



## Health Education Curriculum Analysis Tool

# A Guide for Health Education Teacher Preparation Programs in Institutions of Higher Education

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention  
Division of Adolescent and School Health



# Acknowledgments

This Guide was prepared by the Centers for Disease Control and Prevention (CDC); National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention (NCHHSTP); Division of Adolescent and School Health (DASH). Conceptual, technical, and editorial assistance was provided by others across CDC and experts in the field of school health education, health education professional teacher preparation, and teacher training and in-service. In 2006, CDC began soliciting the input and experience of health educators and teacher preparation instructors from institutions of higher education to inform the development of this guide. The following individuals have assisted in developing the content or have informed improvements as a result of implementing these lessons and activities in colleges and universities since 2006. Affiliation reflects location at the time of contribution.

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CDC expresses special appreciation to Dr. Susan Giarratano Russell and Dr. Susan Telljohann for their significant commitment and contribution to this final document.

**Suggested citation:** Centers for Disease Control and Prevention. Health Education Curriculum Analysis Tool: A Guide for Health Education Teacher Preparation Programs in Institutions of Higher Education. Atlanta, GA: CDC; 2015.

To obtain copies: Download from CDC's website: <http://www.cdc.gov/>

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Appendices available for download at  
<http://www.cdc.gov/healthyouth/hecat.htm>

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# Introduction to Lessons

## Overview

School board members and school leaders expect that school health education will help improve health outcomes for their students. Students' health outcomes can be influenced by high quality health instruction and utilization of curricula that reflect the characteristics of effective health education. Health education teacher preparation programs should include instruction that helps future teachers improve curriculum selection and delivery. This Guide provides a series of lessons for use by instructors in Institutions of Higher Education (IHE) who are responsible for professional teacher preparation programs in health education, and in pre-service courses that focus on improving health education curriculum selection and instruction. The lessons and activities in this guide are intended to help college and university students understand and use the Centers for Disease Control and Prevention's (CDC) Health Education Curriculum Analysis Tool (HECAT) and analyze school health education curricula.

There are six lessons in this guide. Lessons 1 – 5 introduce students to the knowledge and skills prerequisite for analyzing a written single or multiple grade-level health education curricula, and then using those skills to analyze a curriculum. In Lesson 6, students apply the elements of the HECAT to develop their own health education unit plans for use in the classroom. This “Introduction to Lessons” section provides instructors with a synopsis of this Guide, the intended outcomes of the lessons, a description of the lesson format, and essential actions to take in preparing to implement these lessons.

## About the HECAT

The HECAT is designed to help teachers, school districts, state agencies, and others carry out a clear, complete, and consistent analysis of school health education curricula based on the National Health Education Standards and CDC's *Characteristics of an Effective Health Education Curriculum*. The HECAT results can help users select or develop appropriate and more effective health education curricula, strengthen the delivery of health education, and improve the ability of health educators to influence health behaviors and health outcomes among school age youth.

## Lesson Outcomes

The six lessons in this guide will enable students to understand and use the HECAT in their health education professional practice. As a result of participating in lessons 1–5, students will

- 1. Summarize the purpose, function, organization, and use of the HECAT.**
- 2. Describe how the HECAT applies current research on effective programs and standards of practice in health education.**
- 3. Determine the appropriate chapters and modules of the HECAT needed to examine a variety of health education curricula.**
- 4. Use the HECAT to distinguish the content and skill focus of a health education curriculum.**
- 5. Use the HECAT to complete an analysis of a single subject curriculum that includes a summary of the strengths and weaknesses of the curriculum.**
- 6. As a result of participating in lesson 6, students will create an effective health education unit plan for health instruction in the classroom.**



## Organization of Lessons

All lessons include the following sections:

- Lesson introduction and objectives. Provides a brief statement of purpose and describes specific student outcome objectives for the lesson.
- Total estimated time. Identifies the estimated length of time needed to carry out the lesson activities including introduction, PowerPoint® presentation, activities, and assessment.
- Materials needed. Lists all the materials and equipment needed to implement the lesson.
- Instructor preparation. Includes guidance for planning and preparing to implement the lesson.
- Suggestions for use. Suggests ideas for preparing students for the lesson activities and the format for student completion of activities (in-class and outside of class).
- Lesson procedures. Describes brief step-by-step instructions for carrying out the lesson, including use of relevant slide presentations, implementation of activities, and estimated time needed for implementing each part of the lesson.
- Assessment. Includes an assessment tool (e.g., *Exit Ticket*) and scoring rubric to check for basic understanding and application of the concepts and skills being taught. Students apply a range of cognitive skills, including comprehension (integrating critical elements), analysis (including analyzing errors, generalizing, specifying, and clarifying), application and knowledge utilization (including, problem solving, decision making), monitoring accuracy, evaluating the elements of the curriculum, and creating new products.
- Preparation of subsequent lesson. Some lessons include instructions for preparing students for the next lesson.

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Note: Lesson instructions reference pages in both this guide and the HECAT. Any reference to content in this guide will simply state the page number(s). Any reference to pages in the HECAT will include the term "HECAT," the chapter or module name, and page number(s).

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## Time

Completing the six lessons in this guide will require approximately 11.5–14 hours. Lessons 1–5 will require approximately 8.5– 11 hours and Lesson 6 will require about 3 hours. To capitalize on students understanding and use of the HECAT, it is recommended that all lessons be taught in sequence. Lesson 6 complements and augments the students’ knowledge and skills acquired in Lessons 1–5. Lesson 6 provides students the opportunity to integrate their knowledge of the key elements of the HECAT into an innovative process of planning a health education unit for a classroom setting.

If the instructor intends to implement Lesson 6 without presenting all Lessons 1 – 5, it is recommended that students, at least, have the prerequisite understanding of the *Characteristics of an Effective Health Education Curriculum* (Lesson 2) and the National Health Education Standards (Lesson 4).

Lessons are designed for three-hour class periods. However, the lessons can be tailored to the class time period (one hour or 1.5 hour blocks), to complement teaching style, to align with the course purpose and structure, and to meet students’ learning needs.

## Materials & Equipment Needed to Implement Lessons

Within each lesson is a list of the materials and equipment needed to implement activities, including PowerPoint® slides with notes, overhead and LCD projector, and activity handouts. Use the slide sets to meet specific learning needs of students or to complement the health education course content. The following materials need to be prepared prior to implementing lessons in this Guide.

### 1. Copies of the HECAT

The instructor and students must have a complete, personal copy of the HECAT prior to instruction. This includes:

- *Overview of the Health Education Curriculum Analysis Tool (HECAT)*
- *Chapter 1: General Instructions*
- *Chapter 2: General Curriculum Information*
- *Chapter 3: Overall Summary Forms*
- *Chapter 4: Preliminary Curriculum Considerations*
- *Chapter 5: Curriculum Fundamentals*
- *Chapter 6: Curriculum Analysis Modules (For this Guide, Module T: Tobacco will be used. However, any module can be substituted for this training).*

Instructors and/or students may obtain copies of the HECAT at no cost by downloading the document and related materials from the CDC website: [www.cdc.gov/HealthyYouth/HECAT](http://www.cdc.gov/HealthyYouth/HECAT).

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Instructors may add the entire HECAT document, health topic modules, specific worksheets, or rubric forms from the HECAT onto their college or university's online interactive e-learning communication site (e.g., course or learning management system [CMS or LMS] or virtual learning environment [VLE]). In addition, the PowerPoint® slides presentations may be posted. The HECAT and other CDC-developed HECAT materials do not have copyright restrictions.

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## 2. Copies of a curriculum for analysis.

The instructor will need to secure a sufficient number of a single-topic, single grade-group level curriculum so that all students, either individually or in teams, can complete a curriculum review using the HECAT. The lesson activities in this guide use a tobacco prevention curriculum. There are a number of commercially-developed tobacco prevention curricula that might be used. An alternate health topic curriculum might be used.

Although it would be ideal, the acquisition and analysis of a comprehensive curriculum (multi-grade, multi-topic) is not necessary or practical within the time constraints of classroom instruction. The review of a single topic curriculum will enable students to understand how to apply the HECAT in their professional practice.

The instructor should consider the following suggestions when selecting a tobacco or alternate topic curriculum. Choose a curriculum that

- Is manageable, such as one that covers a single topic, a single grade group range (e.g., grades 6–8 or grades 9–12), and has a limited number (e.g., 10) of lessons.
- Is well organized and fairly easy to navigate.
- Is considered non-controversial and focuses on a topic with outcomes that are more universally accepted, such as tobacco, healthy eating, or alcohol and other drugs. This will help keep the focus on elements of the HECAT, not on issues related to curriculum choice.
- Has sufficient information to complete relevant HECAT analyses. For example, a description of the scientific information used in the curriculum that might be relevant in completing the Accuracy Analysis, and some examples of lessons that address more than one standard.

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The instructor might also choose to have students analyze a locally-developed, single topic health education curriculum. If this is desired, the instructor should ensure that the curriculum is complete, that analysis of this curriculum can be reasonably accomplished in the time available, and that enough copies are available to accommodate students' needs.

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## Instructor Preparation

Before implementing the lessons in this Guide, the instructor should become thoroughly familiar with the HECAT, each lesson in this Guide, the PowerPoint® presentations, and the curriculum that students will use to complete the analysis. Instructors should also do the following:

- Consider any modifications that need to be made in activities. For example, instructional class time can be reduced if some activities and assignments are completed as homework or if some activities are omitted. Students might need to work on assignments in teams rather than individually, especially if the number of curriculum copies is less than the number of students.
- Complete a personal analysis of the selected curriculum using the HECAT, including all forms in chapters 2–5 and the relevant chapter 6 health topic module. This practice can help the instructor acquire the practical understanding of the HECAT and stimulate ideas about how to use suggested activities to facilitate student learning.
- The HECAT is intended to be used by a team. To maximize the learning experiences derived from its use, consider methods and strategies that will allow students to participate in teams or small groups. The instructor should consider how to organize teams or groups to best achieve individual and group learning.

## Student Preparation

The following steps are necessary to prepare students for learning about the HECAT prior to implementing these lessons.

- **Student academic preparation:** Although the lessons are intended for upper division undergraduate students enrolled in a professional preparation program in health education at a college or university, these lessons may be used in curriculum development, graduate level education, and pedagogy courses. Instructors using this guide should review it to determine the appropriateness of the lessons for their student audience(s), the prerequisite knowledge and skills learners should possess prior to implementation of the lessons, and modifications in the lessons that may be needed prior to implementation. For example, some instructors may find that undergraduate students are capable of learning and applying learning only from selected lessons, while graduate students would have sufficient background to complete all six lessons.
- **Prerequisite skills:** Students should be familiar with lesson planning for use at the elementary school, middle or junior high school and/or high school level(s). They should be able to write objectives and goals, select appropriate teaching strategies, describe learning experiences, identify materials and equipment needed for implementing the lessons, and apply appropriate assessment of the knowledge and skills to be acquired by students in a lesson.

Students should be familiar with how to apply the steps of skill development. They are:

1. **Discussing the importance of the skill, its relevance, and relationship to other learned skills;**
  2. **Presenting steps for developing the skill;**
  3. **Modeling the skill;**
  4. **Practicing and rehearsing the skill using real-life scenarios; and**
  5. **Providing feedback and reinforcement.**
- **Prerequisite materials:** Each student should have a copy of the Health Education Curriculum Analysis Tool (HECAT) and a copy of the curriculum that will be used for analysis.
  - **Reading assignment:** Assign students to read the Overview of the Health Education Curriculum Analysis Tool and become familiar with the curriculum that will be analyzed prior to implementing Lesson 1.

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# Lesson 1

## Development, Application, and Organization of the Health Education Curriculum Analysis Tool (HECAT)

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### Introduction

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This lesson is designed to provide university and college students with an overview of the HECAT by explaining its purpose, development, intended audiences, possible uses, and the organization of the HECAT manual. In this lesson, students will view an interactive PowerPoint® presentation, and participate in small groups of 2 to 3 students in an introductory activity, a guided discussion, and an assessment.

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### Lesson Objectives

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After completing this lesson, students will be able to do the following:

1. **Summarize the elements of a health education curriculum.**
2. **Summarize the purpose of the HECAT.**
3. **Explain a variety of ways the HECAT can be used.**

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**Total Estimated Time:** 1 hour, 15 minutes – 1 hour, 35 minutes

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Introduction and Overview	5 minutes
PowerPoint® Presentation	10 minutes
Activity	40–50 minutes
Assessment	20–25 minutes



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## Materials Needed to Implement Lesson

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- One copy of the *Health Education Curriculum Analysis Tool* (HECAT) for each student and instructor, including the follow sections:
  - ~ Overview
  - ~ Chapter 1: General Instructions
  - ~ Chapter 2: General Curriculum Information
  - ~ Chapter 3: Overall Summary Forms
  - ~ Chapter 4: Preliminary Curriculum Considerations
  - ~ Chapter 5: Curriculum Fundamentals
  - ~ Chapter 6: Curriculum Analysis Modules (for this training manual, Module T: Tobacco will be used)
  - ~ Glossary
- One copy of the following for each student or small group of 2 – 3 students:
  - ~ A single grade level tobacco prevention curriculum
  - ~ Marketing information (or web-links) for the curriculum provided, if available.
- One copy of the following for each student:
  - ~ HECAT Chapter 2: General Curriculum Information, pgs. 2-1 – 2-4. (Copy on which students can write.)
  - ~ *Exit Ticket: Introduction to the HECAT* (pg. 12)
- One copy of the *Exit Ticket: Introduction to the HECAT Answer Key and Scoring Rubric* for instructor review (pgs. 13-14)
- PowerPoint® Presentation for Lesson 1: *Development, Application, and Organization of the HECAT*
- Computer and LCD projector

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## Instructor Preparation

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1. **Prior to Lesson 1, review the following:**
  - A. All chapters of the HECAT (Chapters 1 – 6), and specifically the HECAT chapters and content that will be introduced and used in this lesson and student activities.
  - B. Lesson 1 Procedures (pgs. 10-11).
  - C. PowerPoint® slides, instructor notes and narrative for Lesson 1.
2. **Prepare all materials for the Lesson 1 activity.**
  - A. Post the HECAT (all chapters) onto course online e-learning communication site, or refer students to the cdc.gov website address to print a personal copy of the HECAT.

- B. Print the copy of the HECAT Chapter 2: General Curriculum Information, pgs. 2-1 – 2-4 for each student or small group. The instructor may want to make these pages available on the course online e-learning communication site.
- 3. Prepare the Assessment for Lesson 1.**
    - A. Print one copy of the *Exit Ticket: Introduction to the HECAT* for each student (pg. 12).
    - B. Print one copy of the *Exit Ticket: Introduction to the HECAT Answer Key and Scoring Rubric* (pgs. 13-14) for the instructor.
  - 4. Set up computer and LCD projector and use the Lesson 1 PowerPoint® file.**

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## Suggestions for Use

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- The instructor may choose to print and copy all HECAT materials for students or assign students to assume personal responsibility for obtaining copies, prior to the implementation of this lesson.
- If a personal copy of the tobacco prevention curriculum is not available for each student, provide one copy to small groups of 2-3 students.
- Consider the lesson adaptations that may be necessary to accommodate the sharing of curriculum materials.
- This guide assumes the instructor will use a single grade level tobacco prevention curriculum to facilitate student learning about the HECAT. If a different health topic curriculum has been selected for use revise lessons to correspond with the alternate curriculum. Assign students to become familiar with the HECAT chapter 6 health topic module that corresponds with the alternate curriculum (instead of the tobacco module).
- Because students will be unfamiliar with this tool, extra time may be needed by students to locate specific chapters and sections of the HECAT. An additional 5 - 10 minutes may be allocated for this purpose.
- Students should be instructed to review the HECAT and read the Overview prior to using this lesson.
- This lesson ends with a written assessment, an *Exit Ticket*. The *Exit Ticket* or another type of assessment should be used to check for student learning.

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## **Lesson Procedures: 75–95 minutes**

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### **1. Introduction and Overview (5 minutes)**

- A. Display slide 1 and introduce the series of lessons, and use slide 2 to introduce Lesson 1.
- B. Make the following introductory points:
  - As an introduction to this lesson, students will review the chapters and modules of the HECAT that are needed to examine health education curricula. This guide uses a tobacco use prevention education curriculum as an example throughout.

