

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Self-Management – 6th Health

Unit	Self-Management
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>The health skill, Self-Management, 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 Self-Management. 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 Self-Management 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.</p> <p>Self-management promotes the acceptance of personal responsibility for health, encourages practices of behaviors to maintain or improve personal health of self and others. 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. For example, a school wide approach to teach bully prevention skills, or stress management could be used in all classrooms across a school. In grades 6-8 students should begin to consider how self-management skills can be used to support others' health.</p> <p>Source: www.rmc.org</p>

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<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> • Can students explain why the recommended amount of food a person needs each day may be different for each food group and analyze the benefits of healthy eating? • Can students discuss how emotions change during adolescence and explain appropriate ways to express and respond to needs, wants, emotions and feelings? • Can students summarize the benefits of good hygiene practices? • Can students explain the difference between infectious, noninfectious, acute and chronic diseases? • Can students summarize actions to take to protect oneself against potential damage from exposure to the sun? • Can students explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health? • Can students identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently? • Can students describe how the presence of weapons increases the risk of serious violent injuries? <p>Standard 7</p> <ul style="list-style-type: none"> • Can students recognize positive health and wellness-related behaviors? • Can students summarize personal health practices and behaviors to improve the health and wellness of self and others?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>6.7.1. Recognize positive health and wellness-related behaviors. 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p>

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<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>6.1.3. Explain why the recommended amount of food a person needs each day may be different for each food group and analyze the benefits of healthy eating.</p> <p>6.1.4. Discuss how emotions change during adolescence and explain appropriate ways to express and respond to needs, wants, emotions and feelings.</p> <p>6.1.5. Summarize the benefits of good hygiene practices.</p> <p>6.1.6. Explain the difference between infectious, noninfectious, acute and chronic diseases.</p> <p>6.1.7. Summarize actions to take to protect oneself against potential damage from exposure to the sun.</p> <p>6.1.8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p> <p>6.1.13. Describe how the presence of weapons increases the risk of serious violent injuries.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>habit, skill, personal responsibility, self-management, self-monitoring, intention</p>
<p>Cross Curriculum Connections 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. Use self-management model to improve social skills in the classroom</p> <p>Source: www.rmc.org</p>

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	<p>21st Century Skills</p> <ul style="list-style-type: none">• Communication• Initiative• Creativity• Productivity• Critical Thinking
<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>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.</p> <p>Source: www.rmc.org</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/3.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>
<p>**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.</p>	