Teaching Progression:

Step 3: Make a Plan

SUB SKILL(S):

- Identify trusted adults & resources
- Identify specific actions to take
- Track progress over time

GUIDING QUESTIONS:

What supports can help me reach my goal? How can I track the progress of my goal over time?

NHES PERFORMANCE INDICATORS:

(6.5.2) Identify resources to assist in achieving a personal health goal.

VALUABLE VOCABULARY:

*identify,
progress,
track*

Step 3: Make A Plan | Sub Skill: Identify Trusted Adults & Resources

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they will now create a plan to help them achieve their SMART goal. Name for students that the first element of the plan is to identify trusted adults who would be able to support them if they needed help reaching their goal. Tell students they may also select resources that would be helpful, such as a video that shows how to properly wear a helmet. Tell students that using the supports they identify is not required but are helpful to know ahead of time to stay motivated if there is a setback.

Go back to a few of the examples of SMART goals from Step 2 in order to play a group game. Split students into larger groups (5-7). Provide each student with a small white board or several small sheets of paper. Read a SMART goal aloud to the class. Tell students they must write down one helpful support for the SMART goal. Once every student has written their responses, have students reveal their answers. Within each large group, any unique answers earn the group one point. Duplicate answers only count as one point. The main aim of the game is to practice identifying as many helpful supports for each SMART goal.

Language of Health Literacy:

_____ *will help me achieve my goal because* _____.

I am going to ask _____ *for help because* _____.

_____ *can help me achieve my goal if* _____ *because* _____.

Teaching Progression: **Step 3 | Make a Plan (Cont.)**

SUGGESTED LEARNING ACTIVITY 2:

Have students write at least two resources for their individual SMART goal. Tell students they must also write how each resource can help them achieve their goal. Have students explain verbally, or in writing, why they chose the support they did.

TEACHING NOTES:

- Resources can include individuals at school or home, specific tools, or an action they can take. For example, a student may decide that their teacher is a helpful support; asking to be enrolled in a study hall period may be an action the student identifies as a helpful resource for achieving their goal of increasing a math test score by ten points this week.
- Model and provide the *Language of Health Literacy* to support students in identifying necessary resources.

See A*ccess Valid & Reliable Resources* for guidance on supporting students to locate trusted adults and resources for reaching goals.

Step 3: Make A Plan | Sub Skill: **Identify Specific Actions To Take**

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy they will want to use in achieving their goal is to identify the specific actions they will take. Present a personal goal to the class. For example, your goal may be to get eight hours of sleep each night for five days in a row. Ask students to come up with actions you would need to take in order to reach this goal. Make sure student steps are specific. For instance, if a student says go to bed, ask the student to make suggestions for how you could do this, such as setting an alarm for when you want to start your bedtime routine. Provide obstacles as students suggest action steps in order to prompt students to come up with additional steps to help you overcome these obstacles.

Language of Health Literacy:

I am going to_____ to reach my goal. This will help me reach my goal because_____.

The first step I need to take to reach my goal is _____ because _____.

Something I need to do to reach my goal is _____ because _____.

SUGGESTED LEARNING ACTIVITY 2:

Instruct students to return to their goal from Step 2, Have students "speed plan" for their goal. Partner students up and instruct them to share their goals for one minute each. Each student should suggest an action their partner could take, adding it to their goal actions. Repeat this process until students have a variety of action steps from which to choose. Then, have students star the action steps they will use to reach their goal.

Teaching Progression: **Step 3 | Make a Plan (Cont.)**

Step 3: Make A Plan | Sub Skill: Track Progress Over Time

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that tracking the progress of their goals over time will help them remain connected to their goal. Also, tracking progress allows students to see how far they have come at specified checkpoints and to assess whether a helper is needed.

Provide for students, or have them create, a teacher-selected tracking system. Using one of the sample SMART goals from Step 2, show students a completed example of the tracking system. Outline for students how to place specific information regarding their SMART goal, time frame, and action steps into the tracking system. Allow students time to create or fill in their tracking system. Have students share their completed tracker with a partner to check for accuracy before completing a teacher check.

TEACHING NOTES:

• See the *Resource Bank* below for example trackers.

SUGGESTED LEARNING ACTIVITY 2:

Create a goal that requires a small group to achieve and can be completed in 5 minutes or less. For example, do a class relay race that is timed. Place students in groups. Share with the class the time they should aim for. Allow groups to plan and identify the supports they could use. As students strive to achieve their goal, groups can use the teacher-selected tracking system to record times and progress.

Debrief the activity with students by asking the following questions:

• Did your group achieve your goal? Why or why not?
• What steps did you take to reach your goal?

SUGGESTED LEARNING ACTIVITY 3:

Utilize the tracking system over the course of the predetermined time frame, at least once per day/class session. Model checking progress with your own goal throughout the time frame. Prompt students to revisit the supports they identified earlier to determine if they are needed or additional supports that must be identified.

TEACHING NOTES:

• Share examples of student trackers throughout this time period and celebrate student successes as they arise.