

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Self-Management – HS Health

Unit	Self Management
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse, and sexual activity.</p> <p>The health skill, <i>Self-Management</i>, helps students identify the areas in their life where they must take personal responsibility and develop the necessary health practices to maintain and improve their health. The ability to manage oneself includes accepting personal responsibility for health and utilizing practices that avoid or reduce health risks. There are two core components to mastering the skill of <i>Self-Management</i>. The first core component focuses on the demonstration of specific health practices, behaviors, techniques, strategies, and actions. These skills are wide-ranging across the following health areas: physical and personal wellness, emotional and social wellness, and prevention and risk management. The second core component of <i>Self-Management</i> 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. (www.rmc.org)</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p><u>Standard 1</u></p> <ul style="list-style-type: none"> ● Can students differentiate between proper use and abuse of over-the-counter medicines and prescription medicines? ● Can students describe the harmful effects of binge drinking ● Can students describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss? ● Can students analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs? ● Can students summarize the importance of healthy eating and physical activity in maintaining a healthy weight? ● Can students analyze the interrelationship of physical, mental, emotional, social and spiritual health? ● Can students evaluate effective strategies for dealing with stress? ● Can students analyze the benefits of sleep and rest? ● Can students summarize personal strategies for minimizing potential harm from sun exposure? ● Can students summarize important health screenings, immunizations, checkups, and examinations to maintain good health?

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	<ul style="list-style-type: none"> • Can students explain accepted procedures for basic emergency care and lifesaving including CPR? • Can students justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs? • Can students summarize non-violent ways to respond to stress when angry or upset? • Can students analyze the relationship between using alcohol and other drugs and violence? <p>Standard 7</p> <ul style="list-style-type: none"> • Can students analyze the role of individual versus societal responsibility for health-related behaviors? • Can students evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors, and promote positive overall wellness? • Can students design and implement a plan to model healthy physical and emotional health behaviors? • Can students describe various practices to enhance personal safety? • Can students explain why abstinence from unhealthy behaviors is the most effective risk avoidance method? • Can students explain the importance of preventative health care necessary to maintain overall wellness?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 7: Students will practice health enhancing behaviors and avoid or reduce health risks.</p> <ul style="list-style-type: none"> • H.S. 7.1 Analyze the role of individual versus societal responsibility for health-related behaviors. • H.S. 7.2 Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors, and promote positive overall wellness. • H.S. 7.3 Design and implement a plan to model healthy physical and emotional health behaviors. • H.S. 7.4 Describe various practices to enhance personal safety. • H.S. 7.5 Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method. • H.S. 7.6 Explain the importance of preventative health care necessary to maintain overall wellness.

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<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>1.1 Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines.</p> <p>1.2 Describe the harmful effects of binge drinking.</p> <p>1.3 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.</p> <p>1.6 Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.</p> <p>1.10 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight</p> <p>1.11 Analyze the interrelationship of physical, mental, emotional, social and spiritual health.</p> <p>1.12 Evaluate effective strategies for dealing with stress.</p> <p>1.16 Analyze the benefits of rest and sleep.</p> <p>1.17 Summarize personal strategies for minimizing potential harm from sun exposure</p> <p>1.18 Summarize important health screenings, immunizations, checkups, and examinations to maintain good health.</p> <p>1.20 Explain accepted procedures for basic emergency care and lifesaving including CPR.</p> <p>1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <p>1.33 Summarize non-violent ways to respond to stress when angry or upset.</p> <p>1.35 Analyze the relationship between using alcohol and other drugs and violence.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Habit</p> <p>Skill</p> <p>Personal responsibility</p> <p>Self-management</p> <p>Self-monitoring</p> <p>Intention</p> <p>Responsibility</p> <p>Wellness</p> <p>Abstinence</p> <p>Preventative</p> <p>Risk</p> <p>Avoidance</p> <p>Over the Counter Medicines</p> <p>Prescription Medicines</p> <p>Binge Drinking</p> <p>Alcohol Abuse</p>

