HEALTH SKILL: Goal-Setting | Grades 9-12

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?

**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 (e.g., 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.

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

**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 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.