

Transformative Social and Emotional Learning in Health

Oregon Teacher's Guide and Lesson Sparks

About This Guide

In Oregon, leaders envision Transformative Social and Emotional Learning (SEL) as extending beyond a specific curriculum or standalone program, moving from a focus on each individual's development to an approach that is fully integrated with other aspects of teaching and learning and that supports all members of a school community in learning and thriving. To spark inspiration and provide guidance for teachers as they plan lessons that integrate Transformative SEL into their curricular focus, this resource offers examples of K–12 learning activities tailored to specific Health and Transformative SEL standards in Oregon.

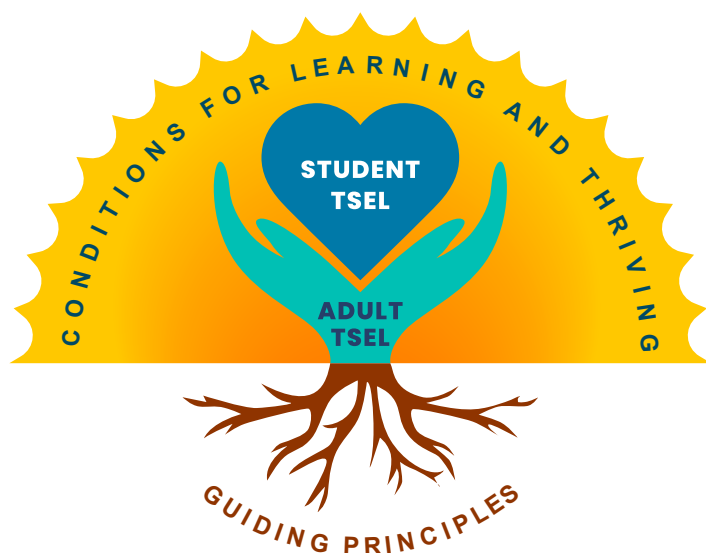
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Teacher's Guide to Transformative SEL Instruction

Just as an environmental ecosystem requires a balance of sunshine, water, nutrients, and a healthy atmosphere for plants to flower and bear fruit, the school ecosystem needs individuals, relationships, and the environment to work in interdependence so that everyone can flourish and thrive (Figure 1). For Transformative SEL to take root in schools, adults can reflect as learners on their own social, emotional, and cultural competencies so they can provide responsive, inclusive, and engaging learning opportunities for students. Teachers play an essential role as

Figure 1. Oregon's Transformative SEL Framework



the gardeners of the learning ecosystem, creating an environment where learning can flourish, developing relationships with and between students, and guiding students in their personal and academic journeys.

Academic instruction serves as the soil in this learning ecosystem, as instruction is full of opportunities for integrating Transformative SEL so that students can experience consistent, high-quality learning. A transformative approach to SEL instruction must consider not just individual students, but also the social systems around them by recognizing that

student actions and attitudes are influenced by systemic conditions. Conditions for learning and thriving therefore act as nutrients for instructional soil, as teachers should cultivate authentic partnerships, equitable policies, and thriving learning environments in order to meet the full range of students' social, emotional, and academic needs.

The Transformative Social and Emotional Learning in Health Guide aims to help teachers build vibrant, engaging classroom communities that celebrate identity, build agency, cultivate belonging, foster collaborative problem-solving, and encourage curiosity. Rather than offering one-size-fits-all lesson plans, this resource provides "lesson sparks"—ideas and practices that are intended to spark inspiration in teachers and can be used dynamically to help shift classroom practices and policies toward transformation. The guide refers frequently to the accompanying [Transformative SEL Lesson Spark Tool](#) which teachers can use as they engage in the processes of reflection, integration, and lesson planning.

