



Project | SEARCH®

HealthMatters™ Program
HealthMattersProgram.org



Lesson 1: Introduction to HealthMatters™ and Goal Setting
(Refer to HealthMatters Lesson #1)



STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

STEP THREE: Instructor Reflection

Appendices & Additional Resources

Lesson 1: Intro to HealthMatters and Goal Setting (Refer to Health Matters: Lesson #1)	Total Activities: 1	Date and Location: <i>(Instructor should enter the date or time of year presented to the interns.)</i>
STEP ONE: Pre-Planning/Pre-Activities:		
Implementation Time Frame: This is the first lesson and would be best if completed during the first few weeks of the start of the program. There is more flexibility with the following lessons as you progress through the curriculum.		
Notes to Instructor <ul style="list-style-type: none"> ● Address “Just Right Challenge” for skill layering and other opportunities for high expectations ● Reference jobs / employment: competitive integrated employment (16+ hours, etc.) and how health relates to being able to perform the necessary tasks. 		
Lesson Plan Summary: This lesson is an introduction to what health is and to gain insight into your interns’ attitudes and perspectives about their health. The interns will be responsible for establishing SMART goals to improve their physical, nutritional, and/or mental health. Highlight the importance of one’s health in relation to their ability to work.		
Glossary: refer to Handout “Definitions of Health” Health: a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (WHO, 2020: https://www.publichealth.com.ng/world-health-organizationwho-definition-of-health/) Determinants of Health: Factors that in combination affect the health of individuals and communities <ul style="list-style-type: none"> ● Examples: Where we live, the state of our environment, genetics, our income and education level, and our relationships with friends and family, person’s individual characteristics and behaviors. (WHO, 2020: https://www.publichealth.com.ng/world-health-organizationwho-definition-of-health/) SMART Goals: (LearnStorm Growth Mindset: How to write a SMART goal: https://youtu.be/U4IU-y9-J8Q) <ul style="list-style-type: none"> ● Specific (simple, sensible, significant). ● Measurable (meaningful, motivating). ● Achievable (agreed, attainable). ● Relevant (reasonable, realistic and resourced, results-based). ● Time bound (time-based, time limited, time/cost limited, timely, time-sensitive). 		
Prior to this training the instructor should complete the following: Prepare individual folders/binders: <ul style="list-style-type: none"> ● Prepare handouts: (see below) Prepare the interns about what is coming <ul style="list-style-type: none"> ● Create excitement by sharing a little information on what to expect Prepare the location: <ul style="list-style-type: none"> ● Prepare an open space to conduct the comfort zones activities. Place markings on the floor for the activity or mark different corners of the room for this activity. 		
Who Should Present / Attend the Training? Instructor: <ul style="list-style-type: none"> ● Present the lesson 		

<ul style="list-style-type: none"> Prepare the training room with space to conduct comfort zones activities. <p>Skills Trainers:</p> <ul style="list-style-type: none"> Assist with any of the above before the lesson begins Participate in the comfort zones activity with the interns. 		
What you will need: Materials & Resources		
Handouts:	<p><u>From the Health Matters Curriculum:</u></p> <ul style="list-style-type: none"> Definitions of Health (Lesson #1) What is healthy to me? (Lesson #1) <p><u>Other:</u></p> <ul style="list-style-type: none"> Comfort Levels Activity (<i>See Appendix A</i>) Smart Goals Worksheet (<i>See Appendix B</i>) 	
Technology:	<p><u>Youtube Videos:</u></p> <ul style="list-style-type: none"> LearnStorm Growth Mindset: How to write a SMART goal: https://youtu.be/U4IU-y9-J8Q 	
Other materials needed for activities:	Binder/Folder for handouts	
Enduring Understandings	Continue to revisit the topic of “what is health?” throughout the year and reflect on how your interns’ perceptions may have changed on their own health.	
Mastery Objectives		
<p>Knowledge </p> <p>What will they know as a result of the training?</p>	<p>Skills </p> <p>What will they be able to do as a result of the training?</p>	<p>Check for Understanding / Evaluation</p> <p>What will the Instructor ask/do to determine interns’ level of understanding? How can the intern demonstrate their level of understanding?</p>
<ul style="list-style-type: none"> Interns will know an expanded definition of the word health. Interns will get to know their peers better. Interns will know what a SMART goal is. 	<ul style="list-style-type: none"> Interns will be able to identify things/activities that they are confident/comfortable in and those that make them uncomfortable/nervous/fearful Interns will create individual SMART goals to improve their health. Interns will identify factors that may affect their health. 	<ul style="list-style-type: none"> Interns will understand that their peers may have different perspectives toward health, strengths and weaknesses. Interns will understand the importance of their health in relation to work/employment.
Boundary Spanning	<p>This would be a great opportunity to bring in work supervisors and potential co-workers to participate in this activity.</p> <p>Boundary spanning plays an important role in achieving successful Project</p>	



SEARCH outcomes. Each program is made up of partners from different organizations with unique roles, backgrounds, knowledge, resources, and connections. The instructor can span existing internal and external boundaries of these organizations to collaborate most efficiently and effectively. The primary task of boundary spanning is to integrate the work and resources of multiple fields/organizations/groups/people to best meet the needs of the program and the interns. Boundary spanners are systems thinkers that understand the needs of the program and interns. They reach across typical boundaries to search for information, exchange and translate knowledge, build relationships, coordinate efforts, and facilitate cooperation.

