Using Student Survey Data to Engage Student Learning:

Using the 2011 Wisconsin Youth Risk Behavior Survey Results



Wisconsin Department of Public Instruction Tony Evers, PhD, State Superintendent

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Introduction

Student engagement is a critical factor in learning. While there are a variety of ways to engage learning, such as recent news stories, local data can establish relevance for addressing a health topic and increase student curiosity in the topic. The activities in this document can be used at the beginning of a course or at the beginning of a unit specific to a health content area to engage conversation around the importance of healthy behaviors.

Classroom discussion is an essential component of these activities which are designed to help facilitate a broader conversation around student behaviors and beliefs. While these activities alone do not address any of the Wisconsin Health Education Standards, the discussion questions used during the activity should support transition into a skill-based lesson. Possible skill connections with guiding questions are provided as a starting point within each activity. Additional questions should be tailored to align with the upcoming lesson.

The following activities were not meant to measure knowledge; therefore, it is not recommended that students be asked to memorize the data points. Instead, it is more critical to have students summarize their takeaway or key messages. An example of a takeaway or key message is "one quarter of my peers experience depression." After students discuss their takeaway messages, the teacher can fill identified gaps. Sample key messages are summarized at the end of each activity for teacher use.

Data can be a powerful way to personalize a health issue for students. While Wisconsin Youth Risk Behavior Survey (YRBS) data is provided as a placeholder in each activity, it is highly encouraged that local or classroom data be used whenever possible. This data can be collected through classroom polls or through the use of the online YRBS system, which is available through the Department of Public Instruction at <u>http://dpi.wi.gov/sspw/oyrbsindex.html</u>. If state data must be used, additional information on the Wisconsin YRBS can be found at <u>http://dpi.wi.gov/sspw/oyrbsindex.html</u>.

Objectives

As a result of activities within this document, students will:

- Evaluate the prevalence of health risk among peers
- Analyze data to personalize health risk
- Explore personal beliefs and assumptions that result in overestimating/underestimating health behavior

What is Your One in ___ Health Risk IQ?



What is Your One in _____ Health Risk IQ?

Student Directions

In this activity you will be given 10 questions from a recent survey of teens. Each of the answers is given in one out of the closest number to 100, based on the percentage that reported doing the behavior (e.g. one in three means approximately 33 percent reported doing the behavior). Your task will be to give your best guess and then compare your answer with the correct one. Put a star by the items that you overestimated or underestimated by at least one number (e.g. you said one in three as your answer and the correct answer was one in four or one in two).

- 1. One in _____ played video or computer games, or used a computer for something that was not school work for three or more hours during a school day.
- 2. One in ______ exercised 60 minutes five or more times per week.
- 3. One in ______ students smoked a whole cigarette for the first time before age 13.
- 4. One in ______ students smoked at least one cigarette every day during the past 30 days.
- 5. During the past 12 months, one in ______ students seriously considered attempting suicide.
- 6. During the past 30 days, one in _____ students drove a car or other vehicle one or more times when they had been drinking alcohol.
- 7. During the past 30 days, one in _____ students used marijuana.
- 8. One in ______ students had their first drink of alcohol (other than a few sips) before age 13.
- 9. During the past three months, one in ______ students had sexual intercourse with one or more people.
- 10. Of students who had sexual intercourse during the past three months, one in _____ used birth control pills during last sexual intercourse.



Teacher Information

This strategy could be used early in the semester to look at the state of Wisconsin or your school's reported risk behaviors if you participate in the online YRBS. Usually students will overestimate the frequency of risky behaviors and underestimate positive health choices. In this activity, students are likely to overestimate in questions 2-10 and underestimate in question one which addresses a particular mental issue. Each answer also has the corresponding question number as it appears on the 2011 Wisconsin Youth Risk Behavior Survey questionnaire. If you do your own local survey you can easily replace the "One in ____" results with your own data. Remember to set up your "One in ____" answer as the closest approximation (e.g. 24 percent reporting will translate to one in four).

