, depending on the designer's preference. It is used primarily as formative assessment but can also be used summatively.
- When developing analytical rubrics, each performance indicator is infused with content and scored separately. The grade is established by dividing the student's score by the total possible points.

9. Why are performance tasks examples of authentic assessment?

Performance tasks are examples of authentic assessment because students demonstrate their proficiency of the content and skills performance indicators, rather than simply answering questions about them on a written test.

10. What is the difference between equitable, valid, and reliable?

- Assessments are **equitable** when students are assessed through methods that are most suitable to them, taking into consideration their prior knowledge, cultural experience, and learning style.
- **Validity** refers to the inferences made about student achievement as the result of an assessment. If it measures what is intended, the assessment is valid.
- An assessment is **reliable** if a grade or score remains the same when retaken or the student earns the same score with a different scorer.

Chapter 5

1. How does a student demonstrate proficiency in a standard?

Proficiency in a standard occurs when the student demonstrates each of the performance indicators for the grade span.

2. Explain why Standard 1 is paired with a skills standard.

Standard 1 provides the framework for basic health concepts and the functional health knowledge students need to make healthy decisions and become socially competent. A curriculum that includes only content is, however, inadequate to change behavior. Although acquiring knowledge is important, applying it to analyze influences on behavior, access valid information, communicate effectively, make good decisions, set goals, practice healthy behaviors, advocate, and build competence and confidence is more so because these skills facilitate the acquisition of health enhancing behaviors.

3. In building skills-based curriculum, how does the teacher choose content?

- a. Determine the needs of the students via data analysis. Obtain data through reports or through a school, community, state, or national survey.

- b. Choose one or more performance indicators from a skill standard that targets the student need.
- c. Select a Standard 1 performance indicator(s) that provides a framework for content.

4. How do the Standard 1 performance indicators target instruction?

Once student need is established, the teacher examines the performance indicators and selects those that best meet the needs of the student. Content is infused into the performance indicator to focus instruction and assessment on the target.

Performance indicator 1.5.3 with infused content—Describe ways in which safe and healthy school and community environments can promote personal health by preventing the spread of germs.

5. Explain the benefits of targeted instruction.

Targeted instruction is an efficient use of time because it targets needs, content, and skill rather than spending time on content that is good to know but not essential to the needs of the students.

6. Explain how to modify a Standard 1 rubric so it will be more specific to the performance task.

Infuse the content into the performance task then decide if the assessment language is accurate, appropriate, consistent, thorough, or excellent. Gradations occur across the rubric from 4 to 1.

Sample Analytical Rubric for Performance Indicator 1.5.4

Criteria	4	3	2	1
<i>Performance indicator 1.5.4 with infused content</i> —Describe three ways to prevent common childhood injuries and health problems that occur in the home. (Standards, 2007, p. 24)	Student accurately describes three ways to prevent common childhood injuries and health problems that occur in the home.	Student’s description of three ways to prevent common childhood injuries and health problems that occur in the home is mostly accurate.	Student’s description of three ways to prevent common childhood injuries and health problems that occur in the home has several inaccuracies.	Student’s description of three ways to prevent common childhood injuries and health problems that occur in the home is mostly inaccurate.

7. What should a performance task address?

When planning for skills-based health education, develop a performance task to focus on the local, state, and national standards, student needs, and how they can be addressed through skill and content.

8. What topics should be addressed when instructional time is limited?

When instructional time is limited, use content that addresses the reduction of the CDC’s adolescent risk factors.

9. What local, state, and national resources provide student risk factor data?

- The Youth Risk Behavior Surveillance System (YRBSS) is a report of biannual risk factor data from high schools across the country. Health teachers use this information to see how their school and state compare to national data.
- The School Health Profile Surveys provide data from biennial assessments of school health policies and programs. The survey is conducted by state and local education and health agencies among middle and high school principals and lead health education teachers. Health educators use this data to compare their health programs to others in their state and the nation.
- The School Health Policies and Programs Study (SHPPS) is a national survey that assesses school health policies and practices at the state, district, school, and classroom levels. The survey reports information about health education programs and identifies who is responsible for them, the amount of collaboration that occurs between the school and outside agencies and organizations, and how policies and practices have changed over the years. Health educators use this information to compare their program to other states, districts, and schools.

