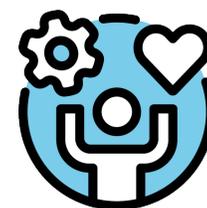


Health Skill:

Self-Management



Background Information

The health skill, *Self-Management*, focuses on building personal responsibility for health by mastering important health practices and recognizing the need to take ownership of one's actions. *Self-management* is the ability to demonstrate health practices and behaviors that help to maintain and improve one's health. The ability to manage oneself includes utilizing health practices that avoid or reduce health risks and accepting personal responsibility for health. There are two core components to mastering the skill of *Self-Management: Demonstration of Health Practices and Personal Responsibility*. The health skill model includes a table to support data analysis and selection of health practices followed by steps and Teaching Progression that supports students to take personal responsibility of their actions and develop the necessary skills and strategies they need to be healthy and safe.

Notes on Grade Level Progression

Health practice is consistent language used throughout the health skill to represent the progression from initial learning of a strategy/skill to a health behavior as students work towards forming healthy habits.

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another. If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

PreK-2	<ul style="list-style-type: none"> • Demonstrating teacher-selected health practice • Defining health and taking care of one's self
3-5	<ul style="list-style-type: none"> • Defining personal responsibility • Identifying health practices related to personal responsibilities
6-8	<ul style="list-style-type: none"> • Identifying areas of personal responsibility • Researching health practices • Making healthy habits
9-12	<ul style="list-style-type: none"> • Sharing health practices with others

NATIONAL HEALTH EDUCATION STANDARD (NHES) 7:

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Education Standard Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.



Component 1 of Self-Management: Demonstration of Health Practices

Demonstration of Health Practices focuses on the students learning and mastering important health practices that keep them healthy and safe. These skills are wide-ranging across the following health areas: physical and personal wellness, emotional and social wellness, and prevention and risk management. In order to prepare for the teaching of *Self-Management*, the teacher identifies the most impactful health practices and behaviors for their students by analyzing a variety of data, including Youth Risk Behavior Surveillance System (YRBSS), local health survey data results, research on adolescent development, and student conversations. Once these essential health practices and behaviors are identified, teachers should explicitly teach, allow time for practice, and assess. These health practices vary by grade level and require teachers to select specific actions based on classroom abilities. The table provides a framework for teachers to identify specific health practices for their students to master. Teachers should use the data collected to select appropriate health practices for their students prior to teaching the actions of these health practices.

Component 2 of Self Management: Personal Responsibility

Personal Responsibility focuses on taking personal responsibility for one's own health and includes being able to identify, self-monitor, reflect, and apply health practices, behaviors, techniques, strategies, and actions in daily life. The steps in the model guide students through this process in order to encourage personal responsibility. In grades PreK-2, teachers provide specific health practices that maintain and improve personal health while reducing health risks. In grades 3-5, students learn to identify current health practices that demonstrate individual responsibility. In grades 6-8, students begin to explain the importance of self-management in their own lives. In grades 9-12, students progress to analyzing the role of individual responsibility for enhancing their own health. Project-based learning is introduced in grades 3-5 and is used heavily in both secondary grade levels, grades 6-8 and grades 9-12, to allow students more autonomy in selecting important health practices and to dig deeper into understanding the role of individual health practices in their lives.

Grades 3-5 Framework

In grades 3-5, students have an opportunity to demonstrate both teacher-selected health practices and health practices they identify. Before using the steps in the *Teaching Progression* below, teachers should select relevant health practices using the table on page 3 to inform selection of relevant health practices. It is important to provide time and space for students to rehearse these health practices in the classroom. Teachers should select relevant health practices aligned to different units or contents taught throughout the year, which means the first component of *Self-Management*, the demonstration of teacher-selected health practices, is woven throughout the school year. Because students in grades 3-5 can vary significantly developmentally, teachers should move into the *Teaching Progression* when students are ready to take on additional responsibility and autonomy in selecting their own health practices. The *Teaching Progression* guides students in selecting their own health practices they wish to research and demonstrate. In the *Teaching Progression*, students learn about a variety of health practices that people their age should be able to do. From a list of provided health practices, students select health practices they can later demonstrate in the classroom. Students then research one specific health practice, using a project-based learning model, before demonstrating this health practice to their teacher. For further information on project-based learning, see the *Resource Bank* below.

