

Health Education Assessment: Connected, Creative, Credible, and (YES) Fun!

Susan A. Clark EdD, CHES

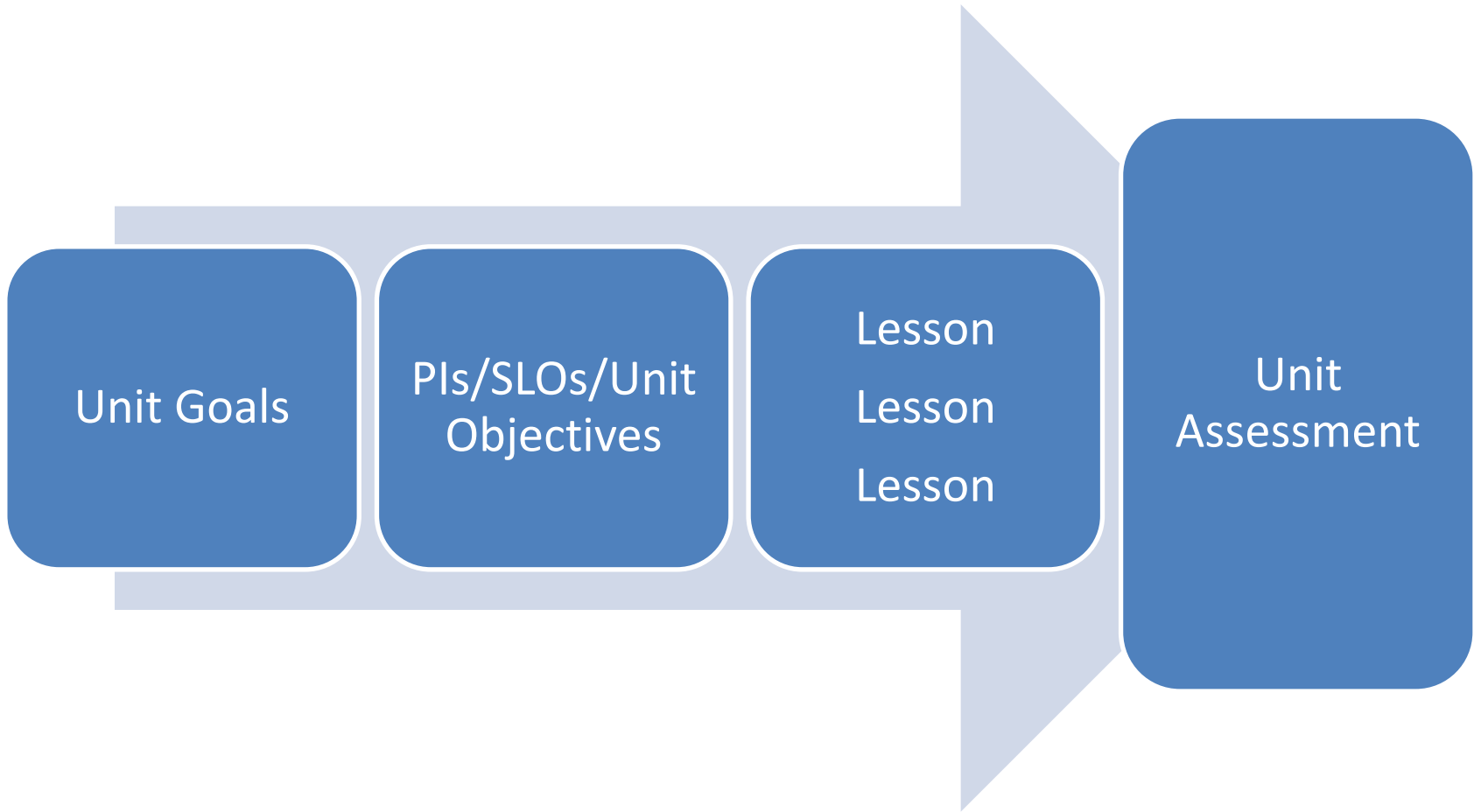
Assistant Professor Health Education

Coordinator - BS in Health Education Program

Rhode Island College

sclark@ric.edu

Links





SET	OBJECTIVES	ASSESSMENT	L.E.
The way I will get students interested in the relationship abuse lesson is...	When the students walk out the classroom door at the end of the lesson, what I want them to know, feel and be able to do is...	The evidence I will have of how well they learned is...	The way(s) in which students will learn and practice are...
Share Lyndsay Burke story	(KNOW) – List and give example of the types of relationship abuse	P – On a pre-test F – Discussion Q's S – Case analysis	Note-taking from websites Note-taking from PP Studying class handouts Discussion w/ Q's
	(KNOW) – Explain the cycle of violence	P – On a pre-test F – Discussion Q's S – Draw and give examples using case studies	Note-taking from websites Note-taking from board Studying class handouts Role play w/ teacher Discussion w/Q's
	(FEEL) – Feel healthy relationships are possible and what they deserve	P – Likert Scale on pre-test F – Discussion Q's S – Likert Scale on case analysis	Stories of unhealthy and healthy relationships Reading the Assertive Bill of Rights w/ discussion
	(BE ABLE TO DO) – Speak assertively	P – Role play F – Group work using worksheet S – Role play	Writing their statements Speaking their statements

Paper Dolls of Support

NHES 1 CC, NHES 3 AVI, NHES 5 DM, NHES 6 GS, NHES 7 PHB

Objective –The students will create a personal support system

Objective – The students will explain when a support system is needed

Objective – The students will explain how a support system can be utilized



<http://www.youtube.com/watch?v=EmOtWyjs8iU>



"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."

Leo Buscaglia

Paper Dolls of Support – A personal safety net

1. Fold paper in half lengthwise vertically (fold will then be on left).
2. Fold from bottom to top (fold will then be on top and left).
3. Fold bottom left corner to right side.
4. Turn paper 180 degrees so the point is now up. The paper is open on bottom and left side (in part).
5. Draw outline of self making sure to extend arms out to edge. Feet only need to reach the fold at the bottom, but do not extend feet to the very bottom of paper.
6. Cut around the silhouette making sure NOT to cut up the hands. Cut everywhere else.
7. Tell students NOT to open the document.
8. Tell students to put their own name on the top doll.
9. Flip over to label the next with favorite and most-trusted person.
10. Continue carefully opening and labeling with people who would be supportive. Suggestions include friends, family, teachers, clergy, coaches, therapists, counselors, and even phone numbers or websites. You can also have them write a small note on the other side of the person in regards to what support this person/organization provides.
11. Open carefully.
12. Take time to discuss the importance of this support circle!
13. Read the Goose Story. Relate to the paper dolls. Listen to John Mayer song *Heart of Life* (or similar). Relate to dolls & geese.
14. Encourage students to keep the dolls either secured with a paperclip in a special place and open and use as needed, or open and display where they feel best.

