Using Skills-Based Health Education, 2nd Edition, to Teach SEL

Training teachers to identify, assess, and plan instruction that aligns the Social Emotional competencies to Skills-Based Health Education.
Agenda

• The journey to Skills-Based Health, Second edition
• Collaborative for Social and Emotional Learning
• Chapter content
• Navigate 2
• Alignment of Whole School, Whole Community, Whole Child to CASEL
• SEL Assessment
• Backwards Design
• Chapter highlights
• Into the future
During the last three years of my public school teaching, I discovered the National Health Education Standards.

My classroom changed from a teacher centered lecture to a student centered, active, learning environment.

Sold on skills, I applied for and was accepted to revise the standards:
Enter……

Jones and Bartlett
• While presenting at a conference in Newport, RI, I wandered through the exhibit hall and stopped at the Jones and Bartlett table.

• I asked, “Do you have any books on Skills-Based Health Education?” The representative said, “No, would you like to write one?”

• Two and a half years later, the first edition of Skills-Based Health Education was published. The text trains pre-service, in-service, and graduate level health education teachers.
Enter CASEL and Social Emotional Learning
Center for Academic and Social Emotional Learning

- SEL competencies were introduced, promoted, and established by CASEL.
- Upon reflection, many of the competencies are the same as the National Health Education Standards.
- The mission began: train teachers to align the SEL competencies to the National Health Education Standards. Demonstrate and convince health educators that they are already teaching SEL and how to align, assess, and instruct.
Enter Cathy Esperti!

Being the brilliant publisher that she is, Cathy saw an opportunity to expand on an already successful text and increase the audience by publishing the second edition of Skills-Based Health Education that not only trains teachers to teach skills but also trains them to align and teach SEL.
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

**SELF-AWARENESS**

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

**SOCIAL AWARENESS**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating Diversity
- Respect for Others

**RESPONSIBLE DECISION-MAKING**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying Problems
- Analyzing Situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical Responsibility

**SELF-MANAGEMENT**

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

**RELATIONSHIP SKILLS**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social Engagement
- Relationship Building
- Teamwork
How does the text train Skills-Based Health/SEL teachers?

Let’s take a look at the content

• Chapter 1–Introduction
• Chapter 2–Theoretical Foundations
• Chapter 3-Curriculum and Instruction
• Chapter 4–Assessment
• Chapter 5–Teaching Standard 1-Content
• Chapter 6–Teaching Standard 2-Analyzing Influences
• Chapter 7–Teaching Standard 3-Accessing Valid and Reliable Information
• Chapter 8–Teaching Standard 4-Interpersonal Communication Skills
• Chapter 9–Teaching Standard 5-Decision Making
• Chapter 10–Teaching Standard 6-Goal Setting
• Chapter 11–Teaching Standard 7-Practicing Healthy Behaviors
• Chapter 12–Teaching Standard 8-Advocacy
Welcome to the Navigate 2 Companion Website: Skills-Based Health Education, Second Edition by Mary Connolly. This website features interactive and informative learning resources that gauge understanding and help students study more effectively. Created as a practical learning tool for students, it gives students an opportunity to try out new concepts in a safe learning environment.
Welcome to the *Navigate 2 Companion Website: Skills-Based Health Education, Second Edition* by Mary Connolly. This website features interactive and informative learning resources that gauge understanding and help students study more effectively. Created as a practical learning tool for students, it gives students an opportunity to try out new concepts in a safe learning environment.

**WORKSHEETS**

Download practical Worksheets that complement the activities in the chapters.

**NATIONAL HEALTH EDUCATION PERFORMANCE INDICATORS**

These Performance Indicators are written expectations for what students should know and be able to do in each grade.
## WORKSHEETS

Download practical Worksheets that complement the activities in the chapters.

