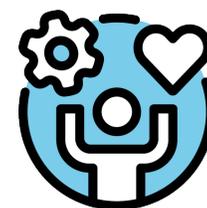


Health Skill:

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.