



## Teaching Progression:

### **Step 4: Take Action**

**SUB SKILL(S):**

- Create an action plan
- Get commitment from others
- Follow through

**GUIDING QUESTIONS:**

How can my actions affect change? How can I best communicate the needs of the community?

**NHES PERFORMANCE INDICATORS:**

(8.8.3) Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.4) Identify ways in which health messages and communication techniques can be altered for different audiences.

**VALUABLE VOCABULARY:**

*commitment,  
altered, audience*

### Step 4: Take Action | Sub Skill: Create An Action Plan



**SUGGESTED LEARNING ACTIVITY 1:**

Using direct instruction, present to students an action plan template. Explain to students that they will

be creating a SMART goal for their solutions, indicating what data they will collect to demonstrate their solution's impact, and creating time-sensitive action steps.

Give students a graphic organizer with the action plan template. Tell students that their first step in creating their action plan is to create a SMART Goal(s) for their solution(s). Remind students that the goal(s) for their solution(s) must be specific, measurable, attainable, realistic and time-based. Provide three to five examples of solutions to students with corresponding SMART Goal(s). Using the SMART criteria, have students determine if the solutions presented were broken down into the correct SMART Goals. For each example that doesn't meet the criteria, have students make corrections.

**Language of Health Literacy:**

*The solution for my problem is \_\_\_\_\_*

*I will measure my solution by \_\_\_\_\_*

*This solution is attainable because \_\_\_\_\_*

*This solution is realistic because \_\_\_\_\_*

*I will complete this solution by \_\_\_\_\_ (date).*

*To demonstrate the solution is impacting the community, I will collect \_\_\_\_\_ (data).*

*The steps that need to be taken to accomplish this solution are \_\_\_\_\_*

*I need to gain the support of \_\_\_\_\_ to accomplish my solution.*

*I need \_\_\_\_\_ resources to accomplish my solution.*

See next page for example action plan template.



**Teaching Progression: Step 4 | Take Action (Cont.)**

Action Plan	
<p><b>SMART Goal:</b> Create a goal that is specific, measurable, attainable, realistic and time-based for your solution.</p>	
<p><b>Data Collection:</b> What data will you collect to demonstrate your solution is solving the issue?</p>	

Action Steps			
Action to Achieve SMART Solution:	Timeline: By what date will this action be achieved?	People Responsible: Who will be involved with this action?	Resources Needed: What resources are needed to complete this action step?



**SUGGESTED LEARNING ACTIVITY 2:**

Have students write SMART Goal(s) for their solution(s) for their own community challenge. Once they have completed the SMART Goal(s), prompt students to trade their work with a partner to receive feedback. Finally, provide time for students to incorporate their peer’s feedback.



See *Goal-Setting* for guidance on supporting students to write SMART Goals.



### Teaching Progression: Step 4 | Take Action (Cont.)



#### SUGGESTED LEARNING ACTIVITY 3:

Have students refer to the second section of the action plan template. Explain to students that it is vital for them to continuously collect data to demonstrate that their solution is addressing the community health challenge. Create 5-8 possible SMART Goals for a variety of community health challenges. Write each solution and SMART Goal(s) on a poster and place the posters around the room. Explain to students that they will be thinking about possible ways to collect data for each of these solutions. Give students time to circulate around to the posters to write possible ways to collect data.

Next, give students time to walk around to read their peer's responses. Once they finish the activity, prompt students to discuss with a partner to brainstorm possible ways to collect data for their SMART solution. Finally, instruct students to write out their ideas for data collection on their action planning template.

#### TEACHING NOTES:

- Provide examples of data students can use to evaluate progress (e.g. before and after photos, testimonials, local/state-level data, receipts, attendance trackers, surveys, interviews, observations, reports).
- Model and provide the *Language of Health Literacy* to support student discussion and identification of data.



#### SUGGESTED LEARNING ACTIVITY 4:

Tell students that the final part in their action plan template is to create specific action steps. Explain to students that these steps are meant to help them stay on track as well as chunk the actions to keep the solution feasible and sustainable. Provide students with an example of a completed action plan template. Ask students to annotate their noticings and any questions they have. Then, prompt students to add any action steps are needed in order to make the plan more clear for everyone working on it.



#### SUGGESTED LEARNING ACTIVITY 5:

Instruct students to brainstorm as many action steps as they can to accomplish their solution on sticky notes or small pieces of paper. Next, have students consolidate steps by laying the sticky notes or small pieces of paper together. Once steps are consolidated, prompt students to rearrange their sticky notes or small pieces of paper into a sequential order. Finally, have students determine if they are missing action steps and insert these as needed.