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Theoretical Foundations</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>4</td>
<td>Assessment</td>
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<tr>
<td>5</td>
<td>Teaching National Health Education Standard 1</td>
</tr>
<tr>
<td>6</td>
<td>Teaching National Health Education Standard 2</td>
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<tr>
<td>7</td>
<td>Teaching National Health Education Standard 3</td>
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<tr>
<td>8</td>
<td>Teaching National Health Education Standard 4</td>
</tr>
<tr>
<td>9</td>
<td>Teaching National Health Education Standard 5</td>
</tr>
<tr>
<td>10</td>
<td>Teaching National Health Education Standard 6</td>
</tr>
<tr>
<td>11</td>
<td>Teaching National Health Education Standard 7</td>
</tr>
<tr>
<td>12</td>
<td>Teaching National Health Education Standard 8</td>
</tr>
</tbody>
</table>
Download practical Worksheets that complement the activities in the chapter.
SEL Alignment is an integral part of learning how to teach skills-based health education. SEL competencies and sub competencies are a strategic part of the planning.
<table>
<thead>
<tr>
<th>Performance Indicator Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did the character in the prompt identify that healthy behaviors affect personal health? (1.2.1)</td>
<td></td>
</tr>
<tr>
<td>2. How did the character(s) in the prompt make a request to promote personal health? (8.2.1)</td>
<td></td>
</tr>
<tr>
<td>3. How did the character(s) in the prompt encourage their peers to make positive health choices? (8.2.2)</td>
<td></td>
</tr>
</tbody>
</table>

**Step 4. Provide adequate time to practice.**

**Directions:** Design another prompt, using the same or a different Standard 1 performance indicator, that provides additional content, skill, and SEL competency practice. In this step, the students answer the questions alone, with a peer, or in a group.

**Prompt:**

<table>
<thead>
<tr>
<th>Performance Indicator Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance indicator question.</td>
<td></td>
</tr>
<tr>
<td>2. How did the character(s) in the prompt make a request to promote personal health? (8.2.1)</td>
<td></td>
</tr>
<tr>
<td>3. How did the character(s) in the prompt encourage their peers to make positive health choices? (8.2.2)</td>
<td></td>
</tr>
<tr>
<td>4. SEL question.</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5. Utilize formative assessments during the practice to provide feedback and encouragement.**

Name two formative assessment tools appropriate to assess this activity.

1.                                                                                       2.

How do these formative tools improve teaching and learning of these performance indicators and SEL competencies?
At the end of each chapter, the text demonstrates how to use a team approach to resolve or decrease risk taking behavior.
Collaborative for Academic Social Emotional Learning (CASEL)

Whole School, Whole Community, Whole Child (CDC-ASCD)
Assessing SEL
SEL Assessment

- Each skills chapter includes examples of how SEL as an integral part of backwards design planning.
- SEL assessment
  - is interwoven with the content and skill prompt requiring students to demonstrate proficiency
  - may be a pre/post test
  - may be a reflection at the end of a lesson or unit
Examples of SEL Assessments
Assessment

Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

• Identifying emotions
• Accurate self-perception

Recognizing strengths
• Self-confidence
• Self-efficacy

Assessment Suggestions

• Elementary students circle faces that show feelings that look like their own. (Transforming Education)

• Complete an entrance ticket that indicates how they are feeling. (Transforming Education)

• Students place their heads on their desk, close their eyes, and raise their fingers based on how they are feeling. 5 fingers up means they feel great; 1 finger not feeling well. (Danielle LaRocque)

• Students complete the Self-Awareness Worksheet for Kids. (www.understood.org)

• Students demonstrate Mindfulness. (Transforming Education)
Assessment

Social-Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

• Perspective-taking
• Empathy
• Appreciating diversity
• Respect for others

Assessment Suggestions

• Role play situations where students demonstrate empathy, perspective-taking, empathy, appreciating diversity, and respect for others. (Transforming Education)

• Provide a forum where students debate an issue and argue a different perspective than their own.

• Challenge students to produce school activities that demonstrate that they appreciate diversity.

