

## Tips for Success with Action Plans

1. Let students know, at the beginning of the school year, they will have opportunities to put their understandings and skills into action by designing and carrying out two/three action plans.
2. Consider a “class” action plan early in the school year followed by individual action plans later in the year. Ensure all students are able to complete the “class” action plan (e.g., not all students are able to bring healthy snacks from home).
3. Involve students in identifying opportunities to embrace health or identify health challenges, and design action plans that are meaningful and relevant to their lives and the communities in which they live.
4. For the first action plan of the year, provide students with an outline. It will provide a focus for understanding the process of creating and implementing an action plan.
5. Discuss and create, as a class, a rubric to be used for assessing the design phase of an action plan.
6. Host a brief interview with each student to assess the design phase of their action plan. The interview does not take a lot of time for the teacher and it usually results in success for students during the implementation phase.
7. Ensure that students in grade nine understand the determinants of health and the five action strategies before beginning action plans (USC 9.1).
8. For students in grade nine, include impact as a criterion when rating alternatives against specific criteria. It encourages students to consider who will be involved in and/or affected by the action plan.
9. Provide students with examples of action plans that they might browse through before beginning their own action plan. Consider the Health Education grade perspective and the aim of health education when designing action plans (e.g., health skills and strategies for life vs. checklist task involving little thought).
10. Invite students to check in regularly with the teacher throughout the design phase.

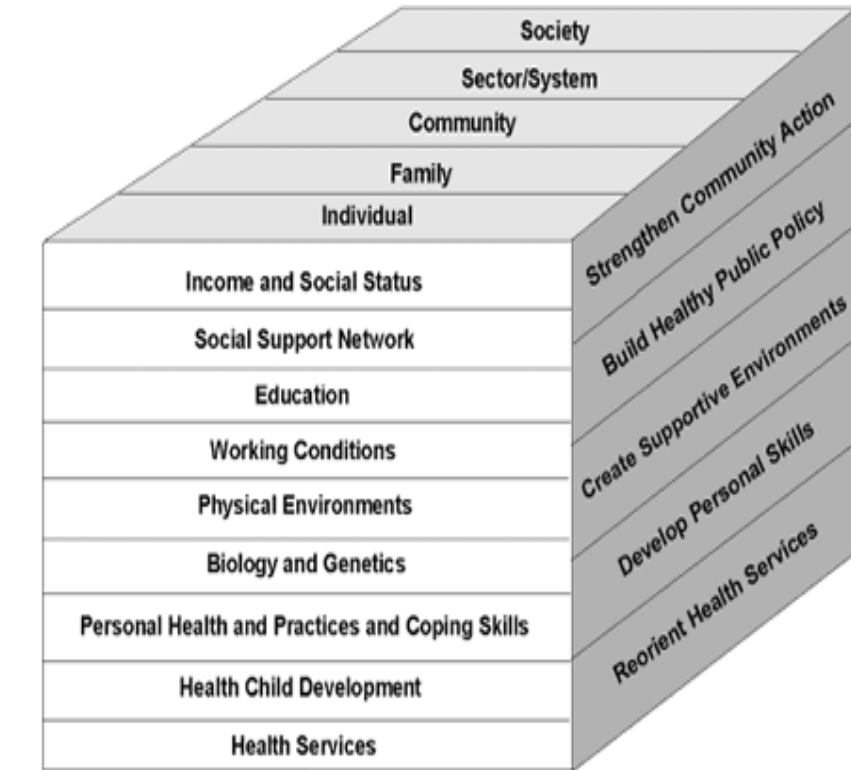
# Population Health Promotion Model:

HO 3-2

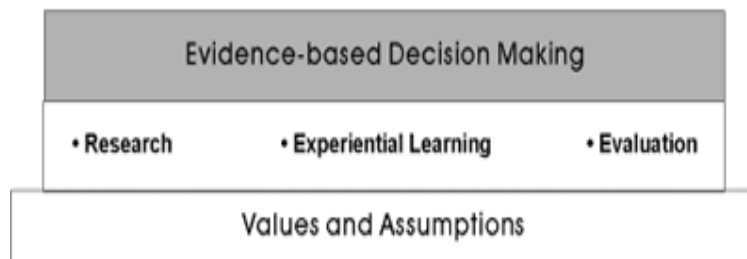
(source, Hamilton & Bhatti, 1996, Health Promotion Development Division, Health Canada)

*“Population health is an approach that addresses the entire range of factors that determine health and, by so doing, affects the health of the entire population.”*

These determinants of health reflect the multiple and interactive factors that influence health and well-being.