This guide includes:

- Guiding Principles from the Oregon Department of Education
- Guidance on Transformative SEL, including how to embed it into instruction
- Information on and examples of Signature Practices grounded in Transformative SEL and Health, organized by grade band
- Additional resources and inspiration for units and lesson plans

The companion [Lesson Spark Tool](#) offers:

- Reflection questions to demonstrate the necessary mindsets, values, and beliefs for Transformative SEL
- Guidance for instructional and Transformative SEL alignment
- A resource for planning Signature Practices

Guiding Principles

Figure 2. Oregon's Transformative SEL Guiding Principles



This guide is grounded in the guiding principles outlined in Oregon's Transformative Social and Emotional Learning Framework and Standards (Oregon Department of Education, 2023). The principles are the roots of the learning ecosystem, serving as foundational values and beliefs that can lead to fruitful interactions, communication, and decision-making. The principles include **culturally responsive** education as a powerful pedagogical approach to cultivating Transformative SEL practices in students and adults by affirming and honoring their ways of being, knowledge, experiences, and cultures to promote engagement and learning. The principles also encourage teachers who bring a culturally responsive lens to their instruction to be **community responsive** and **strengths based** by centering and affirming students' lived experiences, perspectives, and contributions as assets for learning academic content. Finally, the framework is grounded in instruction that is **trauma informed** and in the **science of learning development**, acknowledging the importance of recognizing behavior as communication while building consistent, positive routines to ensure all students are primed for new learning.



What is the relationship between culturally responsive education and Transformative SEL?

A transformative approach to SEL invites adults and students to see and understand the systems and structures that influence their attitudes, beliefs, behaviors and interactions. Culturally responsive education offers an essential pedagogical approach for creating the conditions in which Transformative SEL can take root. Culturally responsive education

stems from a long history of pedagogical research by scholars such as Gloria Ladson-Billings, Django Paris, Geneva Gay, in addition to Shawn Ginwright, who brings focus on healing-centered engagement, and Liza Talusan, who focuses on identity-conscious practices. By nurturing their self-identity, agency, and curiosity, culturally responsive teachers committed to Transformative SEL can harness the innate capacity of youth to actively create change in their own lives and the world.

How do teachers take a culturally responsive approach to their TSEL instruction?

- Teachers build on students' cultural identities, perspectives, and contributions as key assets in the classroom
- Teachers encourage intellectual risk-taking and emotional connection to academic content
- Teachers understand and address the role that toxic and traumatic stress (including racial oppression) can play in shaping students' histories as learners, without seeing them as victims
- Teachers support students to make sense of the world around them, so they can name and act upon the norms, values, institutions, and systems that produce and maintain inequities
- Teachers practice critical self-awareness by reflecting on how their multiple and intersecting identities inform and affect how they act, how they interact with others, and how they see the world around them



Each of these guiding principles is built into the sample activities throughout the guide. Teachers can use **Step 1** of the [Transformative SEL Lesson Spark Tool](#) to reflect on the current strengths and skills they bring to enacting Transformative SEL in your classroom. The tool's prompts are designed to get teachers thinking about their own learning journey in preparation for working with their students.

Continuum of Transformation

A transformative approach to SEL is not confined to a single person, lesson, or specific time of the day and is not a one-size fits all program or curriculum. Instead, it is an ongoing process and practice of how adults and students show up for one another in moments throughout the school day. SEL practices exist on a continuum, moving from personally responsible and participatory SEL to a Transformative SEL approach (Figure 3). Transformative SEL was developed to shift the focus of educators away from behavior management and toward creating the conditions that support respectful, dignifying, and affirming interactions among all students and adults along the continuum of transformation. Once conditions for learning and thriving are put in place, students can learn to set goals, manage their own behaviors, and ultimately participate, improve, and change institutions and systems in ways that promote equitable outcomes (Jagers et al., 2019). When Transformative SEL is embedded throughout the day, it has the potential to humanize the learning environment by honoring students’ and adults’ lived realities of race, class, culture, and other intersectional identities.