Mastery of *Self-Management* for grades 3-5 means students are able to demonstrate a variety of health practices that help them improve or maintain their health.



Component 1 of Self-Management: Demonstration of Health Practices

Planning for Grades 3-5 Self-Management

Use the table below to help guide instruction for identifying health practices for your classroom.

Data Collected:	Health Practices Students Need Based on this Data:
<ul style="list-style-type: none"> <input type="checkbox"/> Existing databases [CDC databases on health surveys, state and local level databases such as Healthy Kids Colorado Survey (HKCS) and Smart Source, County data, Youth Risk Behavior Surveillance System (YRBSS), Public Health data, justice system] <input type="checkbox"/> State and National Health Education Standards <input type="checkbox"/> School and district level data (attendance records, discipline data, climate surveys) <input type="checkbox"/> Research reports (risk and protective factors, intervention effectiveness, current issue briefs, research on adolescent development) <input type="checkbox"/> Media records (news stories, journal articles, newspaper articles) <input type="checkbox"/> Conversations with School Staff <input type="checkbox"/> Conversations with Parents <input type="checkbox"/> Conversations with Students <input type="checkbox"/> Conversations with Community Members 	<p>Physical and Personal Wellness</p> <p><i>Example Health Practice: Demonstrate ways to prevent getting sick (e.g. using tissues, covering their mouth when sneezing/coughing).</i></p>
	<p>Emotional and Social Wellness</p> <p><i>Example Health Practice: Demonstrate ways to effectively communicate feelings and emotions (e.g. using I-Statements from Interpersonal Communication).</i></p>
	<p>Prevention and Risk Management</p> <p><i>Example Health Practice: Demonstrate how to wear a seatbelt.</i></p>

Stages of Health Practice Development

Introduction	Reinforcement	Mastery
<ul style="list-style-type: none"> • Explain the purpose of the skill/strategy and how it will benefit health • Introduce basic knowledge that students need to demonstrate the skill/strategy • Provide a step-by-step overview of the skill/strategy • Model the skill/strategy • Provide scenarios and examples for students to analyze 	<ul style="list-style-type: none"> • Review steps of the skill/strategy • Provide students with opportunities to practice the skill/strategy • Provide reinforcement in other school settings/subject areas • Provide feedback to students as they demonstrate the skill/strategy • Reteach for misconceptions or areas of trouble 	<ul style="list-style-type: none"> • Provide students with challenging opportunities to demonstrate the skills/strategy (self-efficacy in using the health practice) • Provide opportunities for self-reflection when using the skill/strategy • Collect data on student performance • Provide feedback to students



Component 2 of Self-Management: Personal Responsibility

The Steps:



Step 1: Identify Need for Responsibility

Step Overview: The first step of *Self-Management* provides students with an opportunity to look at their overall health and identify health practices that contribute to improving or maintaining their health. Students should first understand that their health includes more than just their physical bodies and includes nutrition, doing well in school, making friends, etc. They should then learn about some important “go-to” health practices, connecting those health practices to the different areas of their health, including Physical/Personal Wellness, Emotional/Social Wellness, and Prevention/Risk Management. From there, students select the area of health they wish to improve. This step connects to *Goal-Setting*, as students do a similar process to determine an area of growth for creating personal goals.

Sub Skill(s):

- Know “go-to” health practices and strategies
- Define areas of health
- Choose an area of health to improve



Step 2: Choose a Skill or Strategy

Step Overview: After identifying the area of their health they wish to improve, students spend time selecting and researching the health practice (skill/strategy) that will improve and/or maintain their health. Allowing students to learn how to research information regarding a selected health practice, provides autonomy and independence, which is important when becoming healthy adolescents and adults.

Sub Skill(s):

- Choose a health practice
- Research a health practice



Step 3: Make It a Habit

Step Overview: In order to develop mastery in *Self-Management*, students must make health practices into healthy habits, which means using the health practice when appropriate and consistently. The word *habit* is used to *describe health behaviors that are used regularly, consistently, and automatically*. For example, washing hands is a health behavior that should be used everyday, multiple times a day. Wearing a helmet should be automatic when riding a bike, but may not be used everyday. In this step, students should continue rehearsing their health practice and use strategies to create healthy habits. See *Goal-Setting* for guidance on support students to track their use of health practices and to set goals on developing healthy habits.