These five action strategies were identified in the 1986 Ottawa Charter for Health Promotion.

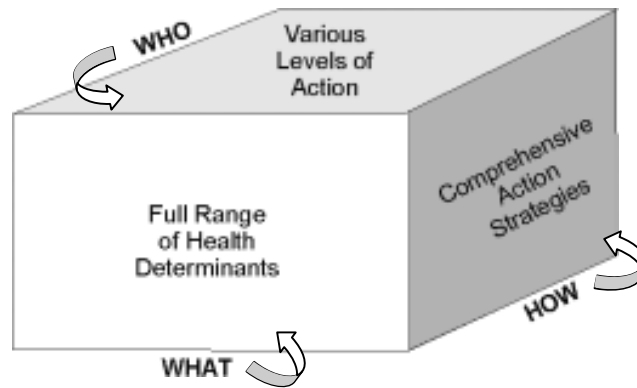


Population Health Promotion Model

## The “Building Blocks” of an Action Plan

HO 3-4

The Population Health Promotion model identifies the building blocks that help guide actions to improve health. These are also the building blocks of action plans in health education: Who, what, and how.



### Examples:

#### GRADE 6 (Affirming Personal Standards):

Students in grade 6 decide to promote the use and availability of the required protective gear at the local skate park.

(USC 6.6, DM 6.8, 6.9, AP 6.10).

Who: Community

What: Education

How: Create supportive environments

#### GRADE 7 (Committing Self):

A student in grade 7 decides to participate in school intramural activities despite his perceived inabilities by others in the school community.

(USC 7.6, 7.7, DM 7.8, 7.9, AP 7.10)

Who: Individual, school community

What: Personal health and practices, and coping skills; education

How: Develop personal skills; create supportive environments

#### GRADE 8 (Supporting Others):

A student in grade 8 decides to support a friend who wants to spend more time in a natural environment to limit their exposure and focus on messages in the media about appearance.

(USC 8.5, 8.6, DM 8.8, 8.9, AP 8.10).

Who: Individual

What: Personal health and practices and coping skills

How: Develop personal skills; create supportive environments

#### GRADE 9 (Promoting Health):

Students in grade 9 decide to plan and present to the manager of the local arena to offer more healthy and affordable food choices.

(USC 9.5, DM 9.10, 9.11, AP 9.12).

Who: Community

What: Education

How: Create supportive environments; build healthy public policy

# Sample Checklist for Planning

HO 3-6

??	Elements of an Effective Action Plan	Comments
<b>W H O</b>	<ul style="list-style-type: none"> <li>· Who might be involved?</li> <li>· Who else could help?</li> <li>· Who needs to be contacted for approval?</li> <li>· Who is the action plan targeted at?</li> <li>· Who is your support person?</li> </ul> <input type="checkbox"/> •	
<b>W H E R E</b>	<ul style="list-style-type: none"> <li>· Where might this action plan take place?</li> <li>· Where might we advertise (if applicable)?</li> <li>· Where might we get help?</li> </ul> <input type="checkbox"/> <input type="checkbox"/>	
<b>W H A T</b>	<ul style="list-style-type: none"> <li>· What needs to be done?</li> <li>· What needs to be done first?</li> <li>· What might be done by others?</li> <li>· What resources are needed?</li> <li>· What is our goal?</li> </ul> <input type="checkbox"/> <input type="checkbox"/>	
<b>W H E N</b>	<ul style="list-style-type: none"> <li>· When might we plan to start?</li> <li>· When might we plan to finish?</li> <li>· When might we know that we have been successful?</li> <li>· When might we have time to work on the details?</li> <li>· When will we check in with support persons?</li> </ul> <input type="checkbox"/> <input type="checkbox"/>	
<b>W H Y</b>	<ul style="list-style-type: none"> <li>· Why is this a good idea?</li> <li>· Why is this action plan needed?</li> <li>· Why have we never tried this idea?</li> <li>· Why will this idea work?</li> <li>· Why will this idea overcome obstacles?</li> </ul> <input type="checkbox"/> <input type="checkbox"/>	
<b>H O W</b>	<ul style="list-style-type: none"> <li>· How might we tell others about our plan?</li> <li>· How might we involve others?</li> <li>· How might we fund the action plan?</li> <li>· How might we judge the success of our action?</li> <li>· How might we reward ourselves when we complete the plan?</li> <li>· How will we reach our goal?</li> </ul>	

