



Teaching Progression:



Step 1: What Do I Like?

SUB SKILLS(S):

- Describe myself
- Identify my likes and dislikes

GUIDING QUESTIONS:

What are my interests? What do I like?

NHES PERFORMANCE INDICATORS:

(2.2.1) Identify how the family influences personal health practices and behaviors. (2.2.2) Identify what the school can do to support personal health practices and behaviors. (2.2.3) Describe how the media can influence health behaviors.

VALUABLE VOCABULARY:

- *because*
- *like*
- *dislike*
- *favorite*
- *describe*
- *explain*

Step 1: What Do I Like? | Sub Skill: Describe Myself



SUGGESTED LEARNING ACTIVITY 1:

Ask students to think about how they would describe themselves. Descriptions can begin with physical characteristics and expand to family and friends, then further to likes, dislikes, and favorites. Prompt students to draw their descriptions in an image that represents who they are. Ask students to add as much detail as possible to their images to best showcase the different parts of who they are.

Place students in pairs to share descriptions of their drawings. Ask students to explain each element of their drawing and why it was included. This description will help build a base for students to identify how their likes developed as an important part in their life, before further exploring the influences involved.

See Next Page For Teaching Notes.

Language of Health Literacy:

I am _____.

I do _____ *after school.*

I do _____ *at home.*

I have _____.



Teaching Progression: Step 1 | What Do I Like? (Cont.)

TEACHING NOTES:

- Offer examples to encourage student generation of ideas as necessary. Some supportive examples may include physical attributes (e.g. hair features, height, skin color), familial attributes (e.g. brothers, sisters, cousins, aunts), friend groups (e.g. best friends, social groups/clubs), and favorites (e.g. foods, activities, books, classes, colors, animals).
- Literacy Enrichment: For students who are able to read and write, ask students to label their drawing or write short paragraphs about what they drew.

Step 1: What Do I Like? | Sub Skill: **Identify My Likes And Dislikes**



SUGGESTED LEARNING ACTIVITY 1:

Have students look at the pictures they drew of themselves and identify the parts of the picture that represent things they like by drawing a heart next it and things they do not like by drawing a frowny face.

Language of Health Literacy:

I like _____.

I do not like _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student explanation of their likes and dislikes.
- Do not require students to identify dislikes if there isn't anything in their drawing they feel they dislike.



SUGGESTED LEARNING ACTIVITY 2:

Instruct students to bring in items or pictures of things they like. Images can be of objects or activities the student enjoys doing. Facilitate a show and tell day and allow students to share their objects/ images with the class, explain what each item and picture is.



SUGGESTED LEARNING ACTIVITY 3:

Show students images of a variety of items, such as food, sports equipment, different types of weather, etc. If students like something in the image, have them jump up and down. If students do not like something in the image, have them shake their head no.