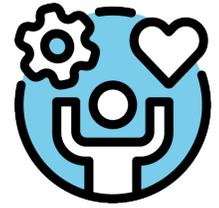


## Health Skill:

# 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"> <li>• Demonstrating teacher-selected health practice</li> <li>• Defining health and taking care of one's self</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• Defining personal responsibility</li> <li>• Identifying health practices related to personal responsibilities</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• Identifying areas of personal responsibility</li> <li>• Researching health practices</li> <li>• Making healthy habits</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Sharing health practices with others</li> </ul>

### 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"> <li><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]</li> <li><input type="checkbox"/> State and National Health Education Standards</li> <li><input type="checkbox"/> School and district level data (attendance records, discipline data, climate surveys)</li> <li><input type="checkbox"/> Research reports (risk and protective factors, intervention effectiveness, current issue briefs, research on adolescent development)</li> <li><input type="checkbox"/> Media records (news stories, journal articles, newspaper articles)</li> <li><input type="checkbox"/> Conversations with School Staff</li> <li><input type="checkbox"/> Conversations with Parents</li> <li><input type="checkbox"/> Conversations with Students</li> <li><input type="checkbox"/> Conversations with Community Members</li> </ul>	<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"> <li>• Explain the purpose of the skill/strategy and how it will benefit health</li> <li>• Introduce basic knowledge that students need to demonstrate the skill/strategy</li> <li>• Provide a step-by-step overview of the skill/strategy</li> <li>• Model the skill/strategy</li> <li>• Provide scenarios and examples for students to analyze</li> </ul>	<ul style="list-style-type: none"> <li>• Review steps of the skill/strategy</li> <li>• Provide students with opportunities to practice the skill/strategy</li> <li>• Provide reinforcement in other school settings/subject areas</li> <li>• Provide feedback to students as they demonstrate the skill/strategy</li> <li>• Reteach for misconceptions or areas of trouble</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with challenging opportunities to demonstrate the skills/strategy (self-efficacy in using the health practice)</li> <li>• Provide opportunities for self-reflection when using the skill/strategy</li> <li>• Collect data on student performance</li> <li>• Provide feedback to students</li> </ul>



## 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.



## Component 2: Personal Responsibility

### Teaching Progression:



## Step 1: Know What Helps You Be Healthy

#### SUB SKILL(S):

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

#### GUIDING QUESTIONS:

What healthy actions are important for me to learn? How can I improve my health with practice?

#### NHES PERFORMANCE INDICATORS:

(7.2.1) Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.2) Demonstrate behaviors that avoid or reduce health risks.

#### VALUABLE VOCABULARY:

*healthy,  
improve,  
behavior,  
practice*

### Step 1: Know What Helps You Be Healthy | Sub Skill: Name Areas of My Health



#### SUGGESTED LEARNING ACTIVITY 1:

Create three large posters. Label one poster Physical Health, one Social Health, and one Mental Health. Define each area of health for students. Draw an image on each poster that clearly represents the label. Below the labels and image, draw at least two additional images for examples of each aspect of health. Show students one poster at a time and ask them to share what the images and words make them think.

Place students in small groups of three or four. Prompt students to share ideas within their small group about what actions they could add to the poster. Bring the students back together as a whole class and ask students to share aloud their group's ideas. Add images and words to the poster based on student responses. Repeat the process for each of the three posters.

See Next Page For Teaching Notes.

#### Language of Health Literacy:

*I will need to learn to take care of \_\_\_\_\_.*  
*\_\_\_\_\_ helps me take care of \_\_\_\_\_.*



## Teaching Progression: Step 1 | Know What Helps You Be Healthy (Cont.)

### TEACHING NOTES:

- Examples of images may include: someone riding a bike, two people talking, or someone meditating.
- Definitions:
  - Physical Health - the needs of your body and the ways you keep it safe (Your Body)
  - Social Health - the way you are with people and friends (Your Heart)
  - Mental Health: the feelings/emotions you have (Your Head)



### SUGGESTED LEARNING ACTIVITY 2:

Provide students with different health practices. Have students sort those health practices into the different areas of health to which they relate. Ask students to explain why they think each health practice is related to the health category they selected.

### TEACHING NOTES:

- Make sure example health practices are responsive to the needs in your classroom.
- Model and provide the *Language of Health Literacy* to help with student responses.

## Step 1: Know What Helps You Be Healthy Sub Skill: Pick An Area Of Health To Pay Attention To



### SUGGESTED LEARNING ACTIVITY 1 :

Ask students to reflect on the different areas of health they just learned about. Ask students to describe how they are feeling in each area. Have students share their feelings with a partner or aloud to the class.