# Designing an Action Plan

HO 4-1

## A well designed action plan will:

- Be meaningful and relevant to the lives, needs, and challenges of the students and communities in which they live and play;
- Reflect the voices and ideas of the students;
- Be possible for the student(s) involved to complete
- Promote lifelong health and well-being for all students, even those whose definition of health differs from our own.

## Sample Challenge Statements

*Challenge statements* are broad, and identify the challenge to be addressed. After identifying a challenge, the sample templates on the pages that follow can be helpful for considering the different ways students could go about addressing the challenge they have identified.

<b>Grade Six</b>	<b>Establishing and nurturing healthy relationships</b>	<b>Affirming Personal Standards</b>
<i>As “family” is one of my personal standards, my challenge is to demonstrate, in my daily life, that my family is important to me.</i>		

<b>Grade Seven</b>	<b>Managing conflict, responding to peer pressure, and recognizing discrepancies as strategies to nurture harmony in relationships</b>	<b>Committing Self</b>
<i>My challenge is to decide on the best way for me to reduce or stop a regular conflict between me and a classmate.</i>		

<b>Grade Eight</b>	<b>Exploring the impact of prejudices/biases and violence on the well-being of family roles, responsibilities, and identities</b>	<b>Supporting Others</b>
<i>My challenge is to figure out the best way to support a peer who is experiencing violence at school and in the community beyond.</i>		

<b>Grade Nine</b>	<b>Facilitating healthy living for people living with/stigmatized by chronic illness and non-curable infections</b>	<b>Promoting Health</b>
<i>My challenge is to decide on an alternative I can use to help people prevent and/or manage diabetes as it is an increasingly common chronic disease in our community.</i>		

Making a Decision ~ Grade Six

HO 4-2

	Positive consequences	Negative consequences
Choice #1		
Choice #2		
Choice #3		
Choice #4		

Making a Decision ~ Grade Seven

HO 4-3

	<b>Positive short-term consequences</b>	<b>Negative short-term consequences</b>	<b>Positive long-term consequences</b>	<b>Negative long-term consequences</b>
<b>Alternative #1</b>				
<b>Alternative #2</b>				
<b>Alternative #3</b>				

Making a Decision ~ Grade Eight

HO 4-4

	<b>Positive Short-term consequences for self</b>	<b>Negative short-term consequences for self</b>	<b>Positive long-term consequences for self</b>	<b>Negative long-term consequences for self</b>	<b>Positive consequences for others</b>	<b>Negative Consequences for others</b>
<b>Support strategy #1</b>						
<b>Support strategy #2</b>						
<b>Support strategy #3</b>						



# Making a Decision ~ Grade Nine

**HO 4-5**

<b>CRITERIA</b> <b>ALTERNATIVES</b>	<b>TIME</b> <i>Can I complete this within the time allowed?</i>	<b>SUPPORT</b> <i>Do I have the support of my family/teacher/community?</i>	<b>EFFORT</b> <i>Will I be able to follow through and complete this strategy?</i>	<b>COST</b> <i>Is this idea affordable?</i>	<b>CHALLENGE</b> <i>Does this strategy help meet my challenge?</i>	<b>IMPACT</b>
<b>Alternative #1</b>						
<b>Alternative #2</b>						
<b>Alternative #3</b>						
<b>Alternative #4</b>						
<b>Alternative #5</b>						

## Goal Statements

HO 4-6

*Goal statements* are more specific than challenge statements and articulate the “building blocks”, or the “who, what, and how” of the action. The following templates can be of use to students when articulating a goal statement, after considering and choosing the best way to address the challenge they have identified.