Paper Dolls of Support

Directions: After the lesson(s) on emotional health, you will create a personalized support system. Follow the directions on the next page for making, labeling and decorating paper dolls of support.

You will also answer the following questions. You may write your answers in the space provided. Please use a paper clip to attach your dolls to this handout.

Question #1: Clearly explain the situations, circumstances, stressors, and/or feelings that occur in your life that a support system would help you get through. List as many as you can think of. For example, someone could write that sometime they feel completely overwhelmed with the pressures to succeed in school and sports.

Question #2: Clearly explain how you would utilize your supports. For example, someone could write that when they feel overwhelmed with school and sports, when they talk with their school counselor they receive great advice and they feel they have someone who listens.

Labeling		All eight dolls assigned a support 8 points	Less than eight dolls assigned a support 0-7 points
Presentation	Extra effort and/or creativity beyond target, such as coloring and detail to the dolls 5-7 points	Dolls were continuously attached. 4 points	Dolls were broken or broken but fixed 0-2 points
How Each Doll Can Support You	Additional information included 9-10 points	All 8 dolls have a how listed 8 points	Less than 8 dolls have a how 0-7 points
Reflection	Provided additional examples/explanations beyond Target 6-7 points	Explained clearly what you might need the support for and how you plan on using the supports when needed 5 points	Could have been more clear as to what might cause you to need the support and/or how you plan on using the supports when needed 0-2 points

Anatomical Model

NHES 1

Objective – Through design of a model, the students will accurately construct a reproductive system.

Objective – Students will accurately explain the physiology of a reproductive system.



Name(s): _____ / 20 pts.

Male or Female Model? _____

Model Assignment:

Anatomy and Physiology of the Male and Female External and Internal Reproductive Systems

You will construct an accurate representation of the male or female external and internal reproductive system. You will be assigned to work in a group.

Included in your model will be the following structures:

Male Model: sperm germ cells, epididymus, scrotum, testicle (testes), vas deferens, seminal vesicle, prostate gland, cowper's gland, urethra, penis (shaft and glans), rectum

Female Model: Ovary(ies), follicles (ovum), fallopian tube(s), uterus, cervix, vagina, labia minora, labia majora, urethra, rectum, clitoris

All structures must be identified/labeled in writing attached to model. You will also be expected to explain the physiological aspects of the structures.

Use your ingenuity and creativity. You are encouraged to use a variety of materials. Accuracy is important. The model should be 3-Dimensional. It can be mounted, but does not have to be. None of the structures can be drawn, rather you must use materials best representing the structures. Organize ahead of time who is responsible for which materials. Please be a helpful and accessible team member.

This is due on _____.

	Wow 5 pts.	Target 4 pts.	Developing 2-3 pts.	Weak 0-1 pt.
Labeling & Placement	All structures accurately labeled and accurately placed	Most structures accurately labeled and most accurately placed	Some structures accurately labeled and/or some accurately placed	Few structures accurately labeled or accurately placed
Ingenuity	Ingenious – most would not have thought of doing that!	Mostly demonstrated unique and thoughtful ideas	Somewhat interesting design	Design was not particularly unique or catchy
Materials	Many materials used and choices enhanced the model	A variety of materials used, but some overused or not the best choice to represent the structure	A small variety of materials used and/or materials used were not the best choice to represent the structure	Variety of materials was minimal and choices were not best choice for structure representation
3-D	Unmounted	Mounted but protrudes off base with varying depth	Mounted by somewhat flat	Mounted and does not stick out from page much at all
Presentation	Smoothly and accurately discussed model structures	Model was discussed with accuracy and smoothness most of the time	Model was discussed in an incorrect or unsure manner	Model was discussed in and incorrect and unsure manner

Puzzle Piece

NHES 1 CC, NHES 4 IC, NHES 8 ADV

Objective – After lessons on self-esteem and diversity, students will list qualities of themselves that enhance self-esteem and communicate messages of diversity and embracing individuality.

Objective – Students will explain that the puzzle enhances self-esteem and contributes positively to class morale.



The 3-Legged Stool: What builds self-esteem?



- Feeling Appreciated:
- Feeling Skillful:
- Feeling Responsible:
- List at least 3 qualities/actions in each category above

Name _____

_____ / 35 pts.

Puzzle Piece

Directions: After lessons on self-esteem and diversity, you will create a unique puzzle piece representative of YOU!

You will design your puzzle piece in your own way, but it must be easy to understand to the viewer. The following are the components to include (worth 5 points each):

___ Your first name (and last initial if necessary) – make it **stand out!**

___ Something you are skillful at. List it here

___ Something you are appreciated for. List it here

___ Something you are responsible for. List it here

___ Something that you are proud of. List it here

___ Something special about you. List it here

___ If you added anything else to your puzzle piece (extra credit), explain it here:

___ How does this project help the class members and the class as a whole?

_____ / 35 points

Scavenger Hunt

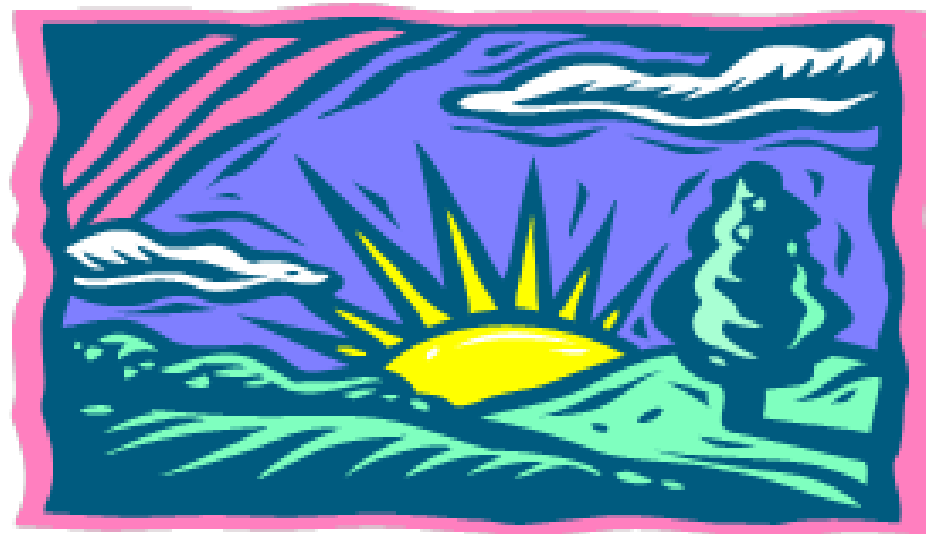
NHES 1 CC, NHES 7 PHB

Objective: Students will explain how outdoor physical activity can enhance health and reduce stress

Objective: Students will realize that a useful and enjoyable stress management tool is walking outdoors (in nature)

Objective: Students will apply wellness concepts to a nature walk

Objective: Students will explain the wellness benefits of a nature walk



Scavenger Hunt

- Pick an approved destination.
- Travel with an adult.
- Pack water and wear proper clothing.
- Take pictures of yourself and your surroundings along the way.
- Notice all items on the list!
- Walk in silence for 15 minutes.
- Create a scrapbook and reflection.
- Full directions in packet!



