



Teaching Progression:



Step 5: Reflect

REFLECTION QUESTIONS:

- How did valid and reliable help and information enhance my health?
- How did invalid and/or unreliable help and information get in the way of living a healthy life?
- What barriers did I encounter accessing valid help and information?
- What actions did I take to access valid help and information? Were these the right actions for me?

GUIDING QUESTIONS:

How did valid help and information enhance my health? What impact did valid and reliable information have on my health? How did invalid help and information get in the way of living a healthy life?

NHES PERFORMANCE INDICATORS:

(5.8.7) Analyze the outcomes of a health related decision.

VALUABLE VOCABULARY:

reflect,
impact,
outcomes



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the resources they found and what they learned. For example ask the following questions:

- How did valid and reliable help and information enhance my health?
- How did invalid and/or unreliable help and information get in the way of living a healthy life?
- What barriers did I encounter accessing valid help and information?
- What actions did I take to access valid help and information? Were these the right actions for me?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you used valid and reliable resources to enhance your health, or how invalid information impacted your health.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.