• Brainstorm different ways to show respect for others then design and deliver public service announcements or mini-posters to hang around the school.
Assessment

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

• Identifying problems
• Analyzing situations
• Solving problems

Evaluating
Reflecting

Ethical responsibility

Assessment Suggestions

• Students demonstrate the decision-making steps of the National Health Education Standards.
• Students demonstrate the decision-making steps of the DECIDE model.

Note: Because this competency and the NHES standards are the same, they are assessed together.
Assessment

Self-Management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

• Impulse control
• Stress management
• Self-discipline
• Self-motivation
• Goal setting
• Organizational skills

Assessment Suggestions

• Complete a reflection that measures how a student controlled his/her impulses.
• Demonstrate various stress management strategies.
• Write a story or draw a picture about how the student demonstrated self-discipline.
• Design public service announcements or mini-posters describing how to be self-motivated.
• Demonstrate using the NHES goal setting performance indicators or the SMART model to set a goal.
• While preparing for the authentic assessment, design an organizational plan to complete the work.
Assessment

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Assessment Suggestions

- Role play communication skills and assess with a rubric or check list.
- Role play situations that demonstrate how to socially engage peers, resist negative peer pressure, negotiate conflict and seek help, when needed.
- Write a story that demonstrates how to build positive relationships with peers and adults.
- Role play a recess scenario that demonstrates healthy social engagement.
- Design a check list that provides criteria for how to work as a member of a steam. Use the check list when students are working in groups.
Using Skills-Based Health Education, Second Edition
Chapter 1 provides foundation information about Skills-Based Health and SEL.

CHAPTER 1

Health/Social Emotional Education for the 21st Century

"Skills-based health education may be effective in the more difficult task of achieving and sustaining behavior change."

Introduction
We want our children to have healthy, happy, and productive lives, but how can we make it happen? Achieving this goal requires a group effort that includes families, friends, community, and schools. With sufficient resources, support, and partnerships, schools provide an excellent environment for students to acquire the knowledge and skills to become wholesome, achieving citizens of the 21st century.

Skills-Based Health Education and Social Emotional Learning (SEL)
Skills-based health education and SEL complement each other and provide the content and skills youth need to meet life's challenges. Social-emotional learning is the process of developing the skills needed for effective self-management as well as managing relationships with others. Acquiring these skills prepare youth for the challenges of establishing a career, being a productive citizen, and becoming a community leader.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) recommends four skill training practices (Table 1.1). These practices are aligned with the implementation practices of skills-based health education. CASEL identifies five social emotional learning core competencies (Figure 1.1). Skills-based health education aligns and supports each of these competencies (Table 1.2).

The combination of skills-based health education and SEL synergizes the effects of each resulting in greater knowledge and skill for our youth.

"Our mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."

Health/SEL advances these goals by empowering students to be physically, mentally, socially, and emotionally healthy and equipping them with the knowledge and skill to learn, achieve, and succeed in the 21st century.

The Every Student Succeeds Act of 2015 includes English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, the state or local educational agency determines as part of a "well rounded education" with the purpose of providing all students access to an enriched curriculum and educational experience. Placing health education with other courses of study, activities, and programming is a welcome elevation in status. In addition, the legislation provides funding to develop, implement, and evaluate comprehensive programs to support safe and healthy students. The language that supports health education also supports social emotional learning. Examples include programs and activities that:

- coordinate with other schools and community-based services and programs;
- foster safe, healthy, supportive, and drug-free environments that support academic achievement;
- promote the involvement of parents;
- partner with institutions of higher education, businesses, nonprofit and community organizations, or other entities that demonstrate success.

Specific examples include:
Chapter 1 explains the relationship between the SEL competencies and the National Standards.