On your **Scavenger Hunt** hike you are to notice something:

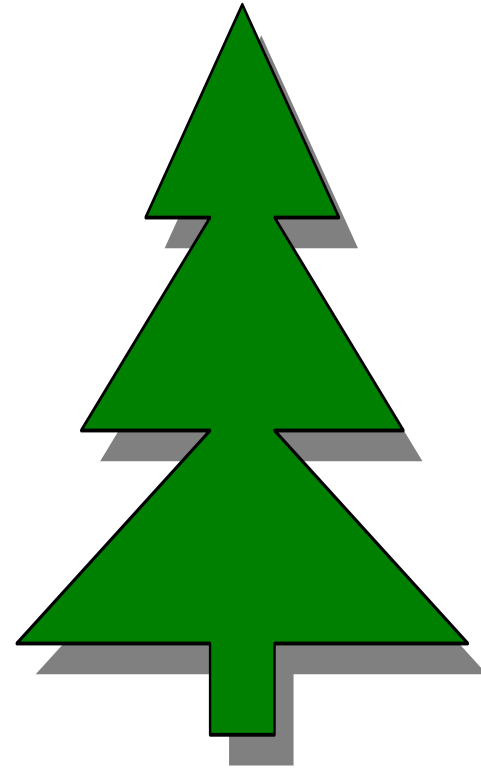
1. Beautiful
2. That smells good
3. That brings a smile to your face
4. That is relaxing
5. That you actually felt/touched
6. That is health-enhancing
7. You realized

Also notice:

8. What is the sky like today? The weather?
9. What sounds of nature did you hear?
10. What did you enjoy along the way?

These items must all be represented in your scrapbook.

Have a safe and enjoyable experience!



Scavenger Hunt

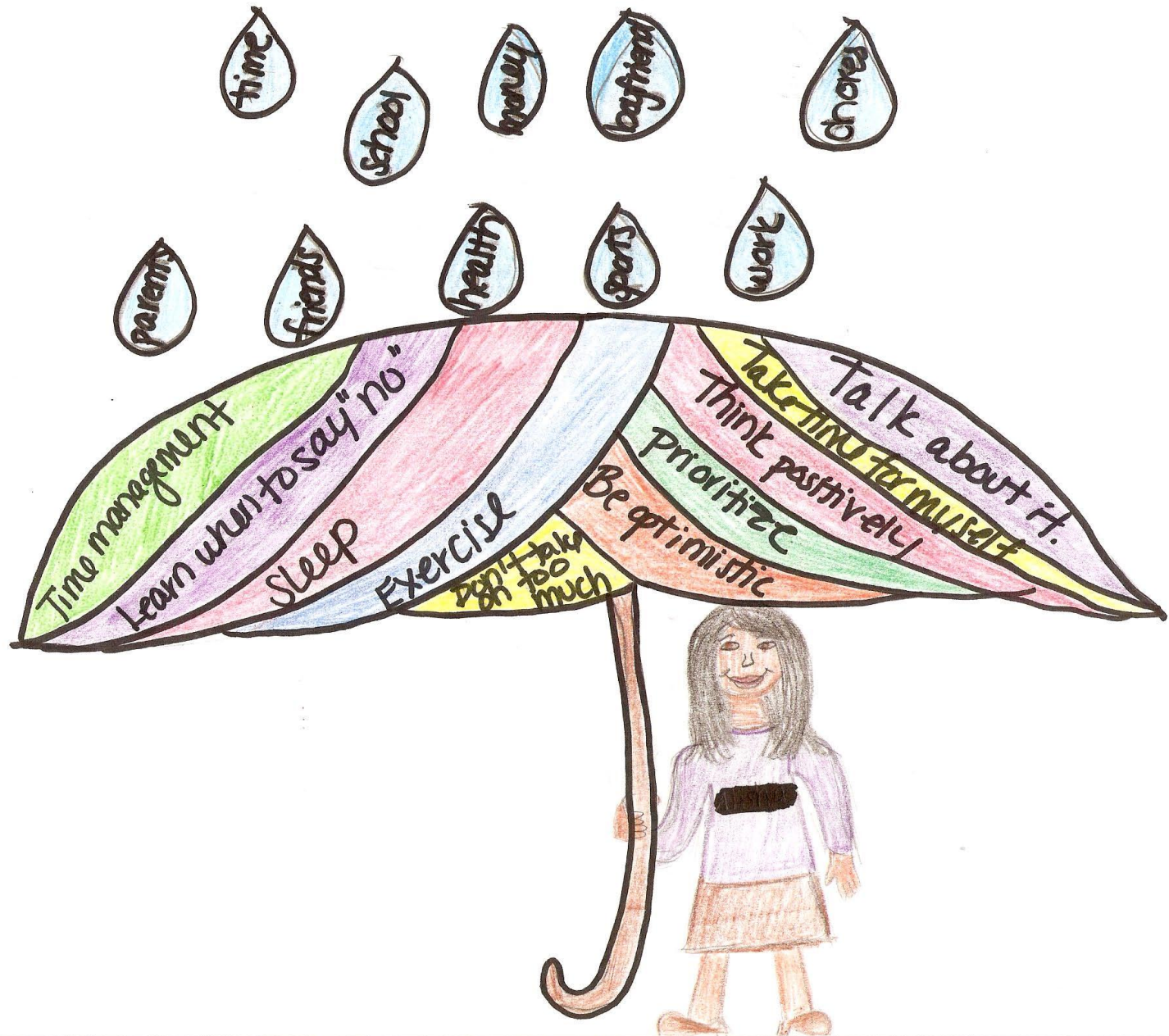
- ❑ _____ Ten points are allotted towards project quality and following assignment prompt.
- ❑ Make a scrapbook of your experience. Be creative!! Extra Credit possible!
 - _____ Cover page includes your name, name and location of your destination, and date of hike. 2 pts.
 - _____ Section One includes the pictures of you. 10 pts.
 - _____ Section Two includes the 10 specific Scavenger Hunt categories represented by artifacts or pictures. All categories must be clearly captioned and explained and the numbers (see below) must be located next to each caption. 10 pts.
- ❑ Section three includes a 1-1 $\frac{1}{2}$ page 12-font double spaced typed summary of your experience *including*
 - _____ your thoughts when you hiked in silence for at least 15 minutes. 2 pts.
 - _____ it's relation to *at least* three dimensions of OSSIPÉE wellness (name the dimension and how it connects to the hike). 4 pts.
 - _____ it's relation to the course. 2 pts.(_____ Extra Credit)
- ❑ This assignment will not be accepted unless *all* items are included in the scrapbook, and it is on time. Allow for picture development time. No late work accepted. Hikes to destinations not pre-approved will not be accepted.