- 1. One in four (23%, question #92)
- 2. One in two (52%, question #90)
- 3. One in 10 (9%, question #38)
- 4. One in 10 (9%, question #42)
- 5. One in eight (13%, question #33)
- 6. One in 10 (9%, question #14)
- 7. One in five (22%, question #58)
- 8. One in five (19%, question #47)
- 9. One in three (33%, question #75)
- 10. One in four (24%, question #78)

Possible discussion questions:

- 1. Were any of your answers significantly different than the results found in the survey?
- 2. Were you more likely to overestimate risky behavior than underestimate? What about the class as a whole?
- 3. Why do you believe that a high percentage of the class overestimated these behaviors? (Media, peer influences, desire for acceptance, coolness factor?)
- 4. Of the above influences, which one has the greatest influence on your age group and why do you believe that?

- 5. Graph the scores of each student answer and compare it to the correct answers. Were there a large number of behaviors that were overestimated? Were these the questions that related to substance use?
- 6. If you or a small group were to write a statement on the current state of youth health behaviors based on your findings, what would you say?

Key messages to share with students about this data:

- 1. Health risk behaviors are often lower than assumed.
- 2. Of all the behaviors in this activity, the one that was most common was being physically active for 60 minutes a day for at least five days a week.
- 3. Sometimes both youth and adults believe health risk behaviors are more common than they really are. Those may be based on observing risky behaviors by a few in the media or on school grounds.

Making the connections to skill-based lessons:

1. Analyzing Influences

- What external factors influence a high school person to remain tobacco free?
- What internal factors influence a high school person to engage in 60 minutes of physical activity?

2. Accessing Accurate Information

• What criteria might one use to identify reliable information related to sexual behavior?

3. Interpersonal Communication

• What might a person say to another to reject pressures to use tobacco, alcohol, marijuana, or sexual advances? Can similar responses work for all of these risk behaviors? Why or why not?

POSITIVE CHOICE CARDS



Positive Choice Cards

Student Directions

In teams of eight, you will decide if the state YRBS results are better, worse, or about the same as the national YRBS results. If the team answers correctly, your team will receive one playing card. Your team will then decide if they think the next card will be higher or lower. As an example, let us say your team draws a King for giving the correct answer. Your team might say lower for the next card and get a seven. Then it is the next team's turn. If a team misses a higher or lower answer, they have to start over (i.e., they lose all their cards). The first team to get five cards on the board is declared the positive choice champion. Special note: Let us say that the card turned over is an eight. Your team can choose to answer another question to change that card so you have better odds at guessing the next card correctly. Your team can also choose to "FREEZE" and not lose your accumulated cards. It is a tougher game than you might think it is.

Ancillary Rules: Two teams compete in the best two out of three matches.

The object is to complete a line of five cards (dealt from a regulation 52 card deck) by predicting whether each card is higher or lower than the one that preceded it. The team can start calling higher or lower on the cards after they win a better/worse/about the same toss-up question. If the team wins the toss-up question, they must answer a follow-up question correctly to keep going OR they can "FREEZE" if the team doesn't like their card and change it when they win another toss-up question. If the team incorrectly answers whether the next card is higher or lower, the team has to start over (i.e., they lose all their cards) and have the choice to keep or change their BASE card.

Question to ask: Is it better, worse, or about the same in Wisconsin compared to national data? A difference of less than 5 percent will be considered "about the same." A difference of 5 percent to 15 percent will be considered "better" or "worse." A difference of greater than 15 percent will be considered "much better" or "much worse."

Your teacher or a designated game leader will read the questions.

Teacher Information

In teams of eight, students will decide if the state YRBS results are better, worse, or about the same as the national YRBS results. If the team answers correctly, the team will receive one playing card. The team will then decide if they think the next card will be higher or lower. As an example, let us say they draw a King for giving the correct answer. They might say lower for the next card and get a seven. Then it is the next team's turn. If a team misses a higher or lower answer, they have to start over (i.e., they lose all their cards). The first team to get five cards on the board is declared the positive choice champion. Special note: Let us say that the card turned over is an eight. They can choose to answer another question to change that card so they have better odds at guessing the next card correctly. They can also choose to "FREEZE" and not lose their accumulated cards. It is a tougher game than they might think it is.