### **2. Lesson 1 Slide Presentation (40 minutes)**

- A. Display slide 3 with the objectives for this lesson and use the notes and narrative for the slide.
  - Explain that this lesson will help students to:
    1. Summarize the elements of a health education curriculum.
    2. Summarize the purpose of the HECAT.
    3. Explain a variety of ways the HECAT can be used.
- B. Display slides 4 – 22, and use notes and narrative for each slide to supplement the information found on the slide.
  1. Direct students to the specific HECAT tabs and page numbers when discussing the contents of the HECAT. Allow adequate time for students to locate this information in planning the tempo of the instructor's presentation.
  2. Tell students to read and be familiar with the HECAT Glossary, as the terms will be used throughout the 5 lessons.

### **3. Lesson 1 Activity: Completing the HECAT, Chapter 2 – General Curriculum Information (30-40 minutes)**

- A. Display and narrate slide 23, General Curriculum Information.
  1. Explain that they will use this tool to capture information about their curriculum.
  2. Ask students to form small groups of 3 students each.
  3. Direct student groups to review their curriculum and answer the questions in the HECAT Chapter 2: General Curriculum Information, using HECAT pages 2-1–2-4.
  4. Ask students to complete all questions that can be answered. Circle the number of any question that could not be answered with information at hand (e.g., curriculum marketing information, or web-links).
- B. When students have completed the items in Chapter 2 – General Curriculum Information, display slide 24.

1. Facilitate a discussion of the results, using these questions
  - ~ How is this information useful in selecting a curriculum?
  - ~ What have you already found to be informative about your curriculum that gives you a sense of its quality?
  - ~ What questions were you not able to answer about the curriculum?
  - ~ Where else might you find the answers to these questions?

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**Note to instructor:** Even if class time is available, some General Curriculum Information questions will remain unanswered. Students can be provided additional information about the curriculum to complete this chapter on their own or can be assigned to locate relevant sources of information that can be used to complete unanswered questions.

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**4. Continue Lesson 1 slide presentation, display slides 25 – 28.**

- Allow time for students to skim the contents of HECAT Chapters 3–6 as they are presented on the PowerPoint® slides.

**5. Assessment – Exit Ticket (20-25 minutes)**

- A. Display PowerPoint® slide 29 and distribute the *Exit Ticket: Introduction to the HECAT* handout to each student.
- B. Explain that students should complete their *Exit Tickets* individually and submit them at the end of the class session. Allow students 15 – 20 minutes to complete the assessment.
- C. Review the directions and scoring rubric for the *Exit Ticket: Introduction to the HECAT* with students (pg. 12).
  - Collect and score students’ responses to the *Exit Ticket: Introduction to the HECAT* using the Answer Key and Scoring Rubric (pgs. 13-14).
  - At the beginning of Lesson 2, return the *Exit Tickets* (for Lesson 1) and use the Answer Key and Scoring Rubric to discuss the correct answers and determine areas that need to be reviewed.

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## Preparation for Lesson 2

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- Tell students that in the next lessons they will need to use the information from the Lesson 1 Activity: Completing the HECAT, Chapter 2 – *General Curriculum Information*.
- If class time is limited, students can complete:
  - ~ The Chapter 2 – General Curriculum Information activity as an out-of-class or homework assignment.
  - ~ The questions on slide 23 as an out-of-class or homework assignment. They should be prepared to discuss their answers at the beginning of Lesson 2.

**EXIT TICKET**

## Introduction to the HECAT

**EXIT TICKET**

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**Purposes:** To summarize the elements of a health education curriculum and the purpose of the HECAT, and to explain ways the HECAT can be used.

**Directions:** Write your responses to the following items.

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1. Summarize the elements of a health education curriculum.

2. Summarize the purpose of the HECAT.

3. Explain a variety of ways the HECAT can be used.



## Introduction to the HECAT



### ANSWER KEY & SCORING RUBRIC

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**Purposes:** To summarize the elements of a health education curriculum and the purpose of the HECAT, and to explain ways the HECAT can be used.

**Directions:** Write your responses to the following items.

---

**1. Summarize the elements of a health education curriculum.**

- *A set of expected learning outcomes or learning objectives that contributes to making health-promoting decisions, achieving health literacy, and adopting health-enhancing behaviors, including promoting the health of others.*
- *A planned progression of developmentally appropriate lessons or learning experiences that lead to achieving these objectives.*
- *Continuity between lessons or learning experiences that clearly reinforce the adoption and maintenance of specific health-enhancing behaviors.*
- *Accompanying content or materials that correspond with the sequence of learning events and help teachers and students meet the learning objectives.*
- *Assessment strategies to determine if students achieved the desired learning.*

**2. Summarize the purpose of the HECAT.**

- *The HECAT contains guidance, tools, and resources for a school district to carry out a clear, complete, and consistent analysis of health education curricula (comprehensive or topic-specific).*

**3. Explain a variety of ways the HECAT can be used.**

- *The HECAT provides a school district with analysis results that can be used to improve existing curriculum, select a commercially- packaged curriculum, or develop or revise a locally-developed curriculum.*
- *The HECAT lays out priorities for what is important for a school district to consider before selecting a commercially- packaged curriculum, or in developing or revising locally-developed curriculum.*
- *The HECAT presents a process for analyzing these priorities.*
- *The HECAT provides a rubric for scoring analyses to guide curriculum decisions and selection.*
- *The HECAT is a guidance tool as well as an analysis tool.*
- *The HECAT can be used by:*
  - ~ *State agency staff;*
  - ~ *Curriculum committees or educators at school districts, schools or community-based organizations;*
  - ~ *Other curricula developers; or institutions of higher education and other pre-service teacher training programs.*

## Exit Ticket: Introduction to the HECAT SCORING RUBRIC

**Objectives:**

1. Summarize the elements of a health education curriculum.
2. Summarize the purpose of the HECAT.
3. Explain a variety of ways the HECAT can be used.

Pts.	CRITERIA
5	The description clearly and completely summarizes and relates to the specified topic and includes supporting details; the response addresses 90 - 100% of the specified criteria.
4	The description provides a complete response with some detail; the response addresses 80 – 89% of the specified criteria.
3	The description is almost complete; the response addresses 70 – 79% of the specified criteria.
2	The description is somewhat complete; the response addresses 60 – 69% of the specified criteria.
1	The description is incomplete; the response addresses less than 60% of the criteria.

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# Lesson 2

## Understanding the Characteristics of an Effective Health Education Curriculum

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### Introduction

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Health education is an essential part of a student's academic course of study. It provides students with the knowledge and skills necessary to adopt or maintain health-enhancing behaviors. In the past decade, there has been an abundance of research conducted on the effectiveness of health education curricula. Through a synthesis of that research, common characteristics of effective health education have been identified. This lesson is designed to introduce students to what research has found to be essential characteristics of an effective health education curriculum and to identify those health education practices that might be less important or counterproductive to promoting health behaviors among students. Because the HECAT is based primarily on the *Characteristics of an Effective Health Education Curriculum* and the *National Health Education Standards*, it is important to understand how the characteristics are reflected in the HECAT. The application of the National Health Education Standards in the HECAT will be covered in Lesson 4.

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### Lesson Objectives

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After completing this lesson, students will be able to:

1. **Describe the Characteristics of an Effective Health Education Curriculum.**
2. **Formulate an example of how each Characteristic of an Effective Health Education Curriculum could be reflected in a tobacco prevention health education curriculum.**

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### Student Prerequisites

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Prior to this lesson (in Lesson 1), students should have completed the HECAT Chapter 2 – General Curriculum Information, answered the Chapter 2 discussion questions (see Lesson 1, Procedure, step 3, pg. 11), and completed the *Exit Ticket* assessment. If there was insufficient time in the previous lesson to complete the activities and the assessment, complete them before commencing with Lesson 2.

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## Total Estimated Time: 1 hour, 45 minutes – 2 hours 50 minutes

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Introduction and Overview	5 minutes
PowerPoint® Presentation	30–40 minutes
Activity 1	25–25 minutes
Activity 2	45 minutes
Assessment 1	15–20 minutes
Assessment 2	30–35 minutes

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## Materials Needed to Implement Lesson

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- PowerPoint® Presentation for Lesson 2: *Understanding the Characteristics of an Effective Health Education Curriculum*.
- Computer and LCD projector
- One copy for each student of the following:
  - ~ *Characteristics of an Effective Health Education Curriculum* (HECAT, Overview, pgs. 4-6) (Included as part of complete HECAT.)
  - ~ *Activity 1, Locating Characteristics in the HECAT Chapters* (pgs. 23-25)
  - ~ *Exit Ticket 1 – Understanding the Characteristics of an Effective Health Education Curriculum* (pg. 67)
  - ~ *Exit Ticket 2 – Applying the Characteristics of an Effective Health Education Curriculum **and** Scoring Rubric and Criteria for Written Assessment* (pgs. 69-70)
  - ~ One set of *Characteristics of an Effective Health Education Curriculum – Application Examples Cards*. (Print on stock card paper [8 ½” x 11”], then cut up the set of cards). (pgs. 51-65)
  - ~ Two-sided tape (to put on back of cards for hanging on wall) or regular tape or pins, as needed.
- One copy for instructor review of the following:
  - ~ *Locating Characteristics in the HECAT Chapters – Answer Key Activity 1* (pgs. 27-29)
  - ~ *Characteristics of an Effective Health Education Curriculum – Application Examples Answer Key* (pgs. 30-33). Print the answer key on 8 ½” x 11” paper. The Answer Key contains column header (Characteristic #1 – #15; Not So Effective Practice) and the corresponding application examples.
  - ~ *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum – Answer Key* (pg. 68)
  - ~ *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum **and** Scoring Rubric and Criteria for Written Assessment* (pgs. 69-70).

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## Instructor Preparation

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**1. Review the following:**

- Lesson 2 Procedures.
- PowerPoint® slides, notes and narrative for Lesson 2.
- *Characteristics of an Effective Health Education Curriculum – Application Examples*. Be prepared to explain how the application examples support the specific Characteristic. (Note: Some of the examples may apply to two or more Characteristics.)

**2. Set up computer, LCD projector, and screen, and use the Lesson 2 PowerPoint® file.**

**3. Prepare all materials for the Lesson 2 activities.**

- Prepare wall space to post the 16 column headers including the *Characteristics of an Effective Health Education Curriculum*, and the *Not So Effective Practice Cards*. Place or tape each of the *Characteristics of an Effective Health Education Curriculum* column header title cards (1 – 15) in consecutive order, horizontally across the wall; then continue with the *Not So Effective Practice Card*. Allow space below each of the Characteristics and *Not So Effective Practice* column header title cards to place the Application Examples.

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**Notes:**

- It is important for students to understand how each Characteristic is represented or supported in the HECAT. Two different activities will help students understand the meaning of each Characteristic and become familiar with the HECAT document. Use one or both activities, as needed.
  - For Activity 2, *Characteristics of an Effective Health Education Curriculum - Application Examples*, some of the Application Examples can apply to two or more of the Characteristics. If students can justify the placement of the Application Example under more than one Characteristic, it is appropriate to allow or encourage that thought process. Make sure to think about multiple placements for Application Examples before teaching the lesson.
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## Lesson Procedures: 100 – 115 minutes

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### 1. Introduction and Overview (5 minutes)

- A. Take time to complete and process any concepts, activities, or discussion questions from Lesson 1 before beginning this lesson.
- B. Explain how the *Characteristics of an Effective Health Education Curriculum* were identified (see background information in the HECAT Overview pgs. 4-6).
  - A synthesis of research evaluating health education curricula and input from experts in the health education profession have identified 15 *Characteristics of an Effective Health Education Curriculum*.
  - These Characteristics helped with the development of the HECAT and are reflected in a variety of ways throughout the HECAT.
  - Emphasize that the HECAT is based primarily on the *Characteristics of an Effective Health Education Curriculum* (and includes other criteria, see HECAT Overview, pg. 3). It is important to understand these Characteristics and how the HECAT reflects them.

### 2. Lesson 2 Slide Presentation (30 – 40 minutes)

- Present the PowerPoint® slides 1-3 for Lesson 2. Use the notes and narrative for each slide to supplement the information found on the slide.
- Present the PowerPoint® slides 4-9 that list the *Characteristics of an Effective Health Education Curriculum*. As the Characteristics are explained, direct students to follow in the HECAT Overview, pgs. 4-6.

### 3. Lesson 2, Activity 1: Locating Characteristics in the HECAT Chapters (20 – 25 minutes).

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Note: Students may work individually, in pairs, or groups of 3 to complete this activity.

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- A. Distribute the handout – Locating Characteristics in the HECAT Chapters to each student.
- B. Display PowerPoint® slide 10.
- C. Explain the following to the students:
  1. Use their personal copy of the HECAT and Chapter 6 (Tobacco module) to locate one example of where each of the *Characteristics of an Effective Health Education Curriculum* can be found in the HECAT. Determine where the characteristic is supported in the given chapter(s) and page number(s).
  2. Then, for each Characteristic, use the handout – *Locating Characteristics in the HECAT Chapters* to write your answer in the space provided.
  3. Read the example for the first Characteristic “Focuses on clear health goals and related behavioral outcomes.”
- D. Allow students time to complete the handout.

- E. Review the correct responses using the *Answer Key for Locating Characteristics in the HECAT Chapters*. Answer or clarify any questions students might have.

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**Suggestions for use:** In this preliminary activity, students will locate where each **Characteristic** is supported in the HECAT document.

- ✓ To conserve time, assign one **Characteristic** to a student or a group of students, to locate where it is supported in the HECAT.
  - ✓ Use the *Locating Characteristics in the HECAT Chapters - Answer Key* (pgs. 27-29) to help students identify the location of each Characteristic in the HECAT document.
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**4. Lesson 2, Activity 2: Characteristics of an Effective Health Education Curriculum—Application Examples (45 minutes)**

- A. Display PowerPoint® slide 11 and describe steps of activity to students.
- B. Assign students to work in pairs.
- C. Distribute all of the *Characteristics of an Effective Health Education Curriculum—Application Examples* Cards among the pairs of students. (Ideally, each pair will have at least 2-3 *Characteristics of an Effective Health Education Curriculum—Application Examples* Cards.)
- D. Display PowerPoint® slide 12.
- E. Explain the following to the students:
  1. Read each *Characteristics of an Effective Health Education Curriculum — Application Example* (Application Example) Card and place it on the wall (or board) under the matching *Characteristic of an Effective Health Education Curriculum* title card it supports.
  2. Each Application Example Card has a ●,■ or a ▲ on it.

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**Note:** All *Characteristics of an Effective Health Education Curriculum — Application Examples* cards are coded with a ●,■ or ▲. These symbols help restrict the number of characteristics with which a student will need to match their example. It is easier to match the examples to the *Characteristics of an Effective Health Education Curriculum* when focusing on only 4-5 characteristics at a time. This activity does not limit the application examples to tobacco.

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3. Their *Application Example* card should match the symbol on one of the numbered (1 – 15) *Characteristics of an Effective Health Education Curriculum* title cards on the wall. If an Application Example does not appear to apply to any of the Characteristics, the card should be placed under the title card Not So Effective Practice.
4. There are 5 *Characteristics of an Effective Health Education Curriculum* marked with a ●.
  - ~ Match all the Application Example Cards with a ● to the appropriate *Characteristics of an Effective Health Education Curriculum*.

5. There are 5 *Characteristics of an Effective Health Education Curriculum* with a ■.
    - ~ Match all the Application Example Cards with a ■ to the appropriate *Characteristics of an Effective Health Education Curriculum*.
  6. There are 5 *Characteristics of an Effective Health Education Curriculum* with a ▲.
    - ~ Match all the Application Example Cards with a ▲ to the appropriate *Characteristics of an Effective Health Education Curriculum*.
  7. Some Application Example Cards are “not so effective” and should be placed under the *Not So Effective Practice Card* (title card).
    - ~ Six Application Example Cards fit under the *Not So Effective Practice card*; they also have a ●, ■, or ▲ on them.
- F. Allow students to complete the activity.
- G. Display PowerPoint® slide 13.
- H. Ask students to share the most important concept they learned during this lesson.

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**Suggestions for use:** In this second activity, students will match examples with appropriate characteristics. They should be able to explain their rationale for the placement of their examples. This activity can generate considerable and valuable discussion. Students will learn more from the discussion related to all examples than they will about their own limited number of examples. The instructor should understand

1. A student might place their example under the wrong characteristic on first placement. He or she can choose to move it at any time (e.g., based on group discussion).
2. The importance of focusing discussion on the characteristics, not just the example. The emphasis of the examples on the Not So Effective Practice cards should be on why the example is contrary to the characteristics.
3. The instructor should use the *Characteristics of an Effective Health Education Curriculum and Application Examples - Answer Key* (pg. 30-33) to help process the activity. The answer key provides one to three examples for each Characteristic. Students may determine that an Application Example card may fit under more than one Characteristic. If so, make sure students can adequately defend their answers.

