



Teaching Progression:

Step 3: Make It a Habit

SUB SKILL(S):

- Identify potential barriers
- Demonstrate the health practice, skill, or strategy
- Use the health practice, skill, or strategy regularly

GUIDING QUESTIONS:

What things may get in the way of improving my health?
How can I demonstrate my ability to practice healthy behaviors?

NHES PERFORMANCE INDICATORS:

(7.8.2) Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.3) Demonstrate behaviors to avoid or reduce health risks to self and others.

VALUABLE VOCABULARY:

*demonstrate,
improve,
barrier, daily,
consistently,
regularly*

Step 3: Make It A Habit | Sub Skill: Identify Potential Barriers



SUGGESTED LEARNING ACTIVITY 1:

Write student-selected health practices from Step 2 on posters, and post them around the classroom. Place student names on the back side of each poster where it is not viewable to students throughout the upcoming activity. Have each student stand in front of a poster. Give students one minute to read the health practice on the poster in front of them. Task students with writing a possible barrier that could get in the way of demonstrating this health practice in their daily life. Tell students they can include barriers that apply directly to them or possible barriers they brainstorm throughout the activity. Rotate students to different posters around the room. Prompt students to read the barriers previously written as they approach a new poster before writing their ideas.

Language of Health Literacy:

*A potential barrier I may face is _____.
To overcome this barrier, I will _____.*

*It may be hard to _____ in order
to stay healthy. Therefore, I will _____.*



Teaching Progression: Step 3 | Make It a Habit (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Hand out posters to the appropriate students to whom the selected health practice belongs. Have students review the possible barriers identified by their classmates. Task students with adding at least one possible barrier to the list on their poster.

Provide independent work time and/or research time for students to consider barriers and ways to overcome these barriers. Task students with writing a description stating how they can overcome possible barriers that may arise when demonstrating their health practice.

TEACHING NOTES:

- Conference with students as they work independently. Use the questions below as ways to guide conferences with students:
 - How might you counter some of these barriers if they arose in your life?
 - How might this barrier get in the way of demonstrating the health practice?
 - Who could be a support to you in overcoming this barrier?
 - How might identifying possible barriers help you and your health practices?
- Model and provide the *Language of Health Literacy* to support students in considering boundaries and how best to overcome them.

Step 3: Make It A Habit | Sub Skill: Demonstrate The Health Practice Or Strategy



SUGGESTED LEARNING ACTIVITY 1:

Share with students that in order to develop healthy habits, we must use health practices regularly. One way to ensure we use health practices regularly is to improve our abilities through practice. Share a health practice you had to practice in order to be healthy and why practice was important (e.g. practicing doing your laundry).

Have students independently rehearse their selected health practice in the classroom. Remind students that this independent practice time is an important aspect of learning to demonstrate their health practice. Provide students with resources that support their health practice needs as necessary.

When the independent practice time has concluded, have students demonstrate their selected health practice in the classroom, or in another form if appropriate, in order to assess their ability to adequately and accurately demonstrate the health practice.

See Next Page For Teaching Notes.

Language of Health Literacy:

The first step for this (skill/strategy) is _____.

Then, I _____.

Finally, it is important to _____ when _____.



Teaching Progression: Step 3 | Make It a Habit (Cont.)

TEACHING NOTES:

- Conference with students in small groups. Have students demonstrate elements of their health practice within these small conference groups. Provide students with feedback regarding their small group demonstrations. Feedback should include ideas for improvement, encouragement to continue practicing specific aspects, etc. Use the following questions as a guide during the small group conferences.
 - What steps do you need to show in order to fully demonstrate this health practice?
 - What barriers did you identify for this health practice? How might knowing them enhance how you demonstrate the health practice?
 - How can you showcase your knowledge of possible barriers and ways you will overcome them?
 - What might you add to your demonstration to show that you have mastered this health practice?

Step 3: Make It a Habit

Sub Skill: Use Health Practice Or Strategy Regularly



SUGGESTED LEARNING ACTIVITY 1 :

Explain to students that in order to develop healthy habits, we need to use our health practices or strategies regularly. Prompt students to consider how they will continue to grow their health practices in their daily life. Have students write down how they will make sure they use their health practice or strategy regularly.

Language of Health Literacy:

To continue practicing this health action in my daily life, I need to _____.

Responsibly managing my health means _____.

In my daily life, I can _____ to maintain/improve my health.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in planning for how they will incorporate the health practice or strategy into their life regularly.
- Provide students with strategies they can use to form healthy habits, such as setting an alarm, tracking their use, having an accountability person, regular journaling and reflecting, etc.



See *Decision-Making & Goal-Setting* for guidance on strategies for following through on decisions and tracking progress.



See *Goal-Setting* for guidance on supporting students to track their use of health practices and to set goals on developing healthy habits.