TABLE 1.2 CASEL Skill Training Practices

<table>
<thead>
<tr>
<th>Social Emotional Competency</th>
<th>National Health Education Standards</th>
</tr>
</thead>
</table>
| Self-awareness is the ability to accurately recognize emotions and thoughts and their effect on behavior. It includes assessing personal strengths and limits and gaining a sense of confidence and optimism. Self-awareness aligns with Standard 2, Analyzing Influences, where students analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. If the influence is positive, students reinforce the behavior and if negative, they learn to cope in a healthy way. The acquisition of this skill provides the students with an understanding of their personal strengths, limits. It enhances their confidence, efficacy, and the positive attitude of knowing they have the skill to cope with a variety of influences. Self-management aligns with Standard 7, Practicing Health Enhancing Behaviors. In this standard, students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. In Standard 6, Goal Setting, students demonstrate the ability to use goal-setting skills to enhance health. Both standards teach the very skills listed as examples. Social Awareness is most closely aligned with Standard 4, Interpersonal Communication, where students demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Successful acquisition of conflict and negotiation skills include understanding different viewpoints and being empathetic. Standard 2, Analyzing Influences, and Standard 8, Advocacy, where students demonstrate the ability to advocate for personal, family, and community health, align with social and ethical norms. Standard 3, Accessing Information, where students demonstrate the ability to access valid information and products, and services to enhance health, is aligned with identifying resources. Relationship Skills are most closely aligned with Standard 4, Interpersonal Communication. The skills in this component are very consistent with the Standard 4 PreK-12 performance indicators. Responsible Decision Making is directly aligned with Standard 5, Decision Making, where students demonstrate the ability to use decision-making skills to enhance health. Prevention programs, counseling, arts, music, physical fitness and wellness programs, technology education, financial and environmental literacy, mathematics, science, career and technical programs, and internships or apprenticeships, ensure, and current assessment. Why Is Comprehensive Skills-Based Health/SEL Important?
The Perfect Pairing!!

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

MANAGEMENT
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SPECIAL AWARENESS
The ability to accurately recognize one’s own emotions, thoughts, and values and how they affect behavior. The ability to accurately assess one’s strengths and limitations, with a well-rounded sense of confidence, optimism, and a “growth mindset.”
- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

Standard 2 Analyzing Influences
Standard 7 Practicing Healthy Behaviors
Standard 6 Goal Setting
Standard 3 Accessing Information
Standard 4 Interpersonal Communication
### Chapter 2 Theoretical Foundations

#### Social Cognitive Theory to Reduce a Risk Factor

**Worksheet 2.6**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions:</td>
</tr>
<tr>
<td>1. Access current Youth Risk Behavior data from Youth Online (CDC).</td>
</tr>
<tr>
<td>2. Write a brief description of the social cognitive theory.</td>
</tr>
<tr>
<td>3. Explain how to use the social cognitive theory to reduce a teen risk factor.</td>
</tr>
<tr>
<td>4. Write a reflection of the process of reducing a teen risk factor based on a behavior theory.</td>
</tr>
<tr>
<td>5. Select an SEL competency and explain how it aligns with this worksheet.</td>
</tr>
</tbody>
</table>

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**Aligning SEL to the Theories**
Chapter 3 – Curriculum and Instruction

- Using graphic organizers
- Planning district curriculum
- Planning skills units using backwards design. (See handout)
- Lesson planning (See handout)
- Characteristics of Effective Health Education, CDC
  - Classroom application, “What does it look like?”
- Training health/SEL educators.
- Code of Ethics
- Professional development

1.8.4 Describe how family history, such as the prevention of heart disease, affects personal health.
Classic Backwards Design

Access and Analyze Youth Risk Behavior Data

Select standard 1, skills performance indicators, and SEL competency/Sub-competency to reduce the risk factor.

Use the verbs of the performance indicators and the SEL competency to inform the assessment and the instruction.

Determine the instruction needed for the students to be successful on the assessment.
Each chapter, for each grade span, provides a full unit plan, rubric, and lesson outline.

SEL is integral!