Once students have completed their action planning brainstorm and organization activity, have students transfer their action steps onto their action plan template in chronological order.

#### TEACHING NOTES:

- Remind students that these steps need to be attainable, realistic, and sustainable.
- Model and provide the *Language of Health Literacy* to support students in discussion and narrowing down



## Teaching Progression: Step 4 | Take Action (Cont.)

### Step 4: Take Action | Sub Skill: Get Commitment From Others



#### SUGGESTED LEARNING ACTIVITY 1:

Share with students that they must ask for support and get commitment from others in order to complete

their action plans. Prompt students to review their action plan template to identify actions that require support. Explain to students that they must ask people directly for support and get a commitment of support to successfully implement their plans. After sharing your persuasive health message, you should directly ask the person to commit to your cause by asking: Will you commit to \_\_\_\_\_?

Have students practice asking for commitment with a partner. Have the partner respond in several different ways in order to have students practice their responses. Ask students to debrief what it felt like be directly asked to commit to a cause rather than just being told to support through persuasion.

#### Language of Health Literacy:

*To make sure the community improves \_\_\_\_\_ issue, I need you to \_\_\_\_\_. Will you commit to do \_\_\_\_\_?*

*We need \_\_\_\_\_ to happen. Will you commit to \_\_\_\_\_.*

*Can I count you in to help \_\_\_\_\_? I can send you an email reminder if that is helpful.*

*I understand that you can't help right now. Do you know anyone who could?*

*Thank you for committing to \_\_\_\_\_. I will get in touch soon with next steps.*

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student practice.
- Connect this sub skill to Step 3 by asking students to use their persuasive speech about their health issue and mutual self-interest to gain support.
- Example reactions:
  - Yes, I would love to help.
  - I can't help, but you can ask \_\_\_\_\_.
  - I would love to help. What should I do now?
  - I'm sorry. I'm too busy.



#### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that they may not be able to ask for commitment in person, and they may need to gain commitments via email, phone call, or text. Have students refer to the people they will need to get commitments from to complete their plans. Tell students to determine how they should communicate with

each person in order to gain a commitment to complete their project. Have students create an email demonstrating how they would write a person to appropriately ask for their commitment to complete the action plan.

#### TEACHING NOTES:

- Use strategies in *Stage 1: Advocacy for Self* for communication techniques to use when advocating.
- Remind students that they will need to decide which communication is appropriate for the given situation.
- Connect this sub skill to Step 3 by asking students to use their persuasive speech about their health issue and mutual self-interest to gain support.



## Teaching Progression: Step 4 | Take Action (Cont.)

### Step 4: Take Action | Sub Skill: Follow Through



#### SUGGESTED LEARNING ACTIVITY 1:

Share with students that it is important to follow through in their advocacy efforts. Ask students to discuss what could happen if they do not follow through on their advocacy efforts by asking the following questions:

- What are the personal consequences if you do not follow through in advocating for this community health challenge?
- What are the consequences for other people if you do not follow through in advocating for this community health challenge?



#### SUGGESTED LEARNING ACTIVITY 2:

Provide students time to implement their action plans. Throughout this process, prompt students to return to their action plan template. To monitor their progress, have students collect and analyze data as well as check off any action steps. Conference with students throughout this process to hold them accountable and problem solve.



#### SUGGESTED LEARNING ACTIVITY 3:

Share with students that community advocacy work can be challenging because we will experience obstacles and barriers that can be painful, physically and mentally. These struggles or hurdles can make it difficult to want to continue with the work. Introduce self-management practices that can promote self-care, and therefore, more sustainable participation in advocacy efforts. Allow students to practice these strategies in class and select strategies that they will use to help them cope with the stress, exhaustion, and pain that can come with advocacy.

#### Language of Health Literacy:

*I will complete \_\_\_\_\_ by \_\_\_\_\_ date.*

*To make sure I am on the right track with my Action Plan, I need to complete \_\_\_\_\_ action by \_\_\_\_\_.*

*\_\_\_\_\_ data will demonstrate that I am making progress to complete my Action Plan.*

*I will need to observe \_\_\_\_\_ to know my action plan is making progress toward my solution.*

#### TEACHING NOTES:

- Suggested self-care strategies: meditation, journaling, talking with a trusted person, exercise, sleeping.
- See the *Resource Bank* below for an article on the importance of self-care in activism and advocacy work.
- Keep in mind that a person's identity can determine how much care is needed. The closer a person's identity is to an issue, the more self-care the individual may need. Support students who have experienced oppression because of their identity in prioritizing their self-care and refer students to outside services as needed.