



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.

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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.

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.