Project SEARCH is a business focused and each program follows the policies, procedures, and guidelines of the host business. Use your connections inside the host business to tap into the diverse expertise and perspectives of all partners and other community resources to identify:

- What diverse departments at my host business could enrich this lesson with speakers, knowledge, and resources?
- What info and learning opportunities is the host business offering employees (current and new) and clients/customers? (ex: orientation, classes for existing employees, online modules)
- What are other intern groups in the organization doing? (ex: If you are in a setting that has multiple intern groups, has there already been training made and expectations set for other intern groups?)
- What are other Project SEARCH programs doing? (ex: Ask your national program specialist about what like-organizations are doing and consider what other Project SEARCH programs are doing via PS Let's Chat.)
- What do our local partner organization have to offer that would add meaning to this objective?
- What similar lessons can you draw from? (ex: What similar lessons have you taught in PS or other transition programming that can be applied to this?)

Think about the objective of this lesson. How could you span boundaries to improve the impact and meaning of this lesson? How can you tap into the various expertise, resources, and contacts at your host business and within your other partner organizations?

Write your thoughts here...

Safe Space	Ensure that there is a positive atmosphere created around the comfort zones activities. It is intended to highlight individuality not to single out individuals' faults. When creating SMART goals, no goals are too simple or silly if they truly reflect an area of growth for the intern.
Differentiation Strategies	<ul style="list-style-type: none"> • Use journaling at the individual level for brainstorming prior to coming together as a group for discussion. Using the paper and writing utensils, prompt the students to express what being healthy means to them. They can use drawings or key words to describe how they feel and look, what they like to do, relationships with other people, how they feel about life, things that are important to them.

	<ul style="list-style-type: none"> ● Prepare a few prompting questions to provide some support or the term “healthy.” ● Key words can be provided on slips of paper or on the board
Citations & Sources	Health Matters Curriculum Teacherspayteachers.com Youtube.com

STEP TWO: The Lesson Plan

Please customize these activities according to your Project SEARCH host site, its policies, vision, and core values. Use the Boundary Spanning to expand your connections and ideas. Please use and modify the activities based on the objective and the needs of your interns.

<p>Introduction</p> <p>VocFit Crosswalk: General: Listen and pays attention Communicates adequately Completes task accurately Follows directions Cognitive Comprehend, read instructions Communication Communicate face-to-face with others Speak clearly so others can understand Interpersonal Skills Monitor own body language Cooperate with others to accomplish work activities</p>	<p>Glossary</p> <p>Ensure the interns are familiar with glossary words connected with this lesson (see Page 2). Use Kahoot or similar app that might interest the interns. They should be able to explain the term and relate it to something in their department and/or host business. Interns could use a computer/tablet to look up the definitions and act out the word for the class. Another idea is to use a game such as Apples to Apples for these glossary terms.</p> <p>Please incorporate any glossary terms utilized at your host business that would enhance the lesson plan and make this objective more meaningful for the interns.</p>
<p>Time: 5 minutes Opening/ Connect to Purpose</p>	<p>Introduce: Health Matters as a weekly lesson that prepares the interns with the knowledge and tools they’ll need to develop/maintain healthy habits throughout their life.</p>
Activity 1 – SMART Goals	
<p>Time: 55 minutes Description</p> <p>VocFit Crosswalk: General Makes eye contact Asks for help and clarification when needed Follows directions</p>	<p>Group Discussion about what is health. Use handouts:</p> <ul style="list-style-type: none"> ● Definitions of Health (U1 L1) ● What is healthy to me? (U1 L1) ● Get up and moving with the Comfort Zones Activity (see attached handout). Use this activity to get to know your interns a bit better. There are sample statements you can use but use this activity to find out information to help you guide later Health Matters Lessons. ● Use last five minute to reflect on activity.