10. The district Youth Risk Behavior Survey indicates that students are beginning to smoke in Grade 5 and continue to smoke through Grade 12. Choose one performance indicator from each Standard 1 grade span and pair it with one performance indicator of the same grade span from each skills standard. Propose content and skill to address this student smoking problem.

Answers will vary.

Chapter 6

1. Why is it important to understand the influences on behavior?

Causes of behavior are baffling because so many factors influence it. Understanding the influences (internal, external, positive, negative) helps us understand behavior and helps us make healthier choices.

2. Develop one performance task example from each grade span. Answers will vary.

- PreK–2: Puppet show showing internal, external, positive, negative influences. Students identify the influences and explain how they affect health.
- Grades 3–5: Design a how-to-stay-healthy book that identifies the influence of healthy behaviors, explains why they are important, and shows how to achieve them.
- Grades 6–8: Rewrite or retell a story with negative influences into one with positive influences on behavior.
- Grades 9–12: Survey students regarding the norms of the student body and how perceptions of those norms affect personal health behaviors.

3. If a factor has a positive influence on behavior, how does it impact instruction?

Instruction should identify and encourage positive influences on behavior.

4. If a factor has a negative influence on behavior, how does it impact instruction?

Instruction should identify and discourage negative influences on behavior and challenge the student to design a plan to cope with the influence in a healthy way.

5. Give an example of a prompt for analyzing influences. Answers will vary. This is a sample of an expected response.

(Performance Indicator 2.5.2): Annie lives in the southern part of the country where fried food is considered the norm. Annie is putting on weight, however, and does not like the way she looks. Identify the positive and negative impact of this norm on health practices and behavior. If the impact is negative, explain how to change behavior.

Your challenge is to compare the nutritional value of two dinners, one with fried foods and the other without. Use MyPyramid.com as your valid source of information. Explain the benefits of limiting fried foods in the diet.

6. Explain the six steps for teaching skills. Answers will vary. The sample below is the skill of analyzing influences.

- a. Discuss the importance of understanding how internal and external factors influence behavior; why these influences are relevant to the health and well-being of the student; and how understanding them relates to other skills. For example, we make decisions (Standard 5) based on how we are influenced.
- b. Explain the steps to reaching proficiency in analyzing influences.
 1. Select the performance indicators for the grade span.
 2. Teach the skill of analyzing influences based on the performance indicators.
 3. Show the students what the skill of analyzing influences looks like in action.
 4. Provide adequate time for the students to practice analyzing influences; then design an authentic assessment whereby they can demonstrate proficiency.
 5. Utilize formative assessments during practice to provide feedback and encouragement.

7. Why is it important to use data when planning instruction?

Data illustrate the needs of the students. Instruction is based on needs so students receive targeted information and the skills to develop and maintain healthy behavior.

8. Why is it important to give students time to practice using the skills?

It takes time to learn content and skill. Practice, accompanied by formative assessment, gives the student time and direction to improve performance.

9. Explain how to use formative assessment during a skills-based unit.

- Use formative assessment throughout instruction to assess teaching and learning. When students respond to clarifying or review questions on white boards, the teacher knows immediately if the students understand the information and skills taught.
- If the students show they do not understand, the teacher adjusts instruction.
- Continuous use of different formative assessment tools helps the teacher provide quality targeted instruction and helps the students improve to meet the standards.

10. How do you transfer the requirements of the performance assessment to an analytical rubric?

Place the content infused performance indicator into the criteria column of the analytical rubric. The information planned for this indicator is listed on the performance task. Take each requirement and transform it into a descriptor.

