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| Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | 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. |
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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | Self-management promotes the acceptance of personal responsibility for health, encourages practices of behaviors to maintain or improve personal health. There are two core components  to mastering the skill of self-management. The first core component focuses on the demonstration of distinct skills, techniques, strategies, and actions needed to enhance health. These can include skills like stress management techniques, and first aid. The other core component focuses on taking personal responsibility for one’s own health and includes being able to identify, self-monitor, reflect, and transfer health skills, techniques, and strategies into all situations. Many of these strategies can be practiced across a wide range of school settings and contexts and may lend themselves to using a school wide approach to implementing the skills. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *• What is personal responsibility?*  *• Why might I need to change my behavior?*  *• How do you identify barriers to reaching your intention?*  *• Who could you ask for help in meeting your intention?* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 7.5.1 Identify responsible personal health behaviors.  7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.  7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. |
| **Supporting Standards**  Which related standards will be incorporated to support and enhance the enduring standards? |  |
| **Essential Vocabulary**  What vocabulary must students know to understand and communicate effectively about this content? | habit, skill, personal responsibility, self- management, intention |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | • Physical Education: Use the self-management  skill to improve on a physical education skill,  catching, passing, or a specific motor skill  • Language Arts: Reading stories about others  who changed a behavior.  • Math: Collect data around the self-  management process and share the  information in a graphic display.  • Social Studies: Choose a historical figure (ie.  fur trappers, Zebulon Pike, miners, Thomas  Jefferson, etc.) and examine their personal  responsibility during a specific event in history.  • General Education: Practicing school skills like  reading, math facts, homework, spelling--  without parent reminding them.  • Independent center time--staying on task,  following rules, completing work, doing your  best.  • Use self-management model to improve  personal space, walking down halls,  interacting with others, voice level |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | Students in grades 3-5 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 their  health. |
| **Instructional Strategies and Other Resources** | • Teacher use the self-management model and models how they have made  a make a change based in their own personal life.  • Students identify a classroom wide strategy that they want to use “helping others” students then all practice the skill and make a commitment to implement the skill 5 times per day and track their progress. Practice or role play a specific self- management skill in the classroom.  • Involving parents at this age level is critical. Parents have the ability to reinforce these healthy habits at home. A letter explaining this process is very helpful.  • Self-management should focus on students taking personal responsibility for their behaviors.  • Students need frequent practice of healthy behaviors so they are better able to avoid or reduce health risks.  • Students should be made aware that they are now more responsible for their own well-being and development of healthy lifestyles.  • At the beginning of the year, teachers can have a class meeting to develop the classroom ”promise of personal responsibility”. This promise is recited  every day and gets the students thinking about their personal behaviors.  • You can use the organizer as a whole class project or individually. |
| ***\*\*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.*** | |