



THE FUSED Skill Cues Collection

Building a FUSED Unit

1. HBOs & NHES Standards and Benchmarks (Reviewed)
2. Data & Laws
3. Effective Teaching Health Education
4. HBOs & NHES Standards and Benchmarks (Selected)
5. Unit Scope & Sequence
6. Skills & Content
7. Make Learning Visible
Plan
8. Hook
9. Teaching Content
10. Teaching Skill Progression
11. Making Learning Visible (formally)
12. Closing Activity
13. Closing Review/Preview: Debrief & Analyze
14. Instructor: Reflect & Analyze

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Implementing a FUSED Lesson

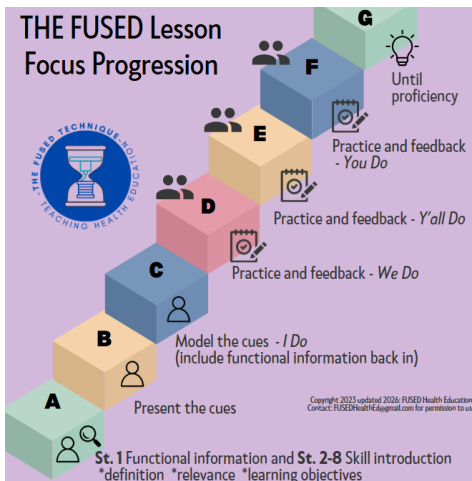
last edited March 2025

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THE FUSED Steps to Teaching a Health Education Skill



FUSED Steps to Teach Content & Skill CUE:

1. Introduce the Content & Skill Cue
 - a. **Introduce** Functional Information Content
*definition *relevance *tie in learning objectives
 - b. **Introduce** Skill CUE
*definition *relevance *tie in learning objectives
2. **Present the Content & Skill Cue**
*explaining where/when/how it would be used
3. **Model and Embed** the Content & Skill Cue (**I DO**)
4. **Practice/Feedback** (Large Group- **WE DO**)
5. **Practice/Feedback** (Small Group- **YA'LL DO**)
6. **Practice/Feedback** (Individual- **YOU DO**)
7. **Practice/Feedback** until Proficiency

(Ford & Knutson, 2023; updated 2026); Infographic © by FUSED



This document identifies the **Rocky Mountain Central (RMC)** Grades Pre-K-12 cues with an ICON and link, as they are brilliantly posted on their website. RMC recommends that you review the Resources & Tools Website for the RMC cues when deciding which cues to apply to your curriculum:

RMC, 2023 - Health Resources & Tools. RMC Website: <https://www.rmc.org/resources-tools/>

HOW TO Teach Each Skill



THOROUGHLY DESCRIBED IN THE TEXT

STEP 1: SKILL INTRODUCTION

Definition

Relevance (age-appropriate examples, tied to unit, data-driven, representation)

Educational Outcomes

Step 1: Choosing Indicators

Step 2: Coverage of Indicators

Step 3: Student-Appropriate Terms

Step 4:

Educational Outcomes

STEP 2: PRESENTING THE STEPS OF THE SKILLS

STEP 3: MODELING THE SKILL

STEP 4: PRACTICE

STEP 5: FEEDBACK AND REINFORCEMENT

REPEAT until Mastery

(adapted from Alperine & Benes. 2016. p.68); Infographic © by FUSED

*****NOTE: Teach the skill using steps 1-1-1-2-3-4-5-4-5-4-5 (repeating until mastery)**

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Standard 7 Self Management (SMM)

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Standard 7- Self-Management has two components: Demonstration of Health Practices and Personal Responsibility.

Skill Cues for Standard 7- Self-Management (SM)

RMC Skill CUES for Practicing Healthy Self-Management Skills (PreK-12)

PreK & Grades Pre-K-12



RMC. 2023. Health Resources & Tools. RMC Website:

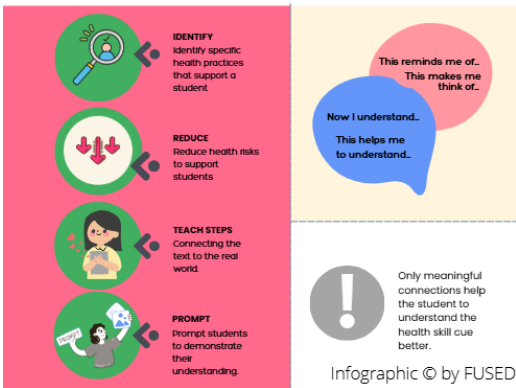
<https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/self-management/>

CUE: Components of Self-Management (PreK-12)

SELF MANAGEMENT

COMPONENT 1: THE HEALTH EDUCATOR

Demonstration of Health Practices requires a health educator to identify specific health practices that support a student in maintaining their health (e.g., coping with stress, staying hydrated) or in reducing health risks (e.g., wearing a helmet, washing their hands). Then, educators explicitly teach the steps of this health practice and prompt students to demonstrate their understanding.