Chapter 7

1. Why is accessing information an important skill?

Accessing valid information, products, and services is an important skill because the information learned often provides the foundation for a decision that will affect personal health.

2. What is the danger to students of using the Internet to access health information?

Students:

- Do not search it effectively
- Do not evaluate the validity of information or legitimacy of websites
- Do not apply the presumed knowledge to resolve a personal health need
- May assume that because they find an answer to a health question, it must be correct

3. What does Standard 3 challenge students to do with the information they learn from valid and reliable sources?

It challenges them to use the information to enhance their health by preventing health problems, detecting health issues early, and accessing appropriate treatment.

4. If the teacher assigns a nutrition project and the students are instructed to use the information on MyPyramid.com, why is this example not an accessing information skill?

- If the teacher assigns the students to use the information on MyPyramid.com, they are not identifying the characteristics that make that website valid; they are just accessing the information.
- To demonstrate proficiency in the skill, students must defend the website's validity and reliability, and then use the information to enhance health.
- The teacher already knows the site is valid and reliable, but for the students to demonstrate proficiency of the skill they must determine the website's validity on their own.

5. How does proficiency in accessing information affect an individual?

Proficiency in accessing information:

- Improves health literacy
- Promotes confidence to access legitimate sources of information, products, and services that enhance health

6. Why is it important to refer to the performance indicators when reviewing examples of the skill?
 - To achieve proficiency of the skill, the teacher must focus instruction on achieving it.
 - By using the performance indicators to review, the teacher maintains focus on the skill.
7. Why is it important to complete the performance task template rather than simply writing the prompt and project instructions?

Completing each step of the performance task template helps the teacher be mindful of why the topic is important, which performance indicators best meet the needs of the students, what content should be included, which skill is targeted, and which formative and summative assessments are the most appropriate.
8. Why is it important for students to know how to access valid information, products, and services not only at school, but also at home and in the community?

A child spends more time at home and in the community than at school.
9. Why is it important to incorporate writing, art, theater, music, poetry, etc. into performance tasks?
 - Students have multiple intelligences.
 - Including a variety of demonstrations during the course of a school year allows students the opportunity to display their strengths.
10. What is the relationship between health literacy, Standard 1, and Standards 2–8?
 - Health literacy is the ability to obtain, interpret, and understand basic health information and services, and then use that information to enhance health.
 - Standard 1 is the content standard and includes all the information from the traditional health education content areas.
 - Standards 2–8 are the skills standards. Information (Standard 1) is taught through a skill (Standards 2–8) so students learn content and how to use it to enhance health (health literacy).

Chapter 8

1. Why do employers prefer candidates who are proficient in interpersonal communication skills?

These skills are fundamental to success in the workforce.
2. Explain two reasons why it is important to be proficient in interpersonal communication skills.

According to a nationwide survey of 400 employers across the United States, professionalism, work ethic, oral and written communications, teamwork, collaboration, critical thinking, and problem solving are the most important skills that recently hired graduates from high school and two- and four-year postsecondary institutions need.
3. What are the steps to reaching proficiency in Standard 4?

To show proficiency in this standard, students must demonstrate healthy ways to express needs, wants, and feelings; how to respond to dangerous situations; how to tell a trusted friend or adult if threatened; listening, refusal, negotiation, and collaboration skills; and nonviolent strategies to resolve conflict.
4. Why is it important to model the skill for students?

Students see the skill in action rather than merely read a description of it.
5. Explain the relationship between giving students time to practice and using formative assessment tools.
 - In order to learn the skill, students need to practice it.
 - To ensure the student is learning and practicing correctly, the teacher uses formative assessments to guide the student toward proficiency, making suggestions that result in better performance.

6. How can a teacher assess students who do not read?

- Students who do not read are assessed on performance.
- Pictures and verbal responses are also valid assessments of nonreaders.

7. What is the benefit of assessing skills through role-play?

Because skills are actions (identify, describe, explain, examine, analyze, evaluate, determine, access, use, demonstrate, apply, differentiate, list, distinguish, predict, choose, justify, defend, develop, implement, formulate), accurate assessment occurs when students perform the skill.

