



## Teaching Progression:



### Step 3: Reflect

#### REFLECTION QUESTION(S):

- Did I meet my goal? Why or why not?
- What successes did I experience working towards my goal?
- What challenges did I experience working towards my goal?
- What would I want to do differently next time?
- What support did I need to work towards my goal?

#### GUIDING QUESTIONS:

What makes achieving a goal possible? How might my goals change over time?

#### NHES PERFORMANCE INDICATORS:

(6.8.3) Apply strategies and skills needed to attain a personal health goal. (6.8.4) Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

#### VALUABLE VOCABULARY:

*celebrate,  
experience,  
success,  
challenge,  
achieve*



#### SUGGESTED LEARNING ACTIVITY 1:

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 meet my goal? Why or why not?
- What successes did I experience working towards my goal?
- What challenges did I experience working towards my goal?
- What would I want to do differently next time?
- What support did I need to work towards my goal?

#### Language of Health Literacy:

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

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

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

*The daily tracker helped me by \_\_\_\_\_.*

#### 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.