

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Self-Management – 8th Health

Unit	Self-Management
<p><b>Big Ideas</b> 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: <a href="http://www.rmc.org">www.rmc.org</a></p>

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<p><b>Essential Questions</b> What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> <li>• Can students explain the causes, symptoms and effects of depression, anxiety and common eating disorders?</li> <li>• Can students explain the benefits of living in a diverse society?</li> <li>• Can students differentiate healthy and unhealthy relationships?</li> <li>• Can students describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease?</li> <li>• Can students explain climate-related physical conditions that affect personal safety?</li> <li>• Can students describe first response procedures needed to treat injuries and other emergencies?</li> <li>• Can students describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors?</li> <li>• Can students describe usual signs and symptoms of common STDs?</li> <li>• Can students describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence?</li> <li>• Can students explain that rape and sexual assault should be reported to a trusted adult?</li> </ul> <p>Standard 7</p> <ul style="list-style-type: none"> <li>• Can students analyze and explain personal health practices and behaviors that reduce or prevent health risks?</li> <li>• Can students defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others?</li> </ul>
<p><b>Power Standards</b> 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>8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p> <p>8.7.2. Defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.</p>
<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.3. Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.</p> <p>8.1.4. Explain the benefits of living in a diverse society.</p> <p>8.1.5. Differentiate healthy and unhealthy relationships.</p> <p>8.1.6. Describe the importance of seeking help and treatment</p>

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	<p>for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p>8.1.7. Explain climate-related physical conditions that affect personal safety.</p> <p>8.1.8. Describe first response procedures needed to treat injuries and other emergencies.</p> <p>8.1.9. Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.10. Describe usual signs and symptoms of common STDs.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</p> <p>8.1.13. Explain that rape and sexual assault should be reported to a trusted adult.</p>
<p><b><u>Essential Vocabulary</u></b> 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><b><u>Cross Curriculum Connections</u></b> 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: <a href="http://www.rmc.org">www.rmc.org</a></p> <p>21st Century Skills</p> <ul style="list-style-type: none"> <li>● Communication</li> <li>● Initiative</li> <li>● Creativity</li> <li>● Productivity</li> <li>● Critical Thinking</li> </ul>

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<p><b>Assessing Learning</b> 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: <a href="http://www.rmc.org">www.rmc.org</a></p>
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.aeseducation.com/blog/what-are-21st-century-skills">https://www.aeseducation.com/blog/what-are-21st-century-skills</a></p> <p><a href="http://www.rmc.org">www.rmc.org</a></p> <p><a href="https://healthsmartva.org/">https://healthsmartva.org/</a></p> <p><a href="https://www.cdc.gov/healthyschools/sher/standards/3.htm">https://www.cdc.gov/healthyschools/sher/standards/3.htm</a></p> <p>Lesson Planning for Skills-Based Health Education</p>
<p><b>**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.</b></p>	