Worksheet 8.18

**Designing a Grades 9–12 Unit Plan**

**Directions:** Using the template, design a unit plan for grades 9–12 and a unit lesson outline.

1. State the risk factor data that are the foundation of the unit. (Examine local, state, and CDC data and then select the data for the unit.)
   - 31% of high school students felt sad or hopeless.
   - Almost every day for 2 weeks or more in a row so that they stopped doing some usual activities during the 12 months.
2. Which state standard(s) does the unit address?
3. Which Common Core Standards does the unit address?
4. Skill competencies (Select skills performance indicators from the grade span that may reduce the risk factor data.)
   - Integrate the SEL competencies with the content and skills.
   - You may choose more than one performance indicator but for each one, plan the assessment and instruction.
   - Note: If you select Standard 5, Decision Making; SEL: responsible decision making, or Standard 6, Goal Setting
     - SEL: self-management—goal setting, use all the performance indicators.

Infused performance indicator
Standard 4: PI: 4.32.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others who are self-medicating due to depression.
- SEL competency

SEL alignment: Relationship Skills - Communication

Assessment: Demonstrate how to talk to a friend who is self-medicating because he/she is depressed. SEL: Same
- Instruction
- How to demonstrate

5. **Context:** (Select a Standard 1 performance indicator from the appropriate grade span that may reduce the risk factor.)

Infused performance indicator
Standard 1: PI: 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors such as self-medicating for depression. SEL: Self-Awareness - Accurate self-perception

Assessment
Analyze the data and consequences of self-medicating for depression. SEL: Reflect on personal susceptibility of injury, illness, or death if self-medicating.

- Instruction
- How to analyze
- How to access data
- What is self-perception?
- What is depression? Consequences of self-medicating for depression

6. Curricula connections

Interpersonal Communication unit with the content of depression

SEL: Relationship skills - Communication
Students use this worksheet with their classes to monitor the progress of a performance task.

SEL Accurate self-perception is recorded here

**Worksheet 4.7**

**Sticky Bar Graph**

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
</table>

**Directions:** Write four current assignments. Use colored dots, stickers, or any type of mark to denote if the assignment is complete. Each student uses one line.

<table>
<thead>
<tr>
<th>Assignment 1—Complete</th>
<th>Assignment 2—Complete</th>
<th>Assignment 3—Complete</th>
<th>Assignment 4—Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.12.8 Graphic Organizer</td>
<td>4.12.4 Role Play Props</td>
<td>Everything is complete</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection:** After completing the assessment, reflect on the efficacy of the tool to improve teaching and learning.
After inputting all the content, skill, and SEL competencies in the unit plan, break it down into lessons.

### Worksheet 7.26
#### Grades 9–12, Blank Lesson Outline

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Unit: Interpersonal Communication Skills - Helping a friend. Explain why the skill is important. Provide youth risk behavior data on depression. Students use a graphic organizer to record info. Explain the objectives of the unit (performance indicators and SEL competencies). Define demonstrate, analyze, and self-perception. Pre-test Worksheet 4.8 Peaks and Valleys. Explain then demonstrate how to use interpersonal communication skills to talk to a friend who is depressed. Distribute a practice prompt and provide time for the students to respond to a challenge where they use data when talking to a friend about unhealthy coping strategies. Class review; Exit ticket: How does this lesson help you increase the SEL skill of communication?</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Review the objectives of the lesson and the definitions analyze, demonstrate, and self-perception. Provide additional data about using drugs to cope with depression. Students use the Bow Tie to summarize information. Present. Provide another modeling prompt with a different content and show how to use interpersonal communication skills to talk to a friend in need. Distribute practice prompt; provide time for the students to practice; students present. End of class review; Exit ticket: How does this lesson help a teen accurately perceive the dangers of using drugs to cope with depression?</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Review content, skill, and SEL competencies by using Kahoot. (Kahoot.com) Distribute the performance task (Prompts, back up content information, self-check Worksheet 4.10, and rubric). In groups, students begin to get organized and plan their authentic assessment. Use red, yellow, and green circles and Worksheet 4.8 Peaks and Valleys as formative assessments. End of class review of content, skill, and SEL competencies. Exit ticket: Why is it important to perceive yourself accurately?</td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td>Review the requirements of the authentic assessment. Review content, skill, and SEL competencies using white boards. Review performance task expectations and rubric. Students resume working on their projects. Formatively assess by walking from group to group checking their self-check (Worksheet 4.10).</td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
<td>Students present their authentic assessment. The audience fills in a check off list to determine if all the elements of the authentic assessment were met. Exit ticket: How did this authentic assessment help you eat healthier using the skill of goal setting.</td>
</tr>
<tr>
<td><strong>Lesson 6</strong></td>
<td>Continue the student presentations. Post-test Worksheet 4.8 Peaks and Valleys. Analyze the difference in scores to determine growth in proficiency.</td>
</tr>
</tbody>
</table>
The text encourages the learner to use graphic organizers to demonstrate content knowledge/SEL competency.
Pre-Post test on competency to achieve the objectives