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Question to ask: Is it better, worse, or about the same in Wisconsin compared to national data? A difference of less than 5 percent will be considered "about the same." A difference of 5 percent to 15 percent will be considered "better" or "worse." A difference of greater than 15 percent will be considered "much better" or "much worse."

Game Statements

Injury and Violence

Students who:

- 1. Wear seat belts. About the Same (90% in Wisconsin vs. 92% nationally)
- 2. Never rode in a car with a driver who had been drinking during the last 30 days. *About the Same* (77% in Wisconsin vs. 76% nationally)
- 3. Never drove a car under the influence of alcohol. *About the Same* (91% in Wisconsin vs. 92% nationally)
- 4. Never carried a weapon in the last 30 days. *Better* (90% in Wisconsin vs. 83% nationally)
- 5. Never got in a physical fight over the past 12 months. *Better* (75% in Wisconsin vs. 67% nationally)
- 6. Never seriously considered a suicide attempt. *About the Same* (86% in Wisconsin vs. 84% nationally)
- 7. Never attempted suicide. *About the Same* (93% in Wisconsin vs. 92% nationally)
- 8. Never physically hit by a boyfriend or girlfriend. *About the Same* (92% in Wisconsin vs. 91% nationally)
- 9. Were never bullied on school property during the past 12 months. *About the Same* (76% in Wisconsin vs. 80% nationally).

Tobacco Use

Students who:

- 1. Never tried a cigarette. *About the Same* (59% in Wisconsin vs. 55% nationally)
- 2. Never had smoked a cigarette before the age of 13. *About the Same* (91% in Wisconsin vs. 90% nationally)
- 3. Never became a daily smoker. *About the Same* (91% in Wisconsin vs. 90% nationally)
- 4. Never used spit tobacco products in the last 30 days. *About the Same* (92% in Wisconsin vs. 92% nationally)

Weight Management and Dietary Behaviors

Students who:

- 1. Are not overweight or obese. (< than 85% BMI) *About the Same* (75% in Wisconsin vs. 72% nationally)
- 2. Did not eat fruits and vegetables five or more times per day. *About the Same* (80% in Wisconsin vs. 78% nationally)
- 3. Did not drink soda one or more times a day during the week. *Better* (77% in Wisconsin vs. 72% nationally)

Physical Activity

Students who:

- 1. Engage in physical activity for at least 60 minutes, five or more days a week. *About the Same* (52% in Wisconsin vs. 50% nationally)
- 2. Watched less than three hours of TV on an average school day. *Better* (76% in Wisconsin vs. 68% nationally)
- 3. Are in a PE class daily in an average school week. *Better* (38% in Wisconsin vs. 32% nationally)

Alcohol and Other Drugs

Students who:

- 1. Did not drink alcohol (other than a few sips) before the age of 13. *About the Same* (81% in Wisconsin vs. 80% nationally)
- 2. Never binge drank (five or more drinks in a couple of hours) in the last 30 days. *About the Same* (76% in Wisconsin vs. 78% nationally)
- 3. Never used marijuana. *About the Same* (63% in Wisconsin vs. 60% nationally)
- 4. Never used any form of cocaine (crack, etc.) in their life. *About the Same* (96% in Wisconsin vs. 93% nationally)
- 5. Never sniffed glue or any other inhalant. *About the Same* (92% in Wisconsin vs. 89% nationally)

Sexual Risk Behavior

Students who:

- 1. Never had sexual intercourse. *Better* (58% in Wisconsin vs. 53% nationally)
- 2. Did not have sexual intercourse in the last three months. *About the Same* (69% in Wisconsin vs. 66% nationally)
- 3. If they have had sexual intercourse and used a condom during their last intercourse. *About the Same* (64% in Wisconsin vs. 60% nationally)

4. If they are sexually active and used birth control pills to prevent pregnancy before last sexual intercourse. *Better* (26% in Wisconsin vs. 18% nationally)

Possible discussion questions:

- 1. Do you believe that students in Wisconsin are more or less risk taking than the rest of the country? Why or why not?
- 2. Which comparisons surprised you the most and why?
- 3. After you have completed this activity, have each student or a small group write a statement on the current state of youth health risks. (For example: At my school we have many more non-smokers than the rest of the state.)