### Grade Six

*To demonstrate that family is important to me, my goal is to*

*for three days beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.*

### Grade Seven

*My goal is to reduce/stop the conflict between \_\_\_\_\_ and me by*

*for five days beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.*

### Grade Eight

*My goal is to support \_\_\_\_\_ (name of peer(s)) by*

*for one week beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.*

### Grade Nine

*My goal is to promote healthy lifestyle choices that help prevent diabetes by*

*I will do this for ten days beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.*

# Checklist for Assessing Student Decision Making

## Make an Informed Decision

HO 4-7

Name		Date		
Criteria	Yes	No	Comments	Marks
<b>State the challenge</b> <ul style="list-style-type: none"> <li>Is the challenge stated clearly?</li> </ul>				
<b>Explore alternatives and consequences</b> <ul style="list-style-type: none"> <li>Are a reasonable number of alternatives proposed? (grades 6-9)</li> <li>Are consequences included for each alternative?               <ul style="list-style-type: none"> <li>Short term consequences (grades 6-8)</li> <li>Long-term consequences (grades 7-8)</li> <li>Consequences for self and others (grade 8)</li> </ul> </li> <li>Are the consequences reasonable? (grades 6-8)</li> <li>Are the alternatives judged/rated against specific criteria? (grade 9)</li> <li>Are reasons provided for the ratings given to each alternative? (grade 9)</li> </ul>				
<b>Make a decision</b> <ul style="list-style-type: none"> <li>Are reasons to support the decision listed?</li> <li>Is the decision logical/reasonable/possible?</li> </ul>				
<b>Set a personal goal</b> <ul style="list-style-type: none"> <li>Is the goal statement more specific than the challenge statement?</li> <li>Is the goal statement               <ul style="list-style-type: none"> <li>Clear</li> <li>Attainable</li> <li>Observable</li> <li>Measurable</li> </ul> </li> </ul>				

# An Outline for Designing an Action Plan

HO 5-1

Element of Action Plan	Action	My Action Plan
<p>?</p> <p><b>What</b></p> <p>?</p>	<p>Set a specific goal</p>	<p>My goal is to:</p>
<p>?</p> <p><b>When</b></p> <p>?</p>	<p>Set a start date, an end date, and check-in dates</p>	<p>I plan to start my action plan on _____ and</p> <p>to finish my action plan on _____.</p> <p>I will check in with my support person _____.</p>
<p>?</p> <p><b>Why</b></p> <p>?</p>	<p>List benefits of achieving goal</p> <p>Identify obstacles</p>	
<p>?</p> <p><b>Who</b></p> <p>?</p>	<p>Identify a support person</p>	<p>My support person is _____</p> <p>Signature: _____</p>
<p>?</p> <p><b>How</b></p> <p>?</p>	<p>Step-by-step plan</p>	<p>To achieve my goal I will:</p>
<p>?</p> <p><b>Where</b></p> <p>?</p>	<p>Location</p>	

# Interviewing to Assess the Design Phase of Student Action Plans (Grade 6)

HO 5-2

Interview Questions	Comments
Who is your adult support person?	
Who is your peer support person?	
What is your challenge statement or your statement of purpose?	
What is your goal statement?	
What steps do you have in place for implementing your action plan?	
Why have you included each of these steps?	
What are your start, end, and check-in dates?	
When and where will each step occur?	
What might prevent you from doing this action plan?	
What is your back-up plan?	

# Interviewing to Assess the Design Phase of Student Action Plans (Grade 7)

HO 5-3

Interview Questions	Comments
Who is your adult support person? Who is your peer support person?	
What is your challenge statement or your statement of purpose?	
What is your goal statement?	
What steps do you have in place for implementing your action plan?	
How will each of these steps help you achieve your goal? Where is the yearly perspective of personal commitment evident in your action plan?	
What are your start, end, and check-in dates?	
When and where will each step occur?	
What might prevent you from doing this action plan? What is your back-up plan?	