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	<p>Driving Under the Influence Unintentional Injury Healthy Eating Healthy Weight Stress Physical Health Mental Health Emotional Health Spiritual Health Sleep Sun Exposure Health Screenings Immunizations CPR Pregnancy Prevention Sexual transmission Non-violent ways to manage stress Sexual Activity Abuse Neglect Diseases</p>
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Physical Education: Use the self- management skill to improve on a physical fitness, hygiene, sports skill.</p> <p>Language Arts: Reading stories about others who changed a behavior.</p> <p>Math: Collect data around the self- management process and share the information in a graphic display.</p> <p>Social Studies: Use self-management when examining financial responsibility.</p> <p>General Education: Practicing school skills like homework, spelling, work completion--without parent reminding them.</p> <p>Use self-management model to improve social skills in the classroom</p> <p>Create a problem based learning project that uses the self-management model to explore how you can encourage individual change and responsibility.</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Information Literacy ● Critical Thinking ● Information Literacy ● Initiative

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<p>Assessing Learning</p> <p>How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Standard 7: Students will practice health enhancing behaviors and avoid or reduce health risks.</p> <ul style="list-style-type: none">• Students can analyze their individual role versus the societal role for healthy behaviors.• Students can evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors, and promote positive overall wellness.• Students can design and implement a plan to model healthy physical and emotional health behaviors.• Students can describe various practices to enhance personal safety.• Students can explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.• Students can explain the importance of preventative health care necessary to maintain overall wellness. <p>Students in grades 6-8 will have mastered self management if they are able to demonstrate healthy practices and behaviors. They can also articulate the importance of taking responsibility for their own personal health by setting intentions and using skills to avoid health risks and maintain or improve the health of self and others. (www.rmc.org)</p>
<p>Instructional Strategies and Other Resources</p>	<ul style="list-style-type: none">• www.rmc.org• https://www.cdc.gov/healthyschools/sher/standards/index.htm• https://healthsmartva.org/• www.newsela.com• An Adolescent Mental Health Curriculum - A Starter Kit for Schools http://www.sprc.org/resources-programs/adolescent-mental-health-wellness-curriculum-starter-kit-schools• Canadian Mental Health Association- Mental Health and High School Curriculum Guide http://www.cibhs.org/sites/main/files/file-attachments/mental_health_and_high_school_curriculum_guide.pdf• Discovery - Depression Lesson Plan http://www.discoveryeducation.com/teachers/free-lesson-plans/depression.cfm• EVERFI - Social Emotional Learning Resources https://everfi.com/offerings/social-emotional-learning/• KidsHealth.org Teacher's Guides for Grades 9-12: Depression

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	<p>https://classroom.kidshealth.org/classroom/9to12/problems/emotions/depression.pdf</p> <ul style="list-style-type: none">● Empathy https://classroom.kidshealth.org/9to12/personal/growing/empathy.pdf● Getting Along http://classroom.kidshealth.org/9to12/personal/growing/getting_along.pdf● Peer Pressure http://classroom.kidshealth.org/9to12/personal/growing/peer_pressure.pdf● Self Esteem http://classroom.kidshealth.org/9to12/personal/growing/self_esteem.pdf● Stress https://classroom.kidshealth.org/9to12/problems/emotions/stress.pdf● Suicide Prevention http://classroom.kidshealth.org/9to12/problems/emotions/suicide.pdf● Mental Health First Aid https://www.thenationalcouncil.org● Mental Health and High School Curriculum Guide , Canadian Mental Health Association http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2015/09/Mental-Health-High-School-Curriculum-Guide.pdf● Mental Health HS Curriculum Guide - Teen Mental Health.org http://teenmentalhealth.org/schoolmhl/school-mental-health-literacy/mental-health-high-school-curriculum-guide/download-the-guide/● Michigan Education - Online Professional Development for Social Emotional Learning Introduction to SEL https://plp.mivu.org/Registration.aspx?section=3195 Embedding SEL Schoolwide https://plp.mivu.org/Registration.aspx?course=542 Creating a Professional Culture Based on SEL https://plp.mivu.org/Registration.aspx?section=3224 Integrating SEL into Culturally Responsive Classrooms https://plp.mivu.org/Registration.aspx?section=3226 Trauma Informed Support https://plp.mivu.org/Registration.aspx?section=2960
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- NC Schools - Mrs. Kelly's Health and PE Mental Health Lessons
https://daretolearn.haikulearning.com/forsytheke/mrs.kellyshealthandpe/cms_file/show/17927483.pdf?t=1386943520
- Mindful Schools - Lesson- Introduction to Mindful Bodies and Listening
<http://www.mindfulschools.org/resources/explore-mindful-resources/>
- Mindful Schools
<http://www.mindfulschools.org/resources/explore-mindful-resources>
- Mindful Teachers Site
<http://www.mindfulteachers.org/p/free-resources-and-less-on-plans.html>
- NIDA CDC What Does Respect Mean To You
<https://teens.drugabuse.gov/blog/post/love-and-drugs-and-violence>
- Open Up Magazine, Minnesota Association for Children's Mental Health – *It's All in Your Viewpoint*
<http://www.macmh.org/open-up-magazine/classroom-activities/>
- PBS - Overview of Mindfulness
<http://www.pbs.org/thebuddha/teachers-guide/>
- PBS - In the Mix: "Dealing with Death"
http://www.pbs.org/inthemix/shows/show_death.html
- PBS - In the Mix, Violence and SE Lesson Plans and Discussion Guides
<http://www.pbs.org/inthemix/educators/lessons/>
- PE Central lessons
 - Emotions in Motion
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9514#.WR3WWmVNFho>
 - Sounds of Music (Stress Management)
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=883#.WR8CIWVNFho>
- ProCon.org- Social Networking
<http://socialnetworking.procon.org/>
- Reach Out - Asking students if they are okay
<https://schools.au.reachout.com/articles/get-your-school-involved-in-r-u-ok-day>
- Rossier USC - Creating Safe Spaces – Social Emotional Lessons
<https://rossieronline.usc.edu/blog/bullying-prevention-less-on-plans/>