Component 1:

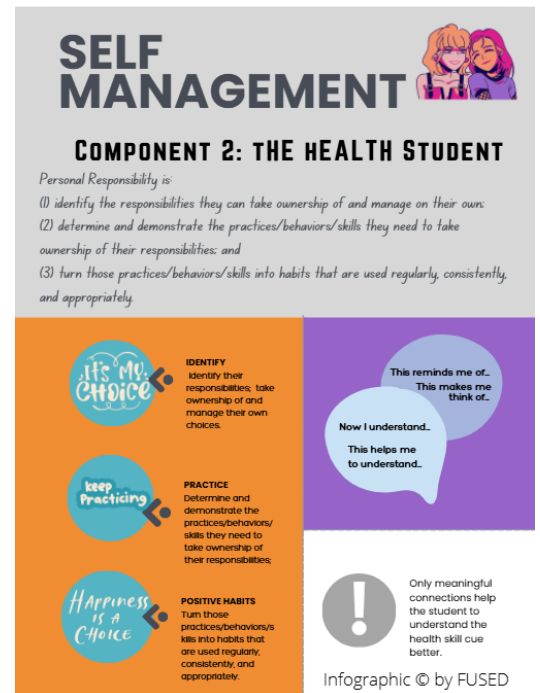
Demonstration of Health Practices requires a **health educator** to **identify** specific health practices that support a student in maintaining their health (e.g., coping with stress, staying hydrated) or in reducing health risks (e.g., wearing a helmet, washing their hands). Then, **educators explicitly teach the steps of this health practice** and prompt students to demonstrate their understanding.

Component 2:

Personal Responsibility is:

- (1) **identify** the **responsibilities** they can **take ownership** of and **manage on their own**;
- (2) **determine and demonstrate** the **practices/behaviors/skills** they **need to take ownership of their responsibilities**; and
- (3) **turn** those **practices/behaviors/skills into habits** that are used regularly, consistently, and appropriately.

Note: Integrate Self-Management across subject areas.



(RMC. 2022. <https://www.rmc.org/resources-tools/>); Infographic redesigned © by FUSED

