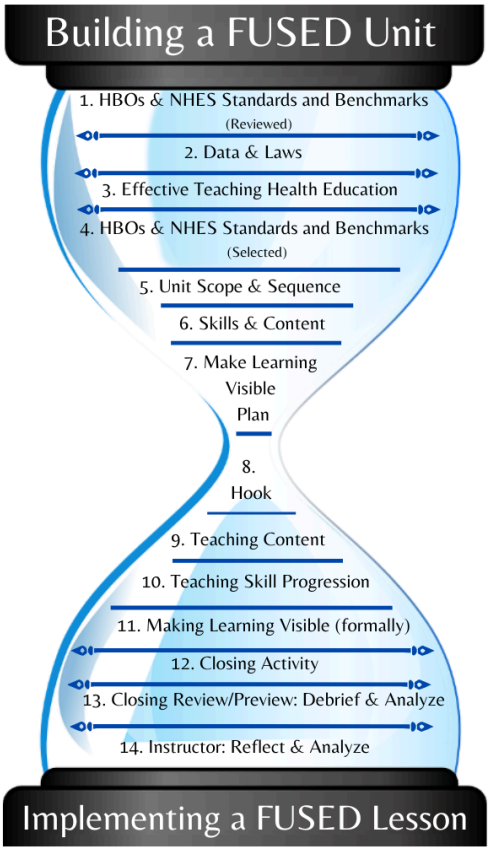
THE FUSED Skill Cues Collection

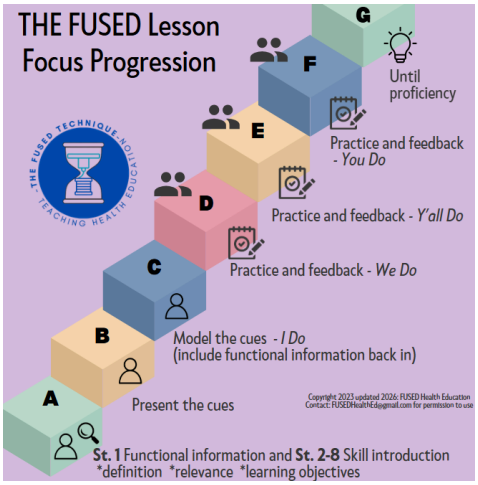


Copyright 2023: FUSED Health Education
Contact: FUSEDHealthEd@gmail.com for permission to use

last edited March 2025

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

THE FUSED Steps to Teaching a Health Education Skill



FUSED Steps to Teach Content & Skill CUE:

1. 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
2. **Present the Content & Skill Cue**
   *explaining where/when/how it would be used
3. **Model and Embed** the Content & Skill Cue (**I DO**)
4. **Practice/Feedback** (Large Group- **WE DO**)
5. **Practice/Feedback** (Small Group- **YA'LL DO**)
6. **Practice/Feedback** (Individual- **YOU DO**)
7. **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. RMC recommends 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)***

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson

Please do not share or copy any of the materials in this document without written consent from the original authors.

Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Standard 3 Access Valid Resources (AVR)

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Table of Contents

Standard 3 Skill CUEs.....5
RMC Skill CUEs for Analyze the Influence (INF) (Pre-K-12).....5
Cue: People. Places. (Pre-K-2).....6
Cue: RACE (3-5).....7
Cue: CRAAP (6-12).....8
Cue: ACCESS (6-12).....9
Cue: PACRA (9-12).....10
Cue: PACRA (9-12) (conclusion).....11
Resources.....12

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Standard 3: Access valid and reliable resources to support health and well-being (AVR)

Standard 3 Skill CUEs

RMC Skill CUEs for Analyze the Influence (INF) (Pre-K-12)

Focus: Identifying people and places that can help with health needs

PreK & Grades 1-12

RMC. 2023. Health Resources & Tools. RMC Website: https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/access-valid-information/

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Focus: Identifying people and places that can help with health needs

PreK-Grade 2

Description: Emphasizes guiding students to recognize and access individuals, organizations, and settings that can assist with physical, emotional, and social health needs. Students learn to identify trusted adults, health professionals, community resources, and safe environments that support well-being. Instruction encourages understanding when and how to seek help, evaluating the appropriateness of different support options, and using available resources effectively. Through practice and reflection, students develop the confidence and skills needed to advocate for their health and utilize support systems that promote safety, wellness, and positive functioning across academic, social, and community contexts.