# Interviewing to Assess the Design Phase of Student Action Plans (Grade 8)

HO 5-4

Interview Questions	Comments
<ul style="list-style-type: none"> <li>• Who is your adult support person?</li> <li>• Who is your peer support person?</li> <li>• Who is the peer/friend/family member that you are supporting throughout this action plan?</li> </ul>	
<p>What is your challenge statement or your statement of purpose?</p>	
<ul style="list-style-type: none"> <li>• What is your “support peer” goal statement?</li> <li>• How is “committing yourself” to supporting a peer evident in your action plan?</li> </ul>	
<p>What steps do you have in place for implementing your action plan?</p>	
<p>How will each of these steps help you achieve your goal?</p>	
<ul style="list-style-type: none"> <li>• What are your start, end, and check-in dates?</li> <li>• When will you celebrate the success of your action plan?</li> </ul>	
<p>When and where will each step occur?</p>	
<p>What might prevent you from doing this action plan?</p> <p>What is your back-up plan?</p>	

# Interviewing to Assess the Design Phase of Student Action Plans (Grade 9)

HO 5-5

Interview Questions	Comments
What is your grade nine health education perspective?	
What health determinant are you addressing?	
What health action strategy are you using?	
Who are your support people? How are they going to support you?	
Who, from the community, will be involved/affected by your action plan?	
What is your challenge statement?	
What is your goal statement? How will you measure the degree to which you attain your goal?	
What might prevent you from doing this action plan?  What is your back-up plan?	
Tell me the steps you have in place to complete your action plan. Why are you doing each of these steps? Where will each step occur?	
What are your check-in dates, your projected end date and your celebration date?	
Why did you choose to do this action plan?	



## Sample Student Log (Grade 6)

**Name** \_\_\_\_\_

Starting Date \_\_\_\_\_

Completion Date \_\_\_\_\_

**Goal** Over the next three days I will demonstrate my value of family to my family by spending time with them.

**Support Person** My friend \_\_\_\_\_

**Why you chose him/her** Because I can talk to him easily.

Outline the steps you will take to achieve your goal

- Plan to spend time at home
- Look at TV guide to find shows we can watch together
- Meet with my parents and my support person
- Tell my friends that I need to spend time at home

You may find barriers to the achievement of your goal

Barriers	Steps to overcome them
Piano lessons	Plan to spend time with family after piano lessons
Brother is annoying	Put up with it
Mom and Dad don't need help with anything	Offer anyway
I am at school all day	Spend time with family after school

Journal. Put down the date and what you did to demonstrate your personal standard.

Date	What I did
September 16	Met with my parents to tell them that I will be trying to demonstrate a personal standard, something that I value, over the next three days. Agree to meet after the three days to discuss.
September 17 (day 1)	I played with my younger brother after school without being told.
September 18 (day 2)	I helped Dad with the dishes and carried groceries without complaining.
September 19 (day 3)	I coloured a picture with my brother and I offered to help with supper.
September 20	I met with my parents and asked them to guess the personal standard that I was attempting to demonstrate. They guessed that helpfulness or cooperation was something that I value. They were close, I guess.