Stress Management Plan (Umbrella)

NHES 1 CC, NHES 5 DM, NHES 6 GS

Objective – Students will design a proactive and preventative personal stress management plan.





Stress Management Plan

Directions: You will design a visual representation of your stress and stress management techniques. It must include the following elements, and include reflection. Try to limit paper/poster size to 14 x 14. Staple this to your drawing and reflection.

Part One:

1. Draw ten objects that represent your specific stressors, and identify them.
2. Draw ten objects that represent your positive stress management strategies, and identify them.
3. Draw you in a protected/take-control/powerful manner.
4. Make the drawing very colorful.

(Example of above to be given in class.)

Part Two:

Type (using 12 font & double spacing) the relationship between your stressor and stress management connections in the following manner:

How will each one of the elements in your stress management plan directly affect or prevent your stressors? Write no more than **one to two sentences** for each of the 10 making this connection. You should make a list and number them 1-10. Make the stressor and the technique stand out. For example, use bolding or underlining. Although a stress management technique can help more than one stressor, please match up the stress management technique with the stressor it is primarily targeting.

At least 7 of your stress management tactics must be *preventative, pro-active, and/or cognitive restructuring or behavior modifying*. For example, if one of your stressors is arguing with your parent, come up with a tactic that

- a. reduces the occurrence
- b. prevents events from happening
- c. changes the relationship
- d. de-escalates the intensity

A-D above *are* examples of preventative and pro-active change tactics.

Avoid overuse of tactics such as the following:

- a. listen to music
- b. exercise
- c. punch something
- d. go hang with friends

If you have designed a drawing other than the “umbrella” model, please explain it in a few sentences. It must include all the elements from the directions (above).

XC possible for extra effort and creativity. See attached scoring rubric.

Stress Management Drawing - Scoring Rubric

	Eagle	Par	Bogie
Elements	<p>10 stressors clear. Ten strategies clear. You in protected/powerful manner. Unique and effective idea.</p> <p style="text-align: center;">6-7 points</p>	<p>10 stressors clear. Ten strategies clear. You in protected/powerful manner.</p> <p style="text-align: center;">5 points</p>	<p>Elements missing or unclear. Ineffective idea.</p> <p style="text-align: center;">Up to 4 points</p>
Presentation	<p>Extra effort and/or creativity beyond par. (must at least reach par)</p> <p style="text-align: center;">6-7 points</p>	<p>Colorful, and appealing, and inviting to view. Message was clear. Neat.</p> <p style="text-align: center;">5 points</p>	<p>Drawn in pencil or one to two colors and/or message not clear, and/or not neat.</p> <p style="text-align: center;">Up to 4 points</p>
Reflection and Presentation Details	<p>Detailed and clear connections. Nine to ten tactics were preventative, pro-active, restructuring and assertive. AND Presentation details followed</p> <p style="text-align: center;">11-12 points</p>	<p>7-8 tactics were preventative, restructuring, and assertive. Clear and effective connections made. AND presentation details followed</p> <p style="text-align: center;">8-10 points</p>	<p>Disconnection between stress and strategy and/or fewer than 7 tactics were preventative, pro-active, restructuring or assertive or presentation details not completely followed</p> <p style="text-align: center;">Up to 5 points</p>

Haiku

NHES 1 and 4

Objective – Through a haiku poem, the students will describe the Triangular Theory of Love.



Name _____

_____/15pts



Love Haiku

Please write a Haiku/Senryu love poem. If you are not familiar with this form of poetry, you may do some research online. A couple resources are:

www.healinglovenotes.com/haiku-poems.html

www.wikihow.com/define-love

You will need to compose an original poem. You may not borrow any of it from previously composed work. It must have the 5/7/5 syllables. It must represent consummate love (see textbook), but should not merely list the 3 components. It should include an element of nature. It should be creative and easy to understand. If reader cannot easily detect the themes, you may not receive full credit. Here is an example for this assessment...

I know you deeply

Like a fire you heat me

Forever we're one

In the above example, the first line expresses intimacy, the second line expresses passion and the third expresses commitment. Fire is the element of nature. It has 5/7/5 syllables. It is easy to understand.

Type Haiku and put your name on your paper. Staple this 2 page handout to your work.

Bring to class on _____, and submit to SafeAssign.

	Orgasmic 4 pts.	Plateau 3 pts.	Excitement 1-2 pts.	Refractory 0 pts.
# of Syllables		Lines in 5/7/5	One line in error	2-3 lines in error
Consummate		All 3 elements easily detected	1-2 elements missing, hard to detect or incorrectly described	All 3 elements missing, hard to detect or incorrectly described
Nature	Use of nature very obvious and enhances meaning	Nature apparent	Nature misused or unclear	Nature missing
Comprehension and Creativity	Easy to understand and Very creative and reaches plateau for syllables, consummate and nature	Easy to understand and/or Somewhat creative	Challenging to understand and/or Needs more creativity	Very difficult to understand and/or No creativity
Presentation	Reaches plateau for above criteria and shows extra effort in presentation	Paper is Typed and Stapled Spelling and grammar is correct Name is on paper	Paper contains some spelling or grammatical errors or Name is missing or is not stapled	Paper is not typed and/or Contains spelling and/or grammatical errors and/or Name is missing and/or is not stapled

Self-Esteem Haiku



Self-Esteem Haikus

I'm good at surfing
People smile when I'm around
I try hard in school



I draw really well
I take care of my pet cat
I help out the earth

Creative Writing

NHES 1 CC, NHES 4 IC, NHES 7 PHB

Objective – After lessons about imagery, stress management, and accessible strategies, the students will demonstrate creative writing with sensory infusion as a stress management technique.



