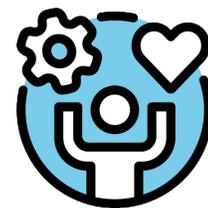


Health Skill:

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

- Demonstrating teacher-selected health practice
- Defining health and taking care of one's self

3-5

- Defining personal responsibility
- Identifying health practices related to personal responsibilities

6-8

- Identifying areas of personal responsibility
- Researching health practices
- Making healthy habits

9-12

- 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 6-8 Framework

In grades 6-8, students have an opportunity to demonstrate both teacher-selected health practices and health practices they identify that are aligned to the responsibilities they have as middle schoolers. Before using the steps in the *Teaching Progression* below, teachers should select relevant health practices using the table on page 4. It is important to provide time and space for students to practice these behaviors in the classroom. It may be helpful to select a relevant health practice aligned to different units or contents taught throughout the year, which means *Self-Management* is woven throughout the school year.

Since students in grades 6-8 begin to take on more responsibility in their life, it is important to teach students to identify their responsibilities and identify health practices they need to learn on their own. In order for students to develop autonomy in *Self-Management*, it is also important for students to analyze their own personal responsibilities and select health practices that support these responsibilities. To facilitate this learning, the steps in the *Teaching Progression* for grades 6-8 guide students in this process. First, students begin by identifying and describing the personal responsibilities they have in this stage of their life. Students focus on explaining the importance of a responsibility as it relates to their health. From there, students spend time identifying and researching health practices that help them maintain this responsibility. In Steps 2 and 3, teachers should utilize a project-based learning approach to allow students to explore important health practices and strategies they want to use in their daily life. For further information on project-based learning see the *Resource Bank* below.



Throughout the *Teaching Progression*, teachers should conference with students, asking guiding questions as students consider their health practice choices. Conferencing offers an opportunity to identify student support throughout the learning of *Self-Management* and allows a teacher to collect assessment data as students progress towards mastery.

Mastery of *Self-Management* for grades 6-8 means students are able to demonstrate both teacher and student-selected health practices, as well as identify barriers to demonstrating these health practices in their own life.



Component 1 of Self-Management: Demonstration of Health Practices

Planning for Grades 6-8 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 Personal Responsibilities

Step Overview: Understanding personal responsibility is the first step to *Self-Management*. In order to develop health practices and strategies, one must understand the areas of their life they are responsible. Students should spend time understanding what a personal responsibility is and how this will change as they get older. Students should also understand that sometimes it can feel like more work, but ultimately, taking responsibility for the actions leads to feeling more in control of their life and health.

Sub Skill(s):

- Define responsibility
- Identify responsibilities
- Connect responsibility to different areas of health



Step 2: Choose a Skill or Strategy

Step Overview: After identifying responsibilities, it is important to pick health practices or strategies that will help fulfill that responsibility. For example, it is a person's responsibility as they get older to manage their own stress. To do this, they must learn different strategies to regulate their stress. In this step, students should select health practices or strategies that help them with the responsibilities they identified in Step 1. They should then research and learn about those health practices and strategies.

Sub Skill(s):

- Define health practice
- Choose a health practice or strategy
- Research a health practice, skill, or strategy



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):

- Identify potential barriers
- Demonstrate the health practice, skill, or strategy
- Use the health practice, skill, or strategy regularly



Step 4: Reflect

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 into their daily lives.

Reflection Question(s):

- How did the health practice or strategy improve my health?
- Do I use this health practice or strategy consistently? Why or why not?
- Are there other health practices or strategies that I could add?
- What barriers did I experience trying to use this health practices or strategy regularly? How did I overcome these barriers?
- Do I need any additional support to take on this responsibility? If so, what support do I need?



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 in order to provide feedback and assess student mastery of health practice.
- Provide opportunities for students to use multiple modes of demonstrating health practices. For example, students can film themselves demonstrating a health practice or draw a comic strip with the steps of the 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 Personal Responsibilities

SUB SKILL(S):

- Define responsibility
- Identify responsibilities
- Connect responsibility to different areas of health

GUIDING QUESTIONS:

What does it mean to be responsible?
In what ways am I responsible for my health actions?