## Worksheet 4.8
**Peaks and Valleys**

<table>
<thead>
<tr>
<th>Name</th>
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</table>

**Directions:** Select three performance indicators then place a dot, sticker, or any type of mark to denote your proficiency in teaching the indicator to students.

<table>
<thead>
<tr>
<th>100</th>
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<th>0</th>
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</table>

**Performance Indicator:**

4.12.4 How confident I am to talk to a friend who is self-medicating because she is depressed

1.12.8 How confident I am in analyzing my friend’s susceptibility to addiction and depression due to self-medicating.

SEL How confident I am in helping my friend see an accurate self-perception of her behavior.

**Reflection:** After completing the assessment, reflect on the efficacy of this tool to improve teaching and learning.
Lesson planning is vital to teacher training and quality assessment and instruction.

### Worksheet 3.13

#### Lesson Plan Practice

**Directions:** Design a skills-based/SEL lesson plan. Begin by referencing the result of a YRBS question. Select and infuse the standards (Standard 1 and a skills standard). Align an SEL competency. Follow the template prompts to complete the assignment.

**Risk Behavior:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>The topic of lesson 1 is analyzing susceptibility of using drugs to cope with depression and using communication skills to help a friend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Standards</td>
<td>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self or others. 1.12.8 Analyze personal susceptibility to injury, illness, or...</td>
</tr>
<tr>
<td>Objectives</td>
<td>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self or others who are self-medicating due to depression.</td>
</tr>
<tr>
<td>Assessment</td>
<td>4.12.4 Demonstrate how to talk to a friend who is self-medicating because of depression. 1.12.8-Analyze the data and consequences of self-medicating for depression. SEL-Same as 4.12.4</td>
</tr>
<tr>
<td>Lesson Summary</td>
<td>Students analyze risk behavior data and practice talking to a friend who is using drugs to cope with depression.</td>
</tr>
</tbody>
</table>

**Procedere (Instruction)**

<table>
<thead>
<tr>
<th>Directions</th>
<th>1. Explain the unit: Interpersonal Communication Skills-Helping a friend. Explain why the skill is important. 2. Provide youth risk behavior data on depression and use of drugs to cope. 3. Explain the objectives of the unit (performance indicators and SEL competencies) 4. Define demonstrate, analyze, and self-perception. 5. Provide data on teen depression and using drugs to cope. Students analyze and write a summary. 6. Explain then demonstrate how to use interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
<td>Students work in pairs or triads. Words are defined on the word wall. Use graphic organizers and/or pictures</td>
</tr>
</tbody>
</table>

**Differentiated Instruction**

<table>
<thead>
<tr>
<th>Directions</th>
<th>Students work in pairs or triads. Words are defined on the word wall. Use graphic organizers and/or pictures</th>
</tr>
</thead>
</table>
After planning the unit, design the performance task prompt.
Cathy and Mary

Cathy and Mary have been friends for a few years. Cathy is really worried about Mary. She seems down in the dumps lately. To compensate, Mary is taking some oxys she had when she broke her knee. She doesn’t think anything bad will happen because they were prescribed by a doctor. In fact, she feels much better.