**Signatures** Support person signature \_\_\_\_\_

Comment about the degree to which the goal was achieved \_\_\_\_\_

Parent(s) signature \_\_\_\_\_

Comment about the degree to which the goal was achieved \_\_\_\_\_

\_\_\_\_\_

## Sample Student Log (Grade 7)

Situation	Anger management I tried	How others responded	Support I requested or received	Comments
When: Monday  Where: Recess	When Cory was making wise cracks about our team losing both games on the weekend, <b>I pretended that I didn't even hear him.</b>	Cory went on for awhile but he eventually quit as I made a big deal of talking to some other people and acted like I wasn't hearing him.	I didn't receive any support because I hadn't asked for any.	It seemed like the other kids who were standing around were surprised that I didn't go after him.
When: Tuesday  Where: playground	Cory did his usual routine about calling a couple of my friends losers. I got sucked into calling some of his friends names.	Things got ugly with me and Cory ... like always.	I need to talk to Seth tonight and let him know what I am trying to do.	
When: Wednesday  Where: Seth's place	Seth and I were fixing one of the gears on his bike. When Cory showed up, <b>I stepped away from a confrontation instead of stepping into it.</b>	Seth was watching me real close.	Seth was looking at me real intently. I could see him out of the corner of my eye. It helped me do what I said I would do.	Why do some guys have to make life miserable for everybody else!
When: Thursday  Where:	Cory was away today. Nothing to report.			
When: Friday  Where: recess	We did group roleplays in class. At recess, Cory was making rude comments about one of the girls in our group. <b>I stared at him real hard</b> and said "Anna did a good job" as I <b>stepped away</b> to join a group of people.	Cory made more ugly comments. Seth jabbed me in the side and he and I walked away.	Seth's shot in my side reminded me to get moving and <b>step out of the way.</b>	I probably should have just stepped away. That had been my plan. But, I stuck up for Anna without getting into a major fight with that guy.

<p>My thoughts about today</p> <ul style="list-style-type: none"> <li>• I didn't do so good today. (Tues.)</li> <li>• Our class/school is a calmer place when some people aren't around. (Thurs.)</li> <li>• Anna doesn't deserve his attitude. (Fri.)</li> <li>•</li> </ul>
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Signature of support person: _____ Date: _____
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## Sample Student Log (Grade 8)

Name \_\_\_\_\_ Start Date November 12  
 Check-in dates Nov. 13, 15, 17 End Date November 18

**Goal** My goal is to support my friend JD by being a good listener and encouraging her for a week beginning on November 12 and concluding on November 18. My personal commitment is to keep in touch with JD daily to encourage her to follow through with her plan of leaving the house if her parent is drinking or has been drinking and gets abusive.

November 12: I talked to JD after school and again after supper. Her parent is at home but isn't drinking. We review the offer that her dance teacher made that JD can go there instead of staying at home and getting beat up.

November 13: I called JD twice. Both times her parent was not at home. I ask her how she feels and find out she is scared. I check in with my support person, my Mom. I call JD back and find out her parent has returned but is sober. Relief.

November 14: JD has a dance class at 6:30 p.m. so I called her a bit earlier. Her parent is at home and drunk and hollering at her for supper. I listen as she tries to figure out how she can get out of the house without being seen and then trapped. It works out O.K. When she got home her parent was asleep on the couch.

November 15: JD and I talk on the way home from school. We arrange to do homework together. My Mom, who is my support person, doesn't want me at JD's

house doing homework so I invite JD to our house.

November 16: Today I don't have to listen very hard to know that JD is worried. It is Friday and her parent almost always plays bingo and drinks on Fridays. JD has been slapped around when the parent wins money and when the parent loses money. That part doesn't seem to matter. My Mom agrees that JD can sleep over at our house and go to her Sat. dance class from our place.

November 17: JD had a terrible day today. She went home after her dance class and her parent was hung over. The parent didn't believe that JD had been at dance class even though she had her dance shoes and bag right in her hand. JD just said that things got pretty ugly when she phoned me from her dance teacher's place. I don't think I did much encouraging.

November 18: I haven't talked to JD today. I don't even know where she is. I didn't check in with my Mom yesterday but I did today. I think she is as sorry for JD as I am.

**Self-assessment**

Did I support JD by encouraging her to follow through with her plan to go to the safety of her dance teacher's house? YES  
 Did I support JD by listening to her to find out what she was thinking and feeling? YES  
 Did I maintain my commitment to keep in touch with JD every day? YES

**Signatures and Support person assessment**

Support person: \_\_\_\_\_  
 Comments: I think that my daughter reached her goal. In my opinion, she did more than she set out to do.

