

Health Skill:

Goal-Setting



Background Information

The health skill, *Goal-Setting*, empowers students to strive for self-improvement. *Goal-Setting* is an essential skill for changing and maintaining healthy behaviors, especially during times that make it difficult to follow through on healthy decisions. *Goal-Setting* supports students in creating and achieving both short-and long-term goals. Students gain confidence in their abilities to set and achieve goals by following clear steps over short periods of time, tracking progress over time, seeking help and support when needed, and stopping to reflect on impacts on personal health. Students learn to identify areas of growth before creating goals that support their success. Students may utilize *Analyze Influences*, *Access Valid & Reliable Resources*, and *Decision-Making* to support a successful path towards achieving their goals. All grade levels practice reflection after setting goals in order to evaluate their success and adjust their approach as needed.

Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another.

If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

PreK-2

- Identifying decisions related to health
- Creating short-term goals
- Looking back and learning from goal-setting process

3-5

- Identifying area of growth
- Identifying short-term goals
- Creating SMART Goals
- Making a plan to achieve short-term goal
- Looking back and learning from goal-setting process

6-8

- Monitoring personal health
- Identifying areas of growth
- Identifying short-term goals
- Creating SMART Goals
- Identifying obstacles to achieving goals
- Tracking progress to reach goal
- Identifying help and support to reach goal
- Reflecting on goal-setting process

9-12

- Monitoring personal health
- Identifying areas of growth
- Identifying short-term goals
- Identifying long-term goals
- Creating SMART Goals
- Creating a long-term health plan
- Reflecting on goal-setting process

NATIONAL HEALTH EDUCATION STANDARD (NHES) 6:

Students will demonstrate the ability to use *goal-setting* skills to enhance health.

National Health Education Standard Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.



Grades 3-5 Framework

In grades 3-5, students take their first steps towards learning how to create SMART goals. After identifying areas in their life where they wish to grow, students build on their knowledge of basic *Goal-Setting* from grades PreK-2 to include more specific criteria. Continuing to work with short-term goals, students will create a SMART goal, create a plan of action, carry out their goal using helpers as needed, and reflect on the steps taken throughout the process.

Mastery of *Goal-Setting* for Grades 3-5 means students are able to create a SMART goal that works to improve a specific health area and identify helpers to support the achievement of this goal.

The Steps:



Step 1: Identify an Area of Growth



Step Overview: In order to set a goal, a person must first identify areas of growth. Students should begin this health skill by sorting through health topics to identify areas that are strengths and areas to improve upon. Teachers should provide health topics based on students' stage of development, keeping in mind any culturally relevant connections and topics. Physical, emotional, and social health topics should be covered to help students think holistically about their health. The main action in this step is naming an area to improve upon in their lives.

Sub Skill(s):

- Check how I am doing
- Identify an area of growth



Step 2: Create a SMART Goal

Step Overview: Having specific, measurable, attainable, relevant, and time-phased goals helps an individual have a clear picture of what they hope to accomplish. Students spend time understanding what these words mean as well as developing their own SMART Goal. It is important during this step that students spend as much time writing their own SMART Goals as they do learning about the different components, so they receive the necessary opportunities to practice on personal areas of growth.

Sub Skill(s):

- Define SMART Goal
- Write a SMART Goal



Step 3: Make a Plan

Step Overview: In order to reach a goal, it is important to create a plan for how the goal will be achieved. This step prompts students to use a variety of strategies that will help ensure they reach their goal. Identifying help during *Goal-Setting* teaches students how to problem solve, should the need arise. Students will identify trusted adults as well as resources that may help them achieve success. Then, students should identify specific actions they can take to reach their goal. Part of planning to achieve a goal involves knowing how to track progress. Learning how to use a tracking system allows students ongoing access to their progress by using stickers, stars, charts or color-coded graphs as a visual representation of their goal.

Sub Skill(s):

- Identify trusted adults & resources
- Identify specific actions to take
- Track progress over time



Step 4: Look Back & Learn

Step Overview: Learning to reflect takes practice and intention. Building time for students to reflect in the classroom supports students' ability to reflect in their daily life without teacher guidance. Once students have worked through the first three steps, it is important to reflect throughout their action plan as well as toward the end of their time frame to make adjustments, celebrate, and/or create new goals.

Reflection Question(s):

- Did I reach my goal? Why or why not?
- Did I use the help and/or support I identified? Why or why not?
- Did I use the right help and/or support? Why or why not?
- What should I celebrate?