Key student messages to make with students about this data:

- 1. There are many health risk behaviors where there is little difference between the state and national results. The same statement might be made when comparing a school district to the rest of the state.
- 2. Wisconsin students are more physically active compared to the national average. Why do you think this is true?

Making the connection to skill-based lessons:

- 1. Analyzing Influences
 - What types of external influences do we see related to alcohol consumption, tobacco use, and weight management?
 - What are some examples of internal influences and physical activity?
 - How might internal and external influences work together in improving physical fitness?

2. Goal Setting

• What are steps you could do to improve your fitness level after reviewing the physical activity items in this activity?

3. Self-Management

• What were some positive health behaviors presented in this activity that will have an impact on injury and/or violence prevention?

What is Your Depression/Suicide IQ?



What is Your Depression/Suicide IQ?

Student Directions

The purpose of this activity is to find out your estimates of how common certain mental health risks are among your peers across the state. Answer the statements below with the percentage you think about Wisconsin high school students.

- 1. During the past 12 months, _____ percent of Wisconsin high school students (grades 9-12) felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities.
- 2. During the past 12 months, _____ percent of Wisconsin high school students **seriously** considered attempting suicide.
- 3. During the past 12 months, _____ percent of Wisconsin high school **girls seriously** considered attempting suicide.
- 4. During the past 12 months, _____ percent of Wisconsin high school students made a plan about how they would attempt suicide.
- 5. During the past 12 months, _____ percent of Wisconsin high school students reported actually attempting suicide.
- 6. Of those students who attempted suicide in the past 12 months, _____ percent of the students report their attempts resulted in injury, poisoning, or overdose that was treated by a doctor or nurse.

Put a star by those items where you overestimated the answer by 5 percent or more.

Teacher Information

The purpose of this activity is to find out students' estimates of how common some mental health risks are among their peers across the state. These risks may be underestimated by both students and teachers. Answer the statements below with the percentage the students think is about Wisconsin high school students.

Teacher Note: Using the YRBS results, you can develop similar activities around any health topic and use them at the beginning of your unit. Use your local data and compare it with the statewide YRBS when possible.

Answers

- 1. 23 percent or about one in four. Note: females more commonly report this compared to males: 30 percent for females vs. 15 percent for males.
- 2. 13 percent or about one in eight.
- 3. 17 percent or about one in five. Note: females more commonly report this than males: 17 percent for females vs. 10 percent for males.
- 4. 11 percent or about one in nine.
- 5. 6 percent or about one in 16.
- 6. 2 percent or about one in 50.

Possible discussion questions

- 1. How many people overestimated (or underestimated) feeling sad or hopeless (question number one) by more than 5 percent? Why do you think people tend to overestimate/underestimate the responses by other students?
- 2. How many people overestimated (or underestimated) by more than 5 percent suicide attempts (question number five)? Why do you think people tend to overestimate/underestimate the responses by other students?
- 3. What might influence how we respond to risk behaviors like depression or suicide?

Note: Youth tend to underestimate commonality of certain mental health risks. Have a discussion as to why that might occur. Some possible reasons include stigma and that many people don't like to talk about mental health issues.

Key messages to make with students about this data

- 1. Feeling sad or hopeless is fairly common.
- 2. Attempting suicide is not a common response to feeling sad or hopeless.
- 3. We need to teach people how to respond to a friend that may be depressed or suicidal.

Making the connection to skill-based lessons

- 1. Analyzing Influences
 - What external influences impact how we respond to health risks such as depression and suicide?
 - What internal influences can prevent people from receiving treatment?