After reading the prompt,
imagine that...



- Students prompted to use imagination
- Develop an essay including:
 - 5 senses
 - Positive, reflective & thankful tone
 - Detail and good writing

Log Cabin Experience-Creative Writing

Assignment:

Read the prompt on the following page....

Type a two-page paper double-spaced.

Staple this cover sheet to your paper.

Your choice of font, but must be size 12.

Submit to SafeAssign also.

- Incorporate at least one thing that you See, Smell, Hear, Touch and Taste into the piece. Please describe how things look, smell, sound, feel and taste. Identify each by placing the sense in parenthesis after the sensory description.
- The piece must be positive, reflective, and include a tone of new realizations and/or current gratitude.

Assessment:

_____5 points attention to presentation detail (grammar, punctuation, spelling, font, stapled, etc.)

_____5 points sensory inclusion and description

_____5 points positive, reflective, thankful, etc.

_____5 points expression, creativity, flow, readability, and effort.

Fortune Teller (Coutie Catcher)

NHES 6 Goal Setting, NHES 2 Analyzing Influences, NHES 8 Advocating

Objective – The students will list drug-taking influences

Objective – The students will choose strategies to prevent, reduce or eliminate risks of
ATOD use

Objective – The students will describe the relationship between ATOD use and life
goals

Objective - The students will feel a drug-free life is more beneficial to achieving life
goals than a drug life is



My Drug Free Life



- List ST and LT goals
- Explain feelings associated with goal achievement
- Discuss how drugs impact goal achievement
- List risk/influencing factors
- List strategies to ↓ risk
- **Create fortune teller**

	Above Standard	Standard	Below Standard
Elements	<p>Several unique and insightful ideas to remain drug-free</p> <p>6-7 points</p>	<p>8 Risks and 8 Realistic Strategies to remain drug free</p> <p>4-5 points</p>	<p>Elements missing or unclear. Ineffective or unrealistic ideas.</p> <p>0-3 points</p>
Presentation	<p>Extra effort and/or creativity beyond standard (must at least reach standard)</p> <p>6-7 points</p>	<p>Three or more colors, Numbered, Illustrated or visually represented, Neat, and Error Free</p> <p>4-5 points</p>	<p>Drawn in pencil or one to two colors messy, and contained spelling errors or missing numbers or no illustrations or visual representations</p> <p>0-3 points</p>

Speed Match

NHES 1 CC, NHES 5 DM

Objective – After the unit on relationships, the students will demonstrate healthy relationship choices.



BEFORE....

- Tell students: “After the unit on relationships, here is your chance to show you can recognize healthy relationship qualities and avoid forming relationships with people who would create an unhealthy one!”

AFTER SPEED MATCH.....

- Spend time asking students:
- How were decisions reached?
- Why did they think they were a good match for chosen partner?
- What qualities on their card and qualities of their partner would make a good match?
- What qualities in people would be red flags?
- What qualities in people would indicate they are either not ready for a relationship or choose not to be in one?

- For Instructor: What percentage of matches were correct? How well were students able to answer the questions?

Time Management

NHES 1 CC, NHES 2 AI, NHES 3 AVI, NHES 5 DM, NHES 6 GS

Objective – After activities regarding time management, the students will evaluate their own time management



<u>TIME</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>SAT</u>	<u>SUN</u>
6-7AM							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
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9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							

hours spent	divided by 168 (hours in a week)	= % time spent
_ hrs. Sleeping		_____ %
_ hrs. Working		_____ %
_ hrs. Studying		_____ %
_ hrs. Class		_____ %
_ hrs. Eat/Groom		_____ %
_ hrs. Active Recreation (sports, exercise, active hobbies, etc.)		_____ %
_ hrs. Passive Recreation (T.V., video games, computer, phone, reading, hanging)		_____ %
_ hrs. Travel (commute, trips home, etc.) travel for sports include in Active Rec.		_____ %
_ hrs. Socializing (parties, bar, movies/eating out, etc.)		_____ %
_ hrs. Chores (food shopping, cleaning, laundry, etc.)		_____ %
_ hrs. _____		_____ %
_ hrs. _____		_____ %
<hr/>		
_ = Total hrs. (Must equal 168)	Total (Must equal 100%) =	_____ %

plain below what you could do differently with the way you spend your time, and also what s you would see as a result.

Affirmation

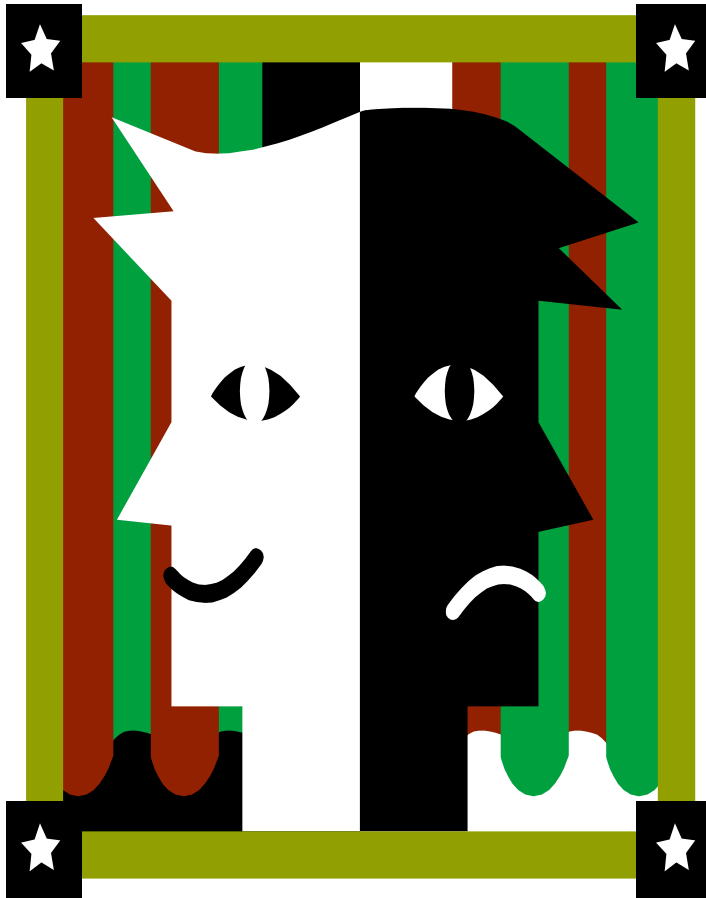
NHES 1 CC, NHES 2 PHB

Objective – Students will demonstrate positive self-talk through development of a personal positive affirmation.