Teaching Tips

- Focus on short-term goals, rather than long-term goals. Short-term goals for Grades 3-5 can be as short as 15 minutes then progress to the length of class period, single day, week-long goals.
- Facilitate multiple short cycles of Goal-Setting in order to let students experience all of the steps in a short amount of time, including revising goal and making adjustments to plans.
- Share the steps of *Goal-Setting* with other content area teachers, so they can reinforce the steps.
- Provide trackers for students to check in with their progress.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Identify an Area of Growth

SUB SKILL(S):

- Check how I am doing
- Identify an area of growth

GUIDING QUESTIONS:

How do I know when to create a goal?
 What areas of my health can I improve?

NHES PERFORMANCE INDICATORS:

(6.5.1) Set a personal health goal and track progress toward its achievement.

VALUABLE VOCABULARY:

*improve,
 identify,
 goal*

Step 1: Identify an Area Of Growth | Sub Skill: Check How I Am Doing



SUGGESTED LEARNING ACTIVITY 1:

Create a set of cards with a word and an image for a variety of health topics, including examples of physical, emotional, and social health (two cards per the number of students in your class). Create a sheet with three columns labeled: Excellent, Okay, Could Be Better. Give cards and sheet to each student.

Place students in small groups of three or four. Distribute the health topic cards evenly among the groups. Ask students to discuss in their groups why they believe each card is important for their health. Select a few health topic cards and have some students share aloud to the class their thoughts on the importance of the topic.

Prompt group members to read the card, view the image, and write the health topic on their individual sheet which rating they would place the health topic for themselves. Rotate cards to new groups. Continue with the evaluating and charting process until students have seen each card and placed it in a category on their worksheet.

Language of Health Literacy:

*I am excellent at _____
 because _____.*

*I am okay at _____ because
 _____.*

*I could be better at _____ because
 _____.*

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Identify an Area Of Growth (Cont.)

TEACHING NOTES:

- Example Health Topic Cards: exercising more regularly, personal hygiene, mediating a conflict, or managing anger.



SUGGESTED LEARNING ACTIVITY 2:

Discuss with the class why they believe they are 'Excellent' at the health topics they placed in that category from previous activity. Allow students to share their ideas for various health topics to hear many reasons for being successful in different areas of their health.

Prompt students to be as specific as possible by asking the following questions:

- What does it look like to be excellent at this health topic?
- What does it sound like to be excellent at this health topic?
- What does it feel like to be excellent at this health topic?

Chart student responses as needed. Use responses to help students who labeled that health topic as 'Okay' or 'Could Be Better' in identifying how they want to improve in that health topic.

Step 1: Identify an Area Of Growth | Sub Skill: Identify an Area of Growth



SUGGESTED LEARNING ACTIVITY 1:

Ask students to consider the 'Okay' and 'Could Be Better' columns and the health topics they placed in each. Have students place a star next to any health topic in these two columns that they want to improve. Have students consider the importance of each health topic as they star those they wish to improve.

Place students in pairs and have each share why they wish to improve on the topics they starred. Ask pairs to consider if there are health topics that were not listed that they would like to improve upon.

Have students write in any new topics on their sheet in the appropriate columns. Ask a few students to share aloud to the class a health topic they wish to improve upon and why.

Language of Health Literacy:

I want to improve my ability to _____ because_____.

I want to be better at _____ because_____.



Teaching Progression: Step 1 | Identify an Area Of Growth (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Share with students the time frame in which their goal will take place, explaining that a short time frame will allow a stronger focus on their goal and increase the likelihood for success. Prompt students to select one health topic to focus on throughout the rest of *Goal-Setting*. Once topics have been identified have students share their area of growth with a partner, using the *Language of Health Literacy*.

TEACHING NOTES:

- Select the time frame prior to this activity. When considering time frames, start shorter and lengthen as students master the steps of Goal-Setting. For example, for the first goal, start with one hour and then gradually increase to a full day.
- Provide students with adequate time to think independently about the health topic on which they wish to focus. This should be quiet time where students can select their health topic independently.
- As students consider their topics, check in with each to ensure they have selected one they are interested in pursuing.



Teaching Progression:



Step 2: Create a SMART Goal

SUB SKILL(S):

- Define SMART Goal
- Write a SMART Goal

GUIDING QUESTIONS:

What makes a goal strong? How can I create a goal that is meaningful and achievable?

NHES PERFORMANCE INDICATORS:

(6.5.1) Set a personal health goal and track progress toward its achievement.

