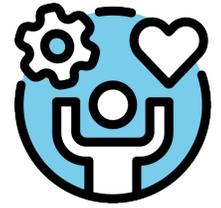


Health Skill:

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 9-12 Framework

In grades 9-12, students progress to analyzing the role of individual responsibility for enhancing their health. Before using the steps in the *Teaching Progression*, 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 content areas taught throughout the year, which means *Self-Management* is woven throughout the school year. For students in grades 9-12, identifying their previous responsibilities supports the understanding of how responsibilities change over time and the importance of these changes. Students begin by identifying possible future responsibilities and how their current health practices support their growth towards those new responsibilities. Students first outline responsibilities from previous years in their life. Then, students analyze how their current responsibilities lead to responsibilities they foresee in future years.



Within the provided *Teaching Progression*, students will work independently to identify and outline a selected health practice that they will later demonstrate in the classroom. This work time is an element of project-based learning in which students are the primary researchers of their own learning. During this time, teachers should engage in conferencing with students in order to monitor their progress, support their ongoing learning and offer guidance as necessary. To connect to the health skill, *Advocacy for Self & Others*, students can participate in a peer learning group where they share their health practice with others and explain the connection to their health. This could be in the form of a Health Practices Fair in which they demonstrate a selected health practice for their classmates or other peer learning structures that are a part of the classroom.

Mastery of *Self-Management* for grades 9-12 means students are able to demonstrate a health practice that supports their current responsibilities and leads to developing strengths in future responsibilities.



Component 1 of Self-Management: Demonstration of Health Practices

Planning for Grades 9-12 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:
<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 as a passenger.</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: This step focuses on current responsibilities in students' lives and how they connect with future responsibilities. Students will identify the responsibilities they currently hold before making connections to responsibilities they foresee for themselves in the near future. Students analyze their current responsibilities for connections to the future and begin to identify steps they will take towards their future responsibilities.

Sub Skill(s):

- Define responsibility
- Identify personal responsibilities
- Analyze the need for personal responsibilities



Step 2: Choose a Skill or Strategy

Step Overview: Once students have identified their current and future responsibilities, the next step is for students to select a health practice that helps them fulfill one of their responsibilities by sorting through their responsibilities from Step 1 and identifying the actions associated with each. Then, students demonstrate their health practice in the classroom.

Sub Skill(s):

- Select a health practice, skill, or strategy
- Research a health practice, skill, or strategy



Step 3: Make It a Habit

Step Overview: Developing healthy habits through the consistent use of a health practice helps an individual to enhance their health and avoid or reduce health risks. The word *habit* is used to *describe health behaviors that are used regularly, consistently, and autonomatically*. 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, it is important that students actively demonstrate their ability to implement a selected health practice as well as create a plan to ensure they use the health practice or strategy regularly in their life to maintain their health and prevent unhealthy or unsafe situations.

Sub Skill(s):

- Demonstrate a health practice, skill, or strategy that supports health
- Use a health practice, skill, or strategy regularly
- Share a health practice, skill, or strategy and its benefits with others



Step 4: Reflect

Step Overview: Learning to reflect takes practice and intention. After a health practice has been used regularly, it is important to consider how the process felt and if the health practice had the intended impact. This step allows students to take time to connect this health practice to their future goals around health. Developing metacognition in *Self-Management* allows a person to take personal responsibility for their health.

Reflection Question(s):

- What can I do now to continue building my healthy practices towards future responsibilities?
- How does mastering this health practice help me prepare for future responsibilities?
- How does identifying my future responsibilities help me now?
- In what ways can I prepare for my future responsibilities in my current life?



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 personal responsibilities
- Analyze the need for personal responsibilities

VALUABLE VOCABULARY:

analyze,
responsibility

GUIDING QUESTIONS:

What does it mean to be responsible for my health?
How might my individual responsibilities change in the future?

NHES PERFORMANCE INDICATORS:

(7.12.1) Analyze the role of individual responsibility for enhancing health.

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



SUGGESTED LEARNING ACTIVITY 1:

Ask students to share their understanding of and definitions for responsibility. Keep track of student ideas in a visible space. Ask each student to create a written description of responsibility as they see it, following the discussion.

Language of Health Literacy:

Responsibility means _____.

When it comes to health, responsibility means _____.