2. Accessing Accurate Information

• What criteria might one use to identify reliable sources of mental health information and services?

3. Interpersonal Communication

• What might a person say to a friend who reveals that they are considering suicide?



For Better ... Or for Worse ...

Two Decades of Trends



For Better or for Worse...Two Decades of Trends

Student Directions

In this activity, you are to decide whether you think the following health behaviors are getting better, getting worse, or remain the same. You will hear (or read about) ten trends based on the Wisconsin Youth Risk Behavior Survey (YRBS) over the past 20 years. Your task is to put your thumb up if you think the trend is improving, thumb down if the trend is getting worse, or the thumb across if you are either not sure or you think there has been no change in this behavior. The YRBS surveys 9th through 12th grade students in Wisconsin public high schools.

	Thumbs UP=	The behavior is getting better.
T	Thumbs DOWN=	The behavior is getting worse.
	Thumbs NEUTRAL=	No change over time or not sure.

Teacher Information

In this activity, the students are to decide whether they think health behavior trends are getting better, getting worse, not sure, or remain the same. The student will be presented with 10 health risk trends based on the Wisconsin Youth Risk Behavior Survey from 1993-2011. For some schools or districts, local trend data may be available. The students' task is to put their thumbs up if they think the trend is getting better, thumbs down if the trend is getting worse, or thumbs across if they are not sure or they think there has been very little (less than 2 percent) or no change in this behavior.

Over the past two decades:

- 1. Current marijuana use (use in the last 30 days) over the years. *(Thumbs down. It increased from 11 percent to 22 percent.)*
- 2. Serious consideration of committing suicide over the past 12 months. *(Thumbs up. It decreased from 27 percent to 13 percent.)*
- 3. Tobacco use over the past 30 days. *(Thumbs up. It decreased from 32 percent to 15 percent.)*
- 4. Fighting at school in the last twelve months. *(Thumbs up. It decreased from 39 percent to 25 percent.)*
- 5. Binge drinking (five or more drinks in a row within a couple of hours). *(Thumbs up. It decreased from 29 percent to 24 percent.)*
- 6. Being offered, sold, or given drugs at school. *(Thumbs neutral. It stayed about the same.)*
- 7. Ever had sex. *(Thumbs up. It decreased from 47 percent to 42 percent.)*
- 8. Had sex in last three months. *(Thumbs neutral. It stayed about the same at 31 percent.)*
- 9. Methamphetamine use since 2005. (*Thumbs up. It decreased from 6 percent in 2005 to 2 percent in 2011.*)
- 10. Having at least one drink of alcohol on one or more of the past 30 days. *(Thumbs up. It decreased from 48 percent to 39 percent.)*

Possible discussion questions

- 1. In terms of negative trends, what are two statements you could make related to the ten questions we reviewed? E.g., marijuana use has gone up considerably.
- 2. In terms of positive trends, what is one statement you could make related to the ten questions we reviewed? E.g., considerations of suicide, tobacco use, and drinking have surprisingly declined.

3. After you have completed this activity have each student or a small group, write a statement on the current state of youth health risks. If you have local data, do the same for your school. For example: At my school we have more non-smokers than the rest of the state.

Key messages to make with students about this data

- 1. There are many health risk behaviors where there is little change over a period of time.
- 2. We have seen improvements, some in health behaviors, such as school fights, suicide consideration, and tobacco use.
- 3. Many things can influence beliefs about health behavior trends. Examples include: online media, TV, and statements by family members.

Making the connection to skill-based lessons

- 1. Accessing Accurate Information
 - Why is it important to get accurate information on sexual health?
 - Describe the characteristics of a strong community resource that provides information on sexual health?

2. Communication

- How could you use this information to persuade a friend to avoid fighting or tobacco use?
- How does hearing school rules about fighting and bullying affect students' beliefs about those behaviors?

3. Advocacy

• How could this information be used to persuade large groups about tobacco use and the tobacco industry?