VALUABLE VOCABULARY:

*SMART Goal,
achieve, specific,
measurable,
attainable,
relevant,
time-phased*

Step 2: Create a SMART Goal | Sub Skill: Define SMART Goal



SUGGESTED LEARNING ACTIVITY 1:

Show students the acronym for SMART goals, including the defined word for each letter. Be sure to explain the definitions of each word using examples that support student understanding. Tell students that they are not required to memorize the definitions, but to understand how each letter of SMART can support their creation of a strong goal.

- Specific
- Measurable
- Attainable
- Relevant
- Time-phased

Language of Health Literacy:

When a goal is _____, it means

_____.

_____ means _____.

_____ goals are easier to achieve because _____.

Making sure a goal is _____ helps

_____.

TEACHING NOTES:

- Since *Goal-Setting* is used in a variety of content areas, collaborate with other teachers to determine common definitions.



Teaching Progression: Step 2 | Create a SMART Goal (Cont.)



SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs. Based on the definitions you provide, have each pair create a visual representation for each word in SMART. Prompt students to use a combination of images and words to showcase the meaning of each word. Students can create a poster, comic strip, or other creative tool that showcases their understanding of each word. Once complete, have pairs share and explain their visual creations, including an explanation for how including each of the criteria will aid their ability to improve and reach their goal. Post these visuals around the classroom for continued identification of student-created meaning for each letter.

TEACHING NOTES:

- Use the *Language of Health Literacy* to support student understanding and explanations of the different parts of SMART goals.



SUGGESTED LEARNING ACTIVITY 2:

Provide students with an example of a SMART goal. Using the SMART goal example, ask students to identify each letter within the goal itself. Have students share their suggestions aloud to the class. Guide students, as a class, through two or three example SMART goals, labeling each part accordingly. Include non-examples as well, prompting students to explain what parts are missing and why the goal would be more difficult to achieve without this detail.

TEACHING NOTES:

- Provide multiple opportunities for students to evaluate SMART Goals.
- Allow students to work in small groups or pairs to help reinforce understanding.
- Try color-coding as an additional means of interacting with SMART Goals (e.g. purple for specific, orange for measurable, green for attainable, etc).



SUGGESTED LEARNING ACTIVITY 3:

Facilitate a whole class discussing by asking students the following questions to help them better understand the importance of each part of a SMART goal:

- Why is it important that a goal be specific?
- Why is it important that a goal be measurable?
- Why is it important that a goal be attainable?
- Why is it important that a goal be relevant?
- Why is it important that a goal be time-phased?



Teaching Progression: Step 2 | Create a SMART Goal (Cont.)

Step 2: Create a SMART Goal | Sub Skill: Write a SMART Goal



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they will now create their own SMART goal for the health topic they selected in Step 1. Have students rewrite their health focus on a new sheet of paper. Below their health focus, have students write SMART vertically down the page. Beginning with S, prompt students to identify the specific elements of their goal and write them down next to each letter. Continue with each part of a SMART goal. Once complete, have students write their SMART goals in large writing and post them around the classroom.

Language of Health Literacy:

By _____, I will _____ by _____.

Specific	S: What do you want to achieve? Be as clear in your achievement desire as possible. Instead of wanting to eat better food, state the 'better' food you want to eat specifically, such as fruits and vegetables. Identify which meal to focus on first, such as lunch.
Measurable	M: How will you know you have reached your goal? Add numbers to your goal here by stating how many fruits and vegetables you will eat for lunch and how often you will do this.
Attainable	A: Can you reach this goal with your available skills, knowledge, and resources? Consider whether your goal connects with your own skills, knowledge, and available resources. If not, list information you need or decide whether or not to reconsider this particular goal.
Relevant	R: Is your goal important to you? Reflect on whether the goal is something you are passionate about. Is the addition of fruits and vegetables to your lunch something you care about, or is it something you feel like you need to do?
Time-Phased	T: Does the goal have a date to complete it by? As a short term goal, the date should be within one to two weeks. Additional goals can be created to build on this short term goal if necessary.

TEACHING NOTES:

- Support students throughout this process by providing significant time, checking for each element of SMART, and utilizing peers to help each other.
- Utilize the questions above for support as necessary.
- During this work time, share aloud portions of goals from student work that showcase the SMART goal elements.



Teaching Progression:

Step 3: Make a Plan

SUB SKILL(S):

- Identify trusted adults & resources
- Identify specific actions to take
- Track progress over time

GUIDING QUESTIONS:

What supports can help me reach my goal? How can I track the progress of my goal over time?