TEACHING NOTES:

- Provide examples and additional definitions as necessary.
- Model and provide the Language of Health Literacy to support student discussion and understanding of responsibility.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.
- See the *Resource Bank* below for support on defining responsibility.



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

Step 1: Identify Personal Responsibility

Sub Skill: Identify Personal 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.

Language of Health Literacy:

Currently, my responsibilities include ____.

In the future I will need to ____.

____ (current responsibility) is connected to my ability to ____ (future responsibility) because ____.

____ responsibility relates to my health because ____.

By thinking about ____ (responsibility), I am preparing for ____.

TEACHING NOTES:

- Offer suggestions of possible future responsibilities as is necessary for students to complete their own list.
- Examples of future Responsibilities: doing laundry, shopping for and preparing meals, maintaining a personal living space, making doctor appointments, etc.
- Provide students ample time to compile their responsibility lists.
- Model and provide the *Language of Health Literacy* to support student responses.



SUGGESTED LEARNING ACTIVITY 2:

Have students analyze their responsibilities lists for connecting future responsibilities. Current responsibilities that align or may lead to the successful completion of a future responsibility should be visibly connected on the student's paper, drawing a line between each or color-coding. Have students work in pairs to find and label their connections. Tell students that connections from one current responsibility may lead to multiple future responsibilities, and that future responsibilities may have multiple current connections.

TEACHING NOTES:

- Example of responsibility connections: making the bed daily as a current responsibility could be connected with a line to maintaining a personal living space.
- Provide students with tools to make the connections on their papers, such as highlighters, markers, stickers, or pens.



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

Step 1: Identify Personal Responsibilities

Sub Skill: Analyze The Need for Personal Responsibilities



SUGGESTED LEARNING ACTIVITY 1 :

Place students in pairs. Have each student share their responsibility connections with their partner. Ask partners to consider with each other how their current responsibilities can lead to their future responsibility and to share their thoughts aloud.

Questions to ask students during their discussions include:

- What steps might you take between your current and future responsibilities?
- How will you learn to complete your future responsibilities?
- When will your future responsibilities become current responsibilities?
- Who is in charge of the future responsibilities on your list?
- How do your current responsibilities enhance your overall health?
- How might your future responsibilities support the betterment of your overall health?

Ask some students to share their responses with the class. Facilitate a discussion with the class about current responsibilities leading to future responsibilities, continuing to use the above questions as guidelines.

Language of Health Literacy:

In order to _____, I need to learn how to _____.

Mastering my current responsibility, _____, will lead to success with my future responsibility _____.

Failing to master _____ may mean that _____ will suffer in the future.

TEACHING NOTES:

- Be sure to listen to pairs as they share their responses to questions and continue their conversations when needed.
- Provide the questions above as guidelines for students to consider these connections.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.



SUGGESTED LEARNING ACTIVITY 2:

Using the list of current responsibilities from Step 1, have students consider which responsibilities connect to a health practice. Have students begin by highlighting current responsibilities that relate to their health and require the adoption of a new health practice. Provide students with independent work time to identify the health practices connected to their current responsibilities.

See Next Page For Teaching Notes.



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

TEACHING NOTES:

- Prompt students to write a health practice that is not named in the responsibility itself (e.g. the responsibility of doing laundry includes the health practice of maintaining personal hygiene).
- Remind students that responsibilities can connect to health practices within any area of health (physical/personal wellness, emotional/social wellness, and prevention/risk management).



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs. Task pairs with identifying future responsibilities that may suffer if current responsibilities are not managed. Have pairs review their future responsibilities list and, together, select three to five responsibilities to focus on. Have pairs write a short statement describing how a future, connected responsibility could suffer if a current responsibility is not mastered. Have pairs share their descriptions aloud to the class once complete.

TEACHING NOTES:

- Example of current responsibility impacting future: If one does not master the responsibility of cleaning their bedroom now the future responsibility of cleaning a larger living space may suffer as one might not have adequately developed the habits and practices required.
- Model and provide the *Language of Health Literacy* to support student discussion and analysis.
- Provide ample work time for pairs to identify linked responsibilities and write descriptions.



Teaching Progression:



Step 2: Choose a Skill or Strategy

SUB SKILL(S):

- Select a health practice, skill, or strategy
- Research a health practice, skill, or strategy

GUIDING QUESTIONS:

Which health practices support the growth of my responsibilities over time?