Figure 3. Continuum of Transformation



Transformative SEL in Health

A research-based health education classroom is an ideal place to cultivate students’ Transformative SEL practices. With explicit content emphases on wellness, social and emotional health, and healthy relationships, health instruction provides an opportunity for students to think and learn metacognitively about SEL practices. For example, in kindergarten, students are asked to identify how mental health is part of overall health and well-being.

In addition to the rich natural connections between health education and TSEL in general, the Oregon Health Education Standards have been written to integrate the TSEL Standards in order to equip students with essential life skills in and beyond the classroom. Both sets of standards emphasize the importance of students' developing self-awareness and self-management skills to identify and express their thoughts and emotions in addition to their wants, needs and boundaries. Explicit connections are also clear in the integration of Transformative SEL practices directly in health standards that relate to holistic student development, such as Healthy Relationships and Violence/Abuse Prevention. As such, supporting student learning toward the health standards at each grade level also supports student learning toward the TSEL standards at each grade level.



Teachers can refer to **Step 2** of the [Transformative SEL Lesson Spark Tool](#) to help determine how instructional goals align with Transformative SEL standards. [See Appendix A](#) for a more detailed Standards Crosswalk to support curricular integration.

Explore Integrated Signature Practices

Oregon's Transformative SEL standards include guidance on practices and growth indicators. The guidance is intended to be broad enough to support adaptation while also specific enough to provide useful takeaways for adults to use with students across all contexts. Teachers may choose to adapt Transformative SEL from many different entry points, including:

- Aligning Transformative SEL standards with academic objectives by emphasizing student skillsets and outcomes in lesson planning
- Building a climate and culture for Transformative SEL, by placing student interests, needs, and learning styles at the center of instructional decision-making
- Integrating Transformative SEL through Student-Centered Instruction that puts collaborative problem-solving and student curiosity at the center of learning

Because Transformative SEL is an ongoing process, this guide describes how teachers can use Signature Practices as an entry point to Transformative SEL in the classroom by embedding predictable opportunities for relationship- and community-building and moving their practices along the continuum of transformation. Developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the three Signature Practices are Inclusive Welcome, Engaging Strategies, Intentional Close.

For each Signature Practice, this guide provides universal and content-specific examples of how Transformative SEL might look in the classroom. These examples are intended to demonstrate how teachers can weave classroom routines and strategies that align to their learning objectives and the Transformative SEL focal constructs.



Step 3 of the [Transformative SEL Lesson Spark Tool](#) provides space to identify how Signature Practices can help support student outcomes, and **Step 4** includes a template for teachers to sketch their own practices.

CASEL developed the Signature Practices in response to frequently asked questions such as “What does SEL look like? How can we start?” After teachers choose a curricular focus, using CASEL Signature Practices can help teachers instill their classroom with routines and interactions that nurture Transformative SEL focal constructs while also connecting to disciplinary learning outcomes.

The following sections provide guidance and examples for teachers to use in integrating Signature Practices into their classrooms.

SIGNATURE PRACTICE:

Inclusive Welcome



Consider opening each class period with a welcome that is inclusive and respects cultural and linguistic diversity, builds community, and sets the stage for learning.

Examples include:

- ⦿ Whole-group greeting activities
- ⦿ Deep breathing or mindfulness
- ⦿ Morning circles or rituals
- ⦿ Interactive do-nows, such as peer-to-peer homework help or quick pair assignments

Facilitate a square breathing **Inclusive Welcome** to introduce learning on brain regions and functionality.

TRANSFORMATIVE SEL IN HEALTH K-2 LESSON SPARK:

Name and Motion

Students build peer relationships early in the school year when they are getting to know one another. At the beginning of class, students circle up to share their name and an activity they enjoy outside of the classroom. This Inclusive Welcome invites students to reflect on how relationships with others can bring joy to the learning process and help us thrive in community.



See the K-2 Lesson Spark in Appendix B for a more detailed lesson activity.

