

# Skill-Based Instruction for Health II, 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 HII.HF.1:** Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.

**Standard HII.HF.2:** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

**Standard HII.HF.3:** Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.

**Standard HII.HF.4:** Develop resiliency skills.

- a. Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).
- b. Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.
- c. Develop resilience by connecting to self, family, and community.

**Standard HII.HF.5:** Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.

## Steps and Elements to Demonstrate Competency

- Students will be able to apply SMART goals for lifelong physical, mental, and social health habits.
- Students will be able to demonstrate effective communication skills such as communicating personal boundaries, assertiveness, negotiating and collaborating with others to enhance health and avoid or reduce health risks.
- Students will recognize how emotions impact the decision-making process and defend personal decisions and outcomes.
  - Students will be able to model practicing self-control, resisting negative peer pressure, and avoiding risks of impulsive behavior.
- Students will be able to model resiliency skills such as coping, impact of locus of control, growth mindset, connecting to self and others, and healthy response to failure.
- Students will demonstrate methods to prevent, manage, and resolve conflict in healthy ways.

## 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. Review [SMART Goal](#)
  - a. Sample SMART Goal YouTube video [SMART Goals Quick Overview with 21 SMART Goals Examples](#)
2. Review effective communication strategies.
3. Discuss decision making model(s).
  - a. Use the [Decision Making Process \(DMP\)](#) model.
  - b. Describe the development of the adolescent brain (prefrontal cortex) and its impact on impulsivity and decision-making.
4. Share evidence of resilience and locus of control in media or personal examples (story).
  - a. Short sample videos:
    - i. [9 Essential Skills That Make You Resilient](#)
    - ii. [Wellbeing for Children: Resilience](#)
    - iii. [Boundin](#)
    - iv. [Famous Failures](#)
5. Introduce methods to resolve conflict in healthy ways.

## Step 2: Present Skills, Cues, and Critical Elements

1. Model a health-related [SMART Goal](#).
  - a. Sample SMART Goal YouTube video [SMART Goals Quick Overview with 21 SMART Goals Examples](#)
  - b. [Use Botvin LifeSkills lesson](#): The Value of Good Health activity C
2. Model effective communication strategies which include communicating personal boundaries and respecting the personal boundaries of others.
  - a. [Communication Style Guide](#)
3. Use a scenario to guide students through the Decision-Making Process ([DMP model](#)).
  - a. [Use Botvin LifeSkills lesson](#): Decision Making for Health
4. Analyze examples of resiliency skills.
  - a. [Resiliency toolkit](#) for more information, resources, or activities.
  - b. Demonstrate the importance of having a growth mindset vs. fixed.

5. Present visuals to discuss conflict resolution such as:
  - a. [Conflict Spiral](#)
  - b. [Conflict Cycle](#)

### 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.
2. Compare and contrast assertive, passive, and aggressive communication:
  - a. [2 Minute Therapy- Are you Passive, Assertive or Aggressive?](#)
  - b. Use example passages.
3. Using a health-related scenario, complete a decision-making process as a class.
4. Model resiliency skills through a storytelling experience or another activity.
  - a. Learning by making mistakes.
  - b. Utilize [Resilience toolkit](#) for other examples.
5. Model ways to prevent and/or resolve conflict.

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

#### Standard HII.HF.2

- 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 and resisting peer pressure.
- Create a comic or other designed scenario that models effective communication skills.

**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 HII.HF.3**

- Create your own adventure based upon decisions you make in multiple situations (5-7 situations).
- Draw a cartoon demonstrating decisions with all factors listed in the standard and analyze possible outcomes.
- Create a skit or role-playing scenarios with decision making, assertiveness, outcomes, and consequences.
- Analyze decision making strategies from a movie or other media source.

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

### **Standard HII.HF.4**

- Participate in a gallery walk about common life changes and relevant coping strategies.
- Create a poster that compares and contrasts fixed and growth mindset.
- Create a project (paper, slide presentation, or other) that exemplifies healthy response to failure, locus of control, and growth mindset on physical, mental, and social health.
- Design a personal collage, paper, or other format addressing future goals and plans for families, life, relationship, or career.

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

### **Standard HII.HF.5**

- Role play (in-person or using media) scenarios that model effective ways to prevent conflict in a variety of situations.
- Using movie or media clips, evaluate conflict scenarios and create new endings that show how to properly prevent or manage a situation.

- Participate in “Conversation Circle” Students form a circle in small groups. Students read a scripted argument. Students can step in and demonstrate how they might approach the conflict differently to come to a better solution.

## 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	Consistently uses effective strategies to resolve conflicts, such as active listening, compromise, and finding common ground.  Consistently shows respect and empathy towards others by considering personal boundaries.	Usually uses strategies to resolve conflicts, such as active listening, compromise, and finding common ground.  Usually shows respect and empathy towards others by considering personal boundaries.	Sometimes uses strategies to resolve conflicts but may occasionally struggle with active listening, compromise, or finding common ground.  Sometimes shows respect and empathy towards others but may occasionally overlook personal boundaries.	Rarely uses strategies to resolve conflicts, frequently struggling with active listening, compromise, or finding common ground.  Rarely shows respect and empathy towards others, frequently overlooking personal boundaries.	
Decision-making skills	Construct a well-reasoned	Decision based on	Decision may lack thorough	Lacks clear reasoning,	

	decision using strategies that consider multiple relevant factors and predict potential consequences.	strategies that consider few relevant factors and predict potential consequences.	consideration of relevant factors or overlook potential consequences.	consideration of relevant factors, and awareness of potential consequences.	
Goal-setting skills	Develops a detailed action plan with measurable steps to achieve and monitor the goals, adjusting as needed.  Reflects on the outcomes and identifies areas for further improvement	Develops an action plan with steps to achieve and monitors the goals.  Reflection based on the outcomes and identifies areas for improvement.	Develops a basic action plan with limited steps to achieve or monitor the goals.  Shows limited reflection on the outcomes and areas for improvement.	Lacks a clear action plan or steps to achieve or monitor the goals.  Reflection not present.	
Practices and behaviors	Consistently engages in practices and behaviors that promote health and well-being.  Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.	Often engages in practices and behaviors that promote health and well-being.  Demonstrates some commitment to the skill and uses basic healthy strategies.	Sometimes engages in practices and behaviors that promote health and well-being.  Uses healthy strategies, but the skill may have some inaccuracies or be incomplete	Shows little or no evidence of the ability to apply health practices and behaviors.	