## Sample Student Log (Grade 9)

**My goal** is to promote healthy lifestyle choices that help prevent diabetes by placing key messages on the bulletin board in the grade 3 classroom. I plan to demonstrate the leadership skill of being dependable as I carry out this action plan for 10 days beginning on May 1 and ending on May 10.

**My support people** are my health education teacher along with the grade 3 teacher in our school and my friend who is doing a similar action plan with the grade 5 teacher.

**May 1** I met with the grade 3 teacher to see how big a section of the bulletin board I can use. We agreed that the best time for me to put up my message would be before school each day. I cut out letters to create my first key message about diabetes.

*Signature of adult support person* \_\_\_\_\_

**May 2** The first message was DIABETES IS A CHRONIC ILLNESS. It took a long time to pin up all those letters. Tomorrow, I will print my message on a banner instead of using letters.

**May 3** I got to the grade 3 room before class and posted my second message. DIABETES IS A CHRONIC ILLNESS: THERE IS NO CURE. The banner was a good idea but tonight I'll try to make a banner using our computer. I didn't have time to try the computer banner tonight so I made another banner using brighter colours this time.

**May 4** I put my message on the bulletin board before school. I talked to the grade 3 teacher about posting my message at noon hour tomorrow. On Fridays I barely get to school in time. I wouldn't have time to get to the grade 3 classroom before my first class. She said that was O.K. My message today was DIABETES SOMETIMES RUNS IN FAMILIES? DOES ANYONE IN YOUR FAMILY HAVE DIABETES? *Signature of adult support person* \_\_\_\_\_

**May 5** Today I went to the grade 3 room at lunch time. There were a couple of little kids in the room. They kind of gave me heck for forgetting about their message this morning. Today's message was PHYSICAL ACTIVITIES LIKE RUNNING, SKIPPING, SWIMMING, CYCLING ... almost anything active ... HELPS PREVENT DIABETES. Some time in the afternoon I realized that I couldn't post messages on Sat. and Sun. and my action plan was for 10 days. I caught up with the grade 3 teacher right after school. She said I could change the dates and just carry on until May 12. I said that I would try to create a computer banner for Monday's message but I would actually do that on Saturday. Also, I offered to make a big heading and a border for the bulletin board which I would do on Sunday. She thought that was fine. *Signature of adult support person*  
\_\_\_\_\_

**May 6** My support person friend helped me create a banner message on the computer. It took a long time but she thought it turned out so well that she made one for the grade 5 class too. *Signature of peer support person* \_\_\_\_\_

**May 7** My support person friend and I got together again and created really cool borders and headings for our bulletin board displays. My heading was Gathering the Facts about Diabetes because that is the yearly perspective for grade 3 health. *Signature of peer support person* \_\_\_\_\_

**May 8** I went to the grade 3 class pretty early because I had lots of stuff to put up. My Monday message was EATING FIVE FRUITS AND VEGETABLES A DAY HELPS PREVENT DIABETES ... SO GET MUNCHING!

**May 9** Last night I changed things up a bit and cut out pictures of junk food and lots of pictures of fruits and vegetables. I added the message THESE FOODS HELP PREVENT DIABETES ... THESE DO NOT HELP PREVENT DIABETES. The grade 3 teacher complimented me and told me that young students like variety. I asked her if she had any suggestions for tomorrow as that would be the end of my action plan. She asked me if I was up to making a bulletin board sized quiz for the students. During health class I talked to our teacher about this quiz idea. We came up with the idea of true and false sentences or yes/no questions. So, that's what I did. I went out and bought a piece of coloured heavy chart paper. It took a while but I printed out 6 true and false questions. *Signature of teacher support* \_\_\_\_\_

**May 10** I posted my quiz before school this morning. I think it looked pretty good. The grade 3 teacher said, "Now, that took some time!" *Signature of adult support person* \_\_\_\_\_

**May 11** My action plan is over but I got mail today. I got a letter and a picture from the grade 3 class. I felt pretty good because my support person friend didn't get any mail from the grade 5 class.