SIGNATURE PRACTICE:

Engaging Strategy



Consider embedding interactive or reflective opportunities that vary in complexity and style to allow students to grasp content while connecting learning to their experiences throughout the school day.

Examples include:

- **Think, Ink, Pair, Share** — silent time to reflect; time to write; partner discussions; close with a group share out
- **Mindful Minute Brain Break** — a calming activity, promoting focus and readiness to learn
- [Gallery Walk](#)
- [Pass It On](#)
- [Arrow](#)

Use **Engaging Strategies** that incorporate movement, such as [Arrow](#), to reinforce health learning on topics that pertain to physical activity like understanding the cardiovascular system.

TRANSFORMATIVE SEL IN HEALTH 6–8 LESSON SPARK:

Jigsaw

Students independently research excerpts and have group discussions on different substances. Classroom groups are then reorganized so that new groups contain one member from the original group discussion so that the new group member teaches their excerpt to the rest of their group. This activity can be a helpful strategy for breaking apart dense content while also supporting student agency and responsible decision-making by designating student experts in assigned topic areas, allowing students to learn and then teach their peers.



[See the 6–8 Lesson Spark in Appendix B](#) for a more detailed lesson activity.

SIGNATURE PRACTICE: Intentional Close



Consider closing each learning experience by highlighting an individual or shared understanding of the lesson, reflecting on the process or the content, helping students identify next steps, or encouraging students to show appreciation for one another.

Examples include:

- [Future Me](#)
- [One-minute Accolade](#)
- [My Next Step](#) — inviting students to commit to an action based on the lesson topic or experience
- [One Word Whip Around](#) — invite students to respond to a prompt or question with a one-word answer

Use [My Next Step](#) to connect students' conceptual understandings to their everyday lives by asking students how they might apply learnings on food and nutrition to activities such as grocery shopping.

TRANSFORMATIVE SEL IN HEALTH 9-10 LESSON SPARK:

Future Me

Students write a letter to their future self about the classroom topic that day—consent—sharing their understanding and their intentions to honor consent in their daily lives. This reflection activity supports self-awareness while building students' self-management strategies as they consider how to integrate content learning into their daily and future actions.



[See the 9-10 Lesson Spark in Appendix B](#) for a more detailed lesson activity.

Additional Inspiration

The external links below provide inspiration as teachers work to incorporate Transformative SEL into their health lesson plans. Please note that these resources are neither affiliated with nor endorsed by the Oregon Department of Education.

RESOURCE & DESCRIPTION	K-5	6-8	9-12
<p><u>SHAPE America</u></p> <p>This tool provides a variety of evidence-based curriculum standards, lesson plans, professional development opportunities and advocacy tools.</p>	⊙	⊙	⊙
<p><u>PBS LearningMedia</u></p> <p>This tool offers diverse content that promotes SEL competencies such as self-awareness, relationships skills and responsible decision-making.</p>	⊙	⊙	⊙
<p><u>LGBTQ2SIA+ Student Success Plan</u></p> <p>This website offers strategies and resources for creating inclusive, supportive educational environments that promote the success and well-being of LGBTQ2SIA+ students.</p>	⊙	⊙	⊙
<p><u>Advocates for Youth</u></p> <p>This website provides educators with comprehensive resources to support youth development and empowerment, including lesson plans, toolkits and facilitation guides that include scope and sequence suggestions.</p>	⊙	⊙	⊙
<p><u>Overcoming Obstacles</u></p> <p>This tool offers engaging unit planning material for health topics across all grade levels, featuring lessons on communication, decision-making, goal-setting and resilience.</p>	⊙	⊙	⊙

Conclusion

Having now seen a variety of integrated activities and model units or lesson plans, teachers can next use **Step 4 of the [Transformative SEL Lesson Spark Tool](#)** to plan Signature Practices that aim to move their instruction, student relationships, and the overall classroom culture and climate toward Transformative SEL.

