

### **Standard 4B Artifact Reflection**

This artifact was written in PBH 586; Field Experience. This artifact is a health education lesson that focused on decision-making, tobacco, alcohol, and other drug prevention, designed for a 9th-grade health education class. This lesson corresponds to Standard 4: Implementation, specifically Component 4b, by employing research-based instructional strategies to create a positive learning environment that stimulates engagement, collaborative learning, positive social interaction, inclusivity, and self-motivation among learners. This lesson was performed and recorded during my student teaching time. This artifact includes a lesson plan, a slideshow, lesson materials, and a video recording of the lesson being performed.

This artifact is included because it vividly reflects my engagement with a critical aspect of health education. The lesson incorporates research-based strategies, such as the 3Cs decision-making model, to stimulate engagement and collaborative learning. It aligns with Standard 4 by creating a positive learning environment that encourages all learners to adopt healthy behaviors while considering diverse factors influencing decision-making. In addition, this artifact aligns with standard 4b by showcasing (in the lesson video) how a health educator can create a positive learning environment through competence in classroom management that stimulates engagement, collaborative learning positive social interaction, inclusivity, and self-motivation among learners.

Through this assignment, I deepened my understanding of not only decision-making processes but also effective classroom management. In the development of this lesson, I gained insights into the multifaceted influences on adolescent decision-making regarding tobacco, alcohol, and other drugs. The examination of recent data on substance use among adolescents nationally and within the local school community underscored the urgency of proactive education. This insight informed my approach to aligning the lesson with evidence-based strategies like Botvin's LifeSkills Training program and the Theory of Planned Behavior. The lesson's adaptability to the specific needs of learners, including those with 504 and IEP considerations, emphasized the importance of flexibility in instructional design. Through this assignment, I learned that effective health education is not only about delivering content but also about creating an environment that supports engagement, inclusivity, and positive social interaction.

This artifact holds profound importance to me as it embodies a proactive response to a critical issue affecting the 9th-grade student population. The data indicating substance use incidents within the local school community highlighted the tangible impact that this lesson

could have in fostering informed decision-making among students. This artifact is also important to me because of when it was taught/recorded. This lesson being a part of my student teaching experience makes it one that I care deeply about. Additionally, recognizing and addressing the unique considerations of students with 504 and IEP plans further reinforces the lesson's importance to me, as it aims to create an inclusive learning environment for all. As an educator, ensuring that every student, regardless of their individual needs, can actively participate and benefit from the lesson is a fundamental aspect of my teaching philosophy. This artifact serves as a testament to my commitment to inclusive education, where every student's unique circumstances are not just acknowledged but actively accommodated to ensure equitable access to knowledge and skill-building.

The artifact is exemplary in its integration of evidence-based practices, and creation of a positive learning environment. However, to enhance its effectiveness, I could further diversify the role-play scenarios to cater to a broader range of student backgrounds and experiences. This improvement aims to strengthen inclusivity and the applicability of the 3Cs decision-making model in real-world scenarios involving alcohol and other drugs. As I move forward as a health educator, I am committed to refining my instructional approach to better meet the diverse needs of student populations. Furthermore, expanding the scope of formative assessments to include various modes of expression, such as written reflections, group discussions, or multimedia presentations, can offer students diverse avenues to articulate their understanding of decision-making processes. This approach aligns with the principles of differentiated instruction, ensuring that students can showcase their comprehension in ways that resonate with their strengths and preferences. As I embark on refining my instructional approach, I am mindful of the evolving landscape of technology and its potential impact on the learning experience. Exploring and integrating digital tools and platforms could offer new avenues for student engagement and participation, fostering a technologically enriched and inclusive learning environment.

In conclusion, this artifact, crafted during PBH 586: Field Experience, encapsulates a pivotal chapter in my journey toward becoming a health educator. Aligned with Standard 4: Implementation and its specific Component 4b, the lesson on decision-making, tobacco, alcohol, and other drug prevention reflects my commitment to creating a positive learning environment through research-based instructional strategies. Recorded during my student teaching, this artifact showcases my engagement with critical aspects of health education and highlights my adaptability in addressing the unique needs of learners. Its foundation in evidence-based practices, such as the 3Cs decision-making model, reflects my dedication to stimulating engagement and collaborative learning. The lesson's adaptability to individual needs emphasized the value of flexibility in instructional design, marking a profound shift in my understanding of effective health education. This artifact's significance is magnified by its proactive response to substance use incidents within the local school community, reinforcing my commitment to

fostering informed decision-making among 9th-grade students. As I move forward in my career, this reflection marks not just the culmination of an assignment but a pivotal stepping stone in my journey toward becoming a proficient and adaptable health educator.