



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.

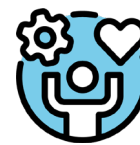
- I can demonstrate health behaviors that reduce health risks.

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>