Focus: Practicing age-appropriate health-enhancing behaviors

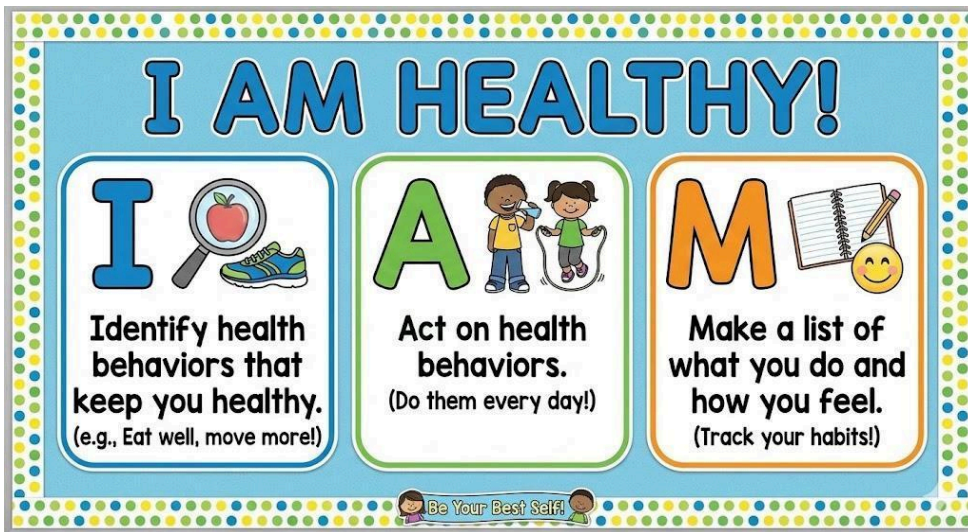
Grade Level: PreK- Grade 2

Description: Emphasizes supporting students in developing and consistently practicing behaviors that promote physical, emotional, and social well-being at developmentally appropriate levels. Students learn to apply health knowledge and decision-making skills to make choices that support personal safety, wellness, and healthy relationships. Instruction encourages self-awareness, responsible behavior, and the application of health-enhancing strategies in daily routines and real-life situations. Through ongoing practice and reflection, students build lifelong habits that contribute to overall health, resilience, and positive functioning across academic and social contexts.

I AM HEALTH STANDARD



(Alperine & Benes, 2016, p.153)



CUE: I AM (PreK-2)

Identify health behaviors that keep you healthy

Act on health behaviors
Make a list of what you do and how you feel.

Example: Students use the I AM cue to connect health knowledge to daily behavior. They **Identify** health behaviors that support physical, emotional, and social well-being, such as eating nutritious foods, managing stress, and maintaining positive relationships. They **Act** by practicing these health-enhancing behaviors in age-appropriate ways at school, home, and in social settings. Students then **Make** a list of the behaviors they practice and reflect on how those choices affect how they feel, supporting self-awareness and the development of lifelong healthy habits.

(Alperine & Benes. 2016. p.153). Infographic developed by Olesch, Kiara M, and Peterson, TJ P.; Infographic © by FUSED

Focus: Increasing the concept of personal responsibility and the amount of healthy behaviors students are engaging in

Grade Level: Grades 3-5

Description: Emphasizes supporting students in developing a stronger sense of personal responsibility while expanding the range and consistency of healthy behaviors they practice. Students are guided to recognize how their choices affect their physical, emotional, and social well-being and to take ownership of decisions that promote health and safety. Instruction encourages self-monitoring, goal-setting, and reflection to reinforce responsible behavior and positive habit formation. Through repeated application and reinforcement, students increase their engagement in health-enhancing behaviors, fostering independence, accountability, and long-term wellness across academic, social, and real-life contexts.



CUE: Daily B.E.S.T (3-5)

BODY: Taking care of your Physical Health

ENVIRONMENT: Taking care of the spaces in your life

SELF: Care of your inner world

Social TIES: Taking care of your relationships



Example: Students use the **Daily B.E.S.T** framework to support overall well-being and personal responsibility. They focus on caring for their **Body** by engaging in behaviors that support physical health, such as proper nutrition, physical activity, and rest. They attend to their **Environment** by maintaining clean, safe, and organized spaces at school, home, and in the community. Students also practice **self-care** by managing emotions, stress, and mindset in healthy ways. Finally, they strengthen **Social Ties** by building respectful, supportive, and positive relationships with peers, family members, and others. Using this cue helps students balance multiple aspects of health and promotes daily habits that support long-term wellness.

Health Education with Project School Wellness

<https://www.youtube.com/@projectschoolwellness/shorts>

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Focus: Increasing the concept of personal responsibility and the amount of healthy behaviors students are engaging in.

Grade Level: Grades 3-5

Description: Emphasizes supporting students in developing a stronger sense of personal responsibility while expanding the range and consistency of healthy behaviors they practice. Students are guided to recognize how their choices affect their physical, emotional, and social well-being and to take ownership of decisions that promote health and safety. Instruction encourages self-monitoring, goal-setting, and reflection to reinforce responsible behavior and positive habit formation. Through repeated application and reinforcement, students increase their engagement in health-enhancing behaviors, fostering independence, accountability, and long-term wellness across academic, social, and real-life contexts.

Cue: I AM ME (3-5)

Identify health behaviors that keep you healthy

Act on health behaviors

Monitor the impact of the health behaviors

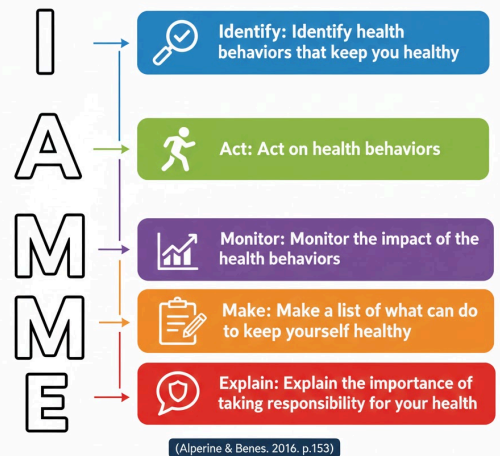
Make a list of what you can do to keep yourself healthy

Explain the importance of taking responsibility for your health.