Cue: People. Places. (Pre-K-2)

People

What: What do I need help with?
Who: Who are the people I trust and can help me?
How: How do I find the person? How do I ask for the help I need?

Places

What: What do I need help with?
Where: Where should I go to get help?
How: How can I get to the place I need to be?

Example: Students use this cue to determine appropriate sources of support for their health and well-being. When considering **People**, students first identify what they need help with, then determine who they trust and who can help, such as a parent, teacher, school counselor, nurse, or coach. They also consider how to locate that person and how to ask for the support they need clearly. When considering **Places**, students identify the type of help needed, where to go to receive it (such as a school office, clinic, community center, or hospital), and how to safely get there. This process helps students make informed choices about seeking support and using available resources effectively.

(Alperine & Benes. 2016. p.68) . Infographic developed by *TJ Peterson*; Infographic © by FUSED

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Focus: Understanding what it means for a source to be valid and reliable

Grades 3-5

Description: Emphasizes helping students evaluate whether a source of information is accurate, trustworthy, and appropriate for making health-related decisions. Students learn to distinguish between reliable and unreliable sources by examining factors such as author credentials, evidence, bias, and timeliness. Instruction encourages critical analysis of information from media, peers, and digital platforms, as well as the responsible use of credible health resources. Through guided practice, students build skills to select valid and reliable sources that support informed decision-making and responsible health behaviors.

Cue: RACE (3-5)

Is it **Reliable**?
Is it **Accurate**?
Is it **Current**?
Is it **Easy** to use and access?
(Here, students are beginning to evaluate resources.)

Example: Students use the **RACE** framework to evaluate the quality of information sources. They consider whether the source is **Reliable** by examining who created it and whether it comes from a trusted organization or expert. Students check if the information is **Accurate** by looking for evidence, facts, and consistency with other credible sources. They determine whether the source is **Current** by reviewing publication or update dates. Finally, students assess whether the source is **Easy** to use and access, ensuring the information is understandable and practical for their needs. This cue supports informed decision-making by helping students identify valid and reliable resources.

(Alperine & Benes. 2016. p.68). Infographic developed by *TJ Peterson*; Infographic © by FUSED

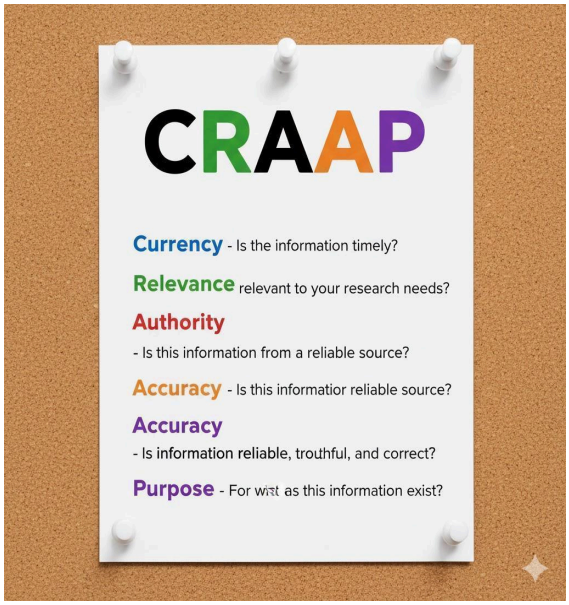
© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Focus: Use the CRAAP Test to evaluate your sources.

Grades 6-12

Description: Emphasizes guiding students to systematically assess the quality and credibility of information using the CRAAP Test: Currency, Relevance, Authority, Accuracy, and Purpose. Students learn to evaluate whether information is up to date, appropriate for their needs, created by a qualified and trustworthy source, supported by evidence, and presented clearly and unbiasedly. Instruction encourages critical analysis of print, digital, and media sources to support informed decision-making, responsible research, and effective health advocacy. Through consistent application of the CRAAP Test, students develop the skills necessary to identify reliable information and avoid misinformation across academic, health, and real-world contexts.

Cue: CRAAP (6-12)



Currency - Is the information timely?
Relevance - Is the information relevant to your research needs?
Authority - Is this information from a reliable source?
Accuracy - Is this information reliable, truthful, and correct?
Purpose - For what reason does this information exist?

***NOTE*: This acronym is found on many college library websites and is often used in higher education; use only with audiences that can maturely handle the negative connotation of the acronym CRAAP.