8. Why is it important to use the same rubric for different scenarios that assess the same performance indicators?

- A prompt is a story or scenario that places the reader in a situation then challenges him to solve a problem portrayed in it.
- To engage the reader, one prompt relates a story while another relates a different story. Both prompts assess the same performance indicator(s). Hence, the rubric is the same.

9. Justify assessing items that are not in the performance indicator.

When students present a role-play or explain a poster, you may want to assess creativity, how students work together, and how voices are projected. These criteria are not performance indicators but are valid criteria to assess.

10. Explain three reasons why it is important to involve the coordinated school health team in the planning of performance tasks.

- Each member of the team contributes expertise that enhances performance tasks.
- Collaboration provides school and community support for performance tasks.
- Coordination of member services and expertise facilitates the planning of performance tasks.

Chapter 9

1. How do *Healthy People 2020* and 21st Century Skills support Standard 5?

- According to *Healthy People 2020: The Road Ahead*, the ten-year national health objectives have guided individuals towards making informed health decisions since 1979.
- *Education & Competitiveness: A Resource and Policy Guide*, states that all Americans need 21st century skills, such as solving complex, multidisciplinary, and open-ended problems, to increase their marketability, employability, and readiness for citizenship.

2. How do decision-making skills enhance health?

- A proactive role in decision making offers the individual a sense of control.
- Sometimes students make decisions alone and, other times, need adult help. A trusted friend or adult helps them brainstorm various options.
- Weighing the positive outcomes against the negative outcomes results in a better decision.
- Individuals are responsible for their own behavior. The decisions they make may have both positive and negative consequences.
- Decision-making skills keep individuals from repeating decisions with negative consequences.

3. What are the steps in decision making?

- a. Sort through a problem and identify when a decision is necessary.
- b. Decide whether to make the decision alone or seek adult help.
- c. Establish the decision to be made.
- d. List healthy options.

- e. Weigh the pros and cons of each option.
 - f. Choose a healthy option.
 - g. Defend the option.
 - h. Evaluate and reflect on the effectiveness of the decision.
4. How do formative assessments help the teacher determine whether the student is progressing toward proficiency?
- As students demonstrate their knowledge of content and practice the skill, the teacher determines how well a student is progressing and whether additional instruction is needed.
 - Sometimes the formative assessment informs the teacher that only a few students need additional coaching; at other times the teacher learns that a review or re-teaching are required.
5. Explain the lessons that lead up to a PreK–2 performance task about medicine safety.
- Lesson 1
 - Use the performance indicators to explain the skill of decision-making.
 - Use decision-making skills to make healthy decisions.
 - Identify medicine vs. household cleaning products:
 - Safe to put in the mouth
 - Unsafe to put in the mouth
 - Lesson 2
 - Making decisions alone vs. asking a trusted adult
 - Medicines
 - Lesson 3
 - Safety rules
 - Skill practice
 - Lesson 4
 - Performance Assessment
 - Lesson 5
 - Written assessment
6. Why is Standard 1 always linked with a skills standard?
- Standard 1 provides the infrastructure to the health content. Its performance indicator(s) is always paired with the performance indicator(s) of the skill.
 - In skills-based teaching, content and skill are taught in tandem.
7. How can a teacher develop prompt-writing skills?
- Listen to the stories students tell about themselves and their friends and use these stories to write prompts.
 - These age-appropriate prompts keep the attention of the student.
8. Explain how to construct an analytical rubric using performance indicators.
- Place the content infused Standard 1 performance indicator(s) in the criteria column. Use the words in the performance indicator to establish the criteria under 4, 3, 2, and 1.
 - Place the content infused skills standards performance indicators in the criteria column and use the words in the performance indicator to establish the criteria under 4, 3, 2, and 1.