### Language of Health Literacy:

I am feeling \_\_\_\_\_  
about my physical health. (my body)

I am feeling \_\_\_\_\_  
about my social health. (my heart)

I am feeling \_\_\_\_\_  
about my mental health. (my head)

### TEACHING NOTES:

- Make sure example health practices are responsive to the needs in your classroom.
- Model and provide the *Language of Health Literacy* to help with student responses.



## Teaching Progression: Step 1 | Know What Helps You Be Healthy (Cont.)



### **SUGGESTED LEARNING ACTIVITY 2 :**

Prompt each student to select one image or word from the posters that they feel they excel. Have students show on the poster which image or word they have selected and state why they believe they are good at this action. Allow many students to share their reasons for excellence with the class.

Prompt each student to select an image or word from the posters that they feel they are not very good at doing. Share your personal selection as a model before asking students to share their image aloud. Have students individually point out the word or image that represents an action they are not good at doing. Ask students to state why they believe they are not very good at this action. Follow up with students as they share, asking if they think there is anything they can do to become better at this action. Allow many students to share their ideas about health actions they are not very good at doing, along with their reasoning.

Provide students with a sheet of paper sectioned into three parts. In the first section, tell students to draw a picture of themselves doing the action they believe they are good at doing. In the second section, tell students to draw a picture of the action they believe they are not very good at doing. In the third section, tell students to draw an image of what it would look like to be better at the action in the second section. Have students share their drawings within small groups, explaining what each image shows.



See *Goal-Setting* for guidance on assessing personal health for more formal assessments and activities.



## Teaching Progression:



### Step 2: Do Something Healthy

**SUB SKILL(S):**

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

**GUIDING QUESTIONS:**

What skills will help me improve my health actions?  
How can my previous learnings support my healthy actions?

**NHES PERFORMANCE INDICATORS:**

(7.2.1) Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.2) Demonstrate behaviors that avoid or reduce health risks.

**VALUABLE VOCABULARY:**

*skill,  
behavior,  
improve,  
practice*

### Step 2: Do Something Healthy

#### Sub Skill: Do A Health Practice To Be Healthy And Safe & Do A Health Practice To Stay Healthy And Safe



**SUGGESTED LEARNING ACTIVITY 1:**

Tell students that they will focus on one health practice to improve as a class. Describe the teacher-selected health action and why it was chosen. Place students in small groups.

Ask students to share with their group mates ways they believe they can improve this health practice or reasons this health practice is important.



**SUGGESTED LEARNING ACTIVITY 2:**

Create a visual that shows the health practice, along with steps for this practice if necessary. Model for students the teacher-selected health practice, narrating the steps as you demonstrate. Repeat the demonstration and have students shout out the steps you are doing.

**Language of Health Literacy:**

*I am going to \_\_\_\_\_ to be healthy.*

*I am going to \_\_\_\_\_ to stay healthy.*

See Next Page For Teaching Notes.



## Teaching Progression: Step 2 | Do Something Healthy (Cont.)

### TEACHING NOTES:

- Health Practice Example: washing hands should show the use of soap and water, a time period to scrub hands together, and rinsing as steps. The action of washing hands may include specified times when hand washing is necessary, where each step is practiced, where a support person may help classmates, and when students should advocate for their need to practice this skill.
- Allow students to ask questions about what you are doing.
- If students have experience with the teacher-selected health practice, provide time and space for students to share their experience and provide an opportunity for students to share how they do the health practice in their own life, explaining the similarities and differences.



### SUGGESTED LEARNING ACTIVITY 3:

Provide students a menu of health practices, using images as necessary to support student understanding. Have students select the health practices they are already good at doing. Work with students to draw out the steps of the health practice, providing corrections or additions as necessary. Partner students and give time for students to teach each other the health practice.

### TEACHING NOTES:

- Monitor the partners to ensure correct information and steps are taught.
- Provide feedback to students as necessary.



## Teaching Progression:

### **Step 3: Make It a Habit**

#### SUB SKILL(S):

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

#### GUIDING QUESTIONS:

How does practice support my learning?  
How can I show an improvement in my health actions?

#### NHES PERFORMANCE INDICATORS:

(7.2.1) Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.2) Demonstrate behaviors that avoid or reduce health risks.

#### VALUABLE VOCABULARY:

*skill, plan,  
improve,  
behavior, habit,  
routine*

### Step 3: Make It A Habit | Sub Skill: **Get Better At The Health Practice**



#### SUGGESTED LEARNING ACTIVITY 1:

Have students demonstrate the teacher-selected health practice by following along with you as you model. Provide many opportunities for students to do the teacher-selected health practice with partners and on their own. Make sure to give feedback to students as they demonstrate the health practice.

