



## Teaching Progression:



### Step 4: Look Back & Learn

#### REFLECTION QUESTION(S):

- Did I reach my goal? Why or why not?
- Did I use the help and/or support I identified? Why or why not?
- Did I use the right help and/or support? Why or why not?
- What should I celebrate?
- What challenges did I face?
- Do I need to adjust my goal? If so, to what?

#### GUIDING QUESTIONS:

How did I reach my goal? How do I know if my goal was the right one for me?

#### NHES PERFORMANCE INDICATORS:

(6.5.1) Set a personal health goal and track progress toward its achievement.

#### VALUABLE VOCABULARY:

*achieve,  
process,  
reflect,  
identify,  
explain*



#### SUGGESTED LEARNING ACTIVITY 1:

Have students reread their SMART goal and review their goal tracker. Prompt students to identify moments on their tracker when they needed help, when they felt most successful in progressing towards their goal, and/or when an adjustment of their goal was needed. Have students mark these moments on their tracker as a visual reference.



#### SUGGESTED LEARNING ACTIVITY 2:

Ask students questions that will help them understand the importance of looking back on their progress in working toward a goal. For example ask the following questions:

- Did I reach my goal? Why or why not?
- Did I use the help and/or support I identified? Why or why not?
- Did I use the right help and/or support? Why or why not?
- What should I celebrate?
- What challenges did I face?
- Do I need to adjust my goal? If so, to what?

See Next Page For Teaching Notes.

#### Language of Health Literacy:

*I reached my SMART goal by \_\_\_\_\_.*

*I used \_\_\_\_\_ support to help me reach my SMART goal.*

*I did not reach my SMART goal because \_\_\_\_\_.*

*A challenge I faced in striving for my SMART goal was \_\_\_\_\_.*



## Teaching Progression: Step 4 | Look Back & Learn (Cont.)

### TEACHING NOTES:

- Provide many opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: through writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model and provide the *Language of Health Literacy* to support student reflection.
- Model this reflection process for a goal you have created and worked towards.