HEALTH SKILL: Goal-Setting | Grades 6-8

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?

**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?

**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.

**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.