As Transformative SEL is a process and approach rather than a discrete strategy or program, there is no singular, correct way to implement the approach in your classroom. Instead, Transformative SEL should be embedded throughout your content area learning and school day interactions. This guide and its accompanying tool are designed to demonstrate the several different entry points and strategies teachers can adapt to build a Transformative SEL ecosystem in their school. Transformative SEL invites adults in the educational ecosystem to see themselves as co-learners alongside youths by learning about and critically reflecting on their own social, emotional, and cultural competencies (Jagers et al., 2019). As co-learning is essential to Transformative SEL, teachers might consider who they would identify as the members of their learning community and invite them to collaboratively explore this guide and tool.



Step 4 of the [Transformative SEL Lesson Spark Tool](#) provides space for teachers to design their own Signature Practices

References

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APPENDIX A:

Crosswalk of Oregon Health and Transformative SEL Standards

This crosswalk includes examples of alignments between Oregon Health Topics and the Transformative SEL practices. The alignments depicted are not intended to be exhaustive; rather, they include areas that are likely to be natural instructional matches. Transformative SEL practices that are already listed within Health Topics 5 and 6 are identified in bold and colored font.

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
1 – Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to understand what social, familial and community factors influence the dimensions of health; how to prevent and protect against communicable and non-communicable diseases; analyze issues related to health equity and environmental health; and understand how to use health information and healthcare resources.	<p>Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).</p> <p>Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.</p> <p>Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one’s interests, purpose, and sense of belonging.</p> <p>Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.</p> <p>Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.</p> <p>Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.</p> <p>Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.</p> <p>Practice 5C: Anticipate, reflect, and evaluate the impact of one’s choices and contributions in promoting personal, family, and community well-being.</p>

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
<p>2 – Safety and First Aid (SFA) outlines the knowledge and skills students need to feel more prepared and confident to prevent, identify, and address safety and emergency situations at home, at school, and in the community, including medical emergencies, firearm hazards, natural disasters, and digital safety.</p>	<p>Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.</p> <p>Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.</p> <p>Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.</p> <p>Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.</p>
<p>3 – Substance Use, Misuse, and Abuse (SUB) outlines the knowledge and skills students need to make decisions when faced with the pressures of using, misusing and abusing alcohol, tobacco, marijuana, and other substances, including over-the-counter and prescription drugs; analyze media messages and other influences; how to cope in stressful situations; how to set goals; and how to access community resources for assistance and to prevent and respond to overdose emergencies.</p>	<p>Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).</p> <p>Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.</p> <p>Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.</p> <p>Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.</p> <p>Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.</p> <p>Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.</p>

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
<p>4 – Food, Nutrition, and Physical Activity outlines the knowledge and skills students need to understand where food comes from, what foods have high nutrient content, and how culture plays an important role in nutrition and food experiences; develop decision-making skills around food and physical activity; decipher media messages around food; and analyze issues related to food insecurity and food policies.</p>	<p>Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one’s interests, purpose, and sense of belonging.</p> <p>Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.</p> <p>Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.</p> <p>Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.</p> <p>Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.</p> <p>Practice 5C: Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.</p>

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
<p>5 – Social, Emotional, and Mental Health outlines the knowledge and skills students need to understand and express feelings, thoughts, and emotions; build healthy relationships with self and others; practice healthy decision-making skills; and support kindness, care, connection, equity, diversity, and inclusion. These align with ODE's Integrated Model of Mental Health and Oregon's Transformative Social and Emotional Learning (TSEL) Standards.</p>	<p>Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).</p> <p>Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.</p> <p>Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.</p> <p>Practice 2A: Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.</p> <p>Practice 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.</p> <p>Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.</p> <p>Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.</p> <p>Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.</p> <p>Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.</p> <p>Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.</p> <p>Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.</p> <p>Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.</p>

Note: Transformative SEL practices that are already listed within Health Topics 5 and 6 are identified in **bold and colored font**.

