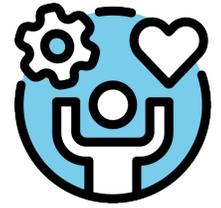


Health Skill:

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 PreK-2 Framework

In PreK-2, students focus on specific teacher-selected health practices that maintain and improve personal health while reducing health risks. The health practices at this grade level should be teacher-selected, based on identified student or community needs and classroom abilities because students in grades PreK-2 may not be developmentally ready to select them on their own. Utilize the table below and other appropriate resources to determine most relevant health practices students need to learn. While there is some opportunity in grades PreK-2 to demonstrate important health practices they are already using, much of the *Teaching Progression* works to build student understanding of the teacher-selected health practice. Many of the activities in the teaching progression are written for students who have not started reading and writing. Adapt activities to reinforce literacy skills as appropriate in individual classrooms.

Mastery of *Self-Management* for grades PreK-2 means students are able to demonstrate specific health practices that maintain or improve health and supports students to avoid or reduce health risks.



Component 1 of Self-Management: Demonstration of Health Practices

Planning for Grades PreK-2 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: Know What Helps You Be Healthy



Step Overview: The first step of *Self-Management* works to build awareness of various health-related responsibilities in students' lives. Students learn about the different areas of their health (physical, social, and mental). They are then able to make connections between the actions they take and their personal health. Connecting with and identifying various health practices to all aspects of health allows students to see their responsibility in relation to these health areas.

Sub Skill(s):

- Name areas of my health
- Pick an area of health to pay attention to



Step 2: Do Something Healthy

Step Overview: In this step students will learn a health practice that helps them to be healthy or stay healthy. For grades PreK-2, teachers should select the health practice for the students. If students are ready, students can select a health practice they want to learn. The purpose of this step is to build the understanding that *Self-Management* is about demonstrating healthy behaviors.

Sub Skill(s):

- Do a health practice to be healthy and safe
- Do a health practice to stay healthy and safe



Step 3: Make It a Habit

Step Overview: The goal of this step is to make the necessary health behavior a regular practice and create stronger connections to the use of health skills in conjunction with each other as a way to self-manage, such as *Decision-Making*, *Goal-Setting*, and *Advocacy for Self & Others*. 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.

Sub Skill(s):

- Get better at the health practice
- Use the health practice when needed



Step 4: Look Back & Learn

Step Overview: Learning to reflect on actions takes practice and intention. After making a decision, it is important to take time to reflect on the results of that decision and connect to future decisions. Building time for students to reflect is crucial in developing metacognition, which supports other health skills, such as *Goal Setting*, *Self-Management*, and *Advocacy for Self & Others*.

Reflection Question(s):

- Did the health practice help me?
- How did the health practice help me be healthy and safe?
- How did the health practice help me stay healthy and safe?
- What other health practices do I need to learn to help me be healthy and safe?



Teaching Tips

- For grades PreK-2, use teacher-selected health practices to teach the steps of *Self-Management*.
- Incorporate strategies from other health skills as needed to support students. For example, *Goal-Setting* helps students use health practices regularly, consistently, and automatically.
- If students are ready to select their own health practices, see *Self-Management* for grades 3-5.
- Teach *Self-Management* for each health topic covered, selecting health practices that align with the content promote health and safety.

See *Teaching Progression* for suggested learning activities.