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## 5. Assessment – Exit Tickets 1 and 2

- A. Two assessments have been developed – both should be used.
- *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum* assesses objective 1, and uses matching (selected response) items.
  - *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum* assesses objectives 1 and 2, and applies completion (constructed response) items.
- B. For *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum*, students complete their assessment individually.
1. Distribute *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum* handout to each student.

2. Review the directions for the *Exit Ticket 1*.
  3. Allow students 15 – 20 minutes to complete the *Exit Ticket 1* (during class or as homework).
  4. Collect students' completed *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum*.
  5. Use *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum – Answer Key* to review and discuss students' answers.
  6. At the beginning of Lesson 3, return the *Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum*, and use the *Answer Key* to discuss the correct answers and determine areas to be reviewed.
- C. For *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum*, students complete the assessment in the same group in which they completed the activity. They can complete the assessment during class or as homework.
1. Distribute *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum* handout to each small group of students.
  2. Review the directions for *Exit Ticket 2*. Ask students to write group members' names, curriculum topic (e.g., Tobacco use prevention), grade level, and date at the top of the *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum Scoring Rubric*.
    - ~ Allow students 30 – 45 minutes to complete the *Exit Ticket 2* (if done during class time).
    - ~ Upon completion of the *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum* handout, collect each groups' completed *Exit Ticket 2 handout and the Scoring Rubric form*.
    - ~ Use the *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum Scoring Rubric* and criteria to evaluate the small groups' responses.
    - ~ During the next class session, review and discuss the correct answers to *Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum* using the *Scoring Rubric and Criteria for Written Assessment*. Determine areas that need to be reviewed.

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### Preparation for Lesson 3

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- Tell students that in the next session they will use their tobacco use prevention curricula with the HECAT. Remind them to bring their HECAT and their tobacco prevention curriculum to the next class.





## Locating Characteristics in the HECAT Chapters

**Directions:** Using your copy of the HECAT and Chapter 6 (Tobacco module), locate one example for each of the Characteristics of an Effective Health Education Curriculum. Determine where the characteristic is supported in the given chapter(s) and page number(s). For each characteristic, write your answer in the space provided. See example for characteristic "Focuses on specific behavioral outcomes."

### Example

#### 1. Focuses on specific behavioral outcomes. (Ch. 6)

- Ch. 6, pg. T-1: What are the Healthy Behavioral Outcomes for a tobacco-free curriculum?  
A pre-K–12 tobacco-free curriculum should enable students to
  - ~ HBO 1. Avoid using (or experimenting with) any form of tobacco.
  - ~ HBO 2. Avoid second-hand smoke.
  - ~ HBO 3. Support a tobacco-free environment.
  - ~ HBO 4. Support others to be tobacco-free.
  - ~ HBO 5. Quit using tobacco, if already using.

#### 2. Is research-based and theory-driven. (Ch. 2 & 6)

- Ch. 2 – Which curriculum fundamental addresses this characteristic?  
~ Pg. 2-2: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addressed this characteristic?  
~ Pg. T-5: \_\_\_\_\_

#### 3. Addresses individual values, attitudes, and beliefs. (Chap. 5 & 6)

- Ch. 5 – Which curriculum fundamental addresses this characteristic?  
~ Pgs. 5-8: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addressed this characteristic?  
~ Pg. T-12: \_\_\_\_\_  
~ Pg. T-14: \_\_\_\_\_

#### 4. Addresses individual and group norms that support health-enhancing behaviors. (Chap. 5 & 6)

- Ch. 5 – Which of the curriculum fundamentals address this characteristic?  
~ Pgs. 5-8: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectations address this characteristic?  
~ Pg. T-5: \_\_\_\_\_

#### 5. Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors. (Ch. 6)

- Ch. 6 – Which knowledge and/or skill expectation address this characteristic?  
~ Pg. T-5: \_\_\_\_\_  
~ Pg. T-12: \_\_\_\_\_  
~ Pg. T-24: \_\_\_\_\_

#### 6. Addresses social pressures and influences. (Ch. 6)

- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
~ Pg. T-10: \_\_\_\_\_

#### 7. Builds personal competence, social competence, and self-efficacy by addressing skills. (Ch. 6)

- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
\_\_\_\_\_

**8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors. (Chap. 4, 5 & 6)**

- Ch. 4 – Which Preliminary Curriculum Consideration address this characteristic?  
~ Pgs. 4-2: \_\_\_\_\_
- Ch. 5 – Which curriculum fundamentals address this characteristic?  
~ Pg. 5-1: \_\_\_\_\_  
~ Pg. 5-3: \_\_\_\_\_  
~ Pg. 5-6: \_\_\_\_\_  
~ Pg. 5-8: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
\_\_\_\_\_

**9. Uses strategies designed to personalize information and engage students. (Chap. 5 & 6)**

- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ Pg. 5-5: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
~ Pg. T-4: \_\_\_\_\_

**10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials. (Chap. 4, 5 & 6)**

- Ch. 4 – Which Preliminary Curriculum Consideration addresses this characteristic?  
~ Pgs. 4-5-4-8: \_\_\_\_\_
- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ Pg. 5-5: \_\_\_\_\_  
~ Pg. 5-7: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
\_\_\_\_\_

**11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive. (Chap. 4, 5 & 6)**

- Ch. 4 – Which Preliminary Curriculum Consideration addresses this characteristic?  
~ Pg. 4-5: \_\_\_\_\_
- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ Pg. 5-5: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
\_\_\_\_\_

**12. Provides adequate time for instruction and learning. (Ch. 6)**

- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
\_\_\_\_\_

**13. Provides opportunities to reinforce skills and positive health behaviors. (Chap. 5 & 6)**

- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ Pg. 5-2: \_\_\_\_\_  
~ Pg. 5-5: \_\_\_\_\_  
~ Pg. 5-4: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
\_\_\_\_\_

**14. Provides opportunities to make positive connections with influential others. (Chap. 5 & 6)**

- Ch. 5 – Which curriculum fundamentals addresses this characteristic?
  - ~ Pg. 5-5: \_\_\_\_\_
  - ~ Pg. 5-8: \_\_\_\_\_
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?
  - ~ Pg. T-16: \_\_\_\_\_

**15. Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning. (Chap. 2, 5 & 6)**

- Ch. 2 – Which items addresses this characteristic?
  - ~ Pg. 2-3: \_\_\_\_\_
- Ch. 5 – Which curriculum fundamentals addresses this characteristic?
  - ~ Pg. 5-2: \_\_\_\_\_
  - ~ Pg. 5-4: \_\_\_\_\_



## Locating Characteristics in the HECAT Chapters

### ANSWER KEY

#### 1. Focuses on specific behavioral outcomes. (Ch. 6)

- Ch. 6, pg. T-1: What are the Healthy Behavioral Outcomes for a tobacco-free curriculum?  
A pre-K–12 tobacco-free curriculum should enable students to
  - ~ HBO 1. Avoid using (or experimenting with) any form of tobacco.
  - ~ HBO 2. Avoid second-hand smoke.
  - ~ HBO 3. Support a tobacco-free environment.
  - ~ HBO 4. Support others to be tobacco-free.
  - ~ HBO 5. Quit using tobacco, if already using.

#### 2. Is research-based and theory-driven. (Ch. 2 & 6)

- Ch. 2 – Which curriculum fundamental addresses this characteristic?
  - ~ **Pg. 2-2:** Question 13. Does the developer indicate that the curriculum is based on a specific health behavior theory or theories? If no, does the developer identify another model or framework as a basis for the curriculum? If yes, on what model or framework is the content based?
- Ch. 6 – Which knowledge and/or skill expectation addressed this characteristic?
  - ~ **Pg. T-5:** There are many constructs of different health behavior theories included in the knowledge and skill expectations. Depending on their content knowledge, students will be able to identify several constructs that are represented. For example, pg. T-5 (grade group 6–8), “Summarize the benefits of being tobacco-free” supports the construct of benefits in the Health Belief Model.

#### 3. Addresses individual values, attitudes, and beliefs. (Chap. 5 & 6)

- Ch. 5 – Which curriculum fundamental addresses this characteristic?
  - ~ **Pgs. 5-8:** Promoting Healthy Norms
- Ch. 6 – Which knowledge and/or skill expectation addressed this characteristic?
  - ~ **Pg. T-36:** T5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use
  - ~ **Pg. T-12:** T2.8.4 Explain how personal values and beliefs influence tobacco-related practices and behaviors.
  - ~ **Pg. T-14:** T2.12.2 Analyze how culture supports and challenges tobacco-related beliefs, practices and behaviors.
  - ~ **Pg. T-14:** T2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy or unhealthy tobacco-related behaviors.

#### 4. Addresses individual and group norms that support health-enhancing behaviors. (Chap. 5 & 6)

- Ch. 5 – Which of the curriculum fundamentals address this characteristic?
  - ~ **Pgs. 5-8:** Promoting Healthy Norms
- Ch. 6 – Which knowledge and/or skill expectations address this characteristic?
  - ~ **Pg. T-5:** T1.8.7 Explain reasons most individuals do not use tobacco products.
  - ~ **Pg. T-5:** T1.8.8 Explain school policies and community laws related to the sale and use of tobacco products.
  - ~ **Pg. T-12:** T2.8.3 Explain how social expectations influence behaviors related to tobacco-related practices and behaviors.
  - ~ **Pg. T-62:** T8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.

- 5. Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors. (Ch. 6)**

  - Ch. 6 – Which knowledge and/or skill expectation address this characteristic?
    - ~ **Pg. T-5:** T1.8.6 Describe the social, economic, and cosmetic consequences of tobacco use.
    - ~ **Pg. T-12:** T2.8.5 Describe how some health risk behaviors, such as alcohol use, influence the likelihood of engaging in tobacco use.
    - ~ **Pg. T-24:** T4.2.1 Demonstrate how to effectively communicate needs, wants and feelings that help avoid exposure to secondhand smoke.
- 6. Addresses social pressures and influences. (Ch. 6)**

  - Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?
    - ~ **Pg. T-10:** All of Standard 2 skill expectations address this characteristic.
- 7. Builds personal competence, social competence, and self-efficacy by addressing skills. (Ch. 6)**

  - Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?
    - ~ All skill expectations for Standards 4, 5, 6, & 7 address this characteristic.
- 8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors. (Chap. 4, 5 & 6)**

  - Ch. 4 – Which Preliminary Curriculum Consideration address this characteristic?
    - ~ **Pgs. 4-2–4-4:** Accuracy Analysis
  - Ch. 5 – Which curriculum fundamentals address this characteristic?
    - ~ **Pg. 5-1:** Curriculum Design (Note: Most or all learning experiences reinforce adopting and maintaining specific health-enhancing behaviors.)
    - ~ **Pg. 5-3:** Learning Objectives
    - ~ **Pg. 5-6:** Teaching Health Skills
    - ~ **Pg. 5-8:** Promoting Healthy Norms
  - Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?
    - ~ All Standard 1 knowledge expectations address this characteristic.
- 9. Uses strategies designed to personalize information and engage students. (Chap. 5 & 6)**

  - Ch. 5 – Which curriculum fundamentals addresses this characteristic?
    - ~ **Pgs. 5-5:** Most of the instructional strategies use interactive, experiential methods that actively engage students in learning and help them personalize the information.
  - Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?
    - ~ Many of the knowledge expectations in Standard 1 can be personalized.
    - ~ **Pg. T-4:** T1.5.1 Identify short- and long-term physical effects of using tobacco.  
T1.5.6 Identify the effects of tobacco use on social relationships.  
T1.5.8 Describe how to support family and friends who are trying to stop using tobacco.
- 10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials. (Chap. 4, 5 & 6)**

  - Ch. 4 – Which Preliminary Curriculum Consideration addresses this characteristic?
    - ~ **Pgs. 4-5–4-8:** Acceptability Analysis
  - Ch. 5 – Which curriculum fundamentals addresses this characteristic?
    - ~ **Pgs. 5-5:** Instructional Strategies & Materials, Question 3.
    - ~ **Pg. 5-7:** Student Assessment
  - Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?
    - ~ All knowledge and skill expectations are age- and developmentally-appropriate.

**11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive. (Chap. 4, 5 & 6)**

- Ch. 4 – Which Preliminary Curriculum Consideration addresses this characteristic?  
~ **Pgs. 4-5-4-8: Acceptability Analysis**
- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ **Pg. 5-5: Instructional Strategies & Materials, Question 2.**
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
*Many knowledge expectations and skill expectations (e.g., Standard 2 and more) are culturally inclusive.*

**12. Provides adequate time for instruction and learning. (Ch. 6)**

- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
*If all knowledge and skill expectations were taught, adequate time for instruction and learning would be needed.*

**13. Provides opportunities to reinforce skills and positive health behaviors. (Chap. 5 & 6)**

- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ **Pg. 5-2: Curriculum Design (Questions 3 & 4)**  
~ **Pg. 5-5: Continuity and Uniformity of CHE Curriculum (Questions 1 & 2)**  
~ **Pg. 5-4: Objectives (Question 2)**
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
*The knowledge and skill expectations are reinforced across grade groups.*

**14. Provides opportunities to make positive connections with influential others. (Chap. 5 & 6)**

- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ **Pg. 5-5: Instructional Strategies and Materials (question 4)**  
~ **Pg. 5-8: Promoting Healthy Norms (Questions 2 & 4)**
- Ch. 6 – Which knowledge and/or skill expectation addresses this characteristic?  
~ **Pg. T-16: T3.2.1 Identify trusted adults at home who can help prevent tobacco use.**  
*T3.2.2 Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use.*  
*T3.2.3 Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.*

**15. Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning. (Chap. 2, 5 & 6)**

- Ch. 2 – Which items addresses this characteristic?  
~ **Pg. 2-3: Question 15. Is professional development or training required by the developer to purchase or use curriculum materials? Question 16. Does professional development or training appear necessary to implement the curriculum effectively?**
- Ch. 5 – Which curriculum fundamentals addresses this characteristic?  
~ **Pg. 5-2: Curriculum Design, Question 2. Most or all of the necessary support materials, such as student texts, teacher guidance, audiovisuals, and teaching aids, are provided to achieve the learning objectives.**  
~ **Pg. 5-4: Teacher Guidance and Preparation**



## Characteristics of an Effective Health Education Curriculum & Application Examples

### ANSWER KEY

		Characteristics				
		●				
Application Examples		1	2	3	4	5
		Focuses on specific behavioral outcomes.	Is research-based and theory-driven.	Addresses individual values, attitudes, and beliefs.	Addresses individual and group norms that support health-enhancing behaviors.	Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
Example	The goals of the high school sexuality curriculum are to help students delay sexual intercourse and to increase the use of condoms if sexually active.	The local school district uses a tobacco prevention curriculum that has been evaluated and has demonstrated effectiveness by reducing the initiation of tobacco use.	Students create a top 10 list of reasons not to smoke or benefits of not smoking.	Students conduct a survey and examine data on the number of students who do not use tobacco.	Students analyze their risks associated with riding with a driver under the influence of alcohol or other drugs.	
Example	The 8th grade tobacco prevention curriculum focuses on getting students to avoid the use of tobacco and to avoid second-hand smoke.	The 8th grade violence prevention curriculum is based on the Theory of Planned Behavior.	Students list 2 short term and 2 long term goals that are important to them. They then write a summary paper about how practicing abstinence will help them reach their goals.	Students develop public service announcements to encourage peers to eat more fruits and vegetables.	Students discuss the negative consequences associated with bullying others.	
Example	The focus of the 5th grade nutrition education curriculum is to encourage students to eat 5 fruits and vegetables a day.		Students brainstorm how their life would be different if they became a teen parent.	The teacher takes attendance by asking each student to share one physical activity that he or she likes to do.		

## Characteristics of an Effective Health Education Curriculum & Application Examples

### ANSWER KEY

Application Examples	Characteristics				
	■				
	6	7	8	9	10
	Addresses social pressures and influences.	Builds personal competence, social competence, and self-efficacy by addressing skills.	Provides functional health knowledge that is basic and accurate, and directly contributes to health-promoting decisions and behaviors.	Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.	Uses strategies designed to personalize information and engage students.
Example	Students analyze how the media influences violent behaviors.	Students role play how to get out of a peer pressure situation to have sex.	High school students learn about common signs and symptoms of sexually transmitted diseases and how to prevent them.	Students in the early elementary grades are taught about taking medicine safely, while students in middle school learn about the dangers of marijuana.	Students are given an assignment to use the ChooseMyPlate website to identify their appropriate nutritional needs.
Example	Students discuss the pressure they feel from their peers to bully others.	Students have an opportunity to practice how to read a food label.	Students learn about the negative consequences of using alcohol and other drugs.	Students in early elementary school learn about the importance of riding safely in the back seat of a car, while high school students learn about the dangers of drinking and driving.	Students create a poster that lists their top 10 reasons for remaining abstinent.
Example		Students are given an assignment to set a physical activity goal and to monitor progress toward that goal.			Students write a summary paper that describes how alcohol and other drugs can negatively affect their personal goals.