Example: Students use the **CRAAP** Test to evaluate the quality and credibility of information sources. They examine **Currency** to determine whether the information is up to date and appropriate for the topic. Students assess **Relevance** by determining whether the information meets their research needs and their level of understanding. They evaluate **Authority** by identifying the author or organization and determining whether the source is credible and qualified. Students check **Accuracy** by looking for evidence, reliable references, and factual correctness. Finally, they consider the **Purpose** of the information to understand why it was created and to identify any potential bias or intent.

(The CRAAP test is adapted from the Meriam Library at California State University, Chico). Infographic developed by *TJ Peterson*; Infographic © by FUSED

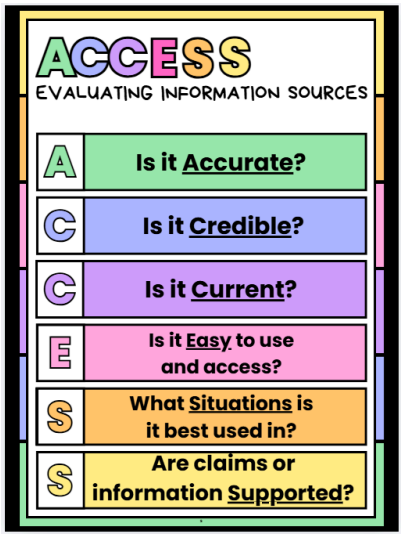
© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Focus: Analyzing sources to determine validity

Grades 6-12

Description: Emphasizes developing students' ability to critically evaluate information sources for their credibility, accuracy, and trustworthiness. Students learn to assess factors such as authorship, evidence, bias, timeliness, and purpose when evaluating sources. Instruction supports the use of structured evaluation tools and critical thinking strategies to distinguish valid information from misinformation. Through guided practice, students build the skills necessary to select reliable sources that support informed decision-making, responsible research, and effective communication in academic, health, and real-world contexts.

Cue: ACCESS (6-12)



Is it **Accurate**?
Is it **Credible**?
Is it **Current**?
Is it **Easy** to use and access?
What **Situations** is it best used in?
Are claims or information **Supported**?

The ACCESS acronym encompasses all performance indicators and applies to information, products, and services.

Example: Students use the **ACCESS** framework to evaluate the quality and usefulness of information sources. They determine whether the information is **Accurate** by checking facts and evidence, and **Credible** by examining the author or organization responsible for the content. Students assess whether the information is **Current** and up to date, and whether it is **Easy** to use and access for their needs. They also consider the **Situations** in which the source is most appropriate to use and whether the claims or information presented are **Supported** by reliable evidence. This cue helps students select valid, trustworthy sources for informed decision-making and research.

(Alperine & Benes. 2016. p.68). Infographic developed by *TJ Peterson*; Infographic © by FUSED

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Focus: Analyzing sources to determine validity

Grades 9-12

Description: Emphasizes developing students' ability to critically evaluate the credibility, accuracy, and trustworthiness of information sources. Students learn to assess factors such as authorship, evidence, bias, timeliness, and purpose when evaluating sources. Instruction supports the use of structured evaluation tools and critical thinking strategies to distinguish valid information from misinformation. Through guided practice, students build the skills necessary to select reliable sources that support informed decision-making, responsible research, and effective communication in academic, health, and real-world contexts.

Cue: PACRA (9-12)

Purpose (The reason the information exists)

- What is the purpose? To Inform? Teach? Sell? Persuade?
- Is information a fact? Opinion?
- Does the point of view appear to be objective? Impartial?
- Are there any biases?

Authority (The source of the Information)

- Who is the author/publisher/source?
- Are the author's credentials or affiliations given?
- What are the author's qualifications?
- Is there any contact information?
- Does the URL reveal anything about the author or source (i.e.), .com; .org; .gov; .edu; .net

Currency (The timeliness of the information)

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or outdated?
- Are the links functional?

Relevance (the importance of the information for your needs)

- Does the information relate to your topic?
- Who is the intended audience?
- Have you looked at a variety of sources?
- Is the information at an appropriate level?

Accuracy (the information content's Reliability, truthfulness, and correctness).

- Where does the information come from?
- Is the information supported by evidence/
- Has the information been reviewed?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other errors?

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson

Please do not share or copy any of the materials in this document without written consent from the original authors.

Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Cue: PACRA (9-12) (conclusion)

Example: Students use the **PACRA** framework to critically evaluate information sources for validity and reliability. They begin by examining the **Purpose** of the information to determine why it exists, such as to inform, teach, persuade, or sell, and whether the content is factual or opinion-based, objective or biased. Students then evaluate the source's **Authority** by identifying the author or publisher, reviewing credentials, affiliations, and contact information, and examining clues from the URL. Next, they assess **Currency** by determining when the information was published or updated and whether it remains current and functional. Students consider **Relevance** by evaluating how well the information aligns with their topic, audience, and level of understanding, and whether multiple perspectives have been considered. Finally, they analyze **Accuracy** by checking for evidence, review processes, language tone, and errors. Using **PACRA** supports careful analysis and informed use of credible information.

(Telljohann, 2020. Health Education: Elementary & Middle School. McGraw-Hill. Text. pg. 103)
(Kent State University, Evaluation Criteria. Library. 2011). Infographic developed by *TJ Peterson*; Infographic © by FUSED

***Note. See Canva, Pinterest & Teachers Pay Teachers for additional ideas.*

***Note* The Minnesota State University Moorhead HLTH 492 class reorganized this document as a capstone project (Fall 2025). Students included: Helgeson, Nathan P., Olesch, Kiara M., and Peterson, TJ P.

This list of Skill CUEs is not an exhaustive list of CUEs for this Standard.

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson
Please do not share or copy any of the materials in this document without written consent from the original authors.
Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com

Resources

Benes & Alperin. (2019). Lesson Planning for Skill-Based Health Education. Human Kinetics
Conwell, R. H. (1915). *Acres of Diamonds*. New York: Harper & Brothers.

Canva. (2025-2026). Health Education Templates. www.canva.com

Doran. G. T. (1981). There's a S.M.A.R.T. way to write *management's* goals and objectives. Management

Review. P. 36. Retrieved from Temple Edu website on October 8, 2022: https://community.mis.temple.edu/mis0855002fall2015/files/2015/10/S.M.A.R.T-Way-Management-Review.pdf

De La Sota, A., Lewis, M. A., & Lewis, C. E. (1980). *Actions for Health*. Menlo Park, CA: Addison-Wesley Publishing Company, Inc.

Garvin, D., and Roberto, R. (2021). What you Don't Know About Making Decisions. Harvard Business Review. https://hbr.org/2001/09/what-you-dont-know-about-making-decisions

Ginott, Haim G. *Teacher and Child: A Book for Parents and Teachers*. New York: Macmillan, 1972. Print.

Jackson, T. (2020-2021). Modern Philosophy: Good Thinker's Toolkit: A Philosophy Resource. University of Florida.Retrieved March 2026 from: https://www.studocu.com/en-us/document/university-of-north-florida/modern-philosophy/good-thinkers-toolkit-honors-philosophy/18369291RMC. 2023. Health Resources & Tools. RMC Website: https://www.rmc.org/resources-tools/

Pinterest. (2025-2026). Health Education Folder Ideas. www.pinterest.com

Rose, C., & Nicholl, M. (1997). *Accelerated learning for the 21st century*. New York: Delacorte Press.

Tackmann, D. (2001). (2007). (2009). Outrageous Teaching Techniques. Seven Dimensions of Wellness.

Self-Publish.

Teachers Pay Teachers. (2025-2026). Health Education Ideas. www.teacherspayteachers

Tellijohann, S.K., Wolford-Symons, C., Pateman, B., & Seabert, D. M. (2012). (2014). (2020). Health Education: Elementary and Middle School Applications. 8th Edition. McGraw-Hill, Madison, WI.

Tracy, B. (1993). Maximum achievement: Strategies and skills that will unlock your hidden powers to succeed. New York: Fireside by Simon & Schuster, Inc.

Whiting, S., Guglielmino, L. M., & Burrichter, A. W. (1988). *Adult development: What do teachers of adults need to know?* [paper]. Retrieved February 1, 2009, from Eric website: http://ezproxy.library.capella.edu/login?url=http://search.ebscohost.com.library.capella.edu/login.aspx?direct=true&db=eric&AN=ED324398&site=ehost-live&scope=site

Willard & Spackman's 'Occupational Therapy", 11th Edition (2008)

© 2025 Dr. Kristen M. Ford & & Dr. Julie Knutson

Please do not share or copy any of the materials in this document without written consent from the original authors.

Email Drs. Ford & Knutson with any requests of use FUSEDHealthed@gmail.com