



THE FUSED Skill Cues Collection

Building a FUSED Unit

1. HBOs & NHES Standards and Benchmarks (Reviewed)
2. Data & Laws
3. Effective Teaching Health Education
4. HBOs & NHES Standards and Benchmarks (Selected)
5. Unit Scope & Sequence
6. Skills & Content
7. Make Learning Visible
Plan
8. Hook
9. Teaching Content
10. Teaching Skill Progression
11. Making Learning Visible (formally)
12. Closing Activity
13. Closing Review/Preview: Debrief & Analyze
14. Instructor: Reflect & Analyze

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Implementing a FUSED Lesson

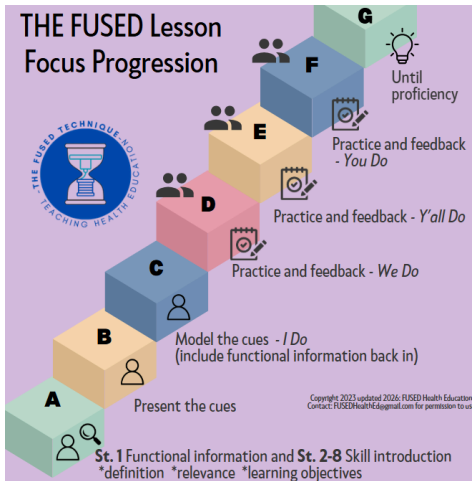
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THE FUSED Steps to Teaching a Health Education Skill



FUSED Steps to Teach Content & Skill CUE:

- A. Introduce the Content & Skill Cue
 - a. **Introduce** Functional Information Content
*definition *relevance *tie in learning objectives
 - b. **Introduce** Skill CUE
*definition *relevance *tie in learning objectives
- B. **Present the Content & Skill Cue**
*explaining where/when/how it would be used
- C. **Model and Embed** the Content & Skill Cue (**I DO**)
- D. **Practice/Feedback** (Large Group- **WE DO**)
- E. **Practice/Feedback** (Small Group- **YA'LL DO**)
- F. **Practice/Feedback** (Individual- **YOU DO**)
- G. **Practice/Feedback** until Proficiency

(Ford & Knutson, 2023; updated 2026); Infographic © by FUSED



This document identifies the **Rocky Mountain Central (RMC)** Grades Pre-K-12 cues with an ICON and link, as they are brilliantly posted on their website. It is recommended that you review the Resources & Tools Website for the RMC cues when deciding which cues to apply to your curriculum:

RMC, 2023 - Health Resources & Tools. RMC Website: <https://www.rmc.org/resources-tools/>

HOW TO Teach Each Skill



THOROUGHLY DESCRIBED IN THE TEXT

STEP 1: SKILL INTRODUCTION

Definition

Relevance (age-appropriate examples, tied to unit, data-driven, representation)

Educational Outcomes

Step 1: Choosing Indicators

Step 2: Coverage of Indicators

Step 3: Student-Appropriate Terms

Step 4:

Educational Outcomes

STEP 2: PRESENTING THE STEPS OF THE SKILLS

STEP 3: MODELING THE SKILL

STEP 4: PRACTICE

STEP 5: FEEDBACK AND REINFORCEMENT

REPEAT until Mastery

(adapted from Alperine & Benes. 2016. p.68); Infographic © by FUSED

*****NOTE: Teach the skill using steps 1-1-1-2-3-4-5-4-5-4-5 (repeating until mastery)**

Standard 1

Functional Knowledge

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Content Requirements for Standard 1: Use functional health information to support health and well-being.

Standard 1 Strands

Rationale: The acquisition and application of functional health information provides a foundation for promoting health and well-being. This standard includes essential concepts based on established theories and models of health behavior and health promotion. It focuses not only on risk factors, but also on protective factors that can support health and wellness. Concepts reflected in this standard include health literacy, health promotion, health equity, social determinants of health, well-being, and health outcomes within individual, interpersonal, community, societal, and environmental contexts. Functional information can be applied to health-related skills, such as analyzing influences, accessing resources, interpersonal communication, decision-making, goal setting, engaging in health practices and behaviors, and advocacy.

Ford & Knutson (2023) stated that Comprehending Concepts (CC), or functional content knowledge, is a subfocus used *as a vehicle* for learning and practicing the skills in Standards 2-8. **Note - this content list varies with each school's needs (based on the data) and state statutes.

1. Personal Health
2. Personal Safety Unintentional Injury Prevention
3. Mental Health
4. Nutrition
5. Physical Activity
6. Tobacco, Marijuana, & Vaping
7. Alcohol and Other Drugs
8. Family Life and Sexuality
9. Violence/Intentional Injury Prevention
10. Personal and Consumer Health
11. Community and Environmental Health

An additional resource for identifying content is from the CDC's HBO's identified list:

- AOD (Marijuana)
- Food & Nutrition
- Mental & Emotional Health
- Personal Health & Wellness
- Violence Prevention
- Physical Activity
- Safety (CPR)
- Sexual Health (HIV/Aids/ Disease)
- Tobacco (Vaping)

Note: Each state/ school may have additional requirements/statutes. (i.e.) Minnesota (2025) has identified these state statutes for teaching health education:

Content Requirements for MINNESOTA MN Strands

“Required Statewide Health Education Standards are to be Developed

Article 2 Education Excellence adds Section 21

- **Subdivision 1. Statewide standards.** The commissioner of education must begin the rulemaking process to adopt statewide academic standards in health. The commissioner must consult with the commissioner of health and the commissioner of human services in developing the proposed rules.
- **Subdivision 2. Required health-related subject areas.** The commissioner must include the following expectations for learning in the statewide standards:

(1) **cardiopulmonary resuscitation and automatic external defibrillator education** that allows districts to provide instruction to students in grades 7 through 12 in accordance with [Minnesota Statutes 2025, section 120B.236](#);

(2) **vaping awareness and prevention education** that allows districts to provide instruction to students in grades 6 through 8 in accordance with [Minnesota Statutes 2025, section 120B.238, subdivision 3](#);

(3) **cannabis use and substance use education** that allows districts to provide instruction to students in grades 6 through 12 in accordance with [Minnesota Statutes 2025, section 120B.215](#);

(4) **sexually transmitted infections and diseases education** that meets the requirements of [Minnesota Statutes 2025, section 121A.23](#); and

(5) **mental health education** for students in grades 4 through 12.

- **Subdivision 3. Other health-related subject areas.** The commissioner may include the following expectations for learning in the statewide standards:

(1) **child sexual abuse prevention education** in accordance with Minnesota Statutes 2025, sections 120B.021, subdivision 1, paragraph (d); and 120B.234;

(2) **violence prevention education** in accordance with Minnesota Statutes 2025, section 120B.22;

(3) **character development education** in accordance with Minnesota Statutes 2025, section 120B.232;

(4) **safe and supportive school education** in accordance with Minnesota Statutes 2025, section 121A.031, subdivision 5; and

(5) other expectations for learning identified through the standards development process” (MDE. 2025).

Please check your state’s laws, state statutes, state data, and school data when choosing the content for your curriculum.

Resources

Alperin & Benes. (2019). Lesson Planning for Skill-Based Health Education. Human Kinetics.

Centers for Disease Control and Prevention. Health Education Curriculum Analysis Tool, 2021, Atlanta, GA: CDC; 2021. <https://archive.cdc.gov/#/results?q=hecat&start=0&rows=10>

Minnesota Department of Education. (2025). Required Statewide Health Education Standards are to be Developed. Retrieved from Minnesota Department of Education (Health Education) website: <https://education.mn.gov/MDE/dse/stds/hpe/>