



Teaching Progression:



Step 4: Reflect

REFLECTION QUESTION(S):

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

VALUABLE VOCABULARY:

monitoring

GUIDING QUESTIONS:

How has goal setting helped me improve my health? How can I continue to progress with my long-term health plan?

NHES PERFORMANCE INDICATORS:

(6.12.3) Implement strategies and monitor progress in achieving a personal health goal.



SUGGESTED LEARNING ACTIVITY 1:

Have students review their long-term health plan. Prompt students to consider what they need (eg. guidance, resources, personal support) in order to continue progressing toward their identified growth areas. Have students write a short essay explaining the ways they will progress through their long-term health plan. Place students in small groups or have students share their essays aloud to the whole class.

Language of Health Literacy:

My growth areas include _____. These areas support my health status by _____.

I have identified _____ as a barrier for me to reach my goal. I plan to _____ in order to overcome this barrier.

This SMART goal supports my long-term health plan by _____.

Tracking my goals allows me to _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student reflection in their essay.



Teaching Progression: Step 4 | Reflect (Cont.)



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

TEACHING NOTES:

- 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.
- 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.