#### Language of Health Literacy:

*I got better at \_\_\_\_\_. I got better by \_\_\_\_\_.*

*I practiced \_\_\_\_\_ to get better.*



#### SUGGESTED LEARNING ACTIVITY 2:

Provide time for students to practice the health skill multiple times. This may require students to work in small groups or have access to materials throughout the classroom. For example, if washing hands to prevent the spread of germs is the health action, students will need access to the steps required to adequately wash their hands as well as water, soap, and a sink.



#### SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups. Task each group with creating a short skit to act out the health practice in three stages. The first stage is of someone struggling with the health practice. The second stage is someone getting better at the health practice. The third stage is someone excelling at the health practice. Have each group perform their health practice skit with all three stages in front of the class.



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

### Step 3: Make It A Habit | Sub Skill: Use The Health Practice When Needed



#### SUGGESTED LEARNING ACTIVITY 1:

Use the tracking system from the *Goal-Setting* guide to help them keep track of their use of the health practice. As students use the health practice in their life, have students update their tracker. Conference with students throughout the tracking process to hear about how the health practice was used.

#### Teaching notes:

- Use other tracking systems that meet the needs of your students.

#### Language of Health Literacy:

I \_\_\_\_\_ everyday.

I remember to \_\_\_\_\_ every time I \_\_\_\_\_.

\_\_\_\_\_ helps me remember to \_\_\_\_\_.

I \_\_\_\_\_ when I am at (home/school/\_\_\_\_\_).



See *Goal-Setting* or example tracking systems.



#### SUGGESTED LEARNING ACTIVITY 2:

As students work to build the health practice into a habit, prompt students to discuss how they can implement the health practice into their daily life.

#### TEACHING NOTES:

- Remind students to consider the health skills that connect with the teacher-selected health action and how they will support the health practice as they are working towards forming a habit.
- Model and provide the *Language of Mastery* to support student engagement.
- Use a variety of discussion protocols and strategies to ensure all students are able to engage in conversation and deepen their understanding of the health practice.



## Teaching Progression:



### Step 4: Look Back & Learn

#### REFLECTION QUESTION(S):

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

#### GUIDING QUESTIONS:

How did my health improve when I practiced health actions?

#### NHES PERFORMANCE INDICATORS:

(7.2.1) Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.2) Demonstrate behaviors that avoid or reduce health risks.

#### VALUABLE VOCABULARY:

*improve,  
reflect,  
practice*



#### SUGGESTED LEARNING ACTIVITY 1:

After students have had time to demonstrate the teacher-selected health practice, have students reflect on how using the health practice has enhanced their personal health or kept them safe.

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:

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

#### 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 PreK-2

Students in grades PreK-2 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.

**7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.**

- I can practice health behaviors that better my health.

**7.2.2 Demonstrate behaviors that avoid or reduce health risks.**

- I can practice health behaviors that lower risk.

**ASSESSMENT TOOL #1 (7.2.1, 7.2.2)**

Provide an example scenario (written, verbalized, or with images) that depicts a scene in which an individual must determine whether or not to perform the health practice(s) taught (e.g. someone wanting to ride a bike, someone with food residue on their hands, someone feeling very sleepy in class). Have students share how they would use the health practice they have learned. If multiple health practices have been taught, have students act out the health practice they would use.

**ASSESSMENT TOOL #2 (7.2.2)**

Conduct individual assessment for each student that allows them to demonstrate an age-appropriate health practice that reduces health risks. For example, have students show how to properly put on a helmet, sanitize a classroom area, wash their hands, determine foods to clean before eating, etc.



## 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 or strategies, such as listening when the teacher is talking or putting away supplies. Have other content area teachers identify the health practices that are relevant to their content areas.

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 PreK-2 students 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 use *this health practice* in *this moment*?
- What health practice do you know that you could use in *this moment*?

### 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.

*improve, practice, skill, behavior, plan, habit*



# Resource Bank

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## CASEL Core Competencies

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

## National Health Standards

- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

## Behaviors for Healthy Kids

- <http://hocowellandwise.org/2013/04/40-healthy-behaviors-for-kids/>

## CASEL SEL Overview

- [https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview\\_coloradoemotionalsocialwellnessstandards.pdf](https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotionalsocialwellnessstandards.pdf)

## Kids Health: Staying Healthy

- <https://kidshealth.org/en/kids/stay-healthy/?WT.ac=k-nav-stay-healthy>

## RMC Health Skills

- <https://www.rmc.org/health-education-skills-models/>

## Kids Health in the Classroom

- <https://classroom.kidshealth.org/index.jsp?Grade=cc&Section=hhfl>