Objective – Students will apply the concepts of positive affirmations to a personalized affirmation.



Affirmations



1. Write a present negative feeling about self
2. Turn it around to be positive and present
3. Design it
4. Use it
5. Reflect

	Above and Beyond	On Target	Developing
Tense		Present tense is strong and clear 3-4 points	Tone of or use of future tense. 0-2 points
Presentation	Extra effort and/or creativity beyond target. 5-6 points	Colorful, and appealing, and inviting to view. Message stood out prominently. Neat. 2-3 points	Needed more color and/or effort. Message needed to be more apparent. 0-2 points
Tone		Positive 3-4 points	Negatives or negative connotation used. 0-2 points
Use	Used it more than twice every day and reflection included 1 point	Used it twice a day and reflection included 3-4 points	Used it less than twice a day or reflection was not included 0-2 points



Advertising Strategies

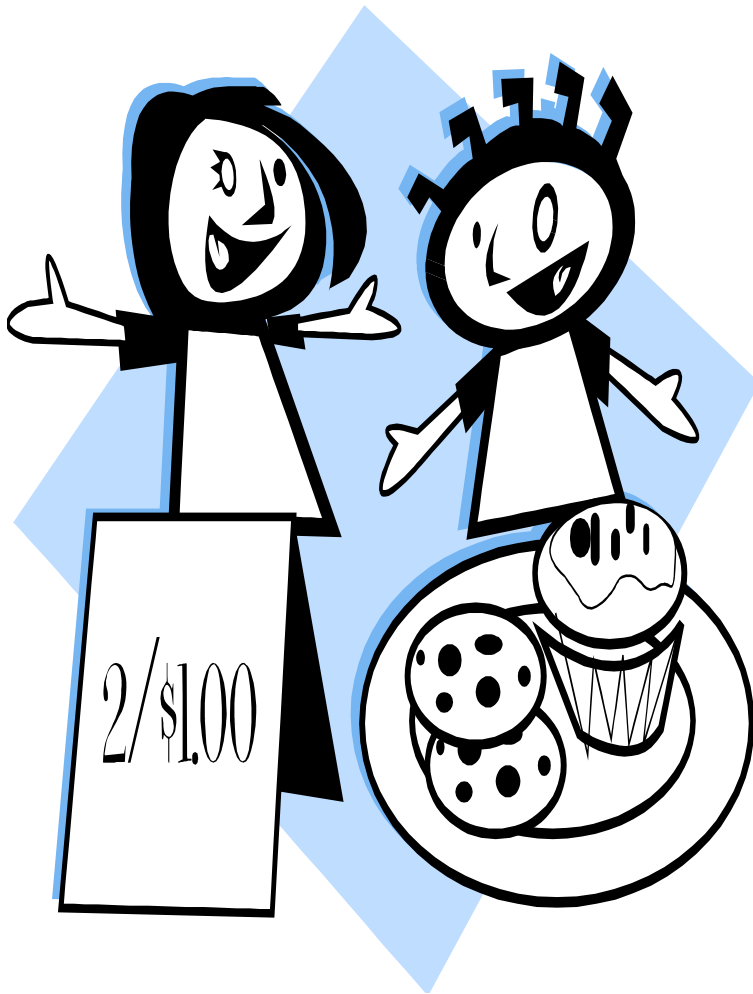
NHES 2

Objective – Students will utilize at least four advertising strategies in an ad intended to deceptively sell a health-related product or service.

Objective – Students will recognize that advertisements for health related products and services can be deceptive.



Advertisement



- Students conceptualize a product or service
- Choose and apply persuasive strategies
- Create an ad
- Class discussion and evaluation

	Gold	Silver	Bronze	In Training
Advertising Techniques	<p>More than 4 well-chosen techniques used.</p> <p>7-10 points</p>	<p>4 techniques used AND the techniques were a good fit for the product.</p> <p>5-6 points</p>	<p>3 techniques used OR the techniques used were not a good fit for the product</p> <p>3-4 points</p>	<p>Less than 3 Techniques used or not the best fit for product.</p> <p>0-2 points</p>
Presentation	<p>Extra effort and/or creativity beyond "silver".</p> <p>11-13 points</p>	<p>Effective use of color and spacing AND Appropriate visuals and font AND Eye-catching. Neat. Creative. Strategies explained.</p> <p>8-10 points</p>	<p>Somewhat neat, creative and eye-catching AND visuals could have been more appropriately selected OR color and spacing needing improvement OR strategies listed by not explained</p> <p>5-7 points</p>	<p>Elements not neatly drawn or applied. More effort and attention to compilation detail or design needed. List of strategies missing.</p> <p>0-4 points</p>
Buyer Appeal	<p>In addition to "silver" qualities, ad is very clever.</p> <p>10-12 points</p>	<p>Persuasive AND Convincing</p> <p>7-9 points</p>	<p>Needs more persuasive strategies OR the message is not convincing</p> <p>4- 6 points</p>	<p>Needs more persuasive strategies AND the message is not convincing</p> <p>0-3 points</p>

Shield

NHES 2 AI, NHES 1 CC

Objective – Students will analyze factors influencing ATOD use.



Your Shield

Directions: After reading about and discussing the following Risk and Protective factors for ATOD use, place a check in the R or P column to indicate if the factor was/is a Risk or a Protective factor for you.

Next, you will design a shield against ATOD use. You will need up to 6 Protective measures represented on your shield. If you do not already have 6 checked from above, you will choose Risk factors and then represent a strategy to turn those Risk factors *into* Protective factors. Your shield needs to be neatly and colorfully illustrated with very limited text. It needs to be in the shape of a shield. Please attach this sheet and use a highlighter to indicate which factors (above) you represented on your shield. It is due on _____.