NHES PERFORMANCE INDICATORS:

(7.12.2) Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.12.3) Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

VALUABLE VOCABULARY:

*demonstrate,
self-management,
health practice,
maintain,
prevent*

Step 2: Choose a Skill or Strategy

Sub Skill: **Select a Health Practice**



SUGGESTED LEARNING ACTIVITY 1:

Task each student with selecting a health practice from their current responsibilities list that they can demonstrate in the classroom. Explain to students that they will demonstrate their health practice in a Health Practices Fair, offering opportunities for their classmates to try the same health practice with their direction. Have students work independently in the health practice selection process. Once selected, task students with writing a short statement that describes the reasoning behind their health practice selection, including the connection the health practice has on future responsibilities.

Language of Health Literacy:

I chose to demonstrate the health practice _____ because _____.

My selected health practice, _____, allows me to demonstrate _____.

The responsibility of _____ connects to the health practice _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* above to support student responses.



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

Step 2: Choose a Skill or Strategy

Sub Skill: Research a Health Practice



SUGGESTED LEARNING ACTIVITY 1 :

Have students research all elements (e.g. options, steps, evidence of effectiveness) of their selected health practice in order to fully understand how to demonstrate and master the practice. Students should work independently using resources provided and available to them.

Language of Health Literacy:

I will demonstrate my ability to _____.

In order to improve my health, I will demonstrate my ability to _____ because _____.

TEACHING NOTES:

- Conference with students in small groups throughout work time as a way to check individual progress and offer assistance as needed.
- Use the following questions as guidelines during conferences and add questions as needed by your students:
 - Which health practice have you selected?
 - How does your health practice connect to your current responsibilities?
 - How will you demonstrate this selected health practice?
 - What brought you to select this health practice?
 - Do you believe this is a health practice you have mastered? How do you know?
 - What connection does this health practice have on your future responsibilities?



See *Access Valid & Reliable Resources* for guidance on researching valid and reliable health resources they can use to learn about health practices or strategies..



Teaching Progression:

Step 3: Make It a Habit

SUB SKILL(S):

- Demonstrate a health practice, skill, or strategy that supports health
- Use a health practice, skill, or strategy regularly
- Share a health practice, skill, or strategy and its benefits with others

VALUABLE VOCABULARY:

implement, habit

GUIDING QUESTIONS:

How do I develop healthy habits?

When does a health practice become a healthy habit?

NHES PERFORMANCE INDICATORS:

(7.12.2) Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.12.3) Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Step 3: Make It A Habit

Sub Skill: **Demonstrate A Health Practice That Supports Health**



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).

Provide time for students to rehearse their selected health practice within the classroom. Remind students of the research they completed in Step 2 regarding the steps for demonstrating their health practices. Have students utilize their research and understandings in order to provide a complete demonstration of their selected health practice. Place students in pairs or small groups.

Have students demonstrate their health practices to their classmates, allowing feedback to be provided. Guide students to offer feedback regarding the clarity of their demonstrations and the stated connections to current and future responsibilities.



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

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



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in order to be healthy, we must form healthy habits. We want to make sure that the health practices that were selected turn into healthy habits and behaviors, which means we are using them appropriately and regularly. Give an example of a health behavior that has become a health practice, such as wearing a seat belt or washing your hands after using the restroom. These are things people often do without even thinking.

Language of Health Literacy:

A strategy I could use to develop a healthy habit is_____.

In order to make _____ a habit, I am going to_____.

Ask students to provide other health habits that they do without thinking. Then, ask students to try to describe how that became a habit. Chart student responses. Once a comprehensive list has been created, ask students to select some of the strategies that they can use as they turn their health practices into health habits.

TEACHING NOTES:

- Responses may include: a trusted person held me accountable to doing the health practice at first, repetition over a period of time, set goals, tracked progress, left reminders, etc.
- Model and provide the *Language of Health Literacy* to support students selecting strategies and explaining their reasoning.
- 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 3 | Make It a Habit (Cont.)

Step 3: Make It A Habit

Sub Skill: Share A Health Practice And Its Benefits With Others



SUGGESTED LEARNING ACTIVITY 1 :

Hold a Health Practices Fair for students to demonstrate their health practices and attempt to follow the direction of their classmates in other demonstrations. Assess students' ability to demonstrate their health practice by observing and/or taking part in their demonstrations during the health fair.

