



## Checklist: 15 Characteristics of Effective Health Education

*Instructions:* Go through this checklist for each unit or for individual lessons to see how many Characteristics of Effective Health Education you are applying. Characteristics 1-8 are especially relevant for classroom educators. (**Note:** On the CDC page, the Characteristics are ordered differently, however the content is the same).

Check here for the full text of the Characteristics:

<http://www.cdc.gov/healthyschools/sher/characteristics/index.htm>

### Characteristics 1-8: Especially Relevant for Classroom Educators

#### 1. Focuses on clear health goals and related behavioral outcomes.

Instructional strategies and learning experiences are directly related to healthy behavioral outcomes.	How did I do this?
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#### 2. Addresses individual values, attitudes and beliefs.

Supports positive health behaviors, motivates students to examine personal perspectives, boosts positive perceptions about protective behaviors and increases negative perceptions about risks.	How did I do this?
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#### 3. Addresses individual and group norms that support health-enhancing behaviors.

Provides strategies and learning experiences that help students accurately assess risk-taking among peers, corrects misperceptions of peer norms, emphasizes value of good health, reinforces health-enhancing beliefs.	How did I do this?
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**4. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.**

Provides opportunities for students to validate positive health-promoting beliefs, intentions, behaviors; and assesses their vulnerability to health problems, engaging in risk behaviors, exposure to unhealthy situations.	How did I do this?
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**5. Addresses social pressures and influences.**

Provides opportunities for students to validate positive health-promoting beliefs, intentions, behaviors; and assesses their vulnerability to health problems, engaging in risk behaviors, exposure to unhealthy situations.	How did I do this?
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**6. Builds personal competence, social competence and self-efficacy by addressing skills.**

Builds essential skills (communication, refusal, assessing accuracy of information, decision-making, planning and goal-setting, self-control, self-management) that enable students to build personal confidence, deal with social pressure, avoid or reduce risk. <i>For each skill:</i> ____ a. Discuss the importance of the skill, its relevance, its relationship to other skills learned ____ b. Present steps for developing the skill ____ c. Model the skill ____ d. Practice and rehearse the skill using real-life scenarios ____ e. Provide feedback and reinforcement	How did I do this?
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**7. Provides functional health knowledge that is basic, accurate and directly contributes to health-promoting decisions and behaviors.**

<p>Provides information that allows students to assess risk, clarify attitudes and beliefs, correct misperceptions about norms, identify ways to avoid or minimize risks, examine internal and external influences, make behaviorally relevant decisions, build personal and social competence.</p>	<p>How did I do this?</p>
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**8. Uses strategies designed to personalize information and engage students.**

<p>Strategies and learning experiences are student-centered, interactive, experiential (e.g., group discussions, cooperative learning, problem solving, role playing, peer-led activities). Activities match students' cognitive/emotional development and accommodate diverse capabilities and learning styles.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>___ a. Address key health-related concepts</li> <li>___ b. Encourage creative expression</li> <li>___ c. Share personal thoughts, feelings, opinions</li> <li>___ d. Thoughtfully consider new arguments</li> <li>___ e. Develop critical thinking skills</li> </ul>	<p>How did I do this?</p>
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**Characteristics 9-15: Relevant for Teachers as Well as Those Working in Curriculum Choice, Policy, Professional Development**

**9. Is research-based and theory driven. (Item #2 on CDC page.)**

<p>Instructional strategies and learning experiences are built on theoretical approaches that have effectively influenced health-related behaviors among youth (e.g., social factors, attitudes, values, norms, skills).</p>	<p>How did I do this?</p>
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**10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods and materials.**

Addresses students' needs, interests, concerns, developmental and emotional maturity levels, experiences, current knowledge and skill levels. Learning is relevant to students' daily lives. Learning sequences is logical.	How did I do this?
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**11. Incorporates learning strategies, teaching methods and materials that are culturally inclusive.**

Materials are free of cultural bias but include info, activities and examples inclusive of diverse cultures and lifestyles. Strategies promote values, attitudes and behaviors that acknowledge cultural diversity of students, optimize relevance to students from multiple cultures, strengthen students' skills for engaging in intercultural interactions, build on cultural resources of families, communities.	How did I do this?
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**12. Provides adequate time for instruction and learning.**

Provides enough time to promote understanding of key health concepts and practice skills. Behavior change requires an intensive and sustained effort. "One shot" or short-term efforts are generally insufficient.	How did I do this?
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**13. Provides opportunities to reinforce skills and positive health behaviors.**

Builds on previously learned concepts and skills. Provides opportunities to reinforce health-promoting skills across health topics and grade levels. Examples: incorporating more than one practice application of a skill, using booster sessions in subsequent grades, integrating skill practice across different academic areas.	How did I do this?
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**14. Provides opportunities to make positive connections with influential others.**

Links students to other influential persons who affirm and reinforce health-promoting norms, attitudes, values, beliefs and behaviors. Builds on protective factors by engaging peers, parents, families and other positive adult role models in student learning.	How did I do this?
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**15. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.**

Teachers have a personal interest in promoting positive health behaviors, believe in what they are teaching, are knowledgeable about curriculum content, are comfortable and skilled in implementing expected instructional strategies. Ongoing professional development is provided.	How did I do this?
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