NHES PERFORMANCE INDICATORS:

(7.8.1) Explain the importance of assuming responsibility for personal health behaviors.

VALUABLE VOCABULARY:

responsibility,
responsible,
assume,
importance

Step 1: Identify Personal Responsibilities | Sub Skill: Define Responsibility



SUGGESTED LEARNING ACTIVITY 1:

Define *responsible* and *responsibility* for students using a definition that meets the needs of your classroom or one provided in the *Resource Bank* below. Share with students that their responsibilities can be viewed as positive changes that foster empowerment, in addition to increasing tasks for their daily life.

Language of Health Literacy:

Responsibility means _____.

To be responsible means _____.

Ask students to reflect in writing how they feel about needing to take on more responsibility by asking the following questions:

- What does the word responsibility mean to you?
- What responsibilities are you excited to take on as you get older?
- What responsibilities make you nervous to take on as you get older?

Then, prompt students to share their reflections with a partner of the class.



Teaching Progression: Step 1 | Identify Personal Responsibilities (Cont.)

Step 1: Identify Personal Responsibilities | Sub Skill: Identify Responsibilities



SUGGESTED LEARNING ACTIVITY 1:

Have students create a list of their responsibilities as a group. For example, one can be responsible for their own actions, caring for siblings, making purchases at the store, cleaning an area of the house, studying for a test, etc. Ask students: Are you responsible for getting to school on time? Create additional questions, changing only the underlined portion of the question to include various age-appropriate responsibilities. Chart student responsibilities. As the class shares their responsibilities, ask students to add to their list of responsibilities.

Provide independent time for students to write responsibilities in their life. Have students share aloud with the class some of the responsibilities they listed. Tell students they can continue to add to their own list as their classmates share ideas.



SUGGESTED LEARNING ACTIVITY 2:

Ask students to consider what they were responsible for in elementary school. Place students in small groups (3-4) to share their thoughts with each other. Task one member of each group to write down the elementary school responsibilities that were shared. Post all group ideas in a visible location at the conclusion of small group sharing. Read the elementary school responsibilities aloud to the class. Ask students: What responsibilities have changed?

Have students write down more of their current responsibilities based on their elementary school comparisons. Task students with writing things they now want to be responsible for, but are not. Have students circle these desires for additional responsibilities on their paper as a way to identify them later.

Language of Health Literacy:

I am responsible for ____ because ____.

I need to be more responsible for ____ because ____.

I want to be more responsible for ____ because ____.

In elementary school I was only responsible for _____, but now I am also responsible for _____.

I used to be responsible for _____, but now I've added _____.

In elementary school, someone else was always responsible for _____, but now I am responsible for that.

TEACHING NOTES:

- Prompt students to use the *Language of Health Literacy* to compare their current responsibilities with those from the past.
- Offer examples to students such as wanting to pack their own lunch, getting to/from school, waking up in the morning, deciding household chores, etc.



SUGGESTED LEARNING ACTIVITY 3:

Provide students with materials for creating a visual poster of responsibility. Have students create a poster that shows their responsibilities using words and images. Remind students of the tasks they wish to be responsible for and have them include these on their poster in a unique way. For example, students could put these responsibilities in a unique shape, such as a star, or highlight them using a different color.



Teaching Progression: Step 1 | Identify Personal Responsibilities (Cont.)

Step 1: Identify Personal Responsibilities

Sub Skill: Connect Responsibility To Different Areas Of Health



SUGGESTED LEARNING ACTIVITY 1:

Create a poster with the titles Physical/Personal Wellness, Emotional/Social Wellness, and Prevention/Risk Management. Tell students these titles are different areas of health. Ask students to share aloud with the class a responsibility from their responsibility poster. Write the responsibility in one of the three categories. Then, ask students to identify the area of health they would place a responsibility into before sharing it. Prompt students to add examples of responsibility related to their health that may not be present on their posters.