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
<p>6 – Healthy Relationships and Violence/Abuse Prevention outlines the knowledge and skills students need to; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; analyze influences in media and technology; identify characteristics of healthy and affirming interpersonal relationships; communicate about harm to trusted adults; understand the root causes of violence; collaborate with the larger community to provide safety, trust, respect, sharing of power, and identity specific supports; and create affirming environments where students, families, and school staff can thrive. These align with Oregon’s TSEL Standards.</p>	<p>Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).</p> <p>Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 2A: Manage and express thoughts, emotions, impulses, and stressors ways that affirm one’s identity.</p> <p>Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.</p> <p>Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.</p> <p>Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.</p> <p>Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.</p> <p>Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.</p> <p>Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.</p> <p>Practice 4B: Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem-solving.</p> <p>Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.</p> <p>Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.</p> <p>Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.</p> <p>Practice 5C: Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.</p>

Note: Transformative SEL practices that are already listed within Health Topics 5 and 6 are identified in **bold and colored font**.

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
<p>7 – Growth and Development outlines the knowledge and skills students need to understand the changes that people can experience during puberty and adolescence that impact physical, social, intellectual, and emotional development; understand that sexuality is a normal and positive aspect of development; identify medically accurate, inclusive reproductive anatomy; and support students in developing positive identities and self-esteem across the lifespan.</p>	<p>Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.</p> <p>Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one’s interests, purpose, and sense of belonging.</p> <p>Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.</p> <p>Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.</p>
<p>8 – Sexual and Reproductive Health outlines the knowledge and skills students need to take care of their bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STIs and HIV/AIDS, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making around sexual behavior, pregnancy, and parenting; and the personal, relational, cultural, and historical factors that influence sexuality, sexual and reproductive health, and access to healthcare.</p>	<p>Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.</p> <p>Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.</p> <p>Practice 4B: Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.</p> <p>Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.</p> <p>Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.</p> <p>Practice 5C: Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.</p>

HEALTH TOPICS	EXAMPLE ALIGNMENT WITH TSEL STANDARD
<p>8 – Sexual and Reproductive Health outlines the knowledge and skills students need to take care of their bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STIs and HIV/AIDS, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making around sexual behavior, pregnancy, and parenting; and the personal, relational, cultural, and historical factors that influence sexuality, sexual and reproductive health, and access to healthcare.</p>	<p>Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p> <p>Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.</p> <p>Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.</p> <p>Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.</p> <p>Practice 4B: Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.</p> <p>Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.</p> <p>Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.</p> <p>Practice 5C: Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.</p>

APPENDIX B:

Health Lesson Sparks

Grades K–2

SIGNATURE PRACTICE	Inclusive Welcome: Name and Motion	
<p>Context</p> <p>In an elementary school setting, students are learning to understand their own uniqueness while appreciating differences in others.</p>		
<p>Learning Outcome</p> <p>Students demonstrate effective interpersonal communication skills by identifying and communicating their interests to build healthy relationships in the classroom.</p>	<p>Classroom Format</p> <p>Whole group</p>	<p>Time</p> <p>5–15 minutes</p>
<p>Teacher Moves</p> <ul style="list-style-type: none">● Tell students that they will be participating in a fun activity that allows them to learn about others and share about themselves. Remind them that active listening will be a useful skill to practice throughout the activity.● Explain that each student will take a turn saying their own name while making a motion that represents something they enjoy doing. (Model: “I’m Erin and I enjoy reading.” while holding your hands in the shape of a book – <i>you choose what makes sense for you.</i>)*● Explain that each student in turn will repeat the names and gestures of those who have gone before them, and then they will add their own name and gesture. Let students know that it’s okay to have a similar interest to someone else. Sometimes this can be a nice opportunity for students to see common interests in a low-risk environment.● After giving the instructions, allow students to take a quiet moment to think of what they want to share and the gesture that will help people remember it.● Model once again with your name and motion, e.g., “I’m Erin and I like to play basketball.” (Pretend to throw a ball towards a hoop.)*● Check for understanding. Then ask the student to your left to begin. Model by repeating their		

name and demonstrating their motion, and then adding your own. If a student can't remember a name or motion, invite them to ask someone in the circle for help and thank that person for their assistance.

