

Skill-Based Instruction for Health I, Strand 1: Health Foundations & Protective Factors of Healthy Self (HF)

Introduction

The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. A skills-based approach is a best practice for delivering high-quality health education. Educators should have a goal of no more than one-third instructional time on content and concepts and at least two-thirds of class time for student skill practice or demonstration.

These skill-based instruction guides outline the standards, key skills, and model instructional practices and assessments for Health Education. Please see the [Health Education Core Skills Model](#) for more support with implementation and design.

Standards

Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.

Standard HI.HF.3: Practice resiliency skills.

- a. Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.
- b. Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.
- c. Develop coping skills by learning from mistakes or perceived failures of self and others.

Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.

Steps and Elements to Demonstrate Competency

- Students will be able to create and demonstrate the process and purpose of SMART goals (short or long term).
- Students will be able to model resiliency skills in relevant life situations.
- Students will understand the responsibility and outcomes of personal decisions and locus of control.
- Students will be able to demonstrate effective communication skills such as assertiveness, setting healthy boundaries, and respecting the boundaries of others.
- Students will demonstrate social and emotional competence to make healthy and safe choices.

Health Skills Needed to Demonstrate Competency

- Use a goal-setting process to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously. The numbering throughout this section aligns to the corresponding standard number in the strand. Educators may utilize [the model scope and sequence](#) between LifeSkills Training and Health Education for pacing and order.

Step 1: Introduce the Skill - Teach relevant content, terms, and outcomes.

1. Define [SMART Goal](#)
 - a. Sample SMART Goal YouTube video [SMART Goals Quick Overview](#)
2. Explain the decision-making process.
 - a. Discuss [Locus of Control MindTools Video](#)
 - b. Describe the development of the adolescent brain (prefrontal cortex) and its impact on impulsivity and decision-making.

3. Explain the importance of resilience.
 - a. Short introductory videos:
 - i. [9 Essential Skills That Make You Resilient](#)
 - ii. [Wellbeing for Children: Resilience](#)
 - iii. [Boundin](#)
 - iv. [Famous Failures](#)
4. Review communication strategies: Assertive, Passive, Aggressive

Step 2: Present Skills, Cues, and Critical Elements

1. Understand the components (specific, measurable, attainable, relevant, time) [SMART Goals](#)
 - a. Sample SMART Goal YouTube video [SMART Goals Quick Overview with 21 SMART Goals Examples](#)
2. Analyze the impacts of decision making.
 - a. Explain the importance of taking responsibility for one's actions and behaviors.
 - b. Introduce a decision-making cycle or process.
 - i. For example, 3 Cs of decision-making (Botvin LifeSkills Lesson, Decision Making).
 1. Clarify what decision you need to make.
 2. Consider the possible alternatives (think about the different things you might decide to do) and the consequences of choosing each alternative; collect any additional information needed. If you are trying to solve a problem, think up as many solutions as possible.
 3. Choose the best alternative for you and take the necessary action. Afterwards, think about whether you were satisfied with your decision.
3. Present resiliency skills.
 - a. [Resiliency toolkit](#) for more information, resources, or activities.
 - b. Demonstrate the importance of having a growth mindset (as opposed to having a fixed mindset).
4. Discuss why communication strategy is most effective, can situations change which strategy to use?
 - a. Setting personal boundaries and respecting the boundaries of others.

Step 3: Model the Skill

Show skills applied effectively and highlight critical elements.

1. Complete a SMART goal as a class on a health-related topic.
 - a. [Use Botvin LifeSkills Lesson 1: Self-Image and Self Improvement, How to Set Goals.](#)
2. Using a health-related scenario, complete a decision-making cycle or process as a class.
3. Model resiliency skills through a storytelling experience or another activity.
 - a. Learning by making mistakes.
 - b. Utilize [Resiliency toolkit](#) for other examples.
4. Compare and contrast assertive, passive, and aggressive communication:
 - a. [2 Minute Therapy- Are you Passive, Assertive or Aggressive?](#)
 - b. Use example passages.

Skill Practice

In this section, students will be leading the discussions and activities. The educator will monitor and give feedback.

Step 4: Practice and Feedback

Students will practice health skills in a variety of learning activities. Teachers will monitor and give feedback as needed. Students will also give peer feedback. For listed standards, assess the competency in these skills:

- Use a goal-setting process to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

Sample Peer Feedback Rubric

Educators, please create rubrics that meet your lesson objectives. Below is a simple sample that students may use to give clear feedback to peers.

Meets the Skill	Does Not Meet the Skill - Need to Revise
Sample: Goal is health-related and contains all elements of a SMART Goal	Sample: Goal is not health-related or missing one or more elements of a SMART Goal. Still practicing, try again.