<p>Works well with co-workers Completes tasks accurately Communication Communicate face-to-face with others Speaks clearly so that others can understand Understand the speech of another person Interpersonal Work with a co-worker in a group or team Asks clarifying question</p>	<p>As a group:</p> <ul style="list-style-type: none"> ● Brainstorm and create 1 list of factors that affect one’s health. ● Create another list of how your health can affect your performance at work. <p>Introduce SMART Goals (if not already familiar)</p> <ul style="list-style-type: none"> ● LearnStorm Growth Mindset: How to write a SMART goal: https://youtu.be/U4IU-y9-J8Q <p>Interns will begin to make their own Health SMART goals. Use the Smart Goals Worksheet to help the interns break down the different components to a SMART goal.</p>
<p>Time: 5 minutes Closing</p>	<p>Throughout Health Matters they will learn more about nutrition, physical activity, stress management, and tools to help them toward their goals. Emphasize that everybody’s health journey will be different just like everybody may have different goals. Their peers, skills trainers, instructor, coworkers, and families are their support system.</p> <p>Finish the lesson by asking the interns to share the start of their SMART goals.</p>
Extension Activities: Critical Thinking Questions and Evaluation Tools	
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p> <p>http://www.mandela.ac.za/cyberhunts/bloom.htm</p>	<ol style="list-style-type: none"> 1. Knowledge/Remembering: <ul style="list-style-type: none"> ● What is a SMART goal? ● What does being healthy mean to me? 2. Comprehension/Understanding: <ul style="list-style-type: none"> ● What are the different types/meaning of health? 3. Applying: <ul style="list-style-type: none"> ● What do I do to stay healthy? 4. Analyzing: <ul style="list-style-type: none"> ● What things/factors affect your health? 5. Evaluating: <ul style="list-style-type: none"> ● How does my daily routine affect my health? ● Is there anything I can change about my routine to make it healthier? 6. Creating: <ul style="list-style-type: none"> ● What are your SMART goals for health and wellness?

STEP THREE: Instructor Reflection	
What did you learn in the process of presenting this lesson?	
Moving on from this Lesson	<ol style="list-style-type: none"> 1. Continue with weekly Health Matters Lessons. There is flexibility with the order of the lessons depending on your interns' goals. 2. SMART goals should be shared with family and team to facilitate carry-over of information and progress. If goals happen in the context of their internship, these should be shared with their supervisors and co-workers. 3. Continue to check in with SMART goals. Modify the goals as the interns' progress, meet their goals, and change their health goal priorities.
Intern Reflection on the Lesson	<ol style="list-style-type: none"> 1. What did I do well during this lesson? 2. What could I do better next time? 3. How can I use what I learned? 4. What was the most important thing I learned?
Instructor Reflection on the Lesson	<ol style="list-style-type: none"> 1. Did all the interns understand the material? 2. Will they be able to use it in their department and in their day-to-day life? 3. Did the lesson take less or more time than was planned? 4. What should be added to the lesson to make it more meaningful? 5. Do they understand how this information relates to the overall goal of competitive integrated employment? 6. Were there any surprises in the comments, questions or training that would impact this lesson in the future? 7. What could I do differently to improve this lesson?

Training Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Comfort Zone Activity

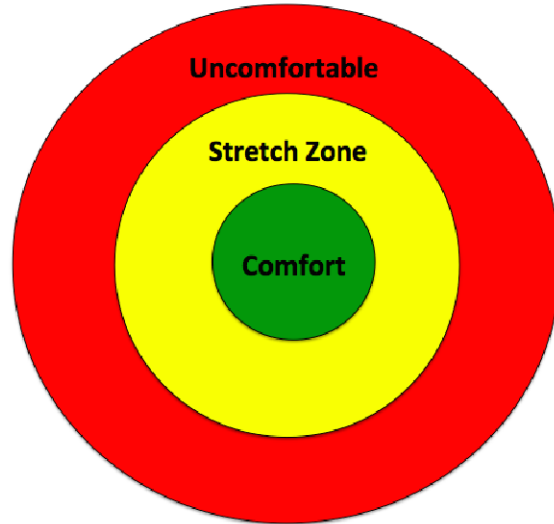
Estimated Time: 15-20 minutes

Materials Needed:

- Large Space
- Tape or String to make different zones on the floor
- Questions/Statements (examples are listed below)

Purpose:

This is a great way to get to know your students and their habits. It is also a conversation starter about some uncomfortable situations that they may encounter at their internship/everyday life that you can address how to handle that during this activity. The students will get to see how they are similar or different from other students.



Description:

Recreate the zones pictured above using tape or string on the floor. Make sure to leave enough room in the zones for people to stand. Then read each statement out loud and have students move between zones to indicate their comfort level.

Statements:

1. Sitting in front of the television for hours
2. Trying new things
3. Trying new foods
4. Meeting new people
5. Admitting your mistakes
6. Exercising 3 times a week
7. Playing games on your phone for hours.
8. Prioritizing things to do and managing your time.
9. Watching scary movies.
10. Expressing an unfavorable opinion.
11. Receiving constructive criticism
12. Create your own! _____

Name: _____

Date: _____

SMART GOALS MAP

<p>S</p>	<p>Make it Specific</p>	<p>What do you want to accomplish?</p>
<p>M</p>	<p>Make it Measurable</p>	<p>How will you know when you have met your goal?</p>
<p>A</p>	<p>Make it Achievable</p>	<p>Make sure your goal is not too far to reach, but far enough to be challenging.</p>
<p>R</p>	<p>Make it Relevant</p>	<p>Link the goal to something important to you, something that inspires you.</p>
<p>T</p>	<p>Make it Timely</p>	<p>Is this a short term or long term goal? Explain.</p>