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.

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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 vegatables, 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 *Langauge 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.

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 _____.

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.

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 pricture, 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.

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