NHES PERFORMANCE INDICATORS:

(6.5.2) Identify resources to assist in achieving a personal health goal.

VALUABLE VOCABULARY:

identify,
progress,
track

Step 3: Make A Plan | Sub Skill: **Identify Trusted Adults & Resources**

SUGGESTED LEARNING ACTIVITY 1:



Explain to students that they will now create a plan to help them achieve their SMART goal. Name for students that the first element of the plan is to identify trusted adults who would be able to support them if they needed help reaching their goal. Tell students they may also select resources that would be helpful, such as a video that shows how to properly wear a helmet. Tell students that using the supports they identify is not required but are helpful to know ahead of time to stay motivated if there is a setback.

Language of Health Literacy:

_____ will help me achieve my goal
because _____.

I am going to ask _____ for help
because _____.

_____ can help me achieve my goal if
_____ because _____.

Go back to a few of the examples of SMART goals from Step 2 in order to play a group game. Split students into larger groups (5-7). Provide each student with a small white board or several small sheets of paper. Read a SMART goal aloud to the class. Tell students they must write down one helpful support for the SMART goal. Once every student has written their responses, have students reveal their answers. Within each large group, any unique answers earn the group one point. Duplicate answers only count as one point. The main aim of the game is to practice identifying as many helpful supports for each SMART goal.



Teaching Progression: Step 3 | Make a Plan (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Have students write at least two resources for their individual SMART goal. Tell students they must also write how each resource can help them achieve their goal. Have students explain verbally, or in writing, why they chose the support they did.

TEACHING NOTES:

- Resources can include individuals at school or home, specific tools, or an action they can take. For example, a student may decide that their teacher is a helpful support; asking to be enrolled in a study hall period may be an action the student identifies as a helpful resource for achieving their goal of increasing a math test score by ten points this week.
- Model and provide the *Language of Health Literacy* to support students in identifying necessary resources.



See *Access Valid & Reliable Resources* for guidance on supporting students to locate trusted adults and resources for reaching goals.

Step 3: Make A Plan | Sub Skill: Identify Specific Actions To Take



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy they will want to use in achieving their goal is to identify the specific actions they will take.

Present a personal goal to the class. For example, your goal may be to get eight hours of sleep each night for five days in a row. Ask students to come up with actions you would need to take in order to reach this goal. Make sure student steps are specific. For instance, if a student says go to bed, ask the student to make suggestions for how you could do this, such as setting an alarm for when you want to start your bedtime routine. Provide obstacles as students suggest action steps in order to prompt students to come up with additional steps to help you overcome these obstacles.

Language of Health Literacy:

I am going to _____ to reach my goal. This will help me reach my goal because _____.

The first step I need to take to reach my goal is _____ because _____.

Something I need to do to reach my goal is _____ because _____.



SUGGESTED LEARNING ACTIVITY 2:

Instruct students to return to their goal from Step 2. Have students “speed plan” for their goal. Partner students up and instruct them to share their goals for one minute each. Each student should suggest an action their partner could take, adding it to their goal actions. Repeat this process until students have a variety of action steps from which to choose. Then, have students star the action steps they will use to reach their goal.



Teaching Progression: Step 3 | Make a Plan (Cont.)

Step 3: Make A Plan | Sub Skill: Track Progress Over Time



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that tracking the progress of their goals over time will help them remain connected to their goal. Also, tracking progress allows students to see how far they have come at specified checkpoints and to assess whether a helper is needed.

Provide for students, or have them create, a teacher-selected tracking system. Using one of the sample SMART goals from Step 2, show students a completed example of the tracking system. Outline for students how to place specific information regarding their SMART goal, time frame, and action steps into the tracking system. Allow students time to create or fill in their tracking system. Have students share their completed tracker with a partner to check for accuracy before completing a teacher check.

TEACHING NOTES:

- See the *Resource Bank* below for example trackers.



SUGGESTED LEARNING ACTIVITY 2:

Create a goal that requires a small group to achieve and can be completed in 5 minutes or less. For example, do a class relay race that is timed. Place students in groups. Share with the class the time they should aim for. Allow groups to plan and identify the supports they could use. As students strive to achieve their goal, groups can use the teacher-selected tracking system to record times and progress.

Debrief the activity with students by asking the following questions:

- Did your group achieve your goal? Why or why not?
- What steps did you take to reach your goal?



SUGGESTED LEARNING ACTIVITY 3:

Utilize the tracking system over the course of the predetermined time frame, at least once per day/class session. Model checking progress with your own goal throughout the time frame. Prompt students to revisit the supports they identified earlier to determine if they are needed or additional supports that must be identified.