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- Samaritans Developing Emotional Awareness and Listening (DEAL) Teaching Resources
<https://www.samaritans.org/your-community/samaritans-education/deal-developing-emotional-awareness-and-listening>
- Scholastic Mind Up Curriculum - brain centered teaching strategies
<http://teacher.scholastic.com/products/mindup/>
- Scholastic - Social and Emotional Learning: Essential Lessons for Student Success
<https://shop.scholastic.com/teachers-ecommerce/books/social-and-emotional-learning-essential-lessons-for-student-success-9780545465298.html>
- Screening for Mental Health - depression, suicide, and self-injury
<https://mentalhealthscreening.org/programs/sos-signs-of-suicide>
- Signs of Suicide and ACT
<https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention/student-programs/curriculum>
- Social Networking <http://socialnetworking.procon.org/>
- Striking Out Stress: A “Gallery Walk” Activity
http://www.educationworld.com/a_tsl/archives/02-1/lesson045.shtml
- Substance Abuse and Mental Health Services Administration www.SAMHSA.gov
- Suicide Prevention Resource Center www.sprc.org
- Supporting Students’ Personal and Social Competencies
<https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html>
- TeenMentalHealth.org - Mental Health and High School Curriculum Guide
<http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2015/06/DRAFT-6-2015-Version-New-Design.compressed.pdf>
- The Compassion Project consists of 15 online lessons and 3 digital activities
http://2vm8bf2lp0ls7wg0f11ozc14sa.wpengine.netdna-cdn.com/wp-content/uploads/2018/08/K12_compassion_course_outline.pdf
- Virginia Department of Behavioral Health Services
<http://www.dbhds.virginia.gov/>
- “Walk in Our Shoes” Lesson Plan:
http://walkinourshoes.org/content/Classroom_Lesson_Plans.pdf

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- Wall Street Journal - Overview of Mindfulness
<https://www.wsj.com/articles/can-mindfulness-help-students-do-better-in-school-1424145647>
- Ways to Manage Stress
<https://www.etr.org/healthsmart/about-healthsmart/sample-lessons/high-school/emotional-mental-health/lesson-6-ways-to-manage-stress/>
- We Are Teachers: Resources for Social and Emotional Learning
<http://www.weareteachers.com/lessons-resources/social-emotional-learning-classroom-resources>
- Welcoming Schools Guide – Bias, Bullying, Bystanders
http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Bias_Bullying_Tips_for_Elementary_Educators.pdf
- When Grief Enters the Classroom
http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide

Lesson-Planning for Skills-Based Health Education
Performance Assessment Tool Kit--Cairn Guidance

****Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.**