## Characteristics of an Effective Health Education Curriculum & Application Examples

### ANSWER KEY

		Characteristics				
		▲				
Application Examples		11	12	13	14	15
			Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.	Provides adequate time for instruction and learning.	Provides opportunities to reinforce skills and positive health behaviors.	Provides opportunities to make positive connections with influential others.
Example	The health education curriculum addresses the influences of all cultures represented in the school.	Students have a required health education class in 7th, 9th, and 11th grade.	Students are given the opportunity to practice peer resistance skills during their middle school high school health class.	Students are given an assignment to interview their parents or guardians about their family rules regarding alcohol, tobacco, and other drug use.	The health teacher is passionate about teaching health education.	
Example	When discussing the topic of families, the health teacher includes all types of families in the discussion.	Elementary teachers are required to teach 50 hours of health education each year.	The middle school health teacher meets with the elementary teachers and the high school health teacher to coordinate what is taught in health education at each grade level.	Students identify three adults they would feel comfortable talking to if they were in an abusive situation.	Each year the middle school health teacher attends the American School Health Association conference to learn new strategies to improve teaching health.	
Example	A take-home assignment about family fitness choices has been translated into Spanish for parents/guardians who do not read English.	Health class time is scheduled for the same amount of time as math, science, and reading.		A registered dietician teaches elementary school students how to make healthy snacks at home.		

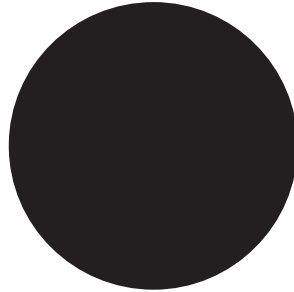
## Characteristics of an Effective Health Education Curriculum & Application Examples

### ANSWER KEY

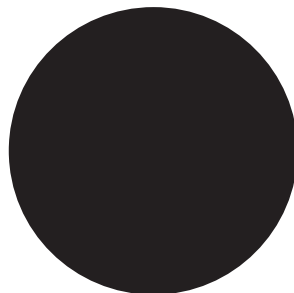
Application Examples	<u>Not So Effective Practice</u> 		
<b>Example</b>	The curriculum uses scare tactics as its primary means to deter students from using illegal drugs. ●	The entire middle school tobacco-use prevention unit consists of a guest speaker from the American Cancer Society giving a 30-minute presentation on the dangers of smoking. ■	The high school health teacher uses primarily lecture to teach his high school health class. ▲
<b>Example</b>	The primary focus of the mental & emotional health unit is to learn about the classification of mental illness. ●	The high school teacher shows slides or videos to help students learn the signs and symptoms of various tropical diseases (e.g., Malaria, Elephantiasis, and Ebola). ■	The teacher has students complete a drug classification chart that includes the name of the drug, the withdrawal symptoms, the drug category, and the methods of use. ▲



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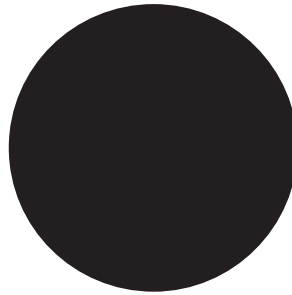
**Characteristic #1:**  
Focuses on specific behavioral outcomes.



**Characteristic #2:**  
Is research-based and theory-driven.

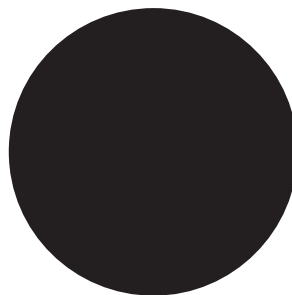


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### **Characteristic #3:**

Addresses individual values, attitudes,  
and beliefs.



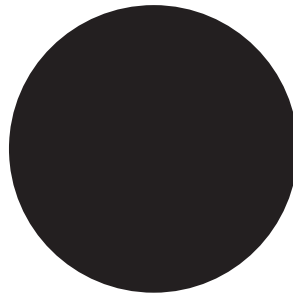
### **Characteristic #4:**

Addresses individual and group norms that  
support health–enhancing behaviors.





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## **Characteristic #5:**

Focuses on increasing the personal perception of risk, the harmfulness of engaging in specific health risk behaviors and reinforcing protective factors.



## **Characteristic #6:**

Addresses social pressures and influences.



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## **Characteristic #7:**

Builds personal competence, social competence, and self-efficacy by addressing skills.



## **Characteristic #8:**

Provides functional health knowledge that is basic and accurate, and directly contributes to health–promoting decisions and behaviors.



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## **Characteristic #9:**

Provides age– and developmentally– appropriate information, learning strategies, teaching methods, and materials.

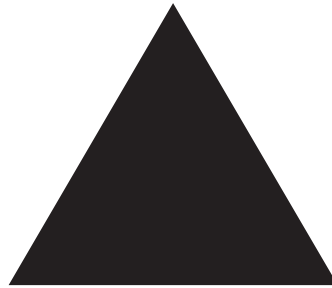


## **Characteristic #10:**

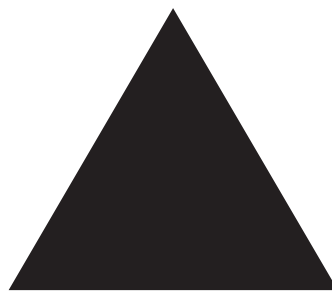
Uses strategies designed to personalize information and engage students.



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**Characteristic #11:**  
Incorporates learning strategies,  
teaching methods, and materials  
that are culturally inclusive.

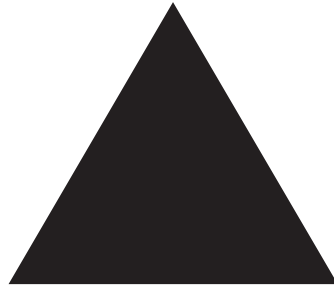


**Characteristic #12:**  
Provides adequate time  
for instruction and learning.



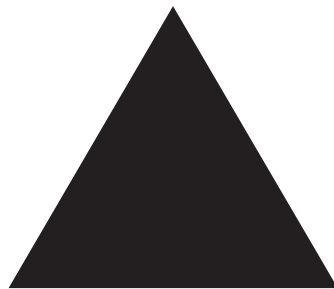


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## **Characteristic #13:**

Provides opportunities to reinforce skills and positive health behaviors.

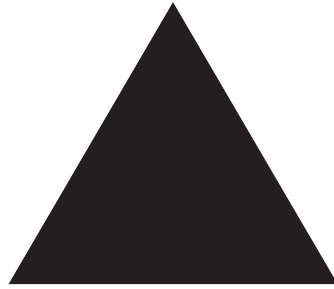


## **Characteristic #14:**

Provides opportunities to make positive connections with influential others.



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## **Characteristic #15:**

Includes teacher information and plans for professional development and training.

## **Not So Effective Practice**





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**The goals of the high school sexuality curriculum are to help students delay sexual intercourse and to increase the use of condoms if sexually active. ●**

**The 8<sup>th</sup> grade tobacco prevention curriculum focuses on getting students to avoid the use of tobacco and to avoid second-hand smoke. ●**

**The local school district uses a tobacco-use prevention curriculum that has been evaluated and demonstrated effectiveness by reducing the initiation of tobacco use. ●**

**The focus of the 5th grade nutrition education curriculum is to encourage students to make half their plate fruits and vegetables. ●**

**The 8th grade violence prevention curriculum is based on the Theory of Planned Behavior. ●**

**Students conduct a survey and examine data on the number of students who do not use tobacco. ●**



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**Students create a top 10 list of reasons not to smoke or benefits of not smoking. ●**

**Students list 2 short term and 2 long term goals that are important to them, and then write a summary paper about how practicing abstinence will help them reach their goals. ●**

**Students brainstorm how their life would be different if they became a teen parent. ●**

**Students develop public service announcements to encourage peers to eat more fruits and vegetables. ●**

**The teacher takes attendance by asking every student to share one physical activity that he or she likes to do. ●**

**Students analyze their risks associated with riding with a driver under the influence of alcohol or other drugs. ●**





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**Students discuss the negative consequences associated with bullying others. ●**

**Students analyze how the media influences violent behaviors. ■**

**Students discuss the pressure they feel from their peers to bully others. ■**

**Students role play how to get out of a peer pressure situation to have sex. ■**

**Students have an opportunity to practice how to read a food label. ■**

**Students are given an assignment to set a physical activity goal and to monitor progress toward that goal. ■**



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**Students are given an assignment to use the ChooseMyPlate website to identify their appropriate nutritional needs. ■**

**Students create a poster that lists their top 10 reasons for remaining abstinent. ■**

**High school students learn about common signs and symptoms of sexually transmitted diseases and how to prevent them. ■**

**Students learn about the negative consequences of using alcohol and other drugs. ■**

**Students write a summary paper that describes how alcohol and other drugs can negatively affect their personal goals. ■**

**Students in early elementary school grades learn about the importance of riding safely in the back seat of a care, while high school students learn about the dangers of drinking and driving. ■**



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**Students in the early elementary school grades are taught about taking medicine safely, while students in middle school learn about the dangers of marijuana. ■**

**The health education curriculum addresses the influences of all cultures represented in the school. ▲**

**When discussing the topic of families, the health teacher includes all types of families in the discussion. ▲**

**A take-home assignment about family fitness choices has been translated into Spanish for those parents/guardians who do not read English. ▲**

**Health education class time is scheduled for the same amount of time as math, science, and reading. ▲**

**Students have a required health education class in 7th, 9th, and 11th grade. ▲**



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**Elementary teachers are required to teach 50 hours of health education each year. ▲**

**Students are given the opportunity to practice peer resistance skills during their middle school and high school health class. ▲**

**The middle school health teacher meets with the elementary school teachers and the high school health teacher to coordinate what is taught in health education at each grade level. ▲**

**Students are given an assignment to interview their parents or guardians about their family rules regarding alcohol, tobacco, and other drug use. ▲**

**The health teacher is passionate about teaching health education. ▲**

**Students identify three trusted adults they would feel comfortable talking to if they were in an abusive situation. ▲**





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**A registered dietician teaches elementary school students how to make healthy snacks at home. ▲**

**Each year the middle school health teacher attends the American School Health Association conference to learn new strategies to improve teaching health. ▲**

**The curriculum uses scare tactics as its primary means to deter students from using illegal drugs. ●**

**The primary focus of the mental and emotional health unit is to learn about the classification of mental illness. ●**

**The entire middle school tobacco-use prevention unit consists of a guest speaker from the American Cancer Society giving a 30-minute presentation on the dangers of smoking. ■**

**The high school teacher shows slides or videos to help students learn the signs and symptoms of various tropical diseases (e.g., Malaria, Elephantiasis, and Ebola). ■**



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**The high school health teacher uses primarily lecture to teach his high school health class. ■**


**The teacher has students complete a drug classification chart that includes the name of the drug, the withdrawal symptoms, the drug category, and the methods of use. ■**




EXIT TICKET

## Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum

EXIT TICKET

**Directions:** Match the numbered Characteristic with the appropriate lettered abbreviated definition. Enter the correct letter next to the corresponding number in the space  provided.

	Characteristic	Abbreviated Definition
1	Focuses on clear health goals and related behavioral outcomes.	A Instructional strategies and learning experiences are student centered, interactive, and experiential.
2	Is research-based and theory-driven.	B Curricula provide opportunities for students to deal with relevant personal and social stressors that influence risky behaviors.
3	Addresses individual values, attitudes, and beliefs.	C Curricula build on previously learned concepts and skills and provide opportunities to reinforce health-promoting skills across health topic areas and grade levels.
4	Addresses individual and group norms that support health-enhancing behaviors.	D Curricula build essential skills, including communication, refusal, assessing accuracy of information, decision making, planning and goal-setting, self-control, and self-management that facilitates personal confidence-building, and abilities to deal with social pressures and avoid or reduce risk behaviors.
5	Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.	E Curricula have a clear set of behavioral outcomes. Instructional strategies and learning experiences focus on these outcomes.
6	Addresses social pressures and influences.	F Instructional strategies and learning experiences help students accurately assess the level of risk-taking behavior among their peers, correct misperceptions of peer and social norms, and reinforce health-enhancing attitudes and beliefs.
7	Builds personal competence, social competence, and self-efficacy by addressing skills.	G Curricula use adequate time to promote understanding of key health concepts and practice skills.
8	Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.	H Teachers who have a personal interest in promoting positive health behaviors, believe in what they are teaching, are knowledgeable about the curriculum content, and are comfortable and skilled in implementing expected instructional strategies implement curricula.
9	Uses strategies designed to personalize information and engage students.	I Curricula link students to other influential persons who affirm and reinforce health-promoting norms, beliefs, and behaviors.
10	Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.	J Curricula address students' needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels.
11	Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.	K Instructional strategies and learning experiences build on approaches, such as social cognitive theory and social inoculation theory that have effectively influenced health-related behaviors among youth.
12	Provides adequate time for instruction and learning.	L Curricular materials are free of culturally biased information, but also include information, activities, and examples that are inclusive of diverse cultures and lifestyles.
13	Provides opportunities to reinforce skills and positive health behaviors.	M Curricula provide opportunities for students to assess their actual susceptibility to health risk behaviors, health problems, and exposure to unhealthy situations, and to affirm health-promoting beliefs, intentions, and behaviors.
14	Provides opportunities to make positive connections with influential others	N Students critically examine personal perspectives, consider arguments that support health-promoting personal attitudes and values, and generate positive perceptions about proactive behaviors and negative perceptions about risk behaviors.
15	Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning.	O Provides accurate, reliable, and credible information for usable purposes so students can assess risk, and clarify attitudes and beliefs.

EXIT TICKET

## Exit Ticket 1: Understanding the Characteristics of an Effective Health Education Curriculum

EXIT TICKET

### ANSWER KEY

**Directions:** Match the numbered Characteristic with the appropriate lettered abbreviated definition. Enter the correct letter next to the corresponding number in the space provided.

⓪	Characteristic	Abbreviated Definition
<b>E</b>	1 Focuses on clear health goals and related behavioral outcomes.	<b>A</b> Instructional strategies and learning experiences are student centered, interactive, and experiential.
<b>K</b>	2 Is research-based and theory-driven.	<b>B</b> Curricula provide opportunities for students to deal with relevant personal and social stressors that influence risky behaviors.
<b>N</b>	3 Addresses individual values, attitudes, and beliefs.	<b>C</b> Curricula build on previously learned concepts and skills and provide opportunities to reinforce health-promoting skills across health topic areas and grade levels.
<b>F</b>	4 Addresses individual and group norms that support health-enhancing behaviors.	<b>D</b> Curricula build essential skills, including communication, refusal, assessing accuracy of information, decision making, planning and goal-setting, self-control, and self-management that facilitates personal confidence-building, and abilities to deal with social pressures and avoid or reduce risk behaviors.
<b>M</b>	5 Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.	<b>E</b> Curricula have a clear set of behavioral outcomes. Instructional strategies and learning experiences focus on these outcomes.
<b>B</b>	6 Addresses social pressures and influences.	<b>F</b> Instructional strategies and learning experiences help students accurately assess the level of risk-taking behavior among their peers, correct misperceptions of peer and social norms, and reinforce health-enhancing attitudes and beliefs.
<b>D</b>	7 Builds personal competence, social competence, and self-efficacy by addressing skills.	<b>G</b> Curricula use adequate time to promote understanding of key health concepts and practice skills.
<b>O</b>	8 Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.	<b>H</b> Teachers who have a personal interest in promoting positive health behaviors, believe in what they are teaching, are knowledgeable about the curriculum content, and are comfortable and skilled in implementing expected instructional strategies implement curricula.
<b>A</b>	9 Uses strategies designed to personalize information and engage students.	<b>I</b> Curricula link students to other influential persons who affirm and reinforce health-promoting norms, beliefs, and behaviors.
<b>J</b>	10 Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.	<b>J</b> Curricula address students' needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels.
<b>L</b>	11 Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.	<b>K</b> Instructional strategies and learning experiences build on approaches, such as social cognitive theory and social inoculation theory that have effectively influenced health-related behaviors among youth.
<b>G</b>	12 Provides adequate time for instruction and learning.	<b>L</b> Curricular materials are free of culturally biased information, but also include information, activities, and examples that are inclusive of diverse cultures and lifestyles.
<b>C</b>	13 Provides opportunities to reinforce skills and positive health behaviors.	<b>M</b> Curricula provide opportunities for students to assess their actual susceptibility to health risk behaviors, health problems, and exposure to unhealthy situations, and to affirm health-promoting beliefs, intentions, and behaviors.
<b>I</b>	14 Provides opportunities to make positive connections with influential others	<b>N</b> Students critically examine personal perspectives, consider arguments that support health-promoting personal attitudes and values, and generate positive perceptions about proactive behaviors and negative perceptions about risk behaviors.
<b>H</b>	15 Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning.	<b>O</b> Provides accurate, reliable, and credible information for usable purposes so students can assess risk, and clarify attitudes and beliefs.



## Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum



**Directions:** In your small group, select three (3) *Characteristics from the list of Characteristics of an Effective Health Education Curriculum* (below), then in **Table 1. Applying the Characteristics of an Effective Health Education Curriculum**, write the number of the *Characteristic* (Char. No.), and in your own words, describe each (Description). For each identified *Characteristic*, give one example from your tobacco prevention curriculum specifying the corresponding chapter, section, paragraph, and/or page number(s). Note: only specify *Characteristics* for which there are examples in your curriculum. “Does not apply” is not an appropriate example/answer. The scoring rubric and criteria will be used to evaluate this assignment.

Characteristics of an Effective Health Education Curriculum	
1. Focuses on clear health goals and related behavioral outcomes.	9. Uses strategies designed to personalize information and engage students.
2. Is research-based and theory-driven.	10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.
3. Addresses individual values, attitudes, and beliefs.	11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
4. Addresses individual and group norms that support health-enhancing behaviors.	12. Provides adequate time for instruction and learning.
5. Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.	13. Provides opportunities to reinforce skills and positive health behaviors.
6. Addresses social pressures and influences.	14. Provides opportunities to make positive connections with influential others
7. Builds personal competence, social competence, and self-efficacy by addressing skills.	15. Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning.
8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.	

Table 1. Applying the Characteristics of an Effective Health Education Curriculum		
Char. No.	Description	Curriculum Examples (e.g., chapter, section, page, paragraph or other citation)





## Exit Ticket 2: Applying the Characteristics of an Effective Health Education Curriculum



**Directions:** Fill in your group members' names, curriculum topic, name, and grade level, and date.

**Group Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Topic/Name:** \_\_\_\_\_ **Grade level/group:** \_\_\_\_\_

**Objectives assessed:**

1. Describe Characteristics of an Effective Health Education Curriculum.
2. Formulate an example of how each Characteristic of an Effective Health Education Curriculum could be reflected in a tobacco prevention health education curriculum.

The scoring rubric and criteria for written assessment (below) will be used to evaluate your written response to this assignment, Applying the Characteristics of an Effective Health Education Curriculum.

Pts.	Scoring Rubric				
4	The response is complete, accurate, and comprehensive.				
3	The response is adequate. The responses are generally complete, accurate, and comprehensive. There may be few minor inaccuracies.				
2	The response is somewhat complete; it provides minimal breadth and depth of information, and there are several inaccuracies.				
1	The response is incomplete and/or inadequate. There is little-to-no breadth and depth of information, and there are several inaccuracies.				
Criteria for Written Assessment					
		Points			
		4	3	2	1
• Submitted a complete Table 1. Applying the Characteristics of an Effective Health Education Curriculum.					
• Clearly identified and interpreted the Characteristic in own words.					
• Accurately and specifically identified the matching Characteristics with the chapter, section, and/or page number(s) from the tobacco prevention curriculum.					
• Overall perception of written assignment. (3=good/excellent; 2=average/satisfactory; 1=below average/unsatisfactory)					
<b>TOTAL</b>					<b>/15</b>

Instructor comments: \_\_\_\_\_

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# Lesson 3

## Diving Into the HECAT

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### Introduction

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Lesson 3 is designed to familiarize students with sections and forms found in the HECAT. They will review the Overall Summary Forms in Chapter 3, and they will participate in hands-on, interactive activities using Chapter 4 (Preliminary Curriculum Considerations) and Chapter 5 (Curriculum Fundamentals). Students will explain the forms to their peers, by identifying their purpose and use.

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### Student Prerequisites for Lesson 3

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Prior to this lesson, students should have completed and submitted the assessment, *Exit Tickets 1* and *2* from Lesson 2, and then participated in an instructor-led discussion of the final question -- “What was the most important concept you learned in Lesson 2?” (Lesson 2, slide 13)

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### Lesson Objectives

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After completing this lesson, students will be able to:

- 1. Summarize the content and purpose of the sections and forms in the HECAT:**
  - A. Overall Summary Forms
  - B. Accuracy Analysis
  - C. Acceptability Analysis
  - D. Feasibility Analysis
  - E. Affordability Analysis
  - F. Curriculum Fundamentals
- 2. Complete a HECAT Chapter 4 and 5 assessment on a single subject, single grade level health education curriculum.**
- 3. Using specified criteria, report to peers on the application of Chapter 4 and 5 assessment of a single subject, single grade level health education curriculum.**

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## **Total Estimated Time: 120 – 160 minutes**

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Introduction & Overview	5 minutes
PowerPoint® Presentation with Activity	150 – 80 minutes
Activity 2	30 – 40 minutes
Assessment	35 minutes

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## **Materials Needed to Implement Lesson**

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- One copy for each student of the following:
  - ~ HECAT Chapters 3, 4 and 5.
  - ~ *Activity 1, Explaining the HECAT: Guiding Questions* handout (pg. 77)
  - ~ *Activity 2, Understanding HECAT Notes Sheet* handout (pg. 78)
  - ~ A single grade level tobacco use prevention curriculum (one for each student or small group of 2-3 students)
  - ~ Marketing materials for tobacco use prevention curriculum (also used in Lesson 1)
- *Exit Ticket: Small Group Oral Presentation Peer Evaluation* handout (pg. 79) (4 copies for each student)
- Computer and LCD projector
- PowerPoint® Presentation for Lesson 3: Diving Into the HECAT

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## **Instructor Preparation**

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- 1. Review and become familiar with the following:**
  - HECAT Chapters 3, 4 and 5.
  - Lesson 3 Procedures (pgs. 73-75 in this guide).
  - PowerPoint® slides, notes, and narrative for Lesson 3.
- 2. Complete HECAT Chapters 4 and 5 (Accuracy Analysis, Acceptability Analysis, Feasibility Analysis, Affordability Analysis, and Curriculum Fundamentals forms) using the selected tobacco use prevention curriculum and transfer the scores to HECAT Chapter 3, pg. 3-2.**
- 3. Set up computer, LCD projector, and screen; use the Lesson 3 PowerPoint® file.**
- 4. Prepare all materials for the Lesson 3 activities and assessment.**

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## Suggestions for use

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- Determine if students will be able to complete both activities (*Activity 1 - Explaining the HECAT*; *Activity 2 - Completing the HECAT Analysis*) during class time. If time is limited, assign one activity for homework.
- Determine how student groups will be organized. Each group will need a strong leader for *Activity 1- Explaining the HECAT*.

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## Lesson Procedures: (95 – 135 minutes)

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### 1. Introduction and Overview (5 minutes)

A. Make the following introductory points:

1. During this lesson the instructor will summarize the content and purpose of the sections and forms in the HECAT, from:  
Chapter 3: Overall Summary Forms  
Chapter 4: Accuracy Analysis  
Chapter 4: Acceptability Analysis  
Chapter 4: Feasibility Analysis  
Chapter 4: Affordability Analysis  
Chapter 5: Curriculum Fundamentals
2. All students will also complete a HECAT Chapter 4 (Preliminary Curriculum Considerations – that include the four analyses listed above) and Chapter 5 (Curriculum Fundamentals) assessment on a single subject, single grade level health education (tobacco use prevention) curriculum.
3. Each student will be evaluated at the end of this lesson by your peers on the completeness, accuracy and comprehensiveness of your reviews, assessments, and summaries. Their evaluation will be based on your oral presentation to them.

### 2. Lesson 3, Slide Presentation and Activity 1: Explaining the HECAT (50 – 80 minutes)

- A. Display PowerPoint® slides 1– 5; use slide 4 to review the Chapter 3: *Overall Summary Forms*.
- B. Display PowerPoint® slide 6, and describe the *Activity 1: Explaining the HECAT Instructions*.
- C. Explain to the students that they will be learning about Chapters 4 and 5 in the HECAT by actually reviewing and explaining the purpose and use of the section to their peers.
- D. Divide students into groups of five. Within each group, ask students to number off, 1 through 5.

- E. Assign each student to a section of the HECAT corresponding to his or her number, as follows:
- #1: Accuracy Analysis
  - #2: Acceptability Analysis
  - #3: Feasibility Analysis
  - #4: Affordability Analysis
  - #5: Curriculum Fundamentals
- F. Distribute the *Explaining the HECAT Guiding Questions* and *Understanding the HECAT Note Sheet* handouts to each student.
- G. Display PowerPoint® slide 7 and review the *Explaining the HECAT Guiding Questions* handout.
1. Explain to students the following:
    - ~ You will have 5 to 10 minutes to read your assigned section, answer the *Explaining the HECAT Guiding Questions* on the handout, and then share your report with your group.
    - ~ When giving the reports in your small groups, your group members will be evaluating the individual reports using the *Small Group Oral Presentation Peer Evaluation Form* (to be discussed in Assessment, below).
    - ~ You will have approximately 5 to 10 minutes to read the assigned sections and respond in writing to the *Explaining the HECAT Guiding Questions* on the handout.
- H. Display PowerPoint® slide 8, and review *Explaining the HECAT – Reporting*.
1. Explain the following to the students:
    - ~ You will each have 3-5 minutes to present a summary of content and purpose of your assigned section of the HECAT, Chapters 4 or 5, to your group.
    - ~ As the student reports are given, others will take notes on the *Understanding HECAT Notes Sheet* handout.
  2. Allow 3–5 minutes for each student to share information about his or her respective section.
- 3. Lesson 2 Slide Presentation and Activity 2: Completing the HECAT Analysis (30 – 40 minutes)**
- A. Show slides 9-12 while explaining how to complete *Activity 2*.
- B. Explain the following to the students:
1. You may work *individually* or *in pairs* to review your tobacco use prevention curriculum and complete the following sections of the HECAT:

- Chapter 4, Preliminary Curriculum Considerations
    - ~ Chapter 4: Accuracy Analysis (HECAT, Chapter 4, pgs. 4-2 – 4-4)
    - ~ Chapter 4: Acceptability Analysis (HECAT, Chapter 4, pgs. 4-5 – 4-8)
    - ~ Chapter 4: Feasibility Analysis (HECAT, Chapter 4, pg. 4-9)
    - ~ Chapter 4: Affordability Analysis (HECAT, Chapter 4, pgs. 4-10 – 4-14)
  - Chapter 5, Health Education Curriculum Fundamental (HECAT, Chapter 5, pgs. 5-1 – 5-6)
  - After completing each section, you should transfer your scores to the Overall Summary Form (Chapter 3, pg. 3-2)
- C. Following completion of their forms, conduct a discussion, allowing students to compare their answers from Chapter 4 and 5.

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**Note:** In this preliminary activity, students will locate where each **Characteristic** is supported in the HECAT document.

- ✓ If all students are reviewing the same tobacco prevention curriculum, facilitate a class discussion so that students can compare their answers to the questions in the HECAT Chapters 4 and 5.
  - ✓ If several different curricula are being reviewed by students, allow students reviewing the same curriculum to compare their answers to the questions in the HECAT Chapters 4 and 5.
- 

**Suggestion for use:** It is preferable to conduct *Activity 2* during class time, however if time is limited, allow students some in-class time to begin this activity, and then assign them to complete it outside of class (or homework).

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#### 4. Assessment – Exit Ticket (35 minutes)

A. Explain the following to the students:

1. Within your small groups, students have already shared information from Chapters 4 and 5 (*Activity 1*). Students have also analyzed a single subject curriculum (tobacco) using the Chapter 4 and 5 analysis items (*Activity 2*). The *Exit Ticket* will be used to evaluate each student’s ability to translate their knowledge of the analysis items and understanding of the results of their analysis of a (tobacco) curriculum, using one of these areas of analysis.
2. You will prepare and give a brief (5 to 7 minute) oral presentation to your peers using the results of the analysis of the tobacco-use prevention curriculum. (Students will be assigned to the same groups used to complete *Activity 1*.)
3. Other students will evaluate your presentation performance using the handout, *Small Group Oral Presentation Peer Evaluation* form to assess the presentation by applying the scoring rubric and criteria.
4. In the presentation, following the review of the curriculum, each student will
  - a. Summarize (describe the purpose and use) your respective analysis form (e.g., Accuracy Analysis, Acceptability Analysis, Feasibility Analysis, Affordability



- Analysis, or one area among the Curriculum Fundamentals).
- b. Interpret results of the analysis of a single grade level tobacco use prevention (or other topic) curriculum (relevant to the criteria from the selected analysis form); and
  - c. Prepare and lead a discussion with the small group on at least one question that was raised as a result of their presentation.
- A. Distribute four **Small Group Oral Presentation Peer Evaluation** forms to each student, one form for each presentation. Tell students they will submit a peer evaluation form for each presenter in their small group.

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## Preparation for Lesson 4

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- If time was not available to discuss the results from Lesson 3, *Activity 2*, students should be prepared to discuss their answers at the beginning of the next lesson.

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**Note:** Lesson 4 objective 3, focuses on students completing an analysis of a single subject curriculum using the HECAT. The results of the students' work to complete Chapters 4 and 5 from Lesson 3, *Activity 2* will be evaluated as a part of their Lesson 4 assessment.

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## Activity 1: Explaining the HECAT Guiding Questions

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**Directions:** Read your assigned section from Chapter 4 or 5 and answer the questions below. Be prepared to share your answers.

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1. What is the purpose of this section? What does it provide?
2. Who should complete this section?
3. (*For accuracy and acceptability sections only*): What are some examples of issues or concerns that might be considered in this section?
4. What forms are included in this section?
5. How might this section be helpful to you in understanding and reviewing your curriculum?

## Activity 2: Understanding the HECAT Note Sheet

**Directions:** As your group members are presenting information from the section they reviewed, use this handout to take notes on important points.

Section	Important Points to Remember About This Section
Accuracy Analysis	
Acceptability Analysis	
Feasibility Analysis	
Affordability Analysis	
Curriculum Fundamentals	



## SMALL GROUP ORAL PRESENTATION PEER EVALUATION



Fill in your group members' names, curriculum topic, name, and grade level, and date.

**Group Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Topic/Name:** \_\_\_\_\_ **Grade level/group:** \_\_\_\_\_

**Objectives assessed:** In an oral presentation to peers in a small group (n=5), students will (1) summarize the purpose and use of the selected HECAT analysis form (e.g., Accuracy Analysis, Acceptability Analysis, Feasibility Analysis, Affordability Analysis, or one area among the Curriculum Fundamentals); (2) interpret results of the use of the analysis form for a single grade level tobacco prevention (or other topic) curriculum; and (3) prepare and lead a discussion with the small group on at least one question based on the results.

**Directions:** In the following, fill in the name of the presenter and the section and form to be presented, and then use the scoring rubric and criteria to evaluate your peer's presentation. Enter points for each criterion and comments, and then total points. Approximate time: 5 – 7 minutes per presentation.

Presenter's name: _____							
Section and form summarized: <b>(check one)</b>							
<input type="checkbox"/> Accuracy Analysis		<input type="checkbox"/> Acceptability Analysis		<input type="checkbox"/> Feasibility Analysis			
<input type="checkbox"/> Affordability Analysis		<input type="checkbox"/> Curriculum Fundamentals					
Pts.	Scoring Rubric						
4	The response is complete, accurate, and comprehensive.						
3	The response is generally complete, accurate, and comprehensive. There may be few minor inaccuracies.						
2	The response is somewhat complete; it provides minimal breadth and depth of information, and there are several inaccuracies.						
1	The response is incomplete; there is little-to-no breadth and depth of information, and there are several inaccuracies.						
Criteria for Oral Presentation				Points			
The presenter:				4	3	2	1
• Provided a brief summary of the Chapter 4 or 5 section and analysis items used to analyze the curriculum.							
• Provided an interpretation of the curriculum analysis results based on the Chapter 4 or 5 section analysis items used to analyze the curriculum.							
• Provided a brief discussion of one question, based on results of the analysis and summary of the curriculum.							
Overall perception of presentation.							
TOTAL				/16			

Comments: \_\_\_\_\_

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# Lesson 4

## Using the National Health Education Standards to Analyze a Health Education Curriculum

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### Introduction

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This lesson is designed to help students learn how to use the *National Health Education Standards* to analyze a health education curriculum.