Sub Skill(s):

- Rehearse the health practice
- Use the health practice regularly



Step 4: Look Back & Learn

Step Overview: Learning to reflect takes practice and intention. Building time for students to reflect in the classroom supports student ability to reflect in their daily lives without teacher guidance. In this step, students will reflect upon their health improvements as a result of learning their health practice. The importance of this step is to provide an opportunity for students to review their learnings and consider how they can continue to implement health actions and strategies into their daily lives.

Reflection Question(s):

- How did the health practice improve my health?
- When should I make sure I use this health practice?
- Where should I make sure I use this health practice?
- What might happen if I do not use this health practice regularly?



Teaching Tips

- Utilize project-based learning strategies to support students in identifying and researching health practices that will improve their health. See the *Resource Bank* for guidance on facilitating project-based learning in the classroom.
- Incorporate strategies from other health skills as needed to support students. For example, using tracking systems from *Goal-Setting* helps students use health practices regularly, consistently, and automatically.
- Prompt students to demonstrate health practices in class to provide feedback and assess mastery of health practice.
- Teach *Self-Management* for each health topic covered, selecting health practices that align with the content promote health and safety. For example, when learning about nutrition, teach the health practice of reading a food label.

See *Teaching Progression* for suggested learning activities.



Component 2: Personal Responsibility

Teaching Progression:



Step 1: Identify Need for Responsibility

SUB SKILL(S):

- Know “go-to” health practices and strategies
- Define areas of health
- Choose an area of health to improve

GUIDING QUESTIONS:

What are personal health actions?
How can I improve my health actions?

NHES PERFORMANCE INDICATORS:

(7.5.1) Identify responsible personal health behaviors.

VALUABLE VOCABULARY:

*healthy,
practice,
identify*

Step 1: Identify Need For Responsibility | Sub Skill: Define Areas Of Health



SUGGESTED LEARNING ACTIVITY 1:

Share with students that our health is more than just the health of our physical bodies. Provide students the different areas of health, Physical/Personal Wellness, Emotional/Social Wellness, and Prevention/Risk Management. Define each area for students.

Then, provide students with examples of health practices or strategies. Instruct students to sort the health practice or strategy into the area of health it most relates to. Prompt students to explain their reasoning as they sort through the examples.

Language of Health Literacy:

To be healthy means _____

_____ is an area of health that helps me be healthy because _____

_____ (area of health) is important to my health because _____

It would (look/feel) like _____ to be healthy in _____ (area of health).

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Identify Need for Responsibility (Cont.)

TEACHING NOTES:

- Define areas of health and provide examples as necessary.
 - Examples for Physical & Personal Wellness: eating fruits and vegetables, brushing teeth, exercising, etc.
 - Examples of Emotional/Social Wellness: expressing feelings to friends, building friendships, seeking help from a counselor, managing stress, etc.
 - Prevention/Risk Management: wearing a helmet when bike riding, looking both ways before crossing the street, seeking help from a trusted adult when experiencing a crisis, etc.
- If students disagree with where a health practice or strategy belongs, encourage students to explain their reasoning. Also, share with students that because our health is so interconnected, a health practice or strategy can impact more than one area of their health.
- Model and provide the *Languauge of Health Literacy* to support student sorting and discussion.



SUGGESTED LEARNING ACTIVITY 2:

Ask students to draw an image for each area of health, showing what it would be like to be healthy in that area. Once students have completed their drawing, prompt students to share their images with others in the class, adding any ideas from other people's images.

TEACHING NOTES:

- Provide an example of your own drawings to support students to come up with ideas.
- Prompt students to draw specific actions they would include.
- Allow students to include words as well as images to show their ideas on what it means to be healthy in that area of their health.
- Hang images in the class to serve as a reminder of what it can look like to be healthy in these areas.



Teaching Progression: Step 1 | Identify Need for Responsibility (Cont.)

Step 1: Identify Need for Responsibility

Sub Skill: Know “Go-To” Health Practices And Strategies



SUGGESTED LEARNING ACTIVITY 1:

Provide a list of health practices to each student. Read the list of health practices aloud to the class as students follow along. As you read through the list, have students star the health practices they know how to do and circle the health practices they do not know how to do. Based on the health practices on the provided list, have students create cards for those they know how to do. Prompt each student to create three or more health practice cards. On one side of the card, have students draw an image that represents the health practice. On the reverse side of the card, have students write a brief description of the health practice and why it is important for healthy living.

