



## Teaching Progression:



### Step 2: Do Something Healthy

**SUB SKILL(S):**

- Do a health practice to be healthy and safe
- Do a health practice to stay healthy and safe

**GUIDING QUESTIONS:**

What skills will help me improve my health actions?  
How can my previous learnings support my healthy actions?

**NHES PERFORMANCE INDICATORS:**

(7.2.1) Demonstrate healthy practices and behaviors to maintain or improve personal health. (7.2.2) Demonstrate behaviors that avoid or reduce health risks.

**VALUABLE VOCABULARY:**

*skill,  
behavior,  
improve,  
practice*

### Step 2: Do Something Healthy

#### Sub Skill: Do A Health Practice To Be Healthy And Safe & Do A Health Practice To Stay Healthy And Safe



**SUGGESTED LEARNING ACTIVITY 1:**

Tell students that they will focus on one health practice to improve as a class. Describe the teacher-selected health action and why it was chosen. Place students in small groups.

Ask students to share with their group mates ways they believe they can improve this health practice or reasons this health practice is important.



**SUGGESTED LEARNING ACTIVITY 2:**

Create a visual that shows the health practice, along with steps for this practice if necessary. Model for students the teacher-selected health practice, narrating the steps as you demonstrate. Repeat the demonstration and have students shout out the steps you are doing.

**Language of Health Literacy:**

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

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

See Next Page For Teaching Notes.



## Teaching Progression: Step 2 | Do Something Healthy (Cont.)

### TEACHING NOTES:

- Health Practice Example: washing hands should show the use of soap and water, a time period to scrub hands together, and rinsing as steps. The action of washing hands may include specified times when hand washing is necessary, where each step is practiced, where a support person may help classmates, and when students should advocate for their need to practice this skill.
- Allow students to ask questions about what you are doing.
- If students have experience with the teacher-selected health practice, provide time and space for students to share their experience and provide an opportunity for students to share how they do the health practice in their own life, explaining the similarities and differences.



### SUGGESTED LEARNING ACTIVITY 3:

Provide students a menu of health practices, using images as necessary to support student understanding. Have students select the health practices they are already good at doing. Work with students to draw out the steps of the health practice, providing corrections or additions as necessary. Partner students and give time for students to teach each other the health practice.

### TEACHING NOTES:

- Monitor the partners to ensure correct information and steps are taught.
- Provide feedback to students as necessary.