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### Lesson Objectives

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After completing this lesson, students will be able to:

1. Summarize the relationship of the HECAT and the National Health Education Standards.
2. Apply the HECAT scoring rubrics to the review of a health education curriculum.
3. Complete an analysis of a single subject curriculum (e.g., tobacco prevention), using the HECAT.
4. Summarize the content and skill focus of an effective health education curriculum.

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### Total Estimated Time: 150 – 175 minutes

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**Note:** The minimum time assumes that students will complete the curriculum analysis outside of class time; the maximum time assumes that students will complete the curriculum analysis during class time.

Introduction & Overview	5 minutes
PowerPoint® Presentation	10 –15 minutes
Activity 1	60 minutes
Activity 2	60– 80 minutes
Assessment	15 minutes/group



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## Materials Needed to Implement Lesson

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- One copy for each student or small group (and instructor) of the following:
  - ~ HECAT Chapter 6 – Module T (Tobacco-Free Curriculum)

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**Note:** The selection of the HECAT Chapter 6 Module will depend on the topic of the curriculum to be reviewed.

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- ~ A single grade level tobacco prevention curriculum
- ~ *Exit Ticket: Analyzing a single subject curriculum using the HECAT* [pgs. 86]
- ~ Computer and LCD projector
- PowerPoint® Presentation for Lesson 4: *Using the National Health Education Standards to Analyze a Health Education Curriculum*

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## Instructor Preparation

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**Note:** Before beginning Lesson 4, debrief the information presented in Lesson 3. For example, if time did not permit students to share their results from HECAT Chapters 4 and 5, allow time for students to share.

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1. Review Lesson 4 Procedures (pgs. 79-81 in this guide).
2. Review the PowerPoint® slides, notes, and narrative for Lesson 4.
3. Review *National Health Education Standards* (HECAT, Overview, pg. 8)
4. Review and become familiar with Chapter 6 of the HECAT.
5. Complete the HECAT scoring for Chapter 6, Module T (Tobacco-Free Curriculum) for each curriculum being made available to students (e.g., tobacco use prevention curriculum).
6. Transfer the results from your HECAT Chapter 6 analysis to the Chapter 3 score sheets.
7. Prepare all materials for the Lesson 4 activities and assessment.
8. Set up computer, LCD projector, and screen, and use the Lesson 4 PowerPoint® file.

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## Suggestions for use

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- Prior to implementation, determine the amount of class time that can be dedicated to completing the HECAT Chapter 6 analysis.
- It is best that the two activities for the HECAT Chapter 6 analysis be completed in class. However, if time is limited, assign students to complete one or both activities outside of class.

- Activities 1 and 2 will take approximately 60 minutes each. In addition, the student presentation of findings from their analysis will be used as the assessment for this lesson. Each group of students should be given 15 minutes for their presentation summary.

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## Lesson Procedures: 150 – 175 minutes

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### 1. Introduction and Overview (5 minutes)

- A. Explain to students that during this lesson they will learn how to use the *National Health Education Standards* to analyze a health education curriculum.
- B. Explain that this lesson will help them to:
  - ~ Summarize the relationship of the HECAT and the *National Health Education Standards*.
  - ~ Apply the HECAT scoring rubrics to the review of a health education curriculum.
  - ~ Summarize the content and skill focus of an effective health education curriculum.
  - ~ Complete an analysis of a single subject, single grade level curriculum (e.g., tobacco prevention), using the HECAT.

### 2. Lesson 4 PowerPoint® Slide Presentation (10 – 15 minutes)

- Present the PowerPoint® slides 1-10 for Lesson 4. Use the notes and narrative for each slide to supplement the information found on the slide.

### 3. Lesson 4, Activity 1: Using Standard 1 to Analyze Your Health Education Curriculum (approximately 60 minutes)

- A. Display and narrate slide 11 and guide students through Lesson 4, *Activity 1: Using Standard 1 to Analyze Your Health Education Curriculum*.
- B. Explain to students the following:
  1. Read the directions for the Standard 1 Analysis in the HECAT, Chapter 6, and pg. T-2.
  2. Locate the Standard 1 grade-level group that coincides with your tobacco use prevention curriculum (e.g., HECAT Chapter 6, pgs. T-3 through T-6).
    - ~ Begin to analyze your curriculum using the corresponding HECAT forms to analyze Standard 1 for the grade-level group and your curriculum topic.
    - ~ The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected tobacco-free healthy behavior outcomes (page T-1).

- ~ The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page T-3. The relationship of each expectation to a healthy behavior outcome (HBO) is identified in parenthesis.
- ~ Use the knowledge expectations for your grade-level group.
- ~ When the analysis for Standard 1 is complete, transfer the Standard 1 Knowledge Expectations Coverage Score to the Overall Summary Form (Chapter 3, pg. 3-2).

**4. Lesson 4, Activity 2: Using Standards 2-8 to Analyze Your Health Education Curriculum (60 – 80 minutes)**

- A. Display and narrate slides 12–16 and guide students through *Activity 2: Using Standards 2-8 to Analyze Your Health Education Curriculum*.
- B. Organize students into small groups if deemed appropriate.
- C. Explain to students the following:
  1. Read the directions for the Standards 2-8 analysis (HECAT Chapter 6, pg. T-8).
  2. Turn to the HECAT Chapter 6, pg. T-8, Standard 2 Skill Expectations. The skill expectations for each standard are listed for each four grade-level group (K-2, 3-5, 6-8, or 9-12).
  3. There are two ratings (scores) per standard for this section:
    - a. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected tobacco-free healthy behavior outcomes (page T-1). This is the Skill Expectations Coverage Score.
    - b. The second rating reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these expectations. This is the Student Skill Practice Score.
  4. Analyze the tobacco curriculum using the forms for the grade-level group that matches the curriculum.
  5. When the scoring is complete, transfer the Standards 2-8 score to the Overall Summary Form (HECAT Chapter 3, pg. 3-2).
- D. Allow student groups about 20 minutes to discuss their findings within their group to modify and complete their Overall Summary Form (HECAT Chapter 3 pgs. 3-2 and 3-4) answers from the HECAT Chapter 6.
- E. When each group has completed their analysis, ask each to submit a written, completed Overall Summary Form (HECAT Chapter 3, pgs. 3-2 and 3-4) with a summary of their scores and written comments.

5. **Assessment – Exit Ticket: Analyzing a Single Subject Curriculum Using the HECAT (15-20 minutes per group)**
- A. Explain the following to students:
1. Each group of students will submit your Overall Summary Form (HECAT Chapter 3, pgs. 3-2 and 3-4). You should review the forms for completeness, comprehensiveness, and accuracy before submitting to the instructor. In addition, you should submit your analysis forms of the essential knowledge (concept/content) expectations and the essential skills expectations (for tobacco prevention or other single subject), based in using the HECAT for analysis.
  - B. Remind students to complete the top portion of the *Exit Ticket: Analyzing a Single Subject Curriculum Using the HECAT* handout form (e.g., group member's names, etc.)
  - C. Use the students' completed *Analyzing a Single Subject Curriculum Using the HECAT* handout form with scoring rubric and criteria to assess their work on this task.
  - D. If time permits, prior to having students submit their completed form and written summary, ask students in their small groups to use their completed Overall Summary Form (HECAT Chapter 3, pg. 3-2 and 3-4) to orally summarize their analysis of a single subject curriculum (e.g., tobacco use prevention), using the HECAT. In their presentations, they are to summarize the essential knowledge focus and essential skill focus of an effective health education curriculum, using the HECAT.
  - E. Allow each group approximately 15 minutes to present their findings.

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**Note:** This assessment will also be used to evaluate Lesson 3; objective 2 (“Complete a HECAT Chapter 4 and 5 analysis of a single subject, single grade level health education curriculum”).

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### Preparation for Lesson 5

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- It is preferable to initiate and complete the Lesson 4 activities during class time. However, if time is limited, students can complete this activity as an out-of-class assignment.
- For the lesson 4 assessment, students should be prepared to discuss their answers from the HECAT Chapter 6 (essential knowledge focus and essential skill focus analysis) at the beginning of the next lesson.
- Tell students that the instructor will return their evaluated Overall Summary Form (HECAT Chapter 3, pg. 3-2) to them during next class session.
- Explain to students that they will use the information from the Overall Summary Form to make conclusions about the Strengths and Weaknesses for the tobacco use prevention curriculum they reviewed.



## Analyzing a Single Subject Curriculum Using the HECAT Small Group/Individual - Evaluation of Curriculum



Fill in the names of each group member, the curriculum topic, name and grade level, and today's date.

Group Members: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum Topic/Name: \_\_\_\_\_ Grade level/group: \_\_\_\_\_

**Objectives assessed:** After completing this lesson, students will be able to:

1. Summarize the relationship of the HECAT and the *National Health Education Standards*.
2. Apply the HECAT scoring rubrics to the review of a health education curriculum.
3. Summarize the content and skill focus of an effective health education curriculum.
4. Complete a HECAT Chapter 4 and 5 analysis of a single subject, single grade level health education curriculum.
5. Complete an analysis of a single subject curriculum (e.g. tobacco prevention), using the HECAT.

**Directions:** Following the completion of an analysis of a single subject curriculum using the HECAT, students (groups of 3 – 5 students or individuals) will submit in writing, completed scoring sheets from chapters 4, 5, and 6, the Overall Summary Form (Chapter 3), and a summary of the analysis of a single subject curriculum (e.g., tobacco use prevention), that describes the content focus and the skill focus, of an effective health education curriculum. The following scoring rubric and criteria will be used to assess the written assignment. Attach these pages to your written assignment.

Pts.	Scoring Rubric					
4	The responses are complete, accurate, and comprehensive.					
3	The responses are adequate. The responses are generally complete, accurate, and comprehensive. There may be few minor inaccuracies.					
2	The responses are somewhat complete; they provides minimal breadth and depth of information, and there are several inaccuracies.					
1	The responses are incomplete and/or inadequate. There is little-to-no breadth and depth of information, and there are several inaccuracies.					
Criteria for Written Assessment		Points				
• Based on analysis of the curriculum using the HECAT, submitted a complete Overall Summary Form (Chapter 3, pg. 3-2, 3-4).		4	3	2	1	
• Based on analysis of the curriculum using the HECAT, submitted complete scoring sheets for chapters 4 and 5.		4	3	2	1	
• Based on analysis of the curriculum using the HECAT, submitted complete scoring Sheets for chapter 6.		4	3	2	1	
• Summarized the content focus of an effective health education curriculum, using the HECAT.		4	3	2	1	
• Summarized the skill focus of an effective health education curriculum, using the HECAT.		4	3	2	1	
Overall perception of written assignment. (5 = excellent; 4 = good; 3 = average; 2 = below average; 1 = inadequate)		5	4	3	2	1
Total score		/25				

Comments: \_\_\_\_\_  
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# Lesson 5

## HECAT in Action: Synthesizing Your Results

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### Introduction

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This lesson is designed to help students summarize and synthesize the results of their HECAT analysis. Students will use the results of the Overall Summary Form and their assessment of the strengths, weaknesses, omissions, and extras in a small group oral presentation to the class (for discussion). Explain to students that they will have an opportunity to synthesize the results of their curriculum analysis.

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### Lesson Objectives

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After completing this lesson, students will be able to:

1. **Summarize the strengths and weaknesses, omissions, and extras of a curriculum based on completing a HECAT analysis.**

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### Total Estimated Time: 135 -155 minutes

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Introduction & Overview	5 minutes
PowerPoint® Presentation	10 minutes
Activity 1	50 – 60 minutes
Activity 2	50 – 60 minutes
Assessment	20 min/group

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**Note:** This lesson may be completed over two class periods (one session for small group work, the other session for small group presentations).

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## Materials Needed to Implement Lesson

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- One copy for each student or small group (and instructor) of the following:
  - ~ A single grade level tobacco prevention curriculum
  - ~ *Activity 1: Synthesizing Your Results HECAT Curriculum Analysis Worksheet* handout (pgs. 91-93)
  - ~ *Exit Ticket: Written & Oral Presentation Evaluation Summary of Elements of Curriculum* handout (pg. 94)
- A completed copy of the Overall Summary Form and Notes Page (HECAT Chapter 3, pgs. 3-2, 3-4)
- PowerPoint® presentation for Lesson 5: *HECAT in Action: Synthesizing Your Results*
- LCD projector and screen

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## Instructor Preparation

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1. **Review and become familiar with the following:**
  - The procedures for Lesson 5.
  - PowerPoint® slides, notes, and narrative for Lesson 5.
2. **Complete the *Synthesizing Your Results: HECAT Curriculum Analysis Worksheet* for each curriculum students reviewed.**
3. **Prepare all materials for the Lesson 5 activities and assessment.**
4. **Set up computer, LCD projector, and screen, and use the Lesson 5 PowerPoint® file.**

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## Issues to Consider

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Prior to the implementation of this lesson, consider that:

- Students have a tendency to focus on the score they marked for each HECAT item on the *Overall Summary Form* (HECAT, Chapter 3, pg. 3-2). Instead, encourage students to focus on discussing the strengths, weaknesses, omissions, and extras of the curriculum.
- Be prepared to address why there might be scoring variations between students on specific items on the *Overall Summary Form* (HECAT, Chapter 3, pg. 3-2). For example:
  - ~ Some students may have missed a concept or skill as they reviewed the curriculum.
  - ~ Students may interpret a concept (knowledge expectation) or skill (skill expectation) differently.
  - ~ Some students may apply more rigorous standards than other students when reviewing the curriculum.

In the discussion:

- Stress the qualities (strengths, weaknesses, omissions, extras) of the curriculum instead of focusing on scoring variations.
- Emphasize the value of a team approach. Variations in scores can be viewed as valuable in understanding differences and priorities.

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## Lesson Procedures: 115 – 135 minutes

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### 1. Introduction and Overview (5 minutes)

- A. Explain to students that this lesson will help them to summarize the strengths, weaknesses, omissions, and extras of a curriculum based on completing a HECAT analysis.

### 2. Lesson 5 PowerPoint® Slide Presentation (10 minutes)

- A. Present the PowerPoint® slides 1– 5 for Lesson 5. Use the notes and narrative for each slide to supplement the information found on the slide.

### 3. Lesson 5 Activity 1: *Synthesizing Your Results: HECAT Curriculum Analysis Worksheet* Activity (40-50 minutes)

- A. Display Lesson 5 PowerPoint® slides 6-8 while explaining *Activity 1: Curriculum Analysis Worksheet* and the Oral Presentation.
- B. Address the following with students:
  1. Explain the importance of evaluating the specific elements identified in the analysis of their curriculum.
  2. Ask them to take 15 minutes to review their results from the Overall Summary Form (HECAT chapter 3, pg. 3-2) and complete the *Synthesizing Your Results: HECAT Curriculum Analysis Worksheet* (handout, pgs. 91-93).
  3. Provide them with the following definitions and examples for the different categories: (use Glossary of HECAT, pgs. G1–G4.)
    - a. **Strength** – An element of the curriculum that closely meets all of the HECAT criteria.
      - ~ **Example** – The curriculum thoroughly and effectively teaches students the process of goal setting. It allows opportunities for practice and reinforcement.
    - b. **Weakness** - An element of the curriculum that does not closely match the HECAT criteria.
      - ~ **Example** – The teacher talks about the skill of advocacy, but the students never have an opportunity to practice the skill.
    - c. **Omission** – An element of the curriculum that is missing based on the HECAT criteria.

~ **Example** – Opportunities for student to practice encouraging their peers to postpone intercourse are not included.

**d. Extra** – An element of the curriculum that is additional to what is outlined in the HECAT criteria.

~ **Example** – the curriculum includes detailed information on the different drugs an HIV infected individual would take. (One should note such additional information is present even if not a good addition. Such information should be identified as not functional information one would want to see in a curriculum.)

4. Provide answers to questions, as needed.

**4. Assessment: Exit Ticket – Written & Oral Presentation Evaluation, Summary of Elements of Curriculum (20 minutes per group)**

- A. After students have completed the *Synthesizing Your Results HECAT Curriculum Analysis Worksheet*, have small groups prepare an oral presentation for the class that delineates the strengths, weaknesses, omissions and extras related to the tobacco use prevention curriculum that was reviewed.
- B. For the student presentation to the small group, tell students that the oral presentation should:
1. Present a description of the curriculum's specific strengths, weakness, and omissions, as well as the extras found in the curriculum.
  2. Provide support for each conclusion with documentation and/or example(s).
  3. Include a recommendation about the curriculum to a school district.
  4. Address any questions that students may have regarding the use of the HECAT.
  5. Observe the 20-minute time limit for the presentation.
- C. Oral presentation of findings and recommendations could be equally divided among the members of the small group. For example, with a group of 3 students: one student could report on strengths and weaknesses with support for conclusions, another could report on omissions and extras with support for conclusions, and another student could offer the examples for each of the conclusions for strengths, weaknesses, omissions and extras. One of the three students could report on the recommendation about the curriculum to a school district, while other students take responsibility for answering questions from the class. For a group of five, each of four students could be responsible for reporting on one area of findings (e.g., strengths); the fifth students could make the recommendation for a school district, and all students could answer questions from the class.
- D. Use the *Exit Ticket: Written & Oral Presentation Evaluation Summary of Elements of Curriculum* (pg. 94) with scoring rubric and criteria to assess both the written and oral presentations.

