**Teaching plan: Diet and Physical promotion for teens (18 years old) with cerebral palsy**

**Learning styles**

The learning styles employed in this plan is the millennials learning technique. The lot of the millennials includes people born in the years between 1980 and 2000 (Pin, 2015). The group is often referred to Generation Y. It is the latest group following the baby boomers. Usually, this group relies on a broad spectrum of learning strategies. The learner-style in the millennial generation is more pronounced than before. The Millennials prefer the personally-focused learning structure that maximizes on the learner’s abilities. Nonetheless, the presence of internet and technology drives the essence of access information on-demand at any preferable moment. The millennials make the best out of technology in the sense that their learning is tailored to meet visual, auditory and even kinesthetic needs (Pin, 2015). In the case of diet and physical promotion, the classroom provides the apt setting for learning while the use of the internet increases the reach of information that the learners will require. It also improves the channels of communication between learners and educators. It increases the rate of feedback which improves the morale of the learner to commit to the process. The millennials style offers a better platform for learners to learn and apply information exhaustively.

**The readiness of the Learner**

In many cases, teens at the age of 18 years are fully aware of their condition (cerebral palsy) since the condition is often diagnosed at a young age. Nonetheless, not many of them take any action. As such in the contemplative stage whereby the patients do not understand or take any action, it becomes crucial to inform them of the facts of the facts of the need for better diet and physical activity. In the contemplative stage, leaners inform themselves further through the use of the internet and other resources as per the millennials learning style (Newman, 2013). In the action, plan leaners practice the knowledge acquired and through reflective activities. The maintenance stage involves carrying on with the practice of diet and physical activity and getting feedback from educators on improvements and adaptation.

**Goal Development**

Setting goals, in this case, should remain in a manner that the goals are attainable and short for the learners to attain easily (Park, 2015). Therefore, development goals should be in the category of short and long-term goals. Short term goals include getting class participation for the learners. In this manner, the pre-contemplative and contemplative stages can easily be accomplished. Another short-term goal would involve attaining the reflective section of learning. Mainly this comes with the students understanding their condition and the need for better dieting and physical activities. Success in the reflection section within the short-term agenda creates the pathway for both educator and leaner to pursue long-term goals in the endeavor of creating a permanent new behavior. Long-Term goals are attained at the feedback section. Here, the learner interacts with the educator as the educator examines the success of the process. Long-term development goals are defined by the leaners maintaining on the action of dieting and physical practice. Overall, students who manage to understand their condition and the need to adopt a better diet and physical activities and consequently keep the practice show the evidence of success in transition in the development goals from short to long-term.

**References**

Newman, B. (2013). The Contemplative Classroom, or Learning by Heart in the Age of Google. *Buddhist-Christian Studies*, *33*(1), 3-11. doi: 10.1353/bcs.2013.0017

Park, E. (2015). Development of the Learning Goal Orientation Promotion Program and it's Efficacy. *Journal Of Social Science*, *26*(1), 227. doi: 10.16881/jss.2015.01.26.1.227

Pin, J. (2015). Millennials Without Borders. *IESE Insight*, (27), 5-5. doi: 10.15581/002.opi-3486