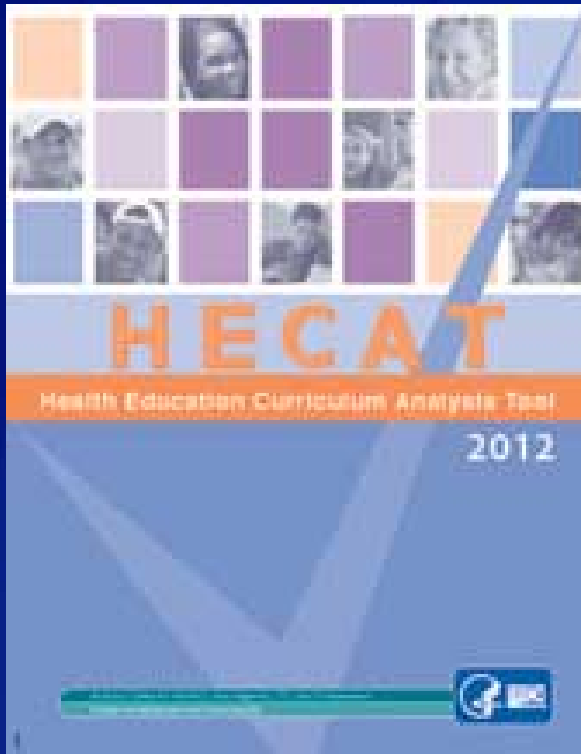


# HECAT

## Health Education Curriculum Analysis Tool\*

### Lessons for Health Education Teacher Preparation Programs

\* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2012.



**Introduction to CDC's**

# HECAT

Health Education Curriculum  
Analysis Tool \*

## **Lesson 2:**

Understanding the  
Characteristics of an Effective  
Health Education Curriculum

\* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2012.

## Lesson 2: Objectives

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-use prevention health education curriculum

# **State-of-the-Art Health Education Curricula**

**Reflect research that emphasizes:**

- **Teaching functional health information**
- **Shaping personal values and beliefs**
- **Shaping group norms**
- **Developing essential health skills**

# **Characteristics of an Effective Health Education Curriculum**

## **Process of identifying characteristics:**

- **Reviews of effective programs and curricula**
- **Input from experts in the field**

# **Characteristics of an Effective Health Education Curriculum**

- 1. Focuses on clear health goals and related behavioral outcomes**
- 2. Is research-based and theory-driven**
- 3. Addresses individual values, attitudes, and beliefs**
- 4. Addresses individual and group norms that support health-enhancing behaviors**

## **Characteristics of an Effective Health Education Curriculum**

- 5. Focuses on reinforcing protective factors and increasing perception of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.**
- 6. Addresses social pressures and influences.**
- 7. Builds personal competence, social competence and self efficacy by addressing skills.**
- 8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.**

## **Characteristics of an Effective Health Education Curriculum**

- 9. Uses strategies designed to personalize information and engage students.**
- 10. Provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials.**
- 11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.**



## **Characteristics of an Effective Health Education Curriculum**

- 12. Provides adequate time for instruction and learning.**
- 13. Provides opportunities to reinforce skills and positive health behaviors.**
- 14. Provides opportunities to make positive connections with influential others.**
- 15. Includes teacher information and plans for professional development that enhances effectiveness of instruction and student learning.**

## **Locating Characteristics in the HECAT Chapters – Activity #1**

- **Use the HECAT, Module 6 (Tobacco), and Handout “Locating Characteristics in the HECAT Chapters.”**
- **Determine where the characteristic is supported in the given chapter(s) and page number(s).**
- **See example.**
- **Write your answer in the space provided.**

## **Characteristics of an Effective Health Education Curriculum Application Examples – Activity #2**

- **Work with a partner or group of 3 for this activity.**
- **Each group will receive 2 or 3 Characteristics of an Effective Health Education Curriculum Application Examples.**
- **Read each Application Example and think about the Characteristic of an Effective Health Education Curriculum it supports.**

## Characteristics of an Effective Health Education Curriculum Application Examples – Activity #2

- Each Characteristic and Application Example has ●, ■, or ▲.
- Match the Application Examples to the appropriate Characteristics of an Effective Health Education Curriculum.
- The Application Examples deemed to be not so effective should be placed under the **Not So Effective Practice** card.

## **Lesson 2: Reflection**

**What was the most important concept  
you learned in this lesson?**

# Any questions?

**For more information please contact Centers for Disease Control and Prevention**

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

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Division of Adolescent and School Health