## Activity 1: Synthesizing Your Results HECAT Curriculum Analysis Worksheet

Fill in the names of each group member, the curriculum topic, name and grade level, and today's date.

**Group Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Topic/Name:** \_\_\_\_\_ **Grade level/group:** \_\_\_\_\_

**Directions:** Review the results from your notes and the HECAT Chapter 4 – Preliminary Curriculum Considerations, Chapter 5 – Health Education Curriculum Fundamentals, Chapter 6 – Module T (or other module) for each *National Health Education Standard*, and Chapter 3 – Overall Summary Form (pgs. 3-2 – 3-4). Summarize (in writing) the strengths, weaknesses, omissions, and extras. Be prepared to use this summary to discuss your results in a group oral presentation.

Strengths	Chapter 4 – Preliminary Curriculum Considerations
	Chapter 5 –Curriculum Fundamentals
	Chapter 6 – Module T (or other module) for each <i>National Health Education Standard</i>

<b>Weaknesses</b>	Chapter 4 – Preliminary Curriculum Considerations
	Chapter 5 –Curriculum Fundamentals
	Chapter 6 – Module T (or other module) for each <i>National Health Education Standard</i>
<b>Omissions</b>	Chapter 4 – Preliminary Curriculum Considerations
	Chapter 5 –Curriculum Fundamentals
	Chapter 6 – Module T (or other module) for each <i>National Health Education Standard</i>

<b>Extras</b>	<b>Chapter 4 – Preliminary Curriculum Considerations</b>
	<b>Chapter 5 –Curriculum Fundamentals</b>
	<b>Chapter 6 – Module T (or other module) for each <i>National Health Education Standard</i></b>

Is this a curriculum you would recommend to a school district? (Circle one) **YES NO**

Why? Why not? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Written & Oral Presentation Evaluation

### Summary of Elements of Curriculum: Strengths, Weaknesses, Omissions, and Extras



Fill in the names of each group member, the curriculum topic, name and grade level, and today's date.

**Group Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Topic/Name:** \_\_\_\_\_ **Grade level/group:** \_\_\_\_\_

**Objective assessed:** Students will summarize the strengths and weaknesses, omissions, and extras of a curriculum based on completing a HECAT analysis of a single subject, single grade level curriculum.

**Directions:** Each small group of students will submit in writing the completed Curriculum Analysis Form, and present an oral summary of the strengths, weaknesses, omissions, and extras of a single grade level tobacco prevention (or other topic) curriculum. The scoring rubric and criteria (below) will be used to evaluate the written and oral elements of the assignment.

Pts.	Scoring Rubric				
4	The responses are complete, accurate, and comprehensive.				
3	The responses are adequate. The responses are generally complete, accurate, and comprehensive. There may be few minor inaccuracies.				
2	The responses are somewhat complete; they provides minimal breadth and depth of information, and there are several inaccuracies.				
1	The responses for one or more are incomplete and/or inadequate. There is little-to-no breadth and depth of information, and there are several inaccuracies.				
Criteria for Small Group Written Assignment & Oral Presentation		Points			
		4	3	2	1
Small group <u>written</u> assignment:					
1.	Submitted a complete Curriculum Analysis Form.				
2.	Clearly described the specific strengths, weaknesses, omissions, and extras in the curriculum.				
3.	Supported each strength, weakness, omission, and extra with the appropriate and accurate justification and/or example.				
4.	Overall perception of written assignment. (3=excellent/good; 2=average/satisfactory; 1=below average)				
Sub-Total					/15
Small group <u>oral</u> presentation:					
1.	Presented a description of the curriculum's specific strengths, weaknesses, omissions, and extras found in the curriculum.				
2.	Supported each strength, weakness, omission, and extra with an appropriate and accurate justification and/or example.				
3.	Included a recommendation about the curriculum for a school district.				
4.	Addressed any questions that students might have regarding the use of the HECAT.				
5.	Observed the 20-minute time limit.				
6.	Overall perception of oral presentation. (3=excellent/good; 2=average/satisfactory; 1=below average)				
Sub-Total					/23
TOTAL					/38

Comments:

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# Lesson 6

## Using the HECAT to Develop Effective Health Education Unit Plans

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### Introduction

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Many students majoring or minoring in health education take a health education methods course and/or complete a student teaching experience. It is a common practice that health education pre-service teachers write unit plans for the topic(s) they teach in those experiences. This lesson is designed to provide university and college pre-service school health education students with an overview of how to use the HECAT Healthy Behavior Outcomes (HBOs), knowledge expectations, and skill expectations in Chapter 6 to develop effective unit plans. In this lesson, students will view an interactive PowerPoint® presentation, and participate in small groups of 2 to 3 students in an introductory activity, a guided discussion, and an assessment.

It is expected that the students participating in this lesson are already knowledgeable about the *Characteristics of an Effective Health Education Curriculum* (Lesson 2), the *National Health Education Standards* (Lesson 4) and assessment.

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### Lesson Objectives

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After completing this lesson, students will be able to:

1. Use the HECAT to develop an effective health education unit plan.

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### Total Estimated Time: 200 - 240 minutes

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Introduction & Overview	5 minutes
PowerPoint® Presentation <u>and</u> Activity	145 – 60 minutes
Assessment	20 min/group

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**Note:** This lesson may be completed over two class periods. The instructor should determine the best place to divide the lesson.

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## Materials Needed to Implement Lesson

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- One copy for each student or small group (and instructor) of the following:
  1. *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples* handout (pgs. 99-104)
  2. *Example Unit Plan* handout (pgs. 105-107)
  3. *Design an Effective Health Education Unit Plan Template* handout (pgs. 108-112) and *Scoring Rubric* handout (pgs. 113-114)
  4. HECAT, Chapter 6 Module. Select the topic module each student will use for writing his or her unit plan. For this series of lessons, Module T: Tobacco-Use Prevention was used as an example; however, students may use any content module for their unit plan.
- PowerPoint® presentation for Lesson 6: *Using the HECAT to Develop Effective Health Education Unit Plans*
- Computer and LCD projector

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## Instructor Preparation

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1. **Prior to Lesson 6, review the following:**
  - Chapter 6 Curriculum Analysis Module T (Tobacco).
  - Lesson 6 Procedures (pg. 98 in this guide).
  - PowerPoint® slides, instructor notes and narrative for Lesson 6.
2. **Prepare all materials for the Lesson 6 activities and assessment.**
  - Make sure students have access to Chapter 6 Module T (Tobacco-Use Prevention). (This chapter can be accessed at [http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT\\_Module\\_T.pdf](http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT_Module_T.pdf).)
  - Print one copy of the *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples* handout for each student (pgs. 99-104).
  - Print one copy of the *Example Unit Plan* handout for each student (pgs. 105-107).
3. **Prepare the Assessment for Lesson 6.**
  - Print one copy of the handouts -- *Design an Effective Health Education Unit Plan Template* (pgs. 108-112) and *Scoring Rubric* (pgs. 113-114).
4. **Set up computer, LCD projector, and screen, and use the Lesson 6 PowerPoint® file.**

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## Suggestions for Use

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- The instructor may choose to print and copy all HECAT materials for students or assign students to assume personal responsibility for obtaining copies, prior to the implementation of this lesson.
- Lesson adaptations may be necessary to accommodate the sharing of curriculum materials.
- This guide assumes the instructor will use HECAT, Chapter 6: Tobacco-Use Prevention module to demonstrate the unit planning process. If an alternate health topic module has been selected for use, revise the lesson to correspond with that topic. Assign students to become familiar with the HECAT, chapter 6 health topic module that corresponds with the alternate topic.
- This lesson ends with a written assessment. This assessment or another type of assessment should be used to check for student learning.

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## Lesson Procedures: 200-240 minutes

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### 1. Introduction and Overview (5 minutes)

- Explain to students that this lesson will help them write unit plans using the health topic modules from the HECAT.

### 2. Lesson 6 PowerPoint® Slide Presentation with Lesson 6 Activity (45 minutes)

- A. Display and narrate the PowerPoint® slides 1– 6. Use the notes and narrative for each slide to supplement the information found on the slide. Slide 6 begins the description of the Lesson 6 Activity.
- B. Introduce the **Lesson 6 Activity**: *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples*.
  1. Distribute the handouts – *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples* handout (pgs. 99-104), and *Example Unit Plan* (pgs. 105-107), one to each student.
  2. Explain to students that they will complete the handout - *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples* (pgs. 99-104), and refer to the *Example Unit Plan* handout (pgs. 105-107) during the slide presentation.
- C. With PowerPoint® slide 7, describe the steps to *Designing an effective unit plan using the HECAT*. Continue the slide presentation through slide 41, to guide students through the completion of the *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples* handout (pgs. 99-104) and the *Example Unit Plan* handout (pgs. 105-107). Use the PowerPoint® notes to guide the completion of the handout.

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**Note:** Students will complete the *Using the HECAT to Design a Health Education Unit: Planning Guide Template with Examples* handout (pgs. 99-104) during the slide presentation. Allow additional time, as needed for students to follow and fill in the forms, using the HECAT Chapter 6, Module T (Tobacco-Use Prevention).

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### 3. Assessment: Writing a Health Education Unit Plan (allow adequate time for students to complete as homework)

- A. Distribute the *Design an Effective Health Education Unit Plan Template* (pgs. 108-112) and *Scoring Rubric* (pgs. 113-114) to students.
  - B. Review the handout and scoring rubric with students.
  - C. Use the scoring rubric and criteria to assess the unit plan that each student submits.
- 
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## Using the HECAT to Design<sup>1</sup> a Health Education Unit

### Steps

1. Determine the topic, grade group, and time allotment for the unit.
2. Using the HECAT, determine the Healthy Behavioral Outcomes (HBOs) for the unit.
3. Using the HECAT, determine the knowledge expectations that are aligned with the HBOs for the unit topic and grade group.
4. Using the *National Health Education Standards 2 – 8*, determine one or two skill standards that are an appropriate focus for the unit.
  - A. Using the HECAT, identify the related *topic-specific* standards.
  - B. Using the HECAT, identify the skill expectations for each standard that are aligned with the HBO(s) for the unit topic and grade group.
5. Determine the instructional objectives for the unit.
  - A. Select two different knowledge expectations aligned with the HBOs from the topic module for the grade group.
  - B. Write at least one SMART objective for each knowledge expectation.
  - C. Select two different skill expectations aligned with the HBOs from the topic module for the grade group.
  - D. Write at least one SMART objective for each skill expectation.
6. Determine assessment strategies that can be used to assess the objectives.
7. Write a detailed outline for the unit.
8. Write a lesson plan for each day of the unit.<sup>2</sup>

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<sup>1</sup> A model for this backward design<sup>®</sup> process was developed by Wiggins and McTighe (2010). The backward design process has been applied and modified in the steps of the *Using the HECAT to Design a Health Education Unit*.

Source: Wiggins, G. & McTighe, J. *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association For Supervision and Curriculum Development, 2010.

<sup>2</sup> The criteria and scoring rubric for writing lesson plans will be given by the instructor, they are not included in this Guide.

## Using the *HECAT* to Design a Health Education Unit Planning Guide Template with Examples

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**Directions:** Using the examples provided, complete the steps to design a tobacco-use prevention unit for middle school students.

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### Step 1. Determine the topic, grade group and time allotment for the unit.

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Example

- **Topic:** *Tobacco-Use Prevention*
- **Grade group:** *Middle School (grades 6–8)*
- **Time Allotment:** *6 lessons, 45 minutes/lesson*

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### Step 2. Using the *HECAT*, determine the Healthy Behavioral Outcomes (HBOs) for the unit.

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Example

- A. *Tobacco-Use Prevention Curriculum - Healthy Behavior Outcomes (HBO) (HECAT Chapter 6, page T-1)*

~ *A pre-K–12 tobacco-free curriculum should enable students to*  
*HBO 1 - Avoid using (or experimenting with) any form of tobacco.*  
*HBO 2 - Avoid second-hand smoke.*  
*HBO 3 - Support a tobacco-free environment.*  
*HBO 4 - Support others to be tobacco-free.*  
*HBO 5 - Quit using tobacco, if already using.*

- B. Question: Which HBO(s) would be appropriate for middle school students? Why?

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- C. If you only had six, 45-minute class periods to teach the tobacco-use prevention unit, what HBO(s) are most important to address given the amount of time?

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### Step 3. Using the HECAT, determine the knowledge expectations that are aligned with the HBOs for the unit topic and grade group.

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#### Example

- Record the knowledge expectations from HECAT topic module, Chapter 6, that are aligned with the specified HBO(s).

For example, the tobacco use prevention knowledge expectations for middle school students (HECAT Chapter 6, Tobacco Module, pg. T-5) aligned with HBO 1 (Avoid using [or experimenting with] any form of tobacco), include the following:

- ~ *T1.8.1 Describe short- and long- term physical effects of using tobacco. (HBO 1)*
- ~ *T1.8.2 Summarize the dangers of experimenting with tobacco products. (HBO 1)*
- ~ *T1.8.3 Describe situations that could lead to the use of tobacco. (HBO 1)*
- ~ *T1.8.4 Describe the relationship between using tobacco and alcohol or other drugs. (HBO 1)*
- ~ *T1.8.5 Summarize the benefits of being tobacco-free. (HBO 1)*
- ~ *T1.8.6 Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)*
- ~ *T1.8.7 Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)*
- ~ *T1.8.8 Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)*
- ~ *T1.8.9 Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)*

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### Step 4. Using the *National Health Education Standards (NHES) 2 – 8*, determine one or two of the skill standards that are an appropriate focus for the unit.

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- A. What two skills (based on NHES Standards 2 – 8) do you think are most critical to help students practice the specified HBO(s)? Be prepared to defend why you chose the 1-2 skills that you did?

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- B. Using the HECAT modules (chapter 6) what are the topic-specific standard(s) related to the identified NHES skill standards (in A above)?

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- C. Using the HECAT, identify the related skill expectations for Standards 4 and 8 that you think are aligned with HBO 1 and are appropriate to grade group 6-8.

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### Step 5. Determine the instructional objectives for the unit.

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- A. Choose two different knowledge expectations that are aligned with the specified HBO (e.g., HBO 1) from the HECAT topic module (e.g., tobacco-use prevention module). Write at least one SMART<sup>3</sup> objective for each knowledge expectation.

Knowledge Expectation #1: \_\_\_\_\_  
\_\_\_\_\_

SMART Objective: \_\_\_\_\_  
\_\_\_\_\_

Describe how the objective meets the criteria for being a SMART objective:

Specific: \_\_\_\_\_

Measurable: \_\_\_\_\_

Appropriate: \_\_\_\_\_

Realistic: \_\_\_\_\_

Time-phased: \_\_\_\_\_

Knowledge Expectation #2: \_\_\_\_\_  
\_\_\_\_\_

SMART Objective: \_\_\_\_\_  
\_\_\_\_\_

Describe how the objective meets the criteria for being a SMART objective:

Specific: \_\_\_\_\_

Measurable: \_\_\_\_\_

Appropriate: \_\_\_\_\_

Realistic: \_\_\_\_\_

Time-phased: \_\_\_\_\_

- B. Choose two different skill expectations that are aligned with the specified HBO from the HECAT topic module (e.g., tobacco-use prevention module). Write at least one SMART objective for each skill expectation.

Skill Expectation #1: \_\_\_\_\_  
\_\_\_\_\_

SMART Objective: \_\_\_\_\_  
\_\_\_\_\_

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3 Centers for Disease Control and Prevention. *Evaluation ETA Evaluation Briefs: Writing SMART Objectives*. 3b, 2009, Feb. Available from <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Describe how the objective meets the criteria for being a SMART objective:

Specific: \_\_\_\_\_

Measurable: \_\_\_\_\_

Appropriate: \_\_\_\_\_

Realistic: \_\_\_\_\_

Time-phased: \_\_\_\_\_

Skill Expectation #2: \_\_\_\_\_

\_\_\_\_\_

SMART Objective: \_\_\_\_\_

\_\_\_\_\_

Describe how the objective meets the criteria for being a SMART objective:

Specific: \_\_\_\_\_

Measurable: \_\_\_\_\_

Appropriate: \_\_\_\_\_

Realistic: \_\_\_\_\_

Time-phased: \_\_\_\_\_

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### **Step 6: Determine assessment strategies that can be used to assess the objectives.**

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A. How could you assess the following two objectives?

