

## 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 6-8 Framework

In grades 6-8, students first assess their current health practices, allowing them to identify areas of improvement on which they choose to focus. From there, students create SMART goals based on their personal health practices. Continuing to work with short-term goals, students create a goal and a plan of action before working to achieve their goal. In the final step, students reflect on their goal-setting process as a way to build their strength in *Goal-Setting* and repeat the process. For this age group, it is recommended that students focus their SMART goal on a time period no longer than one week, allowing students to track their progress and assess successes and necessary alterations as they arise. However, keep in mind that students may need to start with even shorter time periods at first. It also allows the teacher to repeat the model multiple times within a unit, providing multiple opportunities for students to revisit their goals, revise, and expand.

Mastery of *Goal Setting* for Grades 6-8 means students are able to assess their own health practices, create and implement a SMART goal related to their health practices, and describe how health goals vary.

## The Steps:



### Step 1: Create a SMART Goal

**Step Overview:** Before an individual writes a goal, they first assess the areas in their life they wish to improve. The aim of Step 1 is for students to gain an understanding of their current health based on an individualized health assessment. Once students better understand their overall health practices, they are then able to create SMART goals that support the improvement of an identified health practice, using the following characteristics: specific, measurable, attainable, relevant, and time-phased.

#### Sub Skill(s):

- Monitor personal health
- Create a SMART Goal

### Step 2: Make a SMART Plan



**Step Overview:** An important component of *Goal-Setting* is creating a plan. A plan helps a person use a variety of strategies, such as naming action steps, tracking progress, and identifying when help is needed. In this step, students will create a visual system for tracking the progress of their goal. Students will utilize a tracking system that breaks their SMART goal down into daily actions that provide a guide towards reaching their goal successfully. If students struggle to reach the daily steps towards their goal, adjustments can be made to their SMART goal that make it more attainable or relevant. This will allow students to remain engaged in the process while also teaching them that goal adjustments are acceptable and important.

#### Sub Skill(s):

- Identify specific actions
- Track progress



### Step 3: Reflect

**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. Students will review their SMART goals and goal trackers in this step in order to identify times when they felt most successful and areas that required adjustments. The teacher can use this step as a means to go back to Step 1 and Step 2, allowing for students to write new SMART goals related to their original.

#### 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?



### Teaching Tips

- Choose time periods for SMART Goals that are responsive to your student needs. For example, students may be ready for week-long goals, or they may need to start with goals that can be measured within a single class period. Build upon timeframe as students develop confidence with shorter time periods.
- 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.
- When prompting students to monitoring their health behaviors, do not assess students on whether or not they have mastered health behaviors. For example, if a student feels they need to improve their eating habits, do not give them a grade on their eaten habits. Rather, assess whether or not students are accurately describing their health behaviors and drawing logical conclusions.
- Share the steps of *Goal-Setting* with other content area teachers, so they can reinforce the steps.
- Spend more time building the skills and strategies for *Goal-Setting* than on students memorizing the definition and components of a SMART Goal.
- Provide trackers for students to check in with their progress.
- Implicitly teach *Goal-Setting* by sharing goals you have for the class and the steps you will take to ensure the class meets the goal.

See *Teaching Progression* for suggested learning activities.



## Teaching Progression:



### Step 1: Create a SMART Goal

#### SUB SKILL(S):

- Assess personal health
- Create a SMART Goal

#### GUIDING QUESTIONS:

What are my strongest health practices?  
What goals can I create that support my health?

#### NHES PERFORMANCE INDICATORS:

(6.8.1) Assess personal health practices. (6.8.2) Develop a goal to adopt, maintain, or improve a personal health practice.

#### VALUABLE VOCABULARY:

*assess, monitor,  
identify, specific,  
measurable,  
attainable, timely,  
relevant, develop*

### Step 1: Create A Smart Goal | Sub Skill: Monitor Personal Health



#### SUGGESTED LEARNING ACTIVITY 1:

Create a health assessment for students in your classroom. Provide students with the health assessment form and task them with completing the assessment.

#### Language of Health Literacy:

*I want to improve \_\_\_\_\_.*

*I can improve this health practice by \_\_\_\_\_.*

#### TEACHING NOTES:

- See the *Resource Bank* below for health assessment resources.
- Prompt students to complete the form based on their own knowledge of themselves.
- Allow students ample time to work through their health assessment independently, supporting students as necessary.



#### SUGGESTED LEARNING ACTIVITY 2:

Have students review their health assessment, underlining or highlighting, all of the health practices or areas they wish to improve. Have students write each health practice or area they wish to improve on an index card. Underneath the identified health practice or outcome, prompt students to explain why they chose this practice or area. On the reverse side of each index card, prompt students to provide an action they could take to improve this area of their health. Have students select one health practice from their stack of index cards to focus on improving over the next week. Repeat this process regularly in order to allow students to consistently monitor their personal health.