Health Risks



Health Risks...Stand and Be Counted



Student Directions

In this activity, there are five cards at each of the four corners of the room and the center of the room. The five cards say Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree. There are nine statements related to alcohol, tobacco, and other drugs based on the results of the Wisconsin Youth Risk Behavior Survey. After the teacher reads the statement, move to the card that best shows what you believe. If you are not sure or are torn between supporting and opposing, please move to the middle of the room in the not sure category.

Teacher Information

For this activity, place five cards around the room. Each card should say one of the following:

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

Place the "Not Sure" card in the middle of the room. Place the other four cards in the corners of the room (see below).

Strongly Disagree		Strongly Agree
	Not Sure	
Disagree		Agree

Below are nine statements related to alcohol, tobacco, and other drugs based on the results of the Wisconsin Youth Risk Behavior Survey (YRBS). If you have local data, such as from the online YRBS, you can replace the state data with local data. After you read the statement, the students are to position themselves by the card showing their support or opposition to the statement. If the student is not sure or is torn between supporting and opposing the statement, the student should move to the middle of the room in the not sure category.

- 1. The proportion of Wisconsin students who report drinking alcohol within the past thirty days has decreased in the last 10 years. (Strongly Agree— has decreased by 15 percent from 54 percent to 39 percent.)
- 2. In the past 20 years the proportion of students who report heavy drinking has stayed about the same. (Agree— a small drop from 29 percent to 24 percent.)
- 3. In the past 20 years the proportion of Wisconsin students who report ever using marijuana has gone up. (Strongly Agree— has increased by 14 percent, from 23 percent to 37 percent.)
- 4. In the past 10 years the proportion of students who report using marijuana recently has gone up. (Strongly Disagree— it has remained the same, about one in five.)

- 5. Heavy drinking has been linked to having multiple sexual partners, using marijuana, and having poor academic performance. (Strongly Agree— strong correlation exists between alcohol use and these other behaviors.)
- 6. Wisconsin male smokers were much more likely than female smokers to report daily smoking. (Disagree— no real difference between males and females. 10 percent males vs. 7 percent females.)
- 7. The percentage of Wisconsin students who reported ever using cocaine in their life has increased in the past 20 years. (Disagree—use has stayed about the same at 4 percent.)
- 8. Use of smokeless tobacco such as chew, snuff, and dip is more common among males than females. (Strongly Agree—14 percent of males vs. 2 percent of females.)
- 9. Students who report higher grades (mostly A's or B's) are less likely to drink alcohol or use marijuana. (Strongly Agree—a strong *negative* correlation exists between higher grades and alcohol and marijuana use.)

Possible discussion questions

- 1. What are some connections we can make to alcohol and other behaviors? (Alcohol use and lower grades. Outcomes are linked, heavy drinking increases risk for teen pregnancy.)
- 2. What is one positive trend about tobacco use? (Female tobacco use has gone down significantly over the past few years.)
- 3. In terms of marijuana use in Wisconsin, what are two facts we can say concerning its use in Wisconsin. (Marijuana use in Wisconsin has gone up significantly and marijuana use and heavy alcohol use are closely related.)

Key messages to make with students about this data

- 1. Marijuana use and heavy drinking are not the norm in Wisconsin. About three in four teens avoid them.
- 2. Spit tobacco use has gone up while tobacco smoking has gone down in males.
- 3. Using alcohol and marijuana is linked to bad grades.

Making the connection to future skill-based lessons

Skill suggestions for future units of instruction:

1. Analyzing Influences

• Do you think that these trends influence behavior? Why or why not?

2. Interpersonal Communication

• How could you use these trends or facts to influence a friend?

3. Self-Management

• Can you use any of this information to help you set health goals? How?



PERCEPTIONS





Perception vs. Reality

How does Wisconsin compare to the rest of the U.S. in risk behavior?