- By the end of the lesson, students will be able to describe 4 negative short-term physical effects of using tobacco.

\_\_\_\_\_

\_\_\_\_\_

- By the end of the lesson, students will be able to demonstrate 3 effective peer resistance techniques to avoid tobacco use.

\_\_\_\_\_

\_\_\_\_\_

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**Step 7: Write a detailed outline for the unit.**

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On a separate form, write:

- The lesson's focus for each day.
- Lesson objectives for each day of the unit.
- Assessment strategies specific to lesson objectives.
- Lesson outline – a summary of the functional knowledge, skills, and activities with materials that will be taught each day.
- There should be continuity, connection, and flow between lessons.

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**Step 8: Write a lesson plan for each day of the unit.**

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(The criteria and scoring rubric for writing lesson plans will be given by the instructor, they are not included in this Guide.)

**FOR EXAMPLE ONLY**  
**8th Grade – Tobacco-Free Unit Plan**  
**Grade Group: Middle School**  
**(Minimum Acceptance Level)**

1. **Determine the topic, grade group and time allotment for the unit.**
2. **Using the HECAT, determine the Healthy Behavioral Outcomes (HBOs) for the unit.**
3. **Using the HECAT, determine the knowledge expectations that are aligned with the HBOs for the unit topic and grade group.**
4. **Using the *National Health Education Standards 2 – 8*, determine one or two of the skill standards that are an appropriate focus for the unit.**
  - A. Using the HECAT, identify the related topic-specific standards.
  - B. Using the HECAT, identify the skill expectations for each standard that are aligned with the HBO(s) for the unit topic and grade group.
5. **Determine the instructional objectives for the unit.**
  - A. Select two different knowledge expectations aligned with the HBOs from the topic module for the grade group.
  - B. Write at least one SMART objective for each knowledge expectation.
  - C. Select two different skill expectations aligned with the HBOs from the topic module for the grade group.
  - D. Write at least one SMART objective for each skill expectation.
6. **Determine assessment strategies that can be used to assess the objectives.**
7. **Write a detailed outline for the unit.**
8. **Write a lesson plan for each day of the unit.**

**1. Unit Topic: Tobacco Use Prevention**

Grade Group: Middle School (grade 8)

Time allotment: 6 lessons 45 minutes/lesson

**2. Healthy Behavioral Outcomes (HBOs):**

HBO 1: Avoid using (experimenting with) any form of tobacco.

**3. Knowledge expectations aligned with HBOs:**

- Describe short- and long- term physical effects of using tobacco. (HBO 1)
- Discuss the social, economic, and cosmetic consequences of tobacco use. (HBO 1)
- Describe how using tobacco could affect one's goals for physical fitness and athletic performance. (HBO 1)
- Summarize the dangers of experimenting with tobacco products. (HBO 1)
- Describe situations that could lead to the use of tobacco. (HBO 1)
- Summarize the benefits of being tobacco-free. (HBO 1)
- Explain that tobacco is addictive. (HBO 1)
- Describe the relationship between using tobacco and alcohol or other drugs. (HBO 1)
- Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3, & 4)
- Explain reasons most individuals do not use tobacco products. (HBO 1)

**4. NHES (Skill) Standards and Skill Expectations aligned with HBOs:**

- Standard 4 – Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - ~ Topic-specific Standard: Use interpersonal communication skills to avoid or quit tobacco use.
  - ~ Skill Expectations
    - » Demonstrate the use of verbal and nonverbal communication to avoid exposure to secondhand smoke.
    - » Demonstrate the use of verbal and nonverbal communication to avoid tobacco use.
    - » Demonstrate peer resistance skills that avoid or reduce exposure to secondhand smoke and tobacco use.
    - » Demonstrate negotiation skills that avoid or reduce exposure to secondhand smoke and tobacco use.
- Standard 8 – Demonstrate the ability to advocate for personal, family and community health.
  - ~ Topic-specific Standard: Demonstrate the ability to influence and support others to make positive choices related to tobacco use.
  - ~ Skill Expectations
    - » State a health-enhancing position about being tobacco free, supported with accurate information, to improve the health of others.
    - » Demonstrate how to persuade others to be tobacco free and avoid exposure to second-hand smoke.
    - » Collaborate with others to advocate for individuals, families, and schools to be tobacco free.
    - » Demonstrate ways to adapt a tobacco-free message for different audiences.

**5. Lesson objectives for each day of unit plan.** (see Example Unit Plan, pg. 102)**6. Assessment strategies specific to lesson objectives.** (see Example Unit Plan, pg. 102)**7. Lesson outline – a detailed summary of the functional knowledge, skills, activities, and materials that will be taught each day. There should be continuity, connection, and flow between lessons.** (see Example Unit Plan, pg. 102)**8. Daily lesson plan: Criteria and scoring rubric for developing lesson plans to be provided by the instructor.**  
(see Example Unit Plan, pg. 102)

EXAMPLE – UNIT PLAN					
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Lesson Focus – Effects of Tobacco Use</b>	<b>Lesson Focus – Effects of Tobacco Use</b>	<b>Lesson Focus – Influences of Tobacco Use (Peers)</b>	<b>Lesson Focus – Refusal Skills</b>	<b>Lesson Focus – Refusal Skills</b>	<b>Lesson Focus – Advocating for Classmates to be Tobacco Free</b>
Objectives (Objs.) 1. Describe 4 short-term physical effects of using tobacco. Objectives 1. Explain that most individuals do not use tobacco products. 2. Describe 3 long-term physical effects of using tobacco. 3. Discuss 5 social, economic, or cosmetic consequences of tobacco use. 4. Summarize 3 benefits of being tobacco-free.	Objectives 1. Describe 2 situations that could lead to the use of tobacco. 2. Summarize 2 ways peers could influence tobacco use. 3. Summarize 2 dangers of experimenting with tobacco products. 4. Explain that tobacco is addictive.	Objectives 1. Demonstrate 3 verbal and/or nonverbal ways to refuse tobacco use.	Objectives 1. Demonstrate 3 verbal and/or nonverbal ways to refuse tobacco use.	Objectives 1. Make a commitment to be tobacco free. 2. Collaborate with others to advocate for peers to be tobacco free. 3. State a health-enhancing position about being tobacco free, supported with accurate information, to improve the health of others.	Objectives 1. Make a commitment to be tobacco free. 2. Collaborate with others to advocate for peers to be tobacco free. 3. State a health-enhancing position about being tobacco free, supported with accurate information, to improve the health of others.
Assessment • Obj. 1: students answer question #2 on the activity sheet, "Tobacco and My Life." They describe 4 different short-term effects of tobacco and explain how these short-term effects will negatively impact something they like to do.	Assessment • Objs. 1–4: students write a summary paper on a unit test that is aligned with objectives 1-4. A scoring rubric that is aligned with the objectives will be used.	Assessment • Obj. 1: students assessed when the fingernail polish activity is processed. • Obj. 2: students write 2 ways peers could influence tobacco use on a unit test. • Objs. 3–4: students respond to 2 completion questions on an exit ticket.	Assessment Obj. 1: students assessed by grading the half-scripted role-play using a scoring rubric on each student's role-play.	Assessment • Obj. 1: collecting the judge's form and recording each student's score.	Assessment • Obj. 1: students sign the tobacco-free pledge. Students choosing not to sign the pledge should write an explanation as to why they chose not to sign. • Objs. 2-3: students complete and present their advocacy project. A scoring rubric aligned with objs. 2-3 will be used to assess student pair's advocacy projects.
Lesson Outline • Read key cigarette ingredients to students. Discuss each and let them guess the product. • Brief lecture on short-term effects of tobacco (e.g., increased blood pressure, heart rate, bad breath, etc.) • Discuss how tobacco use might interfere with what students like to do. • Demonstrate the smoking machine to show tar build up in just a few cigarettes. • Calculate cost of smoking for a week, month, and year – ask students what they would want to do with that money. • Distribute the "Tobacco and My Life" activity sheet. Ask students to (1) write the things they like to do, (2) describe how the negative effects of tobacco would negatively impact the things they like to do.	Lesson Outline • Ask students to guess how many 9 <sup>th</sup> grade students smoke in Ohio. Discuss accurate YRBSS data. • Brief lecture on the long term effects of tobacco (e.g., lung cancer, heart disease, emphysema – do the straw demonstration for emphysema) • Carousel Activity – Social, Economic, Physical, Family negative effects of smoking • Homework – essay on why they do not want to smoke. Include information from the Carousel Activity. A rubric that is aligned with each objective will be distributed.	Lesson Outline • Conduct the fingernail polish activity with 5 students in a group. Choose 1 leader to convince all students to put on red fingernail polish). Process the activity by asking why students chose to put on the polish. Ask how peers could influence them to use tobacco. • Ask students to write down situations that could lead to the experimentation of using tobacco. Have them share their responses. Ask students to brainstorm how they could avoid those situations. • Finish the class with a short lecture on why experimentation is so dangerous. Discuss the addictive qualities of nicotine. • Exit ticket – aligned with the last 2 objectives.	Lesson Outline • Begin the lesson with a student volunteer and the teacher reading a role-play where a person is pressured to smoke a cigarette and other person strongly models resistance skills. • Short lecture/ demonstration on effective verbal and non-verbal resistance skills. • Students are then given a fully scripted role-play that they practice in groups of 3 (pressure, resister, judge). The judge provides feedback • Students then complete an activity sheet that is a half-scripted role-play. They then perform the role in front of the class. A rubric is used to assess students' resistance skills.	Lesson Outline • Review verbal and non-verbal resistance skills. • Place students into groups of 4. Assign 2 students to apply pressure, 1 student to resist and 1 student to judge. • Allow 1 – 2 minutes for the 2 students to pressure the 1 student into trying a cigarette. Direct the judge to take notes on the judge's form about the types of resistance techniques used and their effectiveness. • Rotate roles until everyone has had a chance to demonstrate resistance skills.	Lesson Outline • Ask students to sign a pledge about not smoking. (Do not pressure students to sign if they do not want to sign). • Explain that one of the best ways they can help keep their peers tobacco free is to become an advocate. • Brainstorm ways to be an advocate (posters, computer screen-saver messages, songs, announcements, etc.). • Place students in pairs. Provide an advocacy project planner. • Allow the remainder of class for students to complete planner. • Students will have 1 week to submit their advocacy project. • Allow 10 minutes of class each day to work on the project.

## Design an Effective Health Education Unit Plan Template

Name: \_\_\_\_\_

Topic: \_\_\_\_\_ Grade level/group: \_\_\_\_\_

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**Directions:** Use this guide to write your own health education unit plan. Base your unit plan on 6 lessons of instruction.

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**Objectives:** After completing this lesson, students will be able to:

1. **Determine the topic, grade group and time allotment for the unit.**
2. **Using the HECAT, determine the Healthy Behavioral Outcomes (HBOs) for the unit.**
3. **Using the HECAT, determine the knowledge expectations that are aligned with the HBOs for the unit topic and grade group.**
4. **Using the National Health Education Standards 2 – 8, determine one or two of the skill standards that are an appropriate focus for the unit.**
  - A. Using the HECAT, identify the related topic-specific standards.
  - B. Using the HECAT, identify the skill expectations for each standard that are aligned with the HBO(s) for the unit topic and grade group.
5. **Determine the instructional objectives for the unit.**
  - A. Select appropriate knowledge and skill expectations aligned with the HBOs from the topic module for the grade group.
  - B. Write at least one SMART objective for the knowledge or skill expectation for each lesson.
6. **Determine assessment strategies to assess each of the objectives.**
7. **Write a detailed outline for each lesson of the unit that includes:**
  - The focus for each lesson (e.g., title).
  - Objective(s) for each lesson of the unit (from above).
  - Assessment strategy specific to instructional objective for each lesson (from above).
  - Outline for each lesson: summary of the functional knowledge, skills, and activities with materials, and
  - Continuity, connection, and flow between lessons.
8. **Write a lesson plan for each lesson of the unit, as directed by your course instructor. This scoring rubric and criteria do not include daily lesson plans.**

---

**Step 1. Determine the topic, grade group and time allotment for the unit.**

---

- **Topic:** \_\_\_\_\_
- **Grade group:** \_\_\_\_\_
- **Time Allotment:** \_\_\_\_\_

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**Step 2. Using the HECAT, determine the Healthy Behavioral Outcomes (HBOs) for the unit.**

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- A. List all of the HBOS for your unit topic.

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- B. Question: Which HBO(s) would be appropriate for the students for which this unit is being written? Why?

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- C. If you only had six, class periods to teach this unit, what HBO(s) are most important to address given the amount of time?

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**Step 3. Using the HECAT, determine the knowledge expectations that are aligned with the HBOs for the unit topic and grade group.**

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Record the knowledge expectations from HECAT topic module, Chapter 6, that are aligned with the specified HBO(s) that you listed in Step 2.

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**Step 4. Using the *National Health Education Standards (NHES) 2 – 8*, determine one or two of the skill standards that are an appropriate focus for the unit.**

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A. What two skills (based on Standards 2 – 8) do you think are most critical to help students practice the specified HBO(s)? Be prepared to defend why you chose the 1-2 skills that you did.

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B. Using the HECAT modules (chapter 6) what are the topic-specific standard(s) related to the identified NHES skill standards?

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C. Using the HECAT, identify the related skill expectations for the Standards you selected in Step 4B that are aligned with the HBO 1 and are grade group appropriate.

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**Step 5. Determine the instructional objectives for the unit.**

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A. Write SMART instructional objectives for each day of the unit. Use the knowledge and skill expectations that you listed in Steps 3 and 4 to guide your writing. You should have at least one objective for each day. Your objectives should be grouped for each lesson to create a clear focus for that day. There also should be continuity, connection, and flow between the lessons.

B. Do not write the assessments for your objectives until instructed to do so in Step 6.

**Day 1 Objectives**

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**Assessment for Day 1 Objectives**

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**Day 2 Objectives**

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**Assessment for Day 2 Objectives**

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**Day 3 Objectives**

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**Assessment for Day 3 Objectives**

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**Day 4 Objectives**

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**Assessment for Day 4 Objectives**

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**Day 5 Objectives**

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**Assessment for Day 5 Objectives**

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**Day 6 Objectives**

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**Assessment for Day 6 Objectives**

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**Step 6. Determine assessment strategies that can be used to assess the objectives.**

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- Go the objectives that your wrote in Step 5. Write how each objective will be assessed. Be specific. Remember, that one assessment can evaluate more than one objective.

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**Step 7. Write a detailed outline for the unit.**

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On a separate form, write:

- A. The lesson focus for each day (e.g., topic).
- B. Lesson objectives for each day of the Unit.
- C. Assessment strategies specific to lesson objectives.
- D. Lesson Outline – a summary of the functional knowledge, skills, and activities with materials that will be taught each day.
- E. There should be continuity, connection, and flow between lessons.

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**Step 8. Write a lesson plan for each day of the unit.**

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(The criteria and scoring rubric for writing lesson plans will be given by instructor, they are not included in this Guide.)

**Directions:** Use the scoring rubric (below) to assess each element of the student's health education unit plan outline; assign points for each criteria met.

Scoring Rubric for Health Education Unit Plan														
	Criteria for Written Assessment of Unit Plan													
	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Total	
4	The responses for all of the sections are complete, accurate, and comprehensive.												/4	
3	The responses for all of the sections are adequate. The responses are generally complete, accurate, and comprehensive. There may be few minor inaccuracies.												/4	
2	The responses for all of the elements are somewhat complete. There's minimal breadth and depth of information, and there are several inaccuracies.												/4	
1	The responses for one or more of the elements are incomplete and/or inadequate. There's little-to-no breadth and depth of information, and there are several inaccuracies.												/4	
1.	4	3	2	1	0									
2.	4	3	2	1	0									
3.	4	3	2	1	0									
4.	4	3	2	1	0									
a.	4	3	2	1	0									
b.	4	3	2	1	0									
5.	4	3	2	1	0									
6.	4	3	2	1	0									
a.	4	3	2	1	0									
7.	4	3	2	1	0									
a.	4	3	2	1	0									
b.	4	3	2	1	0									
c.	4	3	2	1	0									
d.	4	3	2	1	0									
8a.	5	4	3	2	1									/5
8b.	5	4	3	2	1									/5
<b>TOTAL SCORE</b>														