Language of Health Literacy:

_____ is important to my health because _____.

An important responsibility for maintaining my health is ____ because _____.

Being responsible for _____ is important to my health because _____.

TEACHING NOTES:

- Allow multiple students to share their responsibilities aloud as you write them in the appropriate category.



SUGGESTED LEARNING ACTIVITY 2:

Place students into small groups (3-4). Task each group with writing at least three reasons that explain why it is important to be responsible for certain aspects of health in their daily lives. Have groups share their reasons aloud. Post each groups' reasons, as well as individual posters of responsibility, around the classroom.

TEACHING NOTES:

- Be sure the list of health related examples remains visible to all students and remind students to use this list to support their reasoning.



SUGGESTED LEARNING ACTIVITY 3:

Tell students to select a responsibility from their own poster and write a reason that explains why this responsibility is important to their health.

TEACHING NOTES:

- Remind students of the reasons they determined within their small groups as they consider their own, more personal reasoning.
- Model and provide the *Language of Health Literacy* to support students connecting these responsibilities to their own health.
- Model using the *Language of Mastery* with your own examples of personal responsibilities.
- Collect student's writing to assess their ability to explain the importance of assuming responsibility for their health.



Teaching Progression:



Step 2: Choose a Skill or Strategy

SUB SKILL(S):

- Define health practice
- Choose a health practice or strategy
- Research a health practice, skill, or strategy

GUIDING QUESTIONS:

What health practices can I do in my daily life?
How do my responsibilities connect to my daily health practices?

NHES PERFORMANCE INDICATORS:

(7.8.2) Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.3) Demonstrate behaviors to avoid or reduce health risks to self and others.

VALUABLE VOCABULARY:

*improve,
demonstrate,
skill, strategy,
practice,
research*

Step 2: Choose a Health Skill or Strategy

Sub Skill: Define Health Practice



SUGGESTED LEARNING ACTIVITY 1:

Define *health practice* for students. A *health practice* is *an action an individual does to support or maintain their health*. Highlight the different health practices they have learned throughout the year. Then, ask students to share out examples from their own life of health practices they use to support or maintain their health.

TEACHING NOTES:

- Utilize the definition in *Background Information* on page 1 and examples in the *Resource Bank* below as support or other definitions that meet the needs of your classroom.
- Provide examples of health practices to support student understanding, such as using coping strategies when upset or anxious, wearing a helmet when riding a bike, making health snacks, etc.



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

Step 2: Choose a Skill or Strategy

Sub Skill: Choose A Health Practice, Skill, Or Strategy



SUGGESTED LEARNING ACTIVITY 1 :

Once students have an understanding of a health practice, have them select one of their responsibilities listed in Step 1 that includes a health practice.

Provide students with examples of health practices based on the responsibilities they listed. Tell students that their health practice must be one they can demonstrate for the teacher. Provide students with time to select a responsibility and connected health practice. They will focus on this health practice for the remainder of the step.

Language of Health Literacy:

To improve my health, I am going to learn to _____ because _____.

To be more responsible for _____, I am going to make sure I _____ because _____.

TEACHING NOTES:

- Health practice example: If a student listed cleaning the kitchen after dinner as their responsibility, offer hygiene and disinfection processes as the health practice that is included within the responsibility.
- If students are not sure of which health practice they should select, provide a list or time for students to research.
- As students work to identify their health practice, conference with individuals or small groups. In these conferences, ask students why they have selected that particular responsibility and connected health practice as a focus.
- Be sure to conference with all students prior to moving on to Step 3. Use the following questions as guidelines for these conferences:
 - What responsibility have you identified as a focus?
 - What health practice connects to your selected responsibility?
 - How might you demonstrate this health practice in the classroom or at school?
 - Why is this health practice one you wish to demonstrate?
 - Are there other possibilities for demonstrating this health practice?
 - What steps will you need to show in order to demonstrate this health practice?