Student Directions

In this activity, you will be presented by your teacher or a class reader, 12 statements comparing risk behaviors from the Wisconsin Youth Risk Behavior Survey (YRBS) with the national YRBS results. Your task is to say whether Wisconsin youth reported a higher, lower, or about the same (5 percent or less difference) risk behavior compared to students nationwide. Answer each statement by circling "HIGHER," "LOWER," or "SAME," or turn the arrow up for "HIGHER," down for "LOWER," or sideways for the "SAME."

Teacher Information

In this activity, you or a class reader will present the students with 12 statements comparing risk behaviors from the Wisconsin Youth Risk Behavior Survey (YRBS) with the national YRBS results. The students' task is to say whether Wisconsin youth reported a higher, lower, or about the same level (5 percent or less difference) risk behavior compared to students nationwide. They will answer each statement by circling "HIGHER," "LOWER," or "SAME," or turn the arrow up for "HIGHER," down for "LOWER," or sideways for the "SAME." If you have local data, you can replace the national answers with you own district results.

How do Wisconsin students compare to national survey results?

1.	Carrying a weapor	n such as a gun, knife, HIGHER	or club on one or more LOWER	e of the past 30 days is SAME	
2.	Being in a physica	l fight one or more tin HIGHER	nes during the past 12 LOWER	months is SAME	
3.	Feeling so sad or hopeless almost every day for two weeks or more in a row that the studen stopped doing some usual activities is				
		HIGHER	LOWER	SAME	
4.	Seriously consider	ing attempting suicide	e during the past twelve	e months is SAME	
		monex	LOWER	57 tiviL	
5.	. Having sexual intercourse during the past three months and having alcohol or using drugs during last sexual intercourse is				
		HIGHER	LOWER	SAME	
6.	Having sexual inte	ercourse for the first ti	me before the age of 13	3 is	
		HIGHER	LOWER	SAME	
7.	Having sexual intercourse in their life is				
		HIGHER	LOWER	SAME	
8.	Having sexual inte	crourse and using birt	h control pills during l	ast sexual intercourse is	
		HIGHER	LOWER	SAME	
9.	Being overweight	or obese is			
		HIGHER	LOWER	SAME	
10.	Watching three or	more hours of televis HIGHER	ion each day on an ave LOWER	erage school day is SAME	

USING STUDENT SURVEY DATA TO ENGAGE STUDENT LEARNING mmm Z 11. Being physically active for a total of at least 60 minutes per day on each of the past seven days is _____. LOWER HIGHER SAME 12. Eating fruits and/or fruit juice three or more times per day during the past seven days is HIGHER LOWER SAME 13. Has been bullied at school is _____. HIGHER LOWER SAME 14. Has been electronically bullied is _____ HIGHER LOWER SAME 15. Did not go to school because of safety concerns is _____. HIGHER LOWER SAME

How many did the students get right?

Answers

1.	Lower	(10% Wisconsin vs. 17% Nationally)	Locally
2.	Lower	(25% Wisconsin vs. 33% Nationally)	Locally
3.	Same	(23% Wisconsin vs. 28% Nationally)	Locally
4.	Same	(14% Wisconsin vs. 16% Nationally)	Locally
5.	Same	(20% Wisconsin vs. 22% Nationally)	Locally
6.	Same	(4% Wisconsin vs. 6% Nationally)	Locally
7.	Same	(42% Wisconsin vs. 47% Nationally)	Locally
8.	Higher	(26% Wisconsin vs. 18% Nationally)	Locally
9.	Same	(25% Wisconsin vs. 28% Nationally)	Locally
10.	Lower	(24% Wisconsin vs. 32% Nationally)	Locally
11.	Same	(28% Wisconsin vs. 29% Nationally)	Locally
12.	Same	(20% Wisconsin vs. 22% Nationally)	Locally
13.	Same	(24% Wisconsin vs. 20% Nationally)	Locally
14.	Same	(17% Wisconsin vs. 16% Nationally)	Locally
15.	Same	(6% Wisconsin vs. 6% Nationally)	Locally

Possible discussion questions:

- 1. Why do you think some of your guesses were wrong?
- 2. What surprised you in comparing state and national results, and local too, if they were available?

Key messages to make with students about this data:

- 1. Wisconsin and national surveys give about the same results in most areas of health behavior.
- 2. Some behaviors are less common in Wisconsin than they are nationally, such as: fighting, carrying weapons, being overweight, and watching lots of TV.



How Sure Are You?

As part of taking this class, how sure are you of the answers you put down in this ten question review of the health issues we covered this semester?

Student Directions

In this activity, read each statement and answer by choosing A, B, C, or D, based on what you know about Wisconsin high school students. When you have completed all 10 questions, go back and rate how sure you are about your answers by using a scale of 1-10 (1 being not sure at all, 10 being very sure). **Each number can only be used once**. For the answer you are "most sure" of, put the number 10 in the space provided. For the answer you feel is the "second most sure" of your responses, put a number 9 in the space provided. Continue on, using all 10 numbers until you reach the answer you are least sure is correct, then put the number one in the space provided.

- 1. How many out of 10 had at least one drink of alcohol in the past thirty days?
 - A. 2 out of 10 students
 - B. 3 out of 10 students
 - C. 4 out of 10 students
 - D. 7 out of 10 students

How sure are you of this answer?

- 2. How many out of 10 had five or more drinks in a row within a couple of hours at least once in the last 30 days?
 - A. 7 out of 10 students
 - B 4 out of 10 students
 - C. 1 out of 10 students
 - D. 2 out of 10 students

How sure are you of this answer? _____

- 3. What percentage overweight?
 - A. 1 percent
 - B. 15 percent
 - C. 25 percent
 - D. 50 percent

How sure are you of this answer?

- 4. How many had five or more servings of fruits and vegetables each day during the last week?
 - A. 2 out of 100 students
 - B. 44 out of 100 students
 - C. 68 out of 100 students
 - D. 20 out of 100 students

How sure are you of this answer?

- 5. How many got 60 minutes of physical activity each day on five or more of the past seven days?
 - A. 1 out of 100 students
 - B. 10 out of 100 students
 - C. 52 out of 100 students
 - D. 70 out of 100 students

How sure are you of this answer?

- 6. How many used marijuana in the last thirty days?
 - A. About one-fifth of the students
 - B. About one-half of the students
 - C. Two-thirds of the students
 - D. About seven-eighths of the students

How sure are you of this answer?

- 7. How many never have used cocaine in their lives?
 - A. One-one hundredth of the students
 - B. One-quarter of the students
 - C. One-half of the students
 - D. Ninety-nine one hundredths of the students

How sure are you of this answer?

- 8. How many were slapped or physically hurt by their boyfriend or girlfriend.
 - A. A lot
 - B. Many, but not a lot
 - C. Some, but not a few
 - D. Few, but still too many

How sure are you of this answer?

- 9. How many girls regularly use spit tobacco?
 - A. 2 out of 100
 - B. 10 out of 100
 - C. 30 out of 100
 - D. 50 out of 100

How sure are you of this answer?

- 10. How many students seriously considered suicide in the last year?
 - A. Hardly any
 - B. Some
 - C. Quite a few
 - D. Almost everyone

How sure are you of this answer?

Teacher Information

This activity could serve as an end of the semester review of the health behaviors covered during the course. This is a higher level thinking skill where students have to evaluate the relative prevalence of various health behaviors in Wisconsin and determine how sure they are of their answer by placing a value on it from 1 to 10. One they are probably guessing and 10 they are absolutely sure of their answer. You could do this review in teams of two if you choose.

Answers

- 1. C
- 2. D
- 3. B
- 4. D
- 5. C
- 6. A
- 7. D
- 8. D
- 9. A
- 10. B

Possible discussion questions:

- 1. Were there any of your answers that were very different than the results found in the survey? Why do you think that was?
- 2. Were you more likely to overestimate or underestimate? What about the class as a whole? Why do you think this happened?
- 3. What was the question that you were most sure of (the highest number) and missed? Why do you think you were sure of your answer?
- 4. How did you decide which statements you were most confident about? (Topic, previous knowledge, friends that have engaged in the risky behavior)