## Teaching Progression: Step 1 | Identify a SMART Goal (Cont.)

Example Health Practice Explanations:

- I want to improve my relationships with my friends. I can improve this health practice by clearly stating my boundaries if a conflict arises. (positive friendships)
- I want to make sure I don't get sick this month, so I don't miss any school. I can improve this health practice by washing my hands and using hand sanitizer regularly. (staying healthy during flu season)
- I want to improve my safety when I skateboard. I can improve this health practice by wearing a helmet when I ride. (skateboard safety)

### TEACHING NOTES:

- Provide students with an example from the health assessment categories as a model for your own growth.
- Model and provide the *Language of Health Literacy* to support students in their responses.

## Step 1: Identify a SMART Goal | Sub Skill: Create a SMART Goal



### SUGGESTED LEARNING ACTIVITY 1:

Define the components of SMART Goals with students.

#### 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.

### Language of Health Literacy:

*My SMART goal is \_\_\_\_\_.*

*My SMART goal is important for my health because \_\_\_\_\_.*

*My goal supports the improvement of my health by \_\_\_\_\_.*

*This goal is important/relevant to me because \_\_\_\_\_.*

*My SMART goal will help me improve \_\_\_\_\_ because \_\_\_\_\_.*



**Teaching Progression: Step 1 | Identify a SMART Goal (Cont.)**



**SUGGESTED LEARNING ACTIVITY 2:**

Provide multiple written SMART goals to students as examples. Place students in pairs. Ask each pair to read one SMART goal at a time and determine which elements of the goal connect with each letter of the acronym. Have students highlight, underline, or star certain elements of the goal to indicate the SMART letter it represents. Have pairs practice reading and connecting SMART goals together before asking students to share aloud with the class example explanations they have determined.



**SUGGESTED LEARNING ACTIVITY 3:**

Prompt all students to stand up. Tell students to sit down if they think the goal does not follow the SMART goal criteria. Begin with Specific. Read example goals aloud that vary in their specificity. When students sit, ask them to share why they believe the goal is not specific. Ask students who remain standing to share why they believe the goal is specific. Continue with example goals for each letter of SMART, allowing students to apply their knowledge of the acronym to the examples being shared.



**SUGGESTED LEARNING ACTIVITY 4:**

Guide students in creating a SMART goal for the improvement of their health practice or outcome. Take students through each letter of SMART, reminding students to use their SMART goal posters as a reference. Provide students with work time in which they can check in with their classmates as they create their SMART goal. Offer feedback to students as they work on the creation of their goal. Share aloud goals, or portions of goals, that showcase the SMART goal elements while students work. Have students who understand the creation help guide other students who need additional support.

<b>Specific</b>	<b>S:</b> 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.
<b>Measurable</b>	<b>M:</b> 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.
<b>Attainable</b>	<b>A:</b> 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.
<b>Relevant</b>	<b>R:</b> 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?
<b>Time-Phased</b>	<b>T:</b> 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.

Ask students to share their goals with the class by reading their SMART goal statement and explain the importance of this goal to their life. Have students write their SMART goals and post them visibly throughout the classroom for easy connection.

**TEACHING NOTES:**

- Model and provide the *Language of Health Literacy* for student sharing of their SMART goal explanation as necessary.



## Teaching Progression:



### Step 2: Make a SMART Plan

**SUB SKILL(S):**

- Identify specific actions
- Track progress

**GUIDING QUESTIONS:**

What supports might I need in order to reach my goal?  
How can I break my goal into smaller pieces?

**NHES PERFORMANCE INDICATORS:**

(6.8.2) Develop a goal to adopt, maintain, or improve a personal health practice. (6.8.3) Apply strategies and skills needed to attain a personal health goal.

**VALUABLE VOCABULARY:**

*achieve, track,  
progress, strategy,  
checkpoints*

### Step 2: Make a SMART Plan | Sub Skill: Identify Specific Actions



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that one 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 nights 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. Chart these action steps for students to see.

To debrief this activity, facilitate a whole class discussion by asking students the following questions:

- What do you notice about the action steps we identified?
- Why is it important for action steps to be specific?

**Language of Health Literacy:**

*One action I can take to achieve my goal is \_\_\_\_\_.*

*In order to achieve my goal, I must \_\_\_\_\_.*



## Teaching Progression: Step 2 | Make a SMART Plan (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Have students return to their SMART goal from Step 1. On their goal sheet, 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.

