



Teaching Progression:



Step 3: Make a Long-Term Health Plan

SUB SKILL(S):

- Identify barriers to achieve goal
- Identify action steps to achieve goal
- Monitor progress of short- and long-term goal(s)

VALUABLE VOCABULARY:

implement

GUIDING QUESTIONS:

What barriers can stand in the way of a goal's success? How can I create a plan that best supports me reaching my goals?

NHES PERFORMANCE INDICATORS:

6.12.2) Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. (6.12.3) Implement strategies and monitor progress in achieving a personal health goal. (6.12.4) Formulate an effective long-term personal health plan.

Step 3: Make a Long-Term Health Plan

Sub Skill: Identify Barriers To Achieve Goal

SUGGESTED LEARNING ACTIVITY 1:

Have students create a large poster for their long-term health plan. Create the long-term health plan for students to include their identified growth areas, SMART goals, identified barriers, and tracking system. Prompt students to creatively highlight the components of their long-term health plan in a way that showcases their overall understanding of goal setting. Provide students with necessary materials and time to complete their visual displays. Have students present their posters to the class once complete.

Language of Health Literacy:

A barrier I may experience achieving my goal is _____.

I need to go to _____ to get support to achieve my goal.

Because of _____, I need to make sure I _____ to achieve my goal.



SUGGESTED LEARNING ACTIVITY 2:

Place sample SMART goals on posters and affix them to the walls around the classroom. Split students into small groups, one group positioned in front of each poster. Task each small group with identifying and writing potential barriers for the SMART goal directly onto their poster. Allow groups to brainstorm and write for at least two minutes. Rotate groups to a new poster and repeat the brainstorming/writing process. Complete this rotation at least three times before bringing all students together as a class for a discussion.



Teaching Progression: Step 3 | Make a Long-Term Health Plan (Cont.)

Facilitate a whole class discussion by having students share some of the barriers they identified on the posters. Use the questions below to further the discussion.

- What barriers might hinder a goal in your own life?
- How might you overcome an unforeseen barrier?
- How can you plan ahead for possible barriers to your own goals?
- Why is it important to consider possible barriers before working toward a goal?



SUGGESTED LEARNING ACTIVITY 2:

Have students write at least one possible barrier for each SMART goal from Step 2 with a plan for overcoming the barrier. Have students share their barriers with partners and receive feedback/ additional strategies for overcoming the barrier.



See *Analyze Influences* for guidance on having students better understand the influences in their life that can make achieving goals easier or harder.

Step 3: Make a Long-Term Health Plan Sub Skill: **Identify Action Steps to Achieve Goal**



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that one 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 a month. 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. Suggest obstacles as students identify action steps in order to prompt students to come up with additional steps to help them overcome these obstacles. Chart these action steps for students to see.

Language of Health Literacy:

To reach my goal, I will make sure to
_____.

One specific action I will take to reach my goal is _____.

Facilitate a whole class discussion on action steps for goals by asking students the following questions:

- What do you notice about the action steps we identified?
- Why is it important for action steps to be specific?



SUGGESTED LEARNING ACTIVITY 2:

Have students return to their SMART goal from Step 1. On their goal sheet, have students “speed plan” for their goal. Partner students up and instruct them to share their goals for one minute each. Then have each student suggest an action their partner could take, and have students add 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 Long-Term Health Plan (Cont.)

Step 3: Make a Long-Term Health Plan

Sub Skill: Monitor Progress Of Short- And Long-Term Goal(s)



SUGGESTED LEARNING ACTIVITY 1:

Guide students in creating a plan to monitor their SMART goals. Provide students with multiple ways to track their goals over time.

Coach students on how to set up their tracker, including checkpoints that require an assessment of their progress. Provide time and resources for students to create their individual tracking system. Partner students with a classmate to share their tracker and the steps they will follow to reach their SMART goal.

Have students focus on one of their SMART goals in class. Using their tracking system, provide time for students to check the progress of their SMART goal daily. Have students share their daily progress with a partner.

TEACHING NOTES:

- Sample tracking systems can be found in the *Resource Bank* below.
- Provide students with feedback as they progress toward reaching their goal that could include altering their SMART goal if necessary, celebrating successes, or identifying plans for upcoming barriers.

Language of Health Literacy:

I am (on track/off track) to meet my goal because _____.

Currently, I am set to (meet/not meet my goal) because _____.

I have successfully _____ every (day/week/class), which means _____.

I have struggled to _____ every (day/week/class), which means _____.

An unforeseen barrier has been _____. Therefore, I am adapting by _____.