

## Questions: Chapter 3

### ***Health Is Academic: A Guide to Coordinated School Health Programs*** **“Comprehensive School Health Education”**

For Continuing Education Contact Hours

Area of Responsibility:

Responsibility II - Planning Effective Health Education Programs

The following questions are directly related to Chapter 3: “Comprehensive School Health Education” written by D.K. Lohrmann and S.F. Wooley in *Health Is Academic: A Guide to Coordinated School Health Programs*.

Please answer the following questions:

**1. According to the definition at the beginning of Chapter 3, classroom instruction:**

- a. Addresses all dimensions of health, builds health literacy, and includes teacher training
- b. Addresses the ten traditional content areas, the six major risk behaviors, and health education standards
- c. Addresses all dimensions of health; develops health knowledge, attitudes, and skills; and is tailored to each grade
- d. Uses a written curriculum that is sequential for grades K-12, incorporates skill-building activities, and includes teacher training

**2. According to the definition at the beginning of Chapter 3, comprehensive school health education is designed to motivate and assist students to:**

- a. Maintain and improve their health
- b. Prevent disease
- c. Reduce health-related risk behaviors
- d. All of the above

**3. Curricula that positively affect students' health-related behaviors:**

- a. Are research-based and theory-driven
- b. Avoid teaching values
- c. Primarily address physiologic and biologic processes involved in disease avoidance
- d. All of the above

**4. In a recent survey of school health practitioners, the School Health Policies and Programs Study found that:**

- a. Most people who teach health education at the secondary level are professionally prepared in health education
- b. 97% of middle/junior high and senior high schools require instruction in health topics
- c. The topics most likely to be covered in middle/junior high schools health education courses are alcohol and other drug prevention, intentional and unintentional injury prevention, and stress prevention
- d. All of the above

**5. To fulfill comprehensive school health education's essential functions of motivating students to maintain and improve their health, prevent disease, and avoid or reduce health-related risk behaviors, schools must:**

- a. Develop their own curriculum that addresses the specific needs of their students and communities
- b. Select or develop and implement a curriculum
- c. Establish oversight committees to ensure that curricula do not violate community norms
- d. All of the above

**6. According to the Joint Committee on National Health Education Standards, the "capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health enhancing" describes:**

- a. Health competency
- b. Health literacy
- c. Self-efficacy
- d. An informed health consumer

**7. Elements found in effective, standards-based comprehensive school health education include:**

- a. A minimum of 50 hours of instructional time annually
- b. Health content and skills introduced in the early grades and reinforced in later grades
- c. Student assessments that measure skill acquisition as well as functional knowledge
- d. All of the above

**8. Who implements the essential functions of comprehensive school health education?**

- a. Classroom teachers at the elementary level and health teachers at the middle and secondary levels
- b. School nurses
- c. Parents, family members, students, and others
- d. All of the above

**9. Integrating comprehensive school health education with the other components of a coordinated school health program:**

- a. Can contribute to the other seven components of a coordinated school health program
- b. Can benefit comprehensive school health education
- c. Can include participation on a Healthy School Team
- d. All of the above

**10. Suggested action steps for implementing comprehensive school health education include actions for schools and districts as well as actions for universities and state and national level organizations. An action step shared by all is:**

- a. Offering professional preparation and development
- b. Developing a plan
- c. Conducting research
- d. All of the above