## Step 2: Make a SMART Plan | Sub Skill: Track Progress



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that another strategy they can use in *Goal-Setting* is tracking their progress over time. This helps them remain connected to their goal and to see the progress they make towards accomplishing their goal. Provide for students, or have them create a teacher-selected tracking system. Coach students on how to set up and use the selected tracking option that is best for your classroom.



### SUGGESTED LEARNING ACTIVITY 2:

Use the questions below as guidelines for students to identify these small steps. Show students a completed sample tracking system using a SMART goal example related to a health practice. Outline for students how to place specific information regarding their SMART goal and the time frame into the tracking system. Allow students time and resources to appropriately label their tracking system, identifying their action steps, dates, checkpoints, and help they will need. Partner students with a classmate to share their tracker and the checkpoints they have identified over the week.

- What can I do everyday to get closer to reaching my goal?
- What can I measure each day to track my success?
- How will I know that I am on track to reach my goal each day?

### Language of Health Literacy:

*Currently, I am (on track/off track) to reach my goal because \_\_\_\_\_.*

*To track my progress, I am going to \_\_\_\_\_.*

*I will know I reached my goal if \_\_\_\_\_.*

*Important checkpoints in reaching my goal are \_\_\_\_\_.*

### TEACHING NOTES:

- Possible tracking options include charts, calendars, journals, or timelines. See the *Resource Bank* below for examples of tracking systems.
- Utilize the tracking system over the course of the week and at least once per day/class session.
- Share examples of student trackers with the class as students chart their progress each day.
- Post student created trackers visibly and accessibly throughout the classroom for daily viewing and tracking.



## 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?

#### 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.

#### 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?

#### 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.



# Assessing Mastery of Goal-Setting Grades 6-8

Students in grades 6-8 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.

**6.8.1 Assess personal health practices.**

- I can assess my personal health

**6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.**

- I can create a goal that benefits my health practices.

**6.8.3 Apply strategies and skills needed to attain a personal health goal.**

- I can identify action steps to reach my goal.
- I can track my progress as I work toward my goal.

**6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

- I can explain why health goals can vary for different individuals and their needs.
- I can reflect on my goal-setting process.
- I can adjust my goals and priorities based on personal reflection.

### ASSESSMENT TOOL #1 (6.8.1)

Have students compile a list of health practices they use outside of school. Students must create a timetable that represents these health practices throughout their day. Have students label their list to include when and where the practices occur. Instruct students to write a brief explanation for why they do these health practices in their daily life and the health practices or outcomes they wish to improve.

### ASSESSMENT TOOL #2 (6.8.2)

Provide students with multiple SMART goals. Have students highlight a section of the SMART goal based on one letter of the SMART acronym. Each SMART goal should ask students to highlight a different section based on a different letter of the SMART acronym. This can be done as an exit ticket or in-class assessment.

### ASSESSMENT TOOL #3 (6.8.4)

Have students write an essay explaining a change in their own abilities, priorities, or responsibilities that has occurred. Students must include in their essay how their own goals have been affected by these changes. Have students describe a goal, or importance aspect of their life, before and after the changes occurred. Prompt students to connect to the health skill *Analyze Influences* and *Decision-Making* to help students reflect on how their influences and choices impact their goals.



## 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.

- Monitor Behavior/Health
- Create a SMART Goal
- Make a Plan

### SMART Goals:

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



# Resource Bank

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## RMC Health

- [Health Education Skills Models](#)

## National Health Education Standards

- [Standards & Performance Indicators](#)

## Healthy Choices Videos

- <https://www.youtube.com/watch?v=l5akBR7k4p0>
- [https://www.youtube.com/watch?v=\\_HENohs6yYw](https://www.youtube.com/watch?v=_HENohs6yYw)

## Health Assessment Resources

- <https://classpass.com/blog/2018/12/03/how-to-create-a-wellness-wheel/>
- <https://dukeintegrativemedicine.org/patient-care/wheel-of-health/>
- [https://www.nationalwellness.org/page/Six\\_Dimensions](https://www.nationalwellness.org/page/Six_Dimensions)
- <http://www.viacharacter.org/survey/account/register#youth>
- [https://dukeim.learningcenter.com/static/scorm/11/content/documents/DukeIM\\_PHPManual\\_fullversion\\_FINALwithcopyright.pdf](https://dukeim.learningcenter.com/static/scorm/11/content/documents/DukeIM_PHPManual_fullversion_FINALwithcopyright.pdf)

## SMART Goal Videos

- <https://www.youtube.com/watch?v=U4IU-yg-J8Q>
- [https://www.youtube.com/watch?v=3PA-O\\_u2Blk](https://www.youtube.com/watch?v=3PA-O_u2Blk)
- <https://www.youtube.com/watch?v=wGbmAH4mBPA>
- <https://www.youtube.com/watch?v=PCRSVRD2EAK>

## 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>