

## 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.