Place students in small groups to share their health practice cards with their group members. Prompt group members to view the health practice card's image and to read the description written on the back of the card. Allow some students to share their health practice cards with the class.

Language of Health Literacy:

This health practice image shows _____.

The health practice _____ is important because _____.

_____ (health practice) is important because _____.

I believe this health practice is important because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* for the health practice description and student discussion.
- Provide appropriate materials and time for students to create their health practice cards.
- Be sure to include health practices that are relevant to your students. Use the table in Component 1: Demonstration of Health Practices to inform what to include.



SUGGESTED LEARNING ACTIVITY 2:

Post the different areas of health around the room. Then, throughout the school year, as students learn new health practices or strategies at school and at home, post pictures of students demonstrating those health practices or strategies. Encourage students to bring in pictures from home of them demonstrating health behaviors to share with the class. When students add a picture, prompt them to explain what the health practice is and how it relates to health. Keep this picture bank visible for students to reference throughout the year.



Teaching Progression: Step 1 | Identify Need for Responsibility (Cont.)

Step 1: Identify Need For Responsibility | Sub Skill: Choose An Area Of Health To Improve



SUGGESTED LEARNING ACTIVITY 1:

Provide students the different areas of health, Physical/Personal Wellness, Emotional/Social Wellness, and Prevention/Risk Management.

Then, have students sort their health practice cards by category. Prompt students to share with a partner what they notice about their sort by asking the following questions:

- Were there areas of health you had a lot of health practice cards?
- Were there areas of health you did not have a lot or any health practice cards?

Finally, have students pick an area of their health they would like to focus on and improve.

Language of Health Literacy:

I know how to do _____ to improve/ manage _____ (area of health).

I do not have health practices to help me manage/improve _____ (area of health).

I need to learn a health practice to help me improve/manage _____ (area of health).

*I want to improve _____ (area of health).
I need a health practice to help me do this.*

TEACHING NOTES:

- If students do not have a health practice for a category, explain that this is ok. In the next step they will think through a health practice they could learn in order to help them improve this area of their health.
- Make sure that through this analysis, students identify a need for personal responsibility by identifying the area that requires additional health practices. Explain to students that they will use this identification in Step 2.
- Model and provide the *Language of Health Literacy* to support student selection of area of health to improve.



See *Goal-Setting* for additional guidance on students monitoring their own health to develop short-term goals.



SUGGESTED LEARNING ACTIVITY 2:

Share with students that another way they can know if they need to develop a new skill or strategy is if they are experiencing a challenge or obstacle. Tell students about a time you experienced a challenge or obstacle and needed to learn a new skill.

Then, prompt students to think of a challenge or obstacle they are experiencing. Have students share with a partner the challenge or obstacle they are experiencing and why they think learning a new skill or strategy would help address this challenge or obstacle.



Teaching Progression:



Step 2: Choose a Skill or Strategy

SUB SKILL(S):

- Choose a health practice
- Research a health practice

GUIDING QUESTIONS:

What health practice can I use to improve my health? How can I demonstrate health practices that improve my health?

NHES PERFORMANCE INDICATORS:

(7.5.2) Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. (7.5.3) Demonstrate a variety of behaviors to avoid or reduce health risks.

VALUABLE VOCABULARY:

*explain,
demonstrate,
maintain,
improve*

Step 2: Choose a Skill or Strategy

Sub Skill: Choose A Health Practice



SUGGESTED LEARNING ACTIVITY 1:

Have students review their health practice cards. Have students stand, holding their health practice cards. Tell students to walk and mingle with their classmates around the room, trading individual cards of their own with one from a classmate as they encounter each other. Once a health practice card is traded, prompt students to view the image and read the description on the back. Before mingling again, have students connect the health practice to the areas of health they identified in Step 1 that they hope to improve. If students think the health practice will help them improve the area they identified in Step 1, have students write down this health practice. Have students mingle while trading cards in this way until students are holding health practice cards from various students and have had an opportunity to add health practices to their lists from Step 1.

Language of Health Literacy:

_____ (health practice) will improve my health because _____.

I need to be better at _____ (health practice) because _____.

I need to learn _____ (health practice) because _____.