Risk	Factor	Protective
	Age of onset	
	Youth perception that parents approve of their alcohol or drug use	
	Peers engaging in problem behavior	
	Early and persistent problem behaviors, risk-taking, and high sensation-seeking	
	Parental monitoring (or perception of monitoring)	
	Parent or older sibling drug use (or perception of drug use)	
	Low perception of harm	
	Strong parent and adolescent relationship and family cohesion	
	Youth access and availability	
	Poor school achievement and low school bonding	
	Youth engaged in extra-curricular activities	
	Religiosity	
	Mental disorder	
	Youth perception of the trouble you would get in	
	Youth exposure to education or prevention	

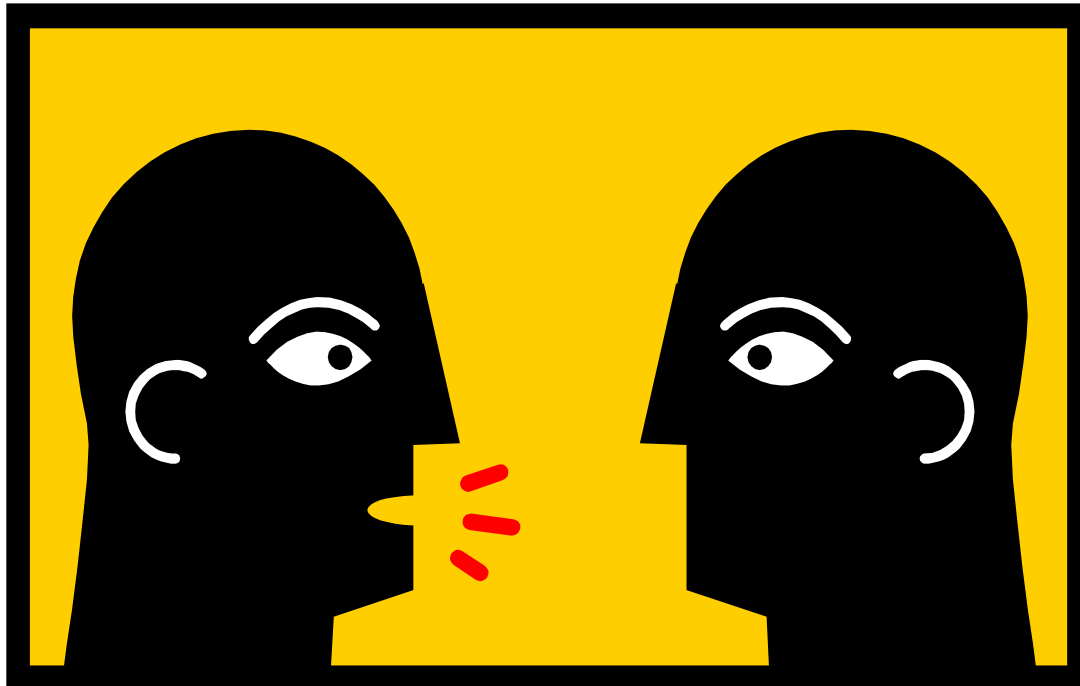
	Bullet proof	Fragile	Permeable
Number of PFs	At least 6 protective factors 5 pts	5 protective factors 3-4 pts	4 or less protective factors 0-2 pts
Illustrations	Representative of idea AND Neat and colorful 5 pts	Somewhat representative OR Somewhat neat and/or colorful 3-4 pts	Unclear representation OR Not neat or colorful 0-2 pts
Presentation	Shield shape Highlights used Work attached 5 pts	Shield shape But no highlights OR work unattached 3-4 pts	Not shield shape 1-2 pts



Assertiveness

NHES 4

Objective - On a worksheet and through role play, TSW demonstrate assertive communication.



Assertiveness

- Ss learn communication styles
- Practice recognizing them
- Learn components of assertiveness and recognizing them
- Practice assertiveness in written and oral form
- Assessment – Perform assertiveness
- Evaluate self and others

	Target 3 pts.	Approaching Target 1-2 pts.	Much Improvement Needed 0 pts.
Problem Statement	Included	Pertinent information missing	Not included
I think	Specific and Examples and/or Evidence included Use of “I” made it feel non-accusatory	1-2 elements missing from Target	3 elements missing from Target
I feel	Emotion was clearly stated.	Emotion was stated, but other information was included that was not directly related to an emotional feeling	A feeling was not clearly expressed or other information dominated the “feeling” statement
I want	Clear , Specific and Realistic request and +/- consequence included	Somewhat clear request and/or somewhat realistic request and/or consequences included	Broad request Or Consequences forgotten
Verbal Presentation	Eye contact, Clear strong voice, Confident stance More examples given as needed Use of all 3 “I” statements	Use of all 3 “I” statements And Needed more eye contact Or Needed a stronger voice Or Needed more examples Or Needed a more confident stance	Missing at least one of the “I” statements And/Or Needed more confident physical/non-verbal communication

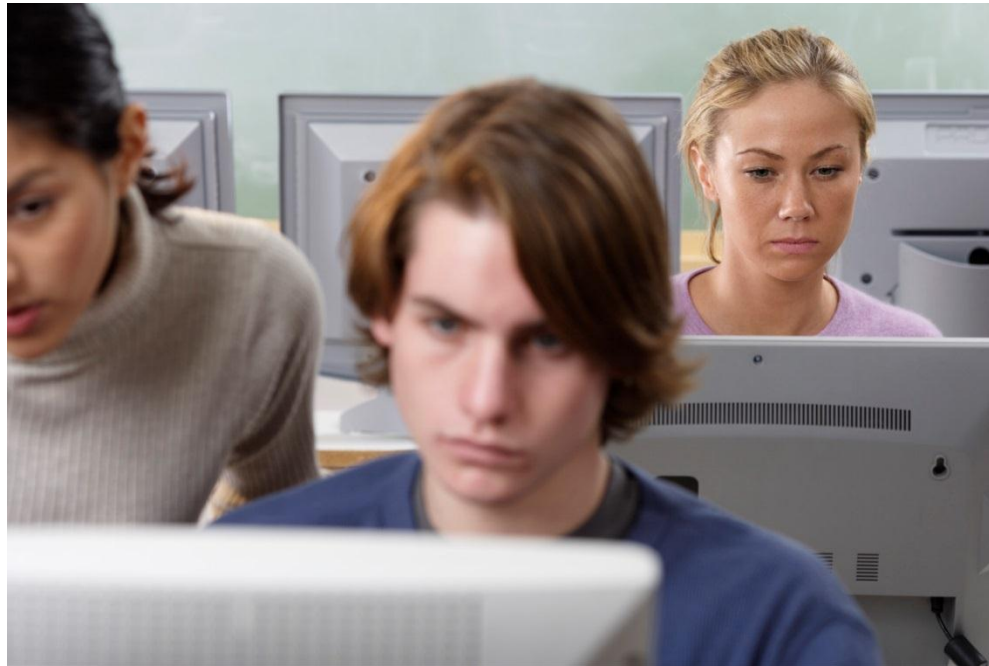
Accessing Valid Internet Health Information

