

Enhancing Skill Development in Health Education

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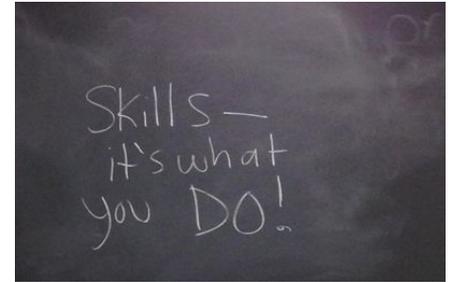
Objectives

By the end of this presentation, you will be able to:

1. Describe the skill development model and its application in the health classroom.
2. Implement the skill development model in your practice.

Skills-based Health Education

Key Points . . .



- Skills from the National Health Education Standards
- Skill units not content-based units
- Skill development is the FOUNDATION of each unit
- Content is the CONTEXT for teaching skills

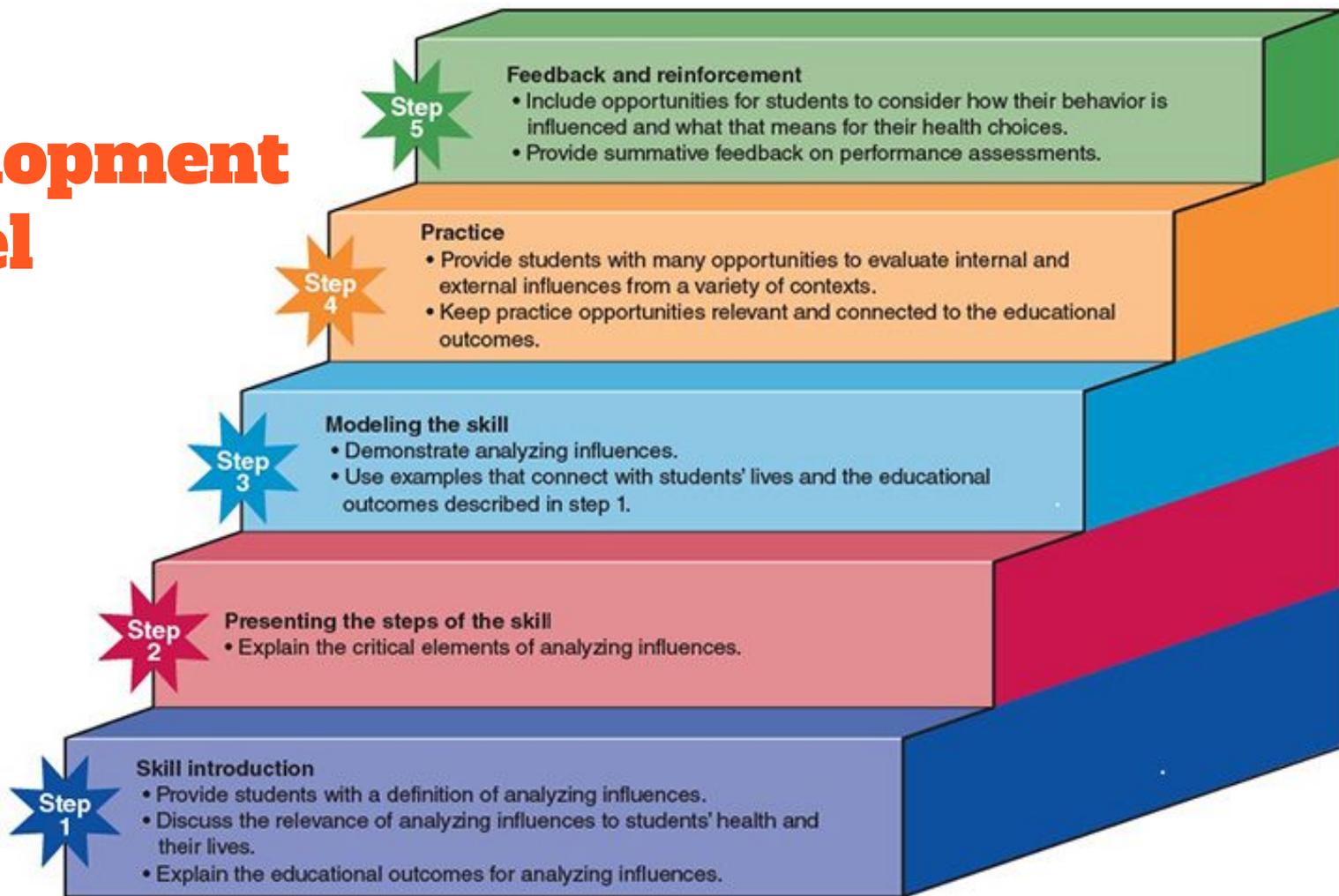
Skill Development

Develops the skills of the National Health Education Standards to **proficiency**

(not just “can do it”, but can do it well and in unfamiliar situations in ways that maintain or enhance one’s health)



Skill Development Model



Sample Timeline within a Unit

Lesson 1: Steps 1 and 2

Lesson 2: Step 3

Lesson 3: Topic Functional Information (focus on need to know)

Lessons 4-5: Practice

Lesson 6: Authentic Assessment (demonstrate skill performance)

Tips for Skill Practice

- Set clear expectations for student performance to demonstrate proficiency
- Make practice opportunities realistic and relevant for your audience
- Provide specific feedback aligned with expected outcomes
- Provide opportunities for student choice/input into practice activities
- Practice opportunities provide increased challenge as students progress
- Activities are developmentally appropriate
- Critical thinking is embedded in activities

Activity Objective - Advocacy

NHES Performance Indicator:

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

Prior Learning

Prior to this activity, students (in groups of 3) will have already completed the following (**Skill cues: “Identify” & “Create”**):

- Select a healthy practice that should occur more in schools (such as hand-washing, sanitizer stations, cleaning up the cafeteria, more tissues accessible, filtered water stations, etc.)
- Collect evidence about their position. (What are the facts? Why is this practice important? How can it reduce the risk of disease?) Students can choose to use evidence from the Youth Risk Behavior Survey, CDC (and other valid websites), or they can survey students at their school about behaviors and attitudes.

Activity

- Today's activity focuses on the skill cues of “Act” & “Relay”
- Students will pick a target audience. Who is their message for? The principal? The school committee? Other students?
- Students must also pick a method to relay their message. Ideas can include a video, prezi, brochure, letter, flyers, animations, PowerPoint slide, etc.
- Students will have time to work together in class to complete these two steps as a group. For each method, the group must delegate parts of the assignment to show they can individually take responsibility for a task in the assignment, yet work together to complete the final product. Every student will be responsible for each role, but one student will be the “leader” of each one.

Follow Up

- Next class, students will work on the “Evaluate” skill cue and evaluate their own project and another group’s project.

תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Tänname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
Бодхонн
Bedankt Děkujeme vám
ありがとうございます
Tack