



Teaching Progression:



Step 1: Identify an Area of Growth

SUB SKILL(S):

- Check how I am doing
- Identify an area of growth

GUIDING QUESTIONS:

How do I know when to create a goal?
What areas of my health can I improve?

NHES PERFORMANCE INDICATORS:

(6.5.1) Set a personal health goal and track progress toward its achievement.

VALUABLE VOCABULARY:

*improve,
identify,
goal*

Step 1: Identify an Area Of Growth | Sub Skill: Check How I Am Doing



SUGGESTED LEARNING ACTIVITY 1:

Create a set of cards with a word and an image for a variety of health topics, including examples of physical, emotional, and social health (two cards per the number of students in your class). Create a sheet with three columns labeled: Excellent, Okay, Could Be Better. Give cards and sheet to each student.

Place students in small groups of three or four. Distribute the health topic cards evenly among the groups. Ask students to discuss in their groups why they believe each card is important for their health. Select a few health topic cards and have some students share aloud to the class their thoughts on the importance of the topic.

Prompt group members to read the card, view the image, and write the health topic on their individual sheet which rating they would place the health topic for themselves. Rotate cards to new groups. Continue with the evaluating and charting process until students have seen each card and placed it in a category on their worksheet.

Language of Health Literacy:

*I am excellent at _____
because _____.*

*I am okay at _____ because
_____.*

*I could be better at _____ because
_____.*

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Identify an Area Of Growth (Cont.)

TEACHING NOTES:

- Example Health Topic Cards: exercising more regularly, personal hygiene, mediating a conflict, or managing anger.



SUGGESTED LEARNING ACTIVITY 2:

Discuss with the class why they believe they are 'Excellent' at the health topics they placed in that category from previous activity. Allow students to share their ideas for various health topics to hear many reasons for being successful in different areas of their health.

Prompt students to be as specific as possible by asking the following questions:

- What does it look like to be excellent at this health topic?
- What does it sound like to be excellent at this health topic?
- What does it feel like to be excellent at this health topic?

Chart student responses as needed. Use responses to help students who labeled that health topic as 'Okay' or 'Could Be Better' in identifying how they want to improve in that health topic.

Step 1: Identify an Area Of Growth | Sub Skill: Identify an Area of Growth



SUGGESTED LEARNING ACTIVITY 1:

Ask students to consider the 'Okay' and 'Could Be Better' columns and the health topics they placed in each. Have students place a star next to any health topic in these two columns that they want to improve. Have students consider the importance of each health topic as they star those they wish to improve.

Place students in pairs and have each share why they wish to improve on the topics they starred. Ask pairs to consider if there are health topics that were not listed that they would like to improve upon.

Have students write in any new topics on their sheet in the appropriate columns. Ask a few students to share aloud to the class a health topic they wish to improve upon and why.

Language of Health Literacy:

I want to improve my ability to _____ because_____.

I want to be better at _____ because_____.



Teaching Progression: Step 1 | Identify an Area Of Growth (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Share with students the time frame in which their goal will take place, explaining that a short time frame will allow a stronger focus on their goal and increase the likelihood for success. Prompt students to select one health topic to focus on throughout the rest of *Goal-Setting*. Once topics have been identified have students share their area of growth with a partner, using the *Language of Health Literacy*.

TEACHING NOTES:

- Select the time frame prior to this activity. When considering time frames, start shorter and lengthen as students master the steps of Goal-Setting. For example, for the first goal, start with one hour and then gradually increase to a full day.
- Provide students with adequate time to think independently about the health topic on which they wish to focus. This should be quiet time where students can select their health topic independently.
- As students consider their topics, check in with each to ensure they have selected one they are interested in pursuing.