## Self-assessment of an Action Plan to Promote Health

**16 ½**  
**18**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Who</b> What evidence is there that a support person was involved throughout the implementation of this action plan?	Support person is not mentioned in the log. No signatures. Support persons were not used.	Support person is mentioned occasionally in the log. No signatures to provide supporting evidence. Support persons may have been used.	The support person is mentioned throughout the log but there is no signature as evidence. Or, the signature is included but there is little or no evidence in the log of involvement.	Support person(s) is included throughout the log. Student log includes signature of support person(s) at start date, check-in dates, celebration date(s), and end date. Support persons were used.
<b>What</b> What evidence is there that the goal was attained?	Goal statement is not mentioned in the log. The goal was not met.	Student log includes a goal statement but does not include a self-evaluation of student's implementation to determine the degree to which the goal was attained.	Student log includes a goal statement and a partial evaluation of the student's implementation. The goal was partially met.	Student log includes a goal statement. The log also includes the student's evaluation of his/her implementation as well as an evaluation by the community and school support persons. The goal was achieved.
<b>How</b> What evidence is there that the step-by-step plan was followed?	Student log includes no evidence of implementation. The action plan was not implemented.	Student log includes scant details of actions taken to promote health. The action plan may have been partially implemented.	Student log includes details of step-by-step action to promote health but does not include how others responded to her or his leadership skills throughout the implementation. The action plan was carried out.	Student log or journal includes: <ul style="list-style-type: none"> <li>• details of step-by-step progress</li> <li>• action of health promotion</li> <li>• details of how others responded to strategies of health promotion and to demonstration of leadership skills.</li> </ul> The action plan was carried out.
<b>Why</b> What evidence is there that the steps within the plan progressed toward the goal?	No indication of obstacles or of how they were overcome.	Student log mentions obstacles but they were not resolved.	Student log identifies obstacles that were partially overcome.	Student log or journal identifies possible barriers or obstacles and explains how they were overcome.
<b>When</b> What evidence indicates that the proposed timelines were followed?	Student log includes start dates and end dates.	Log includes start and end dates as well as at least one check-in date.	Log includes start, end, check-in, and celebration dates. Also includes signatures.	Student log includes: <ul style="list-style-type: none"> <li>• dates and times of each step within the action plan</li> <li>• check-in dates</li> <li>• celebration dates</li> <li>• signature of support person at dates and times of check-ins and celebrations.</li> </ul>
<b>Where (if applicable)</b> What evidence is there that the action plan was implemented in the arranged location(s)?	Student log does not indicate location of implementation.	Student log includes some details about where the action plan was implemented.	Student log includes complete details about where each step of the action plan was implemented.	Student log includes: <ul style="list-style-type: none"> <li>• complete details about where each step of the action plan occurred</li> <li>• signature of support persons from the facility/agency/ community/ school.</li> </ul>

**3**

**3**

**2**

**3**

**2 ½**  
**no**  
**celebration**

**3**

## Teacher Support Person's Feedback about an Action Plan to Promote Health

The grade nine student met with you in advance to discuss the action plan	0	1	2	3	4	5
The student checked in with you throughout the action plan to receive feedback, guidance, and so on	0	1	2	3	4	5
The student followed the timeline that h/she shared with you at the outset of the action plan	0	1	2	3	4	5
The student was able to overcome obstacles that might have occurred	0	1	2	3	4	5
The student achieved the goal that h/she shared with you at the outset of the action plan	0	1	2	3	4	5
Comments about what the grade 3 students learned throughout the action plan						
Suggestions on how the grade 9 student might improve upon an action plan to promote health						
Signature _____ Date _____						

## Peer Support Person's Feedback about an Action Plan to Promote Health

The grade nine student met with you in advance to discuss the action plan	0	1	2	3	4	5
The student checked in with you throughout the action plan to receive feedback, guidance, and so on	0	1	2	3	4	5
The student followed the timeline that h/she shared with you at the outset of the action plan	0	1	2	3	4	5
The student was able to overcome obstacles that might have occurred	0	1	2	3	4	5
The student achieved the goal that h/she shared with you at the outset of the action plan	0	1	2	3	4	5
Suggestions on how the grade 9 student might improve upon an action plan to promote health						
Signature _____ Date _____						