

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 9-12 Framework

In grades 9-12, students build a comprehensive long-term health plan that supports ongoing progress of their overall health status. Students begin by assessing their health status using an appropriate health assessment that allows them to identify areas of growth. Once an understanding of their personal health has been established and areas of growth are identified, students create SMART goals that support the betterment of their health. Students also identify potential barriers that may hinder their ability to follow their SMART goals and ways to counter those barriers if they arise. Students monitor one SMART goal using a tracking system with checkpoints to support their ongoing progress. The comprehensive long-term health plan includes an overall health status assessment, SMART goals, identified barriers, and a tracking system.

Mastery of *Goal Setting* for Grades 9