Example: Students use the "I AM ME" cue to strengthen personal responsibility for their health and well-being. They **Identify** health behaviors that support physical, emotional, and social health, such as regular physical activity, balanced nutrition, stress management, and positive social interactions. Students **Act** by practicing these behaviors consistently in daily routines. They **Monitor** the impact of their choices by reflecting on how these behaviors affect their energy, mood, and overall wellness. Students **Make** a list of actions they can take to maintain and improve their health, and **Explain** why taking responsibility for their health is important. This cue promotes self-awareness, accountability, and the development of lifelong healthy habits.

(Alperine & Benes. 2016. p.153). Infographic developed by Olesch, Kiara M and Peterson, TJ P.; Infographic © by FUSED

I AM ME HEALTH STANDARD



Focus: Reinforcing the importance of personal responsibility and a variety of behaviors.

Grades 6-12

Emphasizes deepening students' understanding of personal responsibility as a key factor in maintaining overall well-being, while encouraging engagement in a wide range of positive behaviors. Students learn to recognize how daily choices influence their physical, emotional, and social health and to take ownership of actions that promote safety, wellness, and healthy relationships. Instruction supports reflection, goal-setting, and consistent practice of a variety of health-enhancing behaviors across contexts. Through ongoing reinforcement, students strengthen accountability, self-regulation, and the ability to sustain balanced, healthy lifestyles over time.



Cue: I AM HEALTHY (6-12)

Identify current health behaviors

Analyze your health context

Make a plan for behavior change or reinforcement.

Help get help if you need it

Explain your role in maintaining and enhancing your health

Access information, products, and services to support health behaviors

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement

How did your behavior change work? What would you change?

You are in control.

Example: Students use the **I AM HEALTHY** framework to take an active role in maintaining and improving their well-being. They

Identify current health behaviors and **Analyze** their personal health context, including strengths, needs, and influences. Students make a plan to change or reinforce behaviors and **Help** get help by identifying trusted adults, peers, or resources when support is needed. They **Explain** their role in maintaining and enhancing their health and **Access** appropriate information, products, and services to support healthy choices. Students also **List** potential barriers and facilitators, **Track** their progress over time, and **Reflect** on outcomes by considering what worked and what could be improved. This cue reinforces personal responsibility and empowers students to take control of their health through informed, intentional action.

(Alperine & Benes. 2016. p.153). Infographic developed by Olesch, Kiara M & Peterson, TJ P.; Infographic © by FUSED

I AM HEALTHY HEALTH STANDARD

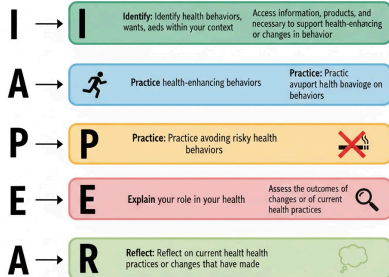


[Alperine & Benes, 2016, p153]

Focus: Reinforcing the importance of personal responsibility and a variety of behaviors

Grade Level: Grades 6-8 AND Grades 9-12

I APPEAR HEALTH STANDARD



(Alperine & Benes. 2016. p.153)

Emphasizes deepening students’ understanding of personal responsibility as a key factor in maintaining overall well-being, while encouraging engagement in a wide range of positive behaviors. Students learn to recognize how daily choices influence their physical, emotional, and social health and to take ownership of actions that promote safety, wellness, and healthy relationships. Instruction supports reflection, goal-setting, and consistent practice of a variety of health-enhancing behaviors across contexts. Through ongoing reinforcement, students strengthen accountability, self-regulation, and the ability to sustain balanced, healthy lifestyles over time.

CUE: I APPEAR (6-12)

Identify health behaviors, wants, and needs within your context

Access information, products, and services necessary to support health-enhancing behaviors or changes in behavior.

Practice health-enhancing behaviors

Practice avoiding risky health behaviors

Explain your role in your health

Assess the outcomes of the behavioral changes or of current health practices.

Reflect on current health practices or changes that have been made.