Language of Health Literacy:

_____ (health practice) can help with
_____ (responsibility).

_____ (health practice) can improve your
health by_____.

TEACHING NOTES:

- Be sure the Health Practices Fair allows for all students to participate by demonstrating and practicing various health practices.
- Provide ample time, multiple days or class periods if necessary, for all students to participate in the fair by demonstrating their health practice and taking part in others' demonstrations.
- Allow students to use necessary props and visuals to enhance demonstrations.



See *Advocacy for Self & Others* for guidance on students encouraging others to adopt health practices.



Teaching Progression



Step 4: Reflect

REFLECTION QUESTION(S):

- What can I do now to continue building my healthy practices towards future responsibilities?
- How does mastering this health practice help me prepare for future responsibilities?
- How does identifying my future responsibilities help me now?
- In what ways can I prepare for my future responsibilities in my current life?

VALUABLE VOCABULARY:

improve

GUIDING QUESTIONS:

Why is reflection an important part of improving my health? How does reflecting on my health regularly improve my health?

NHES PERFORMANCE INDICATORS:

(7.12.2) Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.12.3) Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.



SUGGESTED LEARNING ACTIVITY 1:

Task students with creating a poster to showcase their learnings and connections to healthy behaviors in their lives. Have students create a section on their poster that identifies the current responsibility from which their selected health practice is derived and a section that showcases the connection of the current responsibility to a future responsibility, as was identified in Step 1. Prompt students to creatively show how their health practices connect their current responsibilities to their future responsibilities, using their selected health practice as a focal point. Once posters are complete, have students share them with the class or in small groups.

TEACHING NOTES:

- Provide students with appropriate materials and resources and allow enough time for students to complete a poster that showcases their reflective process.
- Conference with students while they are working on the completion of their posters.
- Use the questions above to help guide these conferences towards an understanding of each student's process in the *Self-Management* skill.



Teaching Progression: Step 4 | Reflect (Cont.)



SUGGESTED LEARNING ACTIVITY 2 :

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:

- *What can you do now to continue building your healthy practices towards future responsibilities?*
- *How does mastering this health practice help you prepare for future responsibilities?*
- *How does identifying your future responsibilities help you now?*
- *In what ways can you prepare for your future responsibilities in your current life?*

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 9-12

Students in grades 9-12 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.

7.12.1 Analyze the role of individual responsibility for enhancing health.

- I can define responsibility.
- I can identify personal responsibilities.
- I can analyze the need for personal responsibilities.

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

- I can select a health practice that will maintain or improve the health of self and others.
- I can research a health practice that will maintain or improve the health of self and others.
- I can demonstrate a health practice that will maintain or improve the health of self and others.
- I can use a health practice regularly that will maintain or improve the health of self and others.
- I can share a health practice and its benefits with others that will maintain or improve the health of self and others.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

- I can select a health practice that will avoid or reduce health risks to self and others.
- I can research a health practice that will avoid or reduce health risks to self and others.
- I can demonstrate a health practice that will avoid or reduce health risks to self and others.
- I can use a health practice regularly that will avoid or reduce health risks to self and others.
- I can share a health practice and its benefits with others that will avoid or reduce health risks to self and others.

ASSESSMENT TOOL #1 (7.12.1)

Have students create a timeline that showcases their responsibilities over time, perhaps a ten year frame. The timeline should include their current responsibilities, but can move backward to show previous responsibilities or forward to show future responsibilities. Determine the time frame and student choice for previous or future responsibilities. Have students label the timeline with responsibilities that were/are relevant to their health over the selected time frame. Have students include a paragraph that describes how their responsibilities have changed over the time frame highlighted and what they believe is important about the responsibility changes they identified.



ASSESSMENT TOOL #2 (7.12.2, 7.12.3)

Have students create a poster outlining a specific health practice and how to practice it in their daily life with necessary steps and resources. The poster should include visual and written understandings of the behavior itself as well as the health skills that connect to this behavior. Posters should clearly represent a demonstration of skill required to maintain this health behavior.

ASSESSMENT TOOL #3 (7.12.2, 7.12.3)

Have students select a health practice that is related to one or more responsibilities in their lives. Students can prepare to demonstrate this health practice by researching steps to master the practice. Have students then showcase their ability to demonstrate the health practice either in person or using video technology,



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 allow 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 students in grades 9-12 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.

*analyze, implement, self-management, habit
consistent, avoid, maintain, prevent*



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>

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- <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

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- <https://www.macmillandictionary.com/us/dictionary/american/responsible>