- ⦿ Debrief by asking one or more of these questions:
 - “What is important about knowing each other’s names?”
 - “What’s something you had in common with someone?”
 - “What is something several people in the group had in common?”
- ⦿ Offer multiple examples so that students can see there is not one right activity. That all activities and hobbies have value.
- ⦿ Transition to the second learning outcome by sharing a personal example of how you were introduced to the activity and how it helped you connect with others. For example,
 - “As a child of military parents, we moved frequently, so it was important to find ways to quickly connect with new communities. Sports like basketball and soccer became my way of making friends with people who shared similar interests. These activities not only helped me build relationships but also supported my physical and mental health.”
- ⦿ Prompt students to reflect by responding to the question, “Where did your activity come from, and how does it impact your overall health?”

Student Experiences & Identities

Draw on early elementary students’ motivation for movement and play by encouraging students to create and share their own motions while observing and copying others.



Content Connections

1.HRVP.2: Demonstrate healthy ways for friends to express feelings, both physically and verbally.

1.HRVP.5: Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.

Transformative SEL Connections

Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

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Student Experiences & Identities

Draw on students' desire for belonging by emphasizing how students are a part of an important scientific community where their ideas are valued. By noticing ways they can learn from their peers, students also develop an understanding of the importance of sharing ideas and collaborating.



Content Connections

4.FNP.1: Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.

4.FNP.2: Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.

Transformative SEL Connections

Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.

Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

References or Attributions

Adapted from the mySci unit [From Sun to Food](#).

Grades 6–8

SIGNATURE PRACTICE

Engaging Strategy: Jigsaw

Context

In a middle school health class unit on substance use, students engage in a jigsaw activity to become an expert on a specific substance and share their knowledge with their peers, fostering collaboration and reinforcing their understanding.

Learning Outcome

Students demonstrate health literacy by accessing valid and reliable information and advocating for behaviors that support personal, family, peer, school, and community health.

Classroom Format

Small groups

Time

30 minutes

Teacher Moves

- Divide class into five groups to do research using reliable online sources. Each group will gather facts on short-term and long-term effects of using one of the following substances: Alcohol, cannabis, vaping, nicotine, opioids, or stimulants.
- Ask students to look at risk factors and protective factors related to their specific substance. This information will help them brainstorm ideas on how to make decisions around substance use with their new groups.
- Ask each group to send a delegate to a new group and share the information about the substance they researched. Each new group should have a representative sharing about each substance. Once new groups are formed students will share long-term and short-term effects of their substance on the body and brain. They will also share any information they learned regarding risk factors and protective factors. By the end of the jigsaw, students will have information on each of the five substances.
- Ask students to discuss potential barriers to making decisions based on their values with their new groups. “What different ways can they go about making a decision on whether or not to experiment with substances? ”

Visual or Supporting Material

Offer the following websites as reliable sources:

- [Drugs & Alcohol \(for Teens\) | Nemours KidsHealth](#)
- [SAMHSA – Harm Reduction Framework](#)
- [National Harm Reduction Coalition – Resource Center](#)

Student Experiences & Identities

Draw on adolescent students' desire to be seen as experts by having students research and teach about how a specific substance affects the body.



Content Connections

8.SUB.1: Identify risk and protective factors related to substance use, misuse, and abuse.

8.SUB.8: Describe where to find reliable information and services regarding substance use, misuse, and abuse

Transformative SEL Connections

Practice 1A: Develop personal and collective agency by using various forms of communication to make choices and take initiative.

Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

Grades 9–10

SIGNATURE PRACTICE

Intentional Close: Future Me

Context

In a high school health class on consent, students engage in a structured opportunity for self-reflection which provides space for students to process their learning privately while considering how to integrate the topic into their daily lives.

Learning Outcome

Students practice awareness of how lesson content can emotionally impact them while identifying and documenting actionable advice for applying content learning in their daily lives.

