



## Teaching Progression:

### Step 3: Make a Plan

#### SUB SKILL(S):

- Pick steps to achieve goal
- Name trusted adults
- Check how I am doing with goal

#### GUIDING QUESTIONS:

Who can help me reach my goal? How can I keep track of my goal?

#### NHES PERFORMANCE INDICATORS:

(6.2.2) Identify who can help when assistance is needed to achieve a personal health goal.

#### VALUABLE VOCABULARY:

*help,*  
*support,*  
*track*

### Step 3: Make A Plan | Sub Skill: **Pick Steps To Achieve My Goal**



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in order to meet their goals, they must take action or do things that will support their goal. Bring the goal that students wrote in Step 2 into Step 3. Discuss with students the ways they could reach this goal (e.g. playing with someone new at recess, sharing a snack with someone new, asking people about their favorite things to do). On their goal sheet, have students write or draw the actions they will take to make new friends.

#### Language of Health Literacy:

*I am going to \_\_\_\_\_.*

*I will \_\_\_\_\_.*

#### TEACHING NOTES:

- *Model Goal:* This week/Today, I will make (number) new friends by (action).
  - Example 1: Today, I will make two new friends by playing at recess with them.
  - Example 2: This week, I will make one new friend by getting to know who they are while eating lunch together.



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

### Step 3: Make A Plan | Sub Skill: Name Trusted Adults



#### SUGGESTED LEARNING ACTIVITY 1:

With a partner, ask students to think about the type of help they may need to reach their goal. Have students share out their thoughts. Explain to students that asking for help is a great way to reach their goals. Provide examples of people (e.g. another friend, a teacher) or resources (e.g. a game that can be played with two people) that might help them with their goals.

#### Language of Health Literacy:

\_\_\_\_\_ can help me reach my goal.

I could ask \_\_\_\_\_ for help.



#### SUGGESTED LEARNING ACTIVITY 2:

On their goal, have students create a drawing of who or what will help them achieve their goal. Provide students with necessary resources and time to craft their support plan. If students require additional assistance in identifying adults they can go to for help, see the health skill *Access Valid Information*. Coach students to connect their support with how it will help them reach their goal. Ask a few students to share their ideas for support and their drawings with the class. Use the *Language of Mastery* to support student discussion. Remind students that they are not required to use the person or resource they identified but that having a plan for support will help them if they need it. Post student images of their helpers next to their written goals.



See *Access Valid & Reliable Resources* for guidance on how to select trusted adults.

### Step 3: Make A Plan | Sub Skill: Check How I Am Doing With My Goal



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they will monitor and track their goal throughout the day(s). Explain to students how to use a teacher-selected tracking system appropriately (e.g. sticker chart). Use visuals and a practice round to ensure student understanding and engagement of tracking system. Show students how they can celebrate their smaller successes when working towards a goal. For example, talking to one new friend during recess means they can place a sticker on their tracker afterwards. Coach students to track the success of their goal throughout the day(s). Share with students that the visual reminder of tracking their goal can also help them decide if they need to use their trusted adult to be more successful.

#### Language of Health Literacy:

I have done \_\_\_\_\_.

I feel \_\_\_ (happy/sad/good/bad) about \_\_\_\_\_.