Example: Students use the **I APPEAR** cue to apply health knowledge and personal responsibility to real-life contexts.

They **Identify** health behaviors, wants, and needs within their personal environment and circumstances.

Students **Access** reliable information, products, and services that support health-enhancing behaviors or positive behavior change

Students **Practice** health-promoting behaviors while also practicing strategies

Students **Avoid** risky health behaviors

Students **Explain** their role in maintaining their health

Students **Assess** the outcomes of current practices or behavior changes

Finally, students **Reflect** on their health choices to determine what is effective and what adjustments may be needed, supporting continuous improvement and long-term wellness.



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(Alperine & Benes. 2016. p.153). Infographic developed by Olesch, Kiara M & Peterson, TJ P.; Infographic © by FUSED

CUE: Competitive Strategy (5-12)



- ❖ May consider the relationship with the other party unimportant.
- ❖ If one party has more "POWER" than the other, they may tend to use that power to their advantage.
- ❖ Communication is closed and unreliable.
- ❖ Attitude towards the other party is suspicious and hostile.
- ❖ Goal is to win; the other party is to lose.
- ❖ Either verbally or mentally, one party emphasizes the differences between them, particularly value differences.
- ❖ Challenges the legitimacy or authority of the party as a counterpart in the negotiation.
- ❖ Assumes any misjudgments made were committed intentionally and with bad malice.
- ❖ Tactfully uses threats, deception, force, or power

(Deb Tackmann, 2009). Infographic redesigned © by FUSED

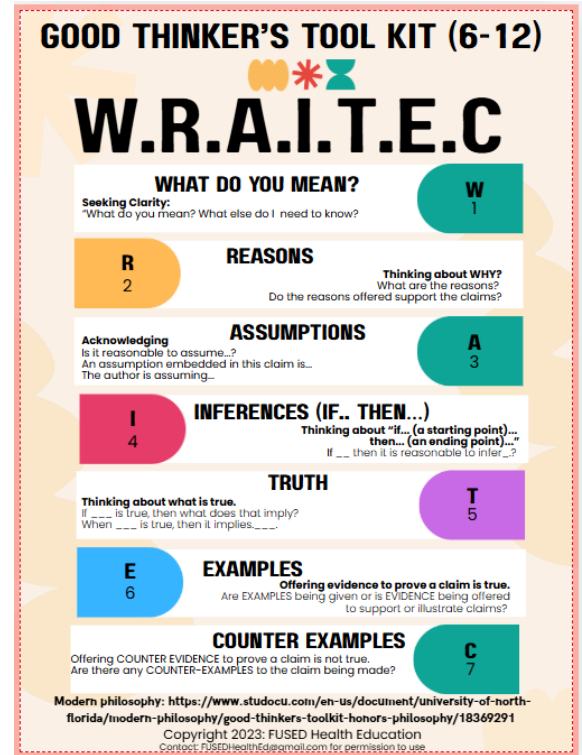
CUE: Collaborative Strategy (5-12)

- ❖ Consider current and future relationships between parties important.
- ❖ Power balance is unimportant because looking for parties to "buy in, not compliance.
- ❖ Attempt to keep communication with the other party open and honest.
- ❖ Attempt to maintain a trusting and friendly attitude toward the other party.
- ❖ Looking for a "win-win" solution.
- ❖ Emphasized shared values and beliefs
- ❖ Accept the legitimacy of the other party to negotiate.
- ❖ Assumes miss judgments are committed unintentionally.
- ❖ Tactfully search for common grounds and acceptable solutions.



(Deb Tackmann, 2009); Infographic redesigned © by FUSED

CUE: The Seven Tools: W.R.A.I.T.E.C (6-12)



- ★ **W**-What do you mean?
- ★ **R**-Reasons
- ★ **A**-Assumptions
- ★ **I**-Inferences (If.. then...)
- ★ **T**-Truth
- ★ **E**-Examples
- ★ **C**-Counterexamples

(Telljohann,2009, p. 137); Infographic redesigned © by FUSED

CUE: The Worry Tree (5-12)



Identify the problem

- What am I worrying about?
- Is it a hypothetical worry?
- Is it a real problem?

If “Hypothetical Worry” then...

- It's a hypothetical worry.
 - Distract myself.
 - Redirect attention.
- How will I focus my efforts?
- Let go of the worry

If “Real Problem” then...