TEACHING NOTES:

- Share examples of student trackers throughout this time period and celebrate student successes as they arise.



Teaching Progression:



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- Did I reach my goal? Why or why not?
- Did I use the help and/or support I identified? Why or why not?
- Did I use the right help and/or support? Why or why not?
- What should I celebrate?
- What challenges did I face?
- Do I need to adjust my goal? If so, to what?

GUIDING QUESTIONS:

How did I reach my goal? How do I know if my goal was the right one for me?

NHES PERFORMANCE INDICATORS:

(6.5.1) Set a personal health goal and track progress toward its achievement.

VALUABLE VOCABULARY:

*achieve,
process,
reflect,
identify,
explain*



SUGGESTED LEARNING ACTIVITY 1:

Have students reread their SMART goal and review their goal tracker. Prompt students to identify moments on their tracker when they needed help, when they felt most successful in progressing towards their goal, and/or when an adjustment of their goal was needed. Have students mark these moments on their tracker as a visual reference.



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 reach my goal? Why or why not?
- Did I use the help and/or support I identified? Why or why not?
- Did I use the right help and/or support? Why or why not?
- What should I celebrate?
- What challenges did I face?
- Do I need to adjust my goal? If so, to what?

See Next Page For Teaching Notes.

Language of Health Literacy:

I reached my SMART goal by _____.

I used _____ support to help me reach my SMART goal.

I did not reach my SMART goal because _____.

A challenge I faced in striving for my SMART goal was _____.



Teaching Progression: Step 4 | Look Back & Learn (Cont.)

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.



Assessing Mastery of Goal-Setting Grades 3-5

Students in grades 3-5 will have mastered *Goal-Setting* by demonstrating their ability to showcase the performance indicators identified in Standard 6. Use the student friendly language below to support rubric creation and feedback to students.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.5.1 Set a personal health goal and track progress toward its achievement.

- I can identify areas of growth related to my health.
- I can create a SMART health goal.
- I can track my progress for my health goal.

6.5.2 Identify resources to assist in achieving a personal health goal.

- I can name supports that help me achieve my goal.
- I can create a plan that helps me achieve my goal.
- I can reflect on a personal health goal.

ASSESSMENT TOOL #1 (6.5.1)

Provide students with a scenario for fictionalized individuals. Have students create a SMART goal using the information provided. Once students have written a SMART goal, students identify supports that might be helpful for someone to achieve their SMART goal.

ASSESSMENT TOOL #2 (6.5.1)

Students work in small groups, or independently, to create a SMART goal song or dance that showcases the meaning of each letter/word in the acronym. Students should be encouraged to add creativity to their song or dance.

ASSESSMENT TOOL #3 (6.5.1, 6.5.2)

Students journal throughout their SMART goal process. Daily journals should note their progress, identified help or support, whether help was used, challenges faced, adjustments to their goals, and achievements should be included. Have students include their thoughts and feelings pertaining to the SMART goal process, as well as their individual progress.

ASSESSMENT TOOL #4 (6.5.1)

Have students create a SMART goal tracker for their individual goal. Trackers must include the time period allotted, action steps, and identified checkpoints along the way. Students must provide a marking for each checkpoint that identifies progress, a challenge, or a SMART goal adjustment.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Goal-Setting* can be used across content areas, and school-wide, as ways for students to identify growth areas and progress through changes. Remind students to create short-term, specific goals to better support their potential success. Include a tracking or monitoring system that allows for regular check-ins throughout an identified period of time. Make sure all staff use the same tracking or monitoring system for consistency.

- Identify Area of Growth
- Create a SMART Goal
- Make a Plan
- Reflect

SMART Goals:

Specific	S: What do you want to achieve?
Measurable	M: How will you know you have reached your goal? Have students add numbers to their goal here.
Attainable	A: Can you reach this goal with your available skills, knowledge, and resources? Include consideration of the time frame for reaching the SMART goal.
Relevant	R: Is your goal important to you? Does the goal relate to an area you are excited about?
Time-Phased	T: Does the goal have a date to complete it by?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

SMART goal, achieve, measurable, attainable, relevant, time-phased, specific, support, improve



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Goal Tracking Examples

- <https://lifeandapples.com/blogs/printables/family-goals-printable>
- <https://www.momof6.com/organization/daily-goals-tracking/>
- <https://www.pinterest.com/pin/800444533741655213/?lp=true>