SUGGESTED LEARNING ACTIVITY 2:

Have students review the health practice cards they identified that would help improve the area of health identified in Step 1. Prompt students to consider their daily lives and whether the health practices they



Teaching Progression: Step 2 | Choose a Skill or Strategy (Cont.)

identified could be used. Explain to students that they will select a health practice from the array of cards in front of them to later demonstrate. Allow students time to consider and select a health practice from their array of cards. Conference with students in small groups as they are considering their selection.

Use the questions below as a guideline for the small group conferences:

- How will this health practice improve your health?
- How comfortable are you in trying to learn this health practice?
- How can you determine which health practice to select for your demonstration?
- How might you demonstrate this health practice in the classroom?

Step 2: Choose a Skill or Strategy Sub Skill: Research a Health Practice



SUGGESTED LEARNING ACTIVITY 1 :

Explain to students that they will build an understanding of their selected health practice to ensure they understand what is required to practice it properly. Allow students independent research time and resources to utilize, such as textbooks, internet websites, previous health skill models, or adult support for students to utilize as they build their understanding of their health practice. Task students with documenting their research in a format best-suited for your classroom procedures.

TEACHING NOTES:

- Be sure to conference with students, either independently or in small groups, throughout this research time. Use the questions below as guidelines during each conference:
 - What information do you need in order to best demonstrate this health practice?
 - How can your research enhance your demonstration?
 - Where can you find the information you need for this health practice?
 - How is your newly researched information going to show up in your demonstration?
 - What steps must be taken to properly demonstrate the health practice?
 - How long and/or how often does the health practice take to practice adequately?
 - What specific products must be used in order to demonstrate the health practice?
 - Where and when is the best place to use the health practice?
- Remind students of previous health skills to support a stronger demonstration of their selected health practice. Provide information of other health skills as a reminder to students during the research segment.
- Example of Student Research: If selecting the health practice of sunburn prevention, students will need to learn and practice how to search for and find a sun protection cream that blocks significant sun rays, how to apply sunblock appropriately to exposed skin, how long to wait before stepping into the sun, and when to reapply the sun protection cream.



See *Access Valid & Reliable Resources* for guidance on supporting student research and ability to assess information while researching health practices.



Teaching Progression:

Step 3: Make It a Habit

SUB SKILL(S):

- Rehearse the health practice
- Use the health practice regularly

GUIDING QUESTIONS:

How can I continue to demonstrate a health practice over time?

NHES PERFORMANCE INDICATORS:

(7.5.2) Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. (7.5.3) Demonstrate a variety of behaviors to avoid or reduce health risks.

VALUABLE VOCABULARY:

*identify,
demonstrate,
support,
practice, improve,
daily*

Step 3: Make It A Habit | Sub Skill: Rehearse The Health Practice



SUGGESTED LEARNING ACTIVITY 1:

Have students rehearse their selected health practice in the classroom. Place students in small groups to rehearse their demonstration in front of their classmates. Task group mates with providing feedback to the presenting classmate. Allow time for students to demonstrate their health practice for the teacher after students have been able to demonstrate in their small groups, hear feedback, and practice again.

Language of Health Literacy:

*I got better at _____. I did this
by_____.*

I practiced _____ to get better.

TEACHING NOTES:

- Make sure students practice all components, based on their research, of the health practice.
- Remind students to review their research notes and include all necessary components into their demonstrations.
- Model and provide the *Language of Health Literacy* to support student feedback.



Teaching Progression: Step 3 | Make it a Habit (Cont.)

Step 3: Make It A Habit | Sub Skill: Use The Health Practice Regularly



SUGGESTED LEARNING ACTIVITY 1:

As students continue the work of building their health practices, facilitate a whole class discussion about how they can ensure they are implementing health practices into their daily lives. Remind students to consider the components they learned throughout their research and how their new understandings can support continued growth in a health practice.

Language of Health Literacy:

In my daily life, I can _____.

To continue demonstrating this health practice in my daily life, I need to _____.

I improved the health practice of _____ by _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student engagement within the discussion.
- Use multiple discussion protocols and strategies to ensure all students get to participate and share how they plan to incorporate the health practice into their life regularly.



See *Goal-Setting* for guidance on supporting students to track their use of health practices and to set goals on developing healthy habits.



