

Ready, Set, Skills! Skill Building in the Classroom
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By the end of the presentation, you will be able to:

- Describe the skill development model.
- Design skill cues for each NHES skill.
- Apply the skill development model in your classroom.
- Design effective practice activities for students.
- Design appropriate summative assessments.
- Make your classroom a skills-based classroom!

First things first . . .

- Who am I?
- “That’s me!”
- “Speed Meeting”
- Group introductions

Just so you know . . .

- Skills = NHES skills (which are?)
- Skills = units
- Skills = behavior change
- Skills = 21st century success
- Skills = health literacy
- Skills = power (not knowledge)
- Knowledge = a PRECONDITION for change
- Content = context

Before you start . . .

- Get to know yourself
- Get to know your students
- Get to know your community
- Help students get to know each other
- Establish a positive learning environment
- Be clear about expectations

Skill Development Model

- Adapted Skill Development Model (NHES, WHO Skills for Health)
 - **Step 1: Discuss the importance of the skill, its relevance, and its relationship to other learned skills.**
 - Define the skill
 - Determine educational objectives (what should the student be able to do if the skill is learned correctly?)
 - **Step 2: Presenting steps for development of the skill**

Skill Development Model

- **Step 3: Modeling the skill**
 - Generate positive and negative examples of how the skills might be applied
 - Provide students the opportunity to observe the skill being applied effectively
 - Correcting misconceptions about what the skill is and how to perform it

Skill Development Model

- **Step 4: Practicing and rehearsing the skill by using real-life scenarios**
 - Encourage verbal rehearsal and action
 - Provide opportunities for practice with coaching and feedback
- **Step 5: Providing feedback and reinforcement**
 - Evaluate student performance
 - Provide opportunities for personal practice (have students practice the skill in "real-life" outside of the classroom)
 - Foster self-evaluation and skill-adjustment

Notes . . .

- Skill development should happen within a unit
- All steps of the model should be covered for EACH unit
- It is likely that step 4 is AT LEAST 1 lesson (more likely 2 or 3)
- Content can be included prior to the skill development or within the skill development process
- Assessments = DEMONSTRATION of skill (lets run through some examples quickly)

Notes (con't) . . .

- Practice opportunities = students APPLYING the skill
- Modeling and practice MUST be relevant to YOUR STUDENTS
- Assessment MUST BE RELEVANT
- You need to give students TIME to practice and develop the skill
- Have a “benchmark” – what do you want ALL students to be able to do before the end of the unit?
- You need to be purposeful in your planning!

Let's go through the model . . .

- Which skill?
- Step 1: define and discuss the relevance . . .
- Step 2: present the steps (skill cues) for the skill . . .
- Step 3: model effective application of the skills
- Step 4: practice
- Step 5: feedback and reinforcement
- What content could we have used?

Let's design a unit!

- Unit = 6 lessons, 45 minutes each
- We will assume you have already spent time on ice breakers, positive learning environment is set!
- General outline for the unit is:
 - Lesson 1: Introduce the skill (step 1) and begin content
 - Lesson 2: Content
 - Lesson 3: Steps 2 and 3 of the skill development model
 - Lesson 4: Practice
 - Lesson 5: Practice
 - Lesson 6: Authentic Assessment

Share Your Ideas!

- Walk us through your unit:
 - Lesson 1: Introduce the skill (step 1) and begin content
 - Lesson 2: Content
 - Lesson 3: Steps 2 and 3 of the skill development model
 - Lesson 4: Practice
 - Lesson 5: Practice
 - Lesson 6: Authentic Assessment

Questions/Comments?

Resources

- Me – Sarah Benes – ssparrow@bu.edu
- My blog: skillsbasedhealtheducation.com (follow me!)
- Twitter: @PEHealthBU
- Facebook: PEHealthCoachingBU
- A book “Essentials of Health Education” coming out 2016
- NEW: Appropriate Practices Document from SHAPE!
- NHES
- CDC Healthy Youth
- HECAT (Health Education Curriculum Analysis Tool)
- SHI (School Health Index)


