

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.