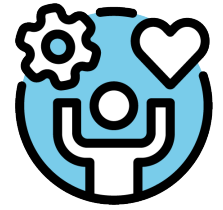


Health Skill:

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

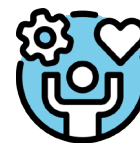
9-12

- 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 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:
<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 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

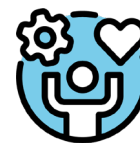


Step 2: Choose a Skill or Strategy

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.