Skill Performance

Step 5: Assess the skill(s) and support transfer.

Reinforce real life application, relevance, and transfer outside of the classroom. This can be a student project, summative assessments, or other demonstration of competency of the standard. Examples include PSA, brochures, social media campaign, research paper, journal, or log with reflection. Educators may allow students to choose from any skill/standard below or choose to assess only one of the skills/standards and ask students to choose the assessment from that area.

Skill: Use a goal-setting process to support health and well-being of self and others.

Standard HI.HF.1

- Maintain a SMART Goal journal (short and long term - connection to other strands as appropriate)
- Create a vision Board using SMART Goals

Skill(s): Use a decision-making process to support health and well-being of self and others. Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HI.HF.2

- Create your own adventure based upon decisions you make in multiple situations (5-7 situations).
- Draw a cartoon demonstrating decisions made with outcomes.
- Create your own skit role playing scenarios, or scripted practice (using Botvin LifeSkills Lesson 2, Decision Making) with decision making, assertiveness, outcomes, and consequences.

Skill: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HI.HF.3

- Honestly reflect upon your resiliency skills in situations you typically find hard.
- Draw a cartoon comparing and contrasting growth mindset vs. fixed mindset.
- Compose a song about a hard time in your life and how you got through it.
- Find and analyze a song, quote, or passage about resilience.
- Analyze a scenario (media example or write your own) that demonstrates locus of control and personal responsibility.
- Analyze current events to recognize the responsibility or lack of responsibility by the person's actions or reactions.

Skill: Use interpersonal communication skills to support health and well-being of self and others.

Standard HI.HF.4

- Compare and contrast communication styles in a small group activity using sentence frames.
- Practice writing and revising I messages from scenarios.
- Analyze scenes from media sources and identify if personal boundaries are respected or not.
- Role play (in-person or using media) scenario that models effective communication skills.
- Create a comic or other designed scenario that models effective communication skills.

Model Assessment Rubric

Educators should add details to ensure elements from school or district approved curriculum are measured and adequate feedback to students is provided. This rubric is the base model for evaluating health skills. Each health skill statement begins with “Students will be able to...”

Access, download, and customize this [linked rubric in Google Sheets](#). You can only edit after being saved as a copy to the educator’s drive or by downloading to a computer.



Health Skill	Advanced (4)	Effective (3)	Developing (2)	Emerging (1)	Notes
Interpersonal communication skills	<p>Consistently uses effective strategies to resolve conflicts, such as active listening, compromise, and finding common ground.</p> <p>Consistently shows respect and empathy towards others by considering personal boundaries.</p>	<p>Usually uses strategies to resolve conflicts, such as active listening, compromise, and finding common ground.</p> <p>Usually shows respect and empathy towards others by considering personal boundaries.</p>	<p>Sometimes uses strategies to resolve conflicts but may occasionally struggle with active listening, compromise, or finding common ground.</p> <p>Sometimes shows respect and empathy towards others but may occasionally overlook personal boundaries.</p>	<p>Rarely uses strategies to resolve conflicts, frequently struggling with active listening, compromise, or finding common ground.</p> <p>Rarely shows respect and empathy towards others, frequently overlooking personal boundaries.</p>	
Decision-making skills	Construct a well-reasoned decision using strategies that consider multiple relevant factors and predict potential consequences.	Decision based on strategies that consider few relevant factors and predict potential consequences.	Decision may lack thorough consideration of relevant factors or overlook potential consequences.	Lacks clear reasoning, consideration of relevant factors, and awareness of potential consequences.	
Goal-setting skills	Develops a detailed action plan with measurable steps to achieve and	Develops an action plan with steps to achieve and monitors the goals.	Develops a basic action plan with limited steps to achieve or monitor the goals.	Lacks a clear action plan or steps to achieve or monitor the goals.	

	<p>monitor the goals, adjusting as needed.</p> <p>Reflects on the outcomes and identifies areas for further improvement</p>	<p>Reflection based on the outcomes and identifies areas for improvement.</p>	<p>Shows limited reflection on the outcomes and areas for improvement.</p>	<p>Reflection not present.</p>	
<p>Practices and behaviors</p>	<p>Consistently engages in practices and behaviors that promote health and well-being.</p> <p>Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.</p>	<p>Often engages in practices and behaviors that promote health and well-being.</p> <p>Demonstrates some commitment to the skill and uses basic healthy strategies.</p>	<p>Sometimes engages in practices and behaviors that promote health and well-being.</p> <p>Uses healthy strategies, but the skill may have some inaccuracies or be incomplete</p>	<p>Shows little or no evidence of the ability to apply health practices and behaviors.</p>	