NHES 3 and 1

Objective – Students will locate a “Great” health resource

Objective – Students will evaluate a health resource

Objective – Students will summarize and cite an internet resource



Rubric for Accessing, Evaluating and Summarizing Valid Information

	Great 6	Good 4-5	OK 2-3	NOT 0-1
Citation	All information is in the correct sequence, punctuated and complete	Most of the information is in the correct sequence, punctuated and complete	Some of the information is in the correct sequence, punctuated and complete	Little or none of the information is in the correct sequence, punctuated and complete
Summary	Written in your own words, correct length and captures the important points	Mostly written in your own words and correct length and captures important points	Some of it was written in your own words or almost the correct length and/or captures some important points	Little or none of it was written in your own words or it was not the correct length or did not capture important points
Resource Author	Stated, credentials stated, and contact info available	Stated but credentials or contact info is missing	Missing two of the following: Author, credentials, contact info	Missing author, credentials and contact info
Resource Purpose	Clearly stated purpose and any bias revealed	Purpose hard to find or questionably bias	Purpose unclear and bias suspected	Clearly bias and purpose was missing
Resource Content and Currency	Accurate, updated regularly, easy to read, and Informative	Accurate, easy to read, and informative. Needs updating	Needs updating and questionable accuracy. Easy to read and somewhat informative	Inaccurate
Resource Technical Aspects	Easy to navigate, free, links provided, visually appealing, limited ads and free of errors	4 or 5 of the qualities of a Great site included.	2-3 of the qualities of a Great site included	0-1 of the qualities of a Great site included
Highlighting	Is Good and chose most relevant aspects of article	Highlighted areas seem to match annotation and amount of highlighting sufficient	Highlighted areas seem to match annotation or amount of highlighting is sufficient	No highlighting or too much highlighting or highlighting did not match annotation
Conventions	Earned at least a 3 in Summary and written with no errors in grammar, spelling and punctuation; And, attention to detail followed	Earned at least a 3 in Summary and written with few errors in grammar, spelling and punctuation; and, attention to detail followed	Earned at least a 3 in Summary and written with some errors in grammar, spelling and punctuation; or, attention to detail followed somewhat	Earned at least a 3 in Summary and written with several errors in grammar, spelling and punctuation; or, attention to detail not followed

Goal Setting - Short/Simple

NHES 6 Setting Goals to enhance health & NHES 7

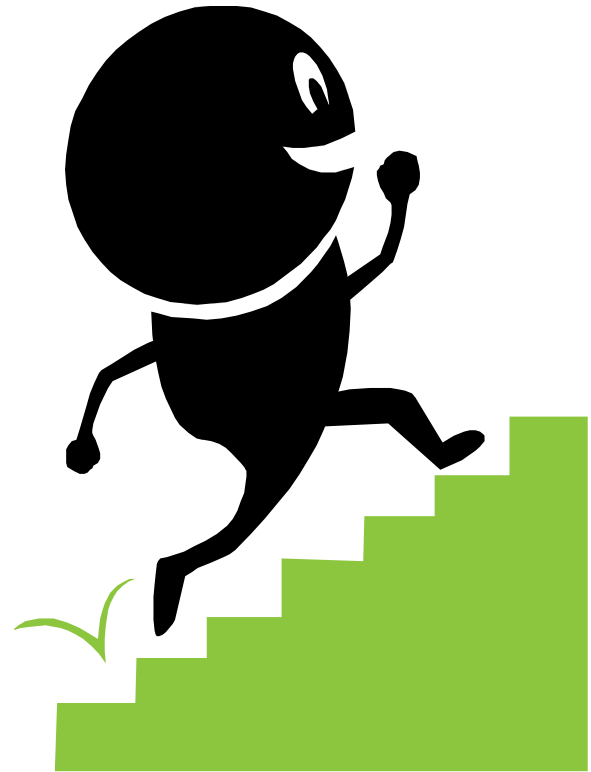
Practice health-enhancing behaviors

Objective - After the lecture, students will apply a personal health goal to the SMART goal setting model.



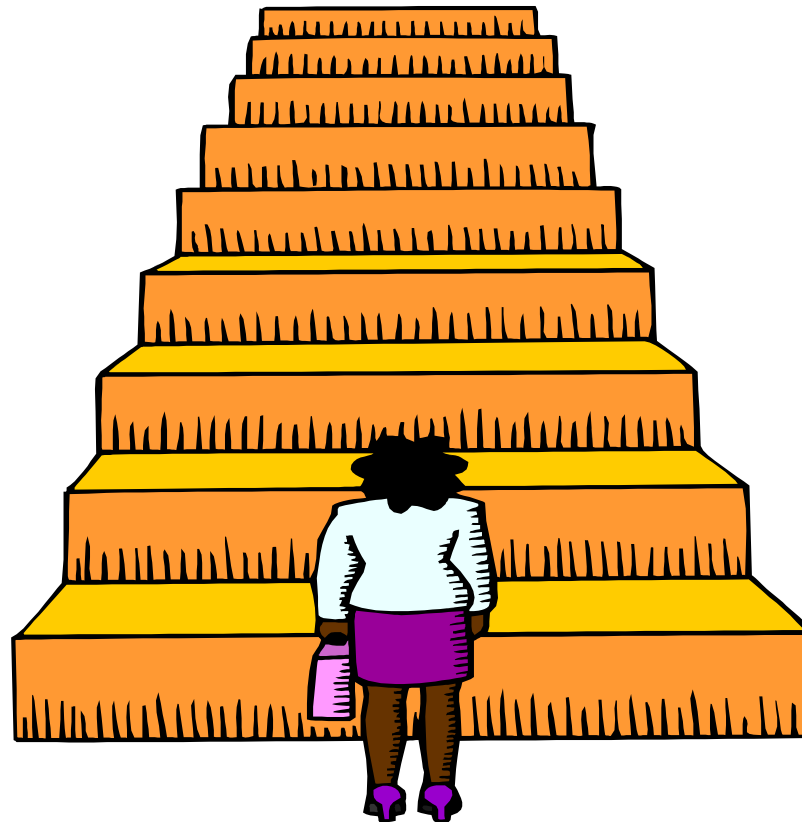
Goal Setting

- Ss learn how to set and reach goals
- Apply SMART model
- Design and utilize a (computerized) journal tracking a behavior change
- Students reflect on process and outcome



Goal Setting-Long/Involved

NHES 1 CC, 2 AI, 3 AVI, 4 IC, 5 DM, 6 GS, 7 PHB



Behavior Change Project

- Ss compile a portfolio including multiple parts
- Wordle
- Wellness Assessment
- Contract
- Research on behavior
- Application of health behavior theories
- Journal
- Reflection and relation
- Scoring guide utilized

Decision Making

NHES 5, NHES 2

Objective – Students will apply the steps of the decision-making model