Classroom Format

Individual

Time

5–15 minutes

Teacher Moves

Explain that this activity is meant to provide a safe space for students to reflect on how the day's learning may have impacted them emotionally.

Individual

- Hand out paper, pens, and stamped envelopes and ask participants to self-address the envelope. Be sure they also add their address as the return address to ensure delivery. Be mindful of alternatives for those who may not have a permanent address, like using the school as their address.
- Read or post prompts that help students connect to the session. Examples include:
 - Consider what you learned today about consent. What do you want to tell your future self about what to pay attention to when in a relationship? Think about how to check in with yourself and also consider how you plan to be mindful and respectful to the person you are with.
 - “What do you want to remind yourself about how consent feels in your body?”
 - “What do you want to remind your future self to do or consider if you are the person ready to take the next step and the person you’re with is not?”
 - “What reminders about how you’re feeling right now do you want to capture in writing and send to your future self?”

- Collect letters in their sealed envelopes and inform participants that you will mail the letters to them at a later date. Save these and send them out to them in their junior or senior year of high school.

Optional Whole-group Extension Activity

- Ask students to create an inclusivity action plan for their school. Divide them into small groups to brainstorm specific strategies to make school spaces safer and more affirming for LGBTQ2SIA+ individuals. They could focus on inclusive language, representation in curriculum, visible allyship, or creating supportive peer networks. Groups can present their plans and discuss which strategies feel most impactful.

Visual or Supporting Material

Offer the following websites as ways for students to remember the content:

- [Fight, Flight, Freeze, or Fawn: How We Respond to Threats](#)
- [What Consent Looks Like | RAINN](#)
- [Sexuality Education Made Simple](#)

Student Experiences & Identities

Encourage students to think about how their unique perspectives shape their understanding of healthy relationships, consent and the effects of stress or trauma.*

**LGBTQ2SIA+ students often face discrimination and bullying in schools due to a history of exclusion and violence, leading to higher rates of mental health challenges, including suicide and substance abuse. To support these students, it is essential for educators to foster an environment where LGBTQ2SIA+ identities are affirmed as a normal and healthy part of human development.*



Content Connections

HS.SEM.3: Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.

HS.HRVP.4: Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.

Transformative SEL Connections

Practice 1B: Understand the stress response system and what environments activate and experiences activate those responses.

Practice 3B: Apply social skills (empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

Context

In a high school class starting a new unit on the problem of substance misuse, students respond to questions about media messages using hand gestures.

Learning Outcome

Students consider their own and others' exposure to media messaging about marijuana or cannabis and reflect on the different messages that reach each person.

Classroom Format

Whole group

Time

5 minutes

Teacher Moves

- ⦿ Ask students to consider whether they know anyone they know uses marijuana.
- ⦿ Tell students that you are going to ask them a question and that they will have time to think before you ask them to silently show their response with fingers on a raised hand (model a raised hand) with five being the highest level of agreement and a fist being the lowest (model each level of agreement).
- ⦿ Show (projection or written on a board) the following statement: All media and marketing we've heard about marijuana use is negative.
- ⦿ Ask students to think silently for a moment about the extent to which they agree with this statement and request that they raise their hands to show their responses in unison upon your invitation to "1, 2, 3, show."
- ⦿ Ask students to keep their hands in the air for several seconds and to look around to see the range of responses from everyone in the class. Emphasize that there are no wrong answers and that everyone has heard different things in the media. Invite students to consider the range of responses in the room and to reflect silently on how their personal experiences with media can help them contribute to class conversations about the media.
- ⦿ Remind students that if they've all heard different things even though they go to the same school, then certainly others in different schools, cities, and states have also heard different things.

Student Experiences & Identities

Draw on students' prior experiences as assets to help the whole class understand the context for the real-world problem they will focus on during the unit.



Content Connections

HS.PS1.1: Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.

Transformative SEL Connections

Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.