9. Can an analytical rubric contain criteria that are not performance indicators? Explain.
- Yes, if a non-performance indicator criterion is assessed, it must be placed on the rubric.
 - Examples: creativity, voice projection, participation, grammar, and spelling
10. What is the value of including a written test with the performance task?
- A written test provides a summative assessment of both content and skill.
 - If students are assigned different prompts with dissimilar content, a written assessment of content makes them accountable for all content.

Chapter 10

1. Why is it important for teens to learn how to set goals?
- The individual experiences a sense of empowerment and control when achieving a goal.
 - Goals do not have to be set alone. Teens can ask a trusted adult or a friend for help.
 - Rather than trying to solve a large problem at once, the process trains teens to set smaller short-term goals to reach a larger long-term goal.
 - The process helps identify and reject unrealistic goals.
 - The process identifies previously known and unknown resources, which then can be used to achieve a goal.
 - Rather than abandoning a goal because a strategy does not work, teens learn to make adjustments or try a different strategy.
2. Why is it important to assess needs when goal setting?
- The short and long-term goals are based on the needs established through an assessment.
3. What are the steps of goal setting?
- a. Identify a personal need.
 - b. Ask for help, if needed.
 - c. Set a long-term goal to address the need.
 - d. Set short-term goals to help achieve the long-term goal.
 - e. Track progress in achieving the goal.
 - f. Adjust short-term goals as abilities, priorities, and responsibilities change.
 - g. Design an effective long-term personal health plan.
4. Why is it important to distribute rubrics to students along with the prompt rather than waiting until they are assessed?
- For students to succeed in achieving the performance indicators, they must know the assessment criteria prior to instruction, performance task planning, presenting the product, or making a presentation.
5. Explain when to use formative and summative assessments.
- Formative assessments are used during instruction to check for understanding and improve teaching and learning.
 - Summative assessments, such as written tests or analytical rubrics, determine what the students know and can do as a result of instruction.
6. Why is it important to provide interdisciplinary connections when planning performance tasks?
- Interdisciplinary planning strengthens the connections and support between departments.

7. View the website <http://www.aprilage.com> and explain how this tool is used to teach the skill of goal setting.

Older students can observe the damage that tobacco, the sun, and obesity do to their faces. This awareness provides motivation to quit tobacco, use sunscreen, and maintain a healthy weight.
8. Explain how the coordinated school health team promotes goal setting in the school and community.
 - As student needs are discovered, the team sets goals to meet those needs.
 - The team can also support the goal-setting efforts of each component as they strive to enhance the health of their students.
9. How do you construct an effective prompt?
 - To write a contemporary, age-appropriate prompt, listen to the stories told by students, other teachers, parents, administrators, and staff.
 - Turn some of these stories into prompts.
 - After the initial use, make adjustments that result in a clearer and more effective prompt.

Chapter 11

1. How does Standard 7, practicing healthy behaviors, differ from the other skills standards that also encourage healthy behaviors?
 - Standard 7 is more general and encourages students to take responsibility for their health by demonstrating behaviors that reduce health risks and improve personal health.
 - Behavior examples include stress management, first aid, CPR, hand-washing, etc.
2. Give one example of an appropriate performance task for each grade span. Answers will vary.
 - PreK-2: Hand washing
 - Grades 3-5: First aid
 - Grades 6-8: Coping strategies for bullying
 - Grades 9-12: Stress management
3. Why is it important to model healthy behaviors?

Students see what the skill looks like in action.
4. What is the value of formative assessment to the student?

Formative assessment improves student learning. The teacher uses formative assessment to determine quickly what the students know and can do, and allows for adjustments in instruction to continuously improve learning.
5. When infusing content into the performance indicator, why is it important not to change the indicator?

The integrity of the National Health Education Standards must remain intact in order to adopt or maintain healthy behaviors.
6. Why is it important to provide statistics when explaining the importance of a topic?