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

Step 2: Choose a Skill or Strategy

Sub Skill: Research Health Practice Or Strategy



SUGGESTED LEARNING ACTIVITY 1 :

Provide students time to research the way to demonstrate their selected health practice. Explain to students they should look for easy to follow steps or information to help them to create their own steps.

TEACHING NOTES:

- As students research their health practice, conference with students. Use the following questions as guidelines for these conferences:
 - What have you learned about your health practice?
 - How did you select these steps for your health practice?
 - How do you know these are the best steps for you?
 - Are there other possibilities or ways to develop this health practice?



See *Access Valid & Reliable Resource* for guidance on supporting students to locate helpful resources.



Teaching Progression:

Step 3: Make it a Habit

SUB SKILL(S):

- Identify potential barriers
- Demonstrate the health practice, skill, or strategy
- Use the health practice, skill, or strategy regularly

GUIDING QUESTIONS:

What things may get in the way of improving my health?
How can I demonstrate my ability to practice healthy behaviors?

NHES PERFORMANCE INDICATORS:

(7.8.2) Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.3) Demonstrate behaviors to avoid or reduce health risks to self and others.

VALUABLE VOCABULARY:

*demonstrate,
improve,
barrier, daily,
consistently,
regularly*

Step 3: Make It A Habit | Sub Skill: Identify Potential Barriers



SUGGESTED LEARNING ACTIVITY 1:

Write student-selected health practices from Step 2 on posters, and post them around the classroom. Place student names on the back side of each poster where it is not viewable to students throughout the upcoming activity. Have each student stand in front of a poster. Give students one minute to read the health practice on the poster in front of them. Task students with writing a possible barrier that could get in the way of demonstrating this health practice in their daily life. Tell students they can include barriers that apply directly to them or possible barriers they brainstorm throughout the activity. Rotate students to different posters around the room. Prompt students to read the barriers previously written as they approach a new poster before writing their ideas.

Language of Health Literacy:

*A potential barrier I may face is _____.
To overcome this barrier, I will _____.*

*It may be hard to _____ in order
to stay healthy. Therefore, I will _____.*



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



SUGGESTED LEARNING ACTIVITY 2:

Hand out posters to the appropriate students to whom the selected health practice belongs. Have students review the possible barriers identified by their classmates. Task students with adding at least one possible barrier to the list on their poster.

Provide independent work time and/or research time for students to consider barriers and ways to overcome these barriers. Task students with writing a description stating how they can overcome possible barriers that may arise when demonstrating their health practice.

TEACHING NOTES:

- Conference with students as they work independently. Use the questions below as ways to guide conferences with students:
 - How might you counter some of these barriers if they arose in your life?
 - How might this barrier get in the way of demonstrating the health practice?
 - Who could be a support to you in overcoming this barrier?
 - How might identifying possible barriers help you and your health practices?
- Model and provide the *Language of Health Literacy* to support students in considering boundaries and how best to overcome them.

Step 3: Make It A Habit | Sub Skill: Demonstrate The Health Practice Or Strategy



SUGGESTED LEARNING ACTIVITY 1:

Share with students that in order to develop healthy habits, we must use health practices regularly. One way to ensure we use health practices regularly is to improve our abilities through practice. Share a health practice you had to practice in order to be healthy and why practice was important (e.g. practicing doing your laundry).

Have students independently rehearse their selected health practice in the classroom. Remind students that this independent practice time is an important aspect of learning to demonstrate their health practice. Provide students with resources that support their health practice needs as necessary.

When the independent practice time has concluded, have students demonstrate their selected health practice in the classroom, or in another form if appropriate, in order to assess their ability to adequately and accurately demonstrate the health practice.

See Next Page For Teaching Notes.

Language of Health Literacy:

The first step for this (skill/strategy) is _____.

Then, I _____.

Finally, it is important to _____ when _____.