- It's a real problem. What can I do?
- Where can I find support and advice?
- When should I deal with this problem?
 - Schedule it.
 - Now or Later?

Create an “Action Plan”

- What is my Action Plan?
- How will I focus my efforts?
- Let go of the worry

Pinterest. www.briefblink.com; Infographic redesigned © by FUSED

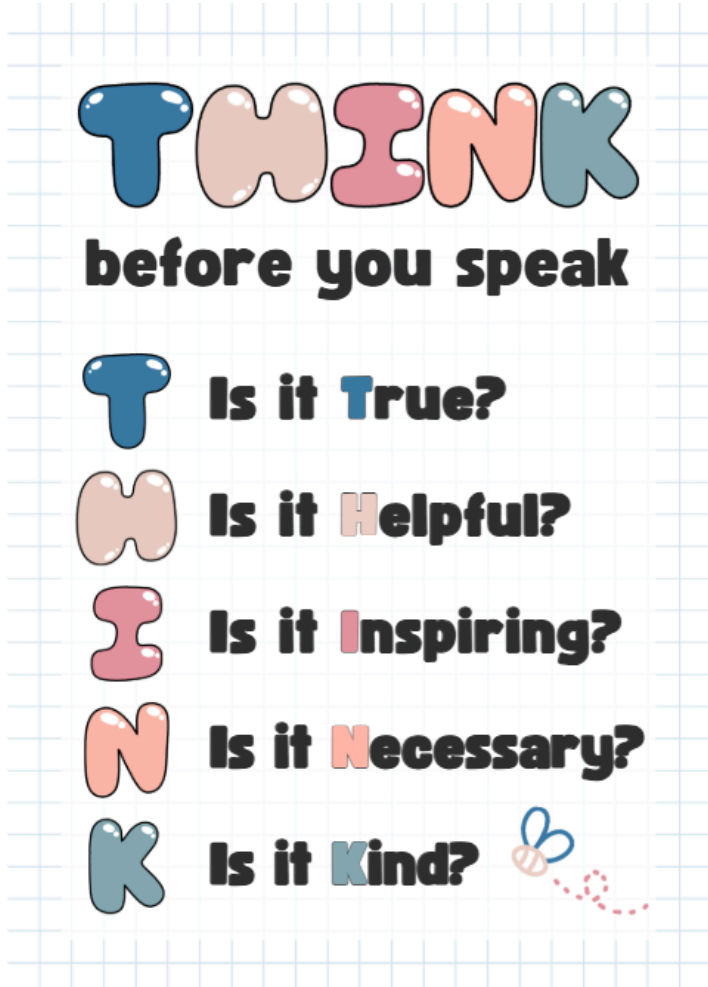
CUE: The Trigger Tree (5-12)

- 1) Identify the TRIGGER:
- 2) List the feelings this TRIGGER brings up:
- 3) List the fears this TRIGGER brings up:
- 4) What is the root source of the TRIGGER?
- 5) List the insecurities this TRIGGER brings up:
- 6) What is out of your control?
- 7) What is in your control?
- 8) How can you soothe yourself right now?
- 9) Write a Mantra you can use to practice radical acceptance.



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CUE: THINK (5-12)



Before you speak... THINK!

T = Is it TRUE?

H = Is it HELPFUL?

I = Is it INSPIRING?

N = Is it NCESSARY?

K = Is it KIND?

Pinterest (unknown); Infographic by CANVA

CUE: Share your Thoughts with Kindness (5-12)

Share your thoughts
with kindness

I like the way you...

I find it interesting that...

I have a different thought...

I agree that...



Pinterest (unknown); Infographic by CANVA

When you don't know what to say or cannot find the right words, try these prompts...

- 1) I like the way you...
- 2) I find it interesting that...
- 3) I have a different thought...
- 4) I agree that...

Pinterest (unknown); Infographic by
CANVA

CUE: RESPECT (starts with you) (5-12)



Respect starts within yourself.