The data demonstrate a need.
7. Why is it important to plan interdisciplinary performance tasks?
 - Health education is related to many disciplines and supports high achievement and accountability.
 - The strong and consistent relationship with ELA contributes to the development of student reading and writing skills required to pass state exams.
8. Why are the performance indicator criteria listed on the analytical rubric?
 - The standard is the foundation of teaching and learning.
 - All planning, instruction, and assessment are founded in the standard.

- Listing the performance indicator among the assessment criteria forces the teacher to plan all instruction and assessment to meet the standard.
9. If a district lacks data to prove student need, what other valid and reliable data can the teacher access for planning?
- State and national youth risk behavior survey data is available for planning.
 - Consult with the local police, youth groups, school nurse, and school administrators to determine student needs.

Chapter 12

1. Why is advocacy such an important skill for students to learn?

A skilled advocate:

- Promotes healthy norms and behaviors along with health-enhancing messages
 - Encourages others to develop and maintain healthy behaviors
 - Advocates for self, family, and friends
 - Demonstrates care and respect for self and others
 - Is proficient in communication skills
 - Possesses knowledge and passion for a topic
 - Is aware of the needs of the audience
 - Advocates positive health changes for self, family, and the community
2. Provide an example of an advocacy performance task for each grade span. Answers will vary.
- PreK–2: Advocate for soap and paper towels in the lavatories.
 - Grades 3–5: Advocate for after-school enrichment and physical activities.
 - Grades 6–8: Advocate for a peer mediation program.
 - Grades 9–12: Advocate for a later start time of the school day.
3. What evidence is necessary for students to show proficiency in the skill of advocacy?
- Students must demonstrate proficiency in each of the performance indicators for the grade span.
 - To show proficiency in this standard, students promote personal health by taking a stand on a health issue and supporting their position with relevant and accurate information.
 - Students demonstrate how to advocate for healthy families, friends, and community. They encourage peers to make healthy choices, model how to influence and support others, use social norms to develop a health message, and adapt their message and communication strategies to a variety of audiences.
4. Explain how to use a formative assessment tool in each grade span to assess the student acquisition of the advocacy skill. Answers will vary.
- PreK–2: Use stop lights.
 - Grades 3–5: Write health-related questions on 3 × 5 cards. While in pairs, one student asks another a question, and depending on the answer, places the card on a green sheet of paper if the student answered correctly; on yellow paper if the student hesitated or was not sure; or on red paper if the student answered incorrectly.
 - Grades 6–8: Use white boards.
 - Grades 9–12: Use the continuum or the bull’s-eye.
5. Defend the use of summative assessments in addition to the performance based analytical rubric.
- Quizzes and tests supplement performance assessment.
 - Questions assess the content in addition to the skill components of the unit.
 - A teacher may want to assess content taught but not included in the performance task.

6. Why is it important to research student need associated with a topic?

- Without data, it is difficult to ascertain student needs.
- Instructional time is precious; determine the documented needs of the students and target instruction to those needs.

7. If a performance task is planned and implemented, and the students do not respond, appear bored, or seem confused, what intervention should occur?

- A student's reaction to a performance task is part of a teacher's own formative assessment.
- First, the teacher must be aware of the student's reaction, determine the problem, and take steps to adjust the instruction so that learning takes place.
- If students do not respond or seem bored or confused, ask them why.
- Consider whether the prompt is uninteresting, the directions unclear, the rubrics confusing, or the back up information insufficient.
- Teachers can only guess if they do not ask.
- Take note of different ways to improve the performance task and make the changes immediately or before using the task again.

8. Explain the relationship between leadership and the skill of advocacy.

In order to advocate, students must be leaders in health promotion.

9. How can one performance indicator have more than one criterion for assessment on the analytical rubric?

Sometimes the performance indicator has two parts, or the rewriting of the performance indicator with the infused contents includes additional information. In these cases, list the performance indicators as many times as needed to accommodate the various assessed criteria.

10. Why is the coordinated school health committee such a significant part of the planning?

The members of the team are committed to quality comprehensive health and the academic achievement of students. Each has expertise that contributes to the success of the team's individual components.