Your challenge is to demonstrate how to help Cathy talk to Mary about self-medicating and help her analyze the data and consequences of self-medicating for depression.

Your project includes:

• Analysis of data, using a graphic organizer, that shows susceptibility to addiction for teens who self-medicate. Include alcohol, and 2 prescription drugs, including oxycodone. (1.12.8) (SEL: Self-Awareness-Accurate Self-Perception)

• Role play using communication skills that demonstrates how to talk to a friend who is self-medicating because she is depressed. (4.12.4) (SEL: Relationship Skills-Communication)
This worksheet is used as a student self-check to keep them organized and on task.
Chapter 4 - Assessment

• Formative Assessment
• Summative assessment
  • Includes content, skill, and SEL competencies
  • Performance based assessment
  • Includes content, skill, and SEL competencies.
  • Assessment Guidelines

SEL-Self-Awareness-
Accurate Self-
Perception

NHES 2.12.3-Analyze how peers influence healthy and unhealthy behaviors.
Chapter 5 - Teaching National Health Education Standard 1

• Trains teachers to select a Standard 1 performance indicator that reduces the risk documented by an analysis of student risk behaviors, infuse it with content, and align a SEL competency.

• Example: 3.2.1 Identify trusted adults and professionals who help promote health.
  • Infused: Identify trusted adults and professionals, such as parents and school food service providers, who help promote health.
  • SEL: Social Awareness-Perspective taking

• Example: 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
  • Infused: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health, such as hand washing.
  • SEL: Self-Management-Self-Discipline

• The text pairs Standard 1 performance indicators with skills performance indicators. Examples are given for a variety of content for each grade level.
Chapters 6-12 Train teachers how to teach content, skill, and SEL competencies.

Steps for teaching the skill

1. Explain why the skill and SEL competency are important.
2. Explain the steps of the skill and the SEL competency.
3. Model what the skill/SEL competency looks like.
4. Provide adequate time to practice.

- What does the skill look like in the classroom?
  - Samples for each grade span.
  - Unit plan (Content, skill, SEL, worksheets, rubric) for each grade span
  - Alignment with the Whole School, Whole Community, Whole Child

Classroom practice worksheets for the practitioner in the field to use with his/her students.
Classroom teachers use the Skills Practice worksheets with their students to teach the performance indicators of each skill.
## Classroom Skills Practice PreK-2 Identifying Health Helpers

Directions: Gather pictures of people from various occupations, health helpers, and non-health helpers. Show the children a picture of a school nurse and ask if she is a health helper. Once identified, ask the children where she works. Repeat the exercise showing a picture of a contractor and identifying him as not a health helper.

Distribute or hold up the gathered pictures and ask classroom students to identify the picture as a Health Helper or Not a Health Helper and place the picture under the correct heading. (3.2.1) When placing the health helper picture, ask the student: “Where does this health helper work?” (3.2.2, SEL, social awareness)

<table>
<thead>
<tr>
<th>Health Helper</th>
<th>Not a Health Helper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where does this health helper work? (3.2.1)</td>
<td></td>
</tr>
<tr>
<td>2. Where does this health helper work? (3.2.1)</td>
<td></td>
</tr>
<tr>
<td>3. Where does the health helper work? (3.2.1)</td>
<td></td>
</tr>
</tbody>
</table>

Reflection:
1. To review, point to each picture and ask the students to identify the health helpers (3.2.1) and where they work. (3.2.2)

2. How does this activity help children identify health helpers and where they work?

3. How does this activity help children appreciate diversity?

4. How does SEL-social awareness—appreciating, diversity align with this activity?

[SEL]
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• Teaching SEL in the Health Classroom
  • An online certificate in SEL with graduate credit from Cambridge College

• Teaching SEL in Physical Education
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