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 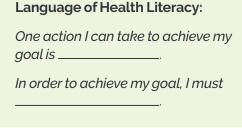take. Present a personal goal to the class. For example, your goal may be to get eight hours of sleep each night for five nights in a row. Ask students to come up with actions you would need to take in order to reach this goal. Make sure student steps are specific. For instance, if a student says go 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.

Language of Health Literacy:

One action I can take to achieve my goal is _____.

In order to achieve my goal, I must _____.

To debrief this activity, facilitate a whole class dicussion 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?

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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.

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 _____.

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?

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.

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