



Teaching Progression:



Step 1: Pick a Need for Growth

SUB SKILL(S):

- See how I am doing
- Identify need for growth

GUIDING QUESTIONS:

How do I know when I need to create a goal?
What parts of my health can be better?

NHES PERFORMANCE INDICATORS:

(6.2.1) Identify a short-term personal health goal and take action toward achieving the goal.

VALUABLE VOCABULARY:

*growth,
better,
improve,
because,
goal*

Step 1: Pick a Need for Growth | Sub Skill: See How I'm Doing



SUGGESTED LEARNING ACTIVITY 1:

Create a classroom gallery of various health topics.
Write each topic on separate large sheets of paper.
On each sheet, include three ranking areas for students to select (e.g. Excellent, Okay, Could Be Better).

Place students in small groups (3-4). Explain to students that they will move with their group to each large piece of paper to discuss their thoughts on the topic. Prompt students to rank their personal connection to the topic by placing a mark (e.g. check mark, sticker, name) next to their self-ranking for each health topic. Tell students they can talk with their group members about the topic and what they think it means.

Language of Health Literacy:

I think I am doing a great job with _____.

I think I am okay at _____.

I think I could be better at _____.

TEACHING NOTES:

- Examples of Health Topic Areas: social: friendships, after school activities; physical: teeth brushing, sleep, germ reduction; emotional: calming themselves down, positive thoughts.
- For better connection with non-readers, include an image for each health topic and ranking (e.g. smiley face, neutral face, frowning face).
- If appropriate for your classroom, students may also share their reasoning for ranking with their group members.
- Allow an appropriate amount of time at each poster before prompting groups to move together to the next poster.



Teaching Progression: Step 1 | Pick a Need for Growth (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Ask students to consider various aspects of their health. Remind students of the gallery ranking they participated in and health topics they ranked lower. Provide additional examples, or reminders from the posted papers, to help students generate their own ideas. Examples should cover a wide range of personal health topics, providing students with expansive ways to consider their own health. As students share ideas about their health, write them on a board that is visible to all. Consider drawing pictures that represent these ideas in order to support non-readers in your classroom. This list will be a useful tool for students to begin exploring their own individual growth areas.

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SUGGESTED LEARNING ACTIVITY 1:

Guide students to use the classroom-created list and posters around the room as a support in considering their own health growth areas. Task students with writing, drawing, or verbalizing an area they want to grow. Have students think about why they want to grow this area of their health. Place students in pairs to share their growth areas with a partner. Encourage each student to share their area of growth and the reason this is important to them.

Language of Health Literacy:

I would like to learn/grow _____.

*I would like to learn/grow _____
because _____.*

*A health area I want to get better at is
_____ because _____.*

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student sharing abilities.