



# Assessing Mastery of Access Valid & Reliable Resources PreK-2

Students in grades PreK-2 will have mastered *Access Valid & Reliable Resources* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

## **3.3.1 Identify trusted adults and explain what makes them trusted and what help that these trusted adults can provide.**

- I can list trusted adults in my life.
- I can explain what makes a trusted adult.
- I can decide when to go to a health care professional and when to go to a personal trusted adult.

## **3.3.2 Demonstrate the ability to locate trusted adults and know the difference between emergency and non-emergency situations.**

- I can describe different ways to locate trusted professional adults.
- I can identify emergency and non-emergency situations.

### **ASSESSMENT TOOL #1 (3.3.1)**

Give students multiple sheets of blank paper and drawing materials. First, ask students to draw a picture of themselves having a problem. Then, ask students to draw themselves finding an adult they would go to for help. Finally, ask students to draw the adult helping them.

#### **Ask the following questions as students draw:**

- Who is this person that is helping you?
- How are they helping you?
- Why did you choose this person?
- Why do you trust them?
- What did they help you with?

Have students share their images with a partner, answering the questions above.

#### **Provide the following language to help students explain their images:**

One time, \_\_\_\_\_ happened, and I needed help.

I trust \_\_\_\_\_.

I went to \_\_\_\_\_ for help.

They helped me with \_\_\_\_\_.



### ASSESSMENT TOOL #2 (3.3.1)

Give students red, yellow, and green stickers and a sheet of paper with three boxes. Direct students to the first box on their sheet of paper. Read a scenario to students about someone their age needing help from an adult. Have students place a sticker in the box that shows whether or not they would trust the adult in the scenario. Remind students that the green light means safe, yellow light means more information is needed, and red light means not safe. Repeat for the remaining three boxes.

If a student answers in a way you would not expect, connect with that student to learn more about their understanding of trusted adults.

### ASSESSMENT TOOL #3 (3.3.2)

Give students pictures of professionals and other adults in their life. Guide students through each individual. If the student knows how to call them, students will put a blue check mark by the professional. If they know how to find the professional, they put an orange checkmark by the professional. Lastly, if they do not know how to call them or where to find them, they would put a purple check by them to illustrate that they will need to use a personal trusted adult as a guide to call or locate the professional.

## Content Area Connections

Other content teachers and adults in a school can utilize the health skill to help students in a variety of learning activities and situations. Share suggestions with staff to help develop plans for content overlap and student language connections.

Schools may have clear protocols for how students access help from different school professionals. This allows all adults in the building to reinforce the procedure and make sure students get the help they need. Health educators should include this information when they are reviewing the different ways students can find help within the school. Other adults in the building should also know this protocol and help students use it when needed.

When a student uses a trusted adult appropriately, make sure that student is recognized. Adults can begin conversations with students who have come to them for help by affirming their decision and thanking them for their trust. If there is an example the whole class can observe, debrief with the class why the student did the right thing by going to an adult for help.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Accessing Valid & Reliable Resources* can be used across content areas when students are struggling with individual situations. Remind students to consider who they could go to when they are having a problem.



Reinforce the understanding of the essential role trusted adults play for all students. Explore the following questions with students across content areas. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are trying to find someone who can help them through a difficult situation. These questions can also be a guide for independent reflection when students are challenged to work through a problem.

- Who can help you with *this*?
- Who have you gone to about *this* before?
- Who is an adult you trust?
- Where can you find the adult to help you with *this*?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*health, help, trust, find, emergency, safe*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)

### Skills Based Lesson Plans

- [Health Smart Va](#)