R= Responsibility

E = Excellence

S = Self-Control

P= Politeness

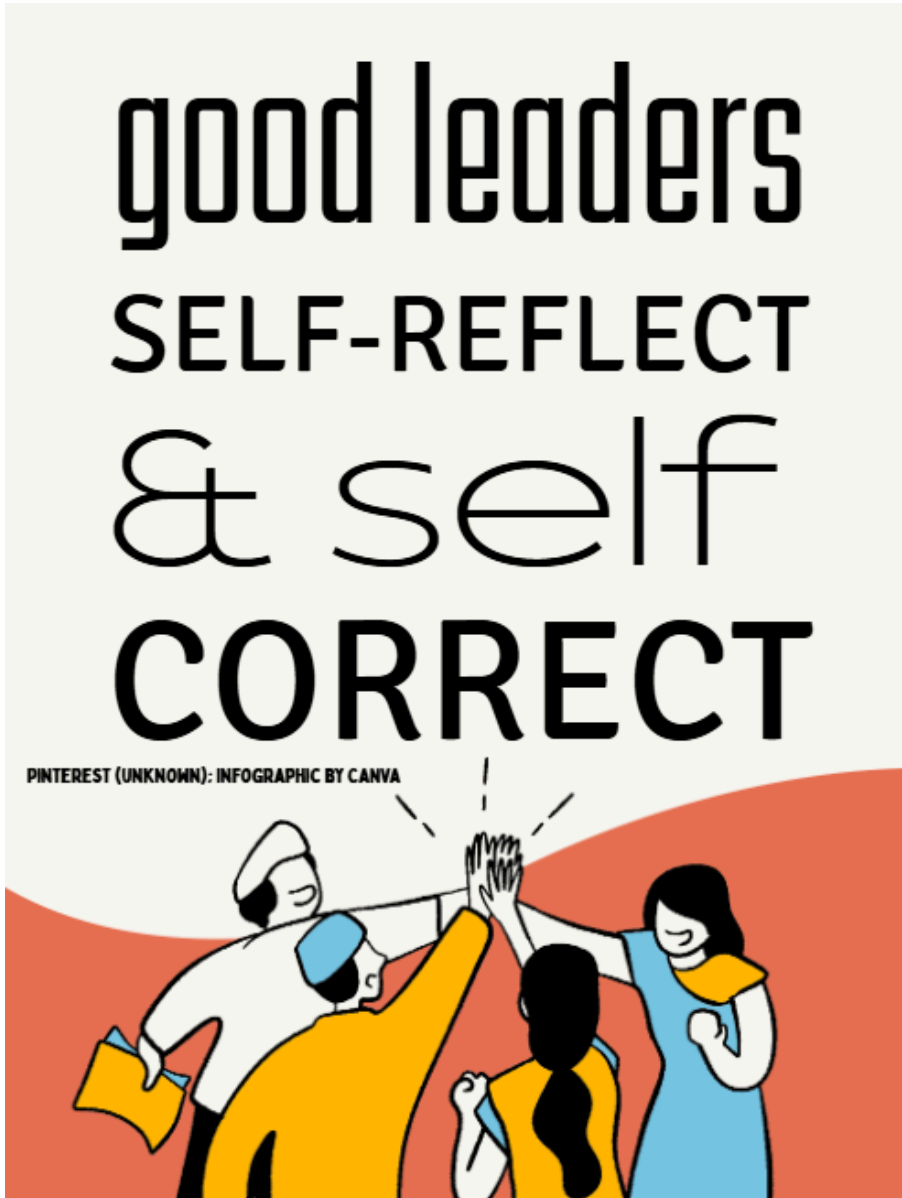
E = Empathy

C - Cooperation

T= Trust

Pinterest (unknown); Infographic by CANVA

CUE: Leadership (5-12)



Good Leaders must
Self-respect
and
Self- Correct!

Pinterest (unknown); Infographic by CANVA

CUE: Pick A Reset (K-12)



Breath It Out

- Trace & Breathe
- Breathe with Fingers
- Count Backwards

Move It Out

- Stretch & Wiggle
- Shake It Out
- Sip Water
- Run, Walk, Bike

Think It Out

- Name Senses
- Say Something Kind
- Imagine a Calm Space
- Draw or Write

Pinterest (unknown); Infographic redesigned © by FUSED

****Note.** See Canva, Pinterest & Teachers Pay Teachers for additional ideas.

****Note.** The Minnesota State University Moorhead HLTH 492 class reorganized this document as a capstone project (Fall 2025). Students included: Helgeson, Nathan P., Olesch, Kiara M., and Peterson, T.J. P.

This list of Skill CUEs is not an exhaustive list of CUEs for this Standard.

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