



Health II - Unit 3 - Self-Management

Unit Focus

Students will gain confidence in their abilities to set and achieve goals by following clear steps that incorporate identifying growth areas to encourage personal responsibility to enhance health and avoid or reduce health risks. Within the unit, students will examine the impact of positive and negative physical, mental, and emotional characteristics on one's health. Students will explore controllable factors to promote and foster a healthy lifestyle. Students will consider and create a vision board as to where they would like to see themselves five years in the future. They will then use these ideas as they consider where they will choose to live in an assigned location and map out important resources they will need to maintain a health-enhancing life when they are functioning adults in society.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self exams. (OWDP 1.1.12) - Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management (OWDP 1.3.12) - Examine characteristics of a mentally and emotionally healthy person. (MEH 1.1.12) - Examine how mental and emotional health can affect health-related behaviors. (MEH 1.2.12) - Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma. (MEH 1.3.12) - Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response. (MEH 1.4.12) - Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning. (MEH 1.5.12) - Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness). (MEH 1.6.12) - Summarize personal stressors at home, in school, and with friends. (MEH 1.7.12)	<i>Students will be able to independently use their learning to...</i> T1 Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings. T2 Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 People develop self-confidence and self respect by identifying personal strengths and weaknesses and building upon them. U2 Humans survey a situation to identify potential risks can offer options and insights to human and situational behaviors. U3 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit. U4 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U5 People break apart goals and set logical steps toward attainment and identify strategies to counteract areas of weakness.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 Do my actions and/or decisions have a negative or positive impact on my self or others? Q3 What strategies can I use to help me in this moment? Q4 What makes a goal worthy of pursuit and perseverance? Q5 How are short term goals used to achieve long term goals?

Stage 1: Desired Results - Key Understandings

- Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care). (MEH 1.8.12)
- Summarize strategies for coping with loss and grief. (MEH 1.9.12)
- Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health. (MEH 1.10.12)
- Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders). (MEH 1.11.12)
- Differentiate between positive and negative body image. (MEH 1.12.12)
- Summarize impulsive behaviors that can lead to violence and strategies for controlling them. (MEH 1.13.12)
- Identify trusted adults and resources for assistance. (MEH 1.14.12)
- Set a realistic personal health goal. (GS 6.2.12)
- Assess the barriers to achieving a personal health goal. (GS 6.3.12)
- Develop a plan to attain a personal health goal. (GS 6.4.12)
- Use strategies to overcome barriers to achieving a personal health goal. (GS 6.6.12)
- Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12)
- Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12)
- Make a commitment to practice healthy behaviors. (SM 7.4.12)

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Utilizing a goal setting tool will increase the likelihood of achieving said goal.

K2 Utilizing a self-management tool will reinforce the importance of personal responsibility.

K3 the common signs/symptoms of cancer

K4 common risk factors associated with cancer

K5 the importance that regular doctor checkups has on maintaining one's health

K6 that there are situations that require professional help and the resources available to assist.

K7 that decisions they make can help them attain goals and promote a healthy lifestyle.

Skill(s)

Students will be skilled at...

S1 Utilizing the acronym SMART when setting goal to increases the likeliness of achieving the desired outcome

S2 Utilizing the acronym I AM HEALTH and/or I APPEAR allows one to practice health promoting behaviors and avoid or reduce risky behaviors.

S3 performing self cancer screenings

S4 identifying controllable and not controllable risk factors related to cancer and other specific illness/diseases of student's choosing

S5 determining when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.

S6 evaluating effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).