Teaching Progression:



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- How did the health practice improve my health?
- When should I make sure I use this health practice?
- Where should I make sure I use this health practice?
- What might happen if I do not use this health practice regularly?

VALUABLE VOCABULARY:

improve

GUIDING QUESTIONS:

How can practicing health practices improve my health?

NHES PERFORMANCE INDICATORS:

- (7.5.2) Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
(7.5.3) Demonstrate a variety of behaviors to avoid or reduce health risks.



SUGGESTED LEARNING ACTIVITY 1:

After students have had time to demonstrate their selected health practice, have students reflect on how using the health-practice has enhanced their personal health or helped them prevent things that are unhealthy.

Ask students questions that will help them understand the importance of looking back on their health behaviors and learning from them. For example, ask the following questions:

- How did the health practice improve my health?
- When should I make sure I use this health practice?
- Where should I make sure I use this health practice?
- What might happen if I do not use this health practice regularly?

TEACHING NOTES:

- Provide many opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: through drawing, writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model this reflection process for a health practice you have used in the past. For example, if you taught students about using a tissue when they have a runny nose, explain how you will remember to use a tissue next time you are sick by keeping the answers to the questions above in mind.



Assessing Mastery of Self-Management Grades 3-5

Students in grades 3-5 will have mastered *Self-Management* by demonstrating their ability to showcase the performance indicators identified in Standard 7. Use the student friendly language below to support rubric creation and feedback to students.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1 Identify responsible personal health behaviors.

- I can identify responsible health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

- I can demonstrate healthy practices that support my health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

- I can practice health practices that reduce health risks.

ASSESSMENT TOOL #1 (7.5.1, 7.5.2, 7.5.3)

Have students create a list of health practices they use in their daily lives. Have students write when and where they demonstrate these health practices. Have students write a description for each health action that explains its importance to their health.

ASSESSMENT TOOL #2 (7.5.2, 7.5.3)

Select a health practice from those that students have learned in class. Have students act out a health practice in class. After students have acted out the health practice, have them explain when and where they would use this health practice.

ASSESSMENT TOOL #3 (7.5.2, 7.5.3)

Provide scenarios to students that show a need to use a health practice. Have students identify the health practice they would use in that situation. Health practices can be those learned in class or ones they already knew how to do. Have students explain how using this health practice in that moment will help to improve or



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Self-Management steps can be used across content areas when learning different health practices or strategies. Have other content area teachers identify the health practices or strategies that are relevant to their content areas. For example, completing homework or managing time in class may be important practices teachers need to explicitly teach students how to do. For each identified health practice or strategy, teachers should model, provide time to practice, and offer feedback to students as necessary.

If teachers identify a recurring behavior that is keeping a student from being successful, such as being late for class or falling asleep in class, teachers can have students reflect on why they need to take responsibility and the strategies they can learn to address this recurring behavior. Walking students through the steps in the *Teaching Progression* also allows students to identify the habits they need to develop to be successful in school and in life.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development of important health practices. Remind students of the health practices they have learned and encourage students to use these health practices in a variety of content areas.

The health practices identified for grade 3-5 students can be reinforced in other content areas. For example, if stress management strategies are identified as essential health practices to teach, use these same stress management strategies during other content areas. Ask the questions below to help students connect to health practices to other content areas. Add specific content information in place of the italicized words as necessary.

- How can you take personal responsibility in *this moment*?
- How can you use *this health practice* in *this moment*?
- What health practice do you know that you could use in *this moment*?
- What skill or strategy could you use in *this moment* to take responsibility for *this action*?

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.

*improve, identify, implement, demonstrate, support,
responsible, explain, maintain*



Resource Bank

RMC Health Skills

- <https://www.rmc.org/health-education-skills-models/>

National Health Standards

- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

CASEL SEL Overview

- https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotionalsocialwellnessstandards.pdf

CASEL Core Competencies

- <https://casel.org/core-competencies/>

Healthy Behaviors

- <https://www.wallerwellness.com/healthy-behaviors-for-a-healthier-lifestyle>
- <https://www.hhs.gov/ash/oah/adolescent-development/physical-health-and-nutrition/healthy-behavior/index.html>

Project Based Learning

- <https://www.pblworks.org/what-is-pbl>
- <https://www.edutopia.org/project-based-learning>
- http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx
- <https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>
- <http://www.nea.org/tools/16963.htm>