



Teaching Progression:

Step 3: Make It a Habit

SUB SKILL(S):

- Get better at the health practice
- Use the health practice when needed

GUIDING QUESTIONS:

How does practice support my learning?
How can I show an improvement in my health 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, plan,
improve,
behavior, habit,
routine*

Step 3: Make It A Habit | Sub Skill: **Get Better At The Health Practice**



SUGGESTED LEARNING ACTIVITY 1:

Have students demonstrate the teacher-selected health practice by following along with you as you model. Provide many opportunities for students to do the teacher-selected health practice with partners and on their own. Make sure to give feedback to students as they demonstrate the health practice.

Language of Health Literacy:

I got better at _____. I got better by _____.

I practiced _____ to get better.



SUGGESTED LEARNING ACTIVITY 2:

Provide time for students to practice the health skill multiple times. This may require students to work in small groups or have access to materials throughout the classroom. For example, if washing hands to prevent the spread of germs is the health action, students will need access to the steps required to adequately wash their hands as well as water, soap, and a sink.



SUGGESTED LEARNING ACTIVITY 3:

Place students in small groups. Task each group with creating a short skit to act out the health practice in three stages. The first stage is of someone struggling with the health practice. The second stage is someone getting better at the health practice. The third stage is someone excelling at the health practice. Have each group perform their health practice skit with all three stages in front of the class.



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

Step 3: Make It A Habit | Sub Skill: Use The Health Practice When Needed



SUGGESTED LEARNING ACTIVITY 1:

Use the tracking system from the *Goal-Setting* guide to help them keep track of their use of the health practice. As students use the health practice in their life, have students update their tracker. Conference with students throughout the tracking process to hear about how the health practice was used.

Teaching notes:

- Use other tracking systems that meet the needs of your students.

Language of Health Literacy:

I _____ everyday.

I remember to _____ every time I _____.

_____ helps me remember to _____.

I _____ when I am at (home/school/_____).



See *Goal-Setting* or example tracking systems.



SUGGESTED LEARNING ACTIVITY 2:

As students work to build the health practice into a habit, prompt students to discuss how they can implement the health practice into their daily life.

TEACHING NOTES:

- Remind students to consider the health skills that connect with the teacher-selected health action and how they will support the health practice as they are working towards forming a habit.
- Model and provide the *Language of Mastery* to support student engagement.
- Use a variety of discussion protocols and strategies to ensure all students are able to engage in conversation and deepen their understanding of the health practice.