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

TEACHING NOTES:

- Conference with students in small groups. Have students demonstrate elements of their health practice within these small conference groups. Provide students with feedback regarding their small group demonstrations. Feedback should include ideas for improvement, encouragement to continue practicing specific aspects, etc. Use the following questions as a guide during the small group conferences.
 - What steps do you need to show in order to fully demonstrate this health practice?
 - What barriers did you identify for this health practice? How might knowing them enhance how you demonstrate the health practice?
 - How can you showcase your knowledge of possible barriers and ways you will overcome them?
 - What might you add to your demonstration to show that you have mastered this health practice?

Step 1: Identify Need For Self Care

Sub Skill: Use Health Practice Or Strategy Regularly



SUGGESTED LEARNING ACTIVITY 1 :

Explain to students that in order to develop healthy habits, we need to use our health practices or strategies regularly. Prompt students to consider how they will continue to grow their health practices in their daily life. Have students write down how they will make sure they use their health practice or strategy regularly.

Language of Health Literacy:

To continue practicing this health action in my daily life, I need to _____.

Responsibly managing my health means _____.

In my daily life, I can _____ to maintain/improve my health.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in planning for how they will incorporate the health practice or strategy into their life regularly.
- Provide students with strategies they can use to form healthy habits, such as setting an alarm, tracking their use, having an accountability person, regular journaling and reflecting, etc.



See *Decision-Making & Goal-Setting* for guidance on strategies for following through on decisions and tracking progress.



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: Reflect

REFLECTION QUESTION(S):

- How did the health practice or strategy improve my health?
- Do I use this health practice or strategy consistently? Why or why not?
- Are there other health practices or strategies that I could add?
- What barriers did I experience trying to use this health practices or strategy regularly? How did I overcome these barriers?
- Do I need any additional support to take on this responsibility? If so, what support do I need?

VALUABLE VOCABULARY:

*improve,
responsibly*

GUIDING QUESTIONS:

In what ways can I continue to improve my health actions in my daily life?

NHES PERFORMANCE INDICATORS:

(7.8.1) Explain the importance of assuming responsibility for personal health behaviors. (7.8.2)



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 or strategy improve my health?
- Do I use this health practice or strategy consistently? Why or why not?
- Are there other health practices or strategies that I could add?
- What barriers did I experience trying to use this health practices or strategy regularly? How did I overcome these barriers?
- Do I need any additional support to take on this responsibility? If so, what support do I need?

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 6-8

Students in grades 6-8 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.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

- I can explain the importance of being responsible for my health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

- I can demonstrate healthy behaviors that maintain or improve health.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

- I can demonstrate health behaviors that reduce health risks.

ASSESSMENT TOOL #1 (7.8.1)

Students write an essay explaining the importance of taking responsibility for specific health behaviors. Essays must include details regarding this importance using specific examples of health behaviors for which they are responsible. Essays should also include an understanding of what it would be like if responsibility was not assumed personally for a specific health behavior, and the impact it might have on their life.

ASSESSMENT TOOL #2 (7.8.2, 7.8.3)

Students create a poster showcasing a specific health practice, and how it is adequately practiced in their daily life. The poster should include a visual and written understanding of the practice itself. Posters should clearly represent a demonstration of skill required to maintain this health behavior or prevent unhealthy behavior. When presenting the poster, students will demonstrate the process they have showcased in the images and words on their poster.



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. Have other content area teachers identify the health practices 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 how to do. For each identified health practice, 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 responsibilities and the actions they must take to show this responsibility. 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 students in grades 6-8 identified 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 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.

*responsible, responsibility, assume, importance,
demonstrate, barrier*



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 Core Competencies

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

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>

Health Practices

- <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>

CASEL SEL Overview

- https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotional-social-wellness-standards.pdf

Responsibility

- <https://www.merriam-webster.com/dictionary/responsible>
- <https://www.thesaurus.com/browse/responsible>
- <https://www.macmillandictionary.com/us/dictionary/american/responsible>