

**SUGGESTED CRITERIA FOR SELECTING HEALTH MATERIALS**

		Ratings*					
		5	4	3	2	1	N/A
<b>I.</b>	<b><u>RESEARCH BACKGROUND</u></b>						
A.	Are the materials rooted in what research in child growth and development tells about children’s health and safety needs and interests?	—	—	—	—	—	—
B.	Do the materials reflect the latest research findings in the health sciences?	—	—	—	—	—	—
C.	Are children’s own health queries, as revealed in recent studies, taken into account?	—	—	—	—	—	—
D.	Was use made of research sources such as universities, professional health workers, health organizations for printed materials and/or illustrations and photographs?	—	—	—	—	—	—
<b>II.</b>	<b><u>CONTENT</u></b>						
A.	Do the materials present the student with alternative points of view and/or courses of action on multi-faceted issues?	—	—	—	—	—	—
B.	Is the content geared to the special health needs and concerns of children at the level in question?	—	—	—	—	—	—
C.	Is the content accurate and up-to-date?	—	—	—	—	—	—
D.	Is the content placed within an appropriate social and cultural context?	—	—	—	—	—	—

\* 5 highest rating; 1 lowest rating  
 N/A - Not Applicable

**SECTION H: INSTRUCTION**

**HH1.2-E(3)**

Suggested Criteria for Selecting Health Materials (cont'd.)

			Ratings*				
		5	4	3	2	1	N/A
III.	<u>AUTHORSHIP</u>						
A.	Are the authors recognized authorities in their specialized areas of the health field?	—	—	—	—	—	—
B.	Does the author team include consultants representative of the various specialties of the health field?	—	—	—	—	—	—
C.	Did classroom teachers serve as advisors in trying out the materials?	—	—	—	—	—	—
IV.	<u>FORMAT AND ILLUSTRATIONS</u>						
A.	Are the materials appealing visually?	—	—	—	—	—	—
B.	Are the illustrations functional rather than purely decorative?	—	—	—	—	—	—
C.	Do the illustrations convey a sense of reality and involvement?	—	—	—	—	—	—
D.	Do the illustrations adequately portray a pluralistic society?	—	—	—	—	—	—
E.	Are the illustrations accurate and of high quality?	—	—	—	—	—	—
F.	Were the materials produced under the direction of a trained designer?	—	—	—	—	—	—

**SECTION H: INSTRUCTION**

**HH1.2-E(3)**

Suggested Criteria for Selecting Health Materials (cont'd.)

		Ratings*					
		5	4	3	2	1	N/A
V.	<u>TEACHABILITY</u>						
A.	Are approaches used to stimulate active thinking and learning (inquiry, problem-solving, etc.)	—	—	—	—	—	—
B.	Do the authors write effectively for children?	—	—	—	—	—	—
C.	Is the readability of the materials (if printed material) assured by use of readability checks and by actual tryouts with children?	—	—	—	—	—	—
D.	Are there special provisions in the materials to stimulate “reading to find out,” discussion, individual research, experiments, self-checking and testing, enriching activities?	—	—	—	—	—	—
E.	From fourth grade on, are there necessary study aids such as complete content pages, index, glossary, etc. (if text material)?	—	—	—	—	—	—
VI.	<u>AIDS FOR TEACHERS</u>						
A.	Is there a concise, pertinent, practical teacher’s guide available?	—	—	—	—	—	—
B.	Are there up-to-date bibliographies of books for teachers and parents as well as for children?	—	—	—	—	—	—
C.	Are there recommended lists of and sources for multi-sensory learning aids?	—	—	—	—	—	—

**SECTION H: INSTRUCTION**

**HH1.2-E(3)**

Suggested Criteria for Selecting Health Materials (cont'd.)

			Ratings*			
	5	4	3	2	1	N/A
VII. <u>TESTS</u>						
A. Is there a testing component to accompany the material?	—	—	—	—	—	—
B. Is there provision for self-testing and self-checking?	—	—	—	—	—	—
C. Can man of the scorable tests be self-administered by pupils, if desired?	—	—	—	—	—	—
D. Are there provisions for group summary discussions and other activities that provide alternative methods for student evaluation?	—	—	—	—	—	—