



Addressing Skills, Behaviors, Beliefs and Norms in Health Education for the edTPA

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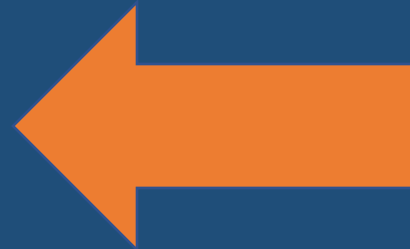
Why do we need to address health skills, personal beliefs and group norms in Health Education?



The National Health Education Standards

- Core Concepts
- Accessing Valid and Reliable Resources
- Analyzing Influences
- Communication
- Decision-Making
- Goal-Setting
- Self-Management
- Advocate

Standards 2-8
are skills, beliefs
and group
norms!



The National Health Education Standards, Found at <https://www.cdc.gov/healthyschools/sher/standards/>

The edTPA

Central Focus

- Describe the central focus and purpose of the content you will teach in the learning segment.
- Given the central focus, describe how the standards/performance indicators and learning objectives within your learning segment address the
 - use of functional health knowledge,
 - **demonstration of health-related skills, AND**
 - **development of personal beliefs and analysis of group norms** to help students adopt and maintain healthy behaviors.
- Explain how your plans build on each other to help students **make connections** between the use of functional health knowledge, **demonstration of health-related skills, and the development of personal beliefs and analysis of group norms** to help them adopt and maintain healthy behaviors.

Scale Stanford Center for Assessment, Learning, and Equity (SCALE) Health Education Assessment edTPA, 2019 Board of Trustees of the Leland Stanford Junior University.



How do I teach about health-related skills, personal beliefs and group norms?



Teaching health-related skills

- Health-Related Skills

- Refusal Skills
- Communication Skills (I messages)
- Decision-Making
- Analyzing Valid and Reliable Resources on the Internet
- How to read and analyze a food label
- Goal-Setting

- Teaching Health–Related Skills

- Teach the critical cues
- Model the steps
- Students practice the steps
- Provide Feedback to students
- Revise and Practice Again



Example: Teaching the Decision-Making Model for ATOD

1. Review the functional health knowledge on ATOD.
2. Teach the steps to the Decision-Making Model.
3. Teacher models an example of using the decision-making model in an ATOD scenario applying functional health knowledge.
4. Students are assigned scenarios in groups and apply the decision-making model and present findings to class.
5. Teacher gives feedback on the presentations.
6. Students work individually to apply feedback to an additional scenario using the decision making model.



Teaching about personal beliefs and group norms

- Beliefs and Norms

- Beliefs about my own level of risk
- Beliefs about values
- Common misperceptions
- What do my peers think?
- How do others influence by behaviors?

- Teaching Beliefs and Norms

- Provide an opportunity to consider the issue
 - Current Events Article
 - Health Inventory
 - CDC Statistics
 - Scenario
- Provide an opportunity to discuss and reflect
 - Think/Pair/Share
 - Whole Class Discussion
 - Journal Reflection



How do I ensure that my “plans build on each other to help students **make connections** between the use of functional health knowledge, demonstration of health-related skills, and the development of personal beliefs and analysis of group norms to help them adopt and maintain healthy behaviors.”



Example of a three day learning segment:

Day	NHES	Functional Health Knowledge	Skills/Beliefs/Norms	Connections
1	<p>1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.</p>	<p>Students will describe the relationship between mental health and physical and social health.</p> <p>Students will describe the effects of stress on health.</p> <p>Students will describe the effects of mental illness/wellness on health.</p>	<p>There is a connection between mental health and other areas of health.</p>	<p>On day one, students begin by reviewing the Health Triangle and discuss the connections between mental health and other areas of health describing mental health and mental health concerns. Using scenarios students identify signs and potential consequences of untreated mental health concerns. We briefly begin to discuss the importance of addressing mental health concerns.</p>

Example of a three day learning segment:

Day	NHES	Functional Health Knowledge	Skills/Beliefs/Norms	Connections
2	<p>3.12.5 Access valid and reliable health products and services.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p>		Using the skills checklist, students will evaluate the usefulness of multiple mental health resources.	<p>On day two, students review the impact of mental health on other areas of health and discuss why it is so important to address mental health concerns from day one. We brainstorm resources on mental health that we or someone else might use. We describe the criteria and steps for evaluating valid and reliable services. The teacher models these steps. We divide up the resources and each cooperative learning group applies the criteria to their resources and reports back on the validity of those resources.</p>

Example of a three day learning segment:

Day	NHES	Functional Health Knowledge	Skills/Beliefs/Norms	Connections
3	<p>1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.4 Describe situations that may require professional health services.</p>		<p>Students will evaluate mental health scenarios to determine potential consequences of mental health on other areas of health and then suggest resources to help address the problem</p>	<p>On day three, each cooperative learning group is assigned multiple complex scenarios of individuals with mental health concerns. They must identify the mental health concern, signs and ways the concern is affecting other areas of the individual's health from day one. Then they will be asked to use the criteria from day two to recommend multiple valid and reliable resources to help the individual and how the result might impact their overall health and well-being.</p>

Why do we need to make connections?

- Making connections helps student apply functional health knowledge, deepen their understanding of the central focus and apply the information to their own lives.
- For the edTPA make sure the connections are written in the lesson plans and commentary and made very clear to the scorer.



Many Resources

- Benes, S. and Alperin, H. (2016), *“Lesson planning for skills-based health education”*. Champaign, IL. Human Kinetics.
- Benes, S. and Alperin, H. (2016), *“Essentials of teaching health education: curriculum, instruction, and assessment”*. SHAPE America.
- Connolly, M. (2012). *“Skills-based health education”*. Sudbury, MA: Jones & Bartlett Learning.
- SHAPE America [Activity Ideas: Skills Based Health Education](#)
- [SHAPE America 2018 National Standards for Initial Health Education Teacher Education](#)
- Furness, S. (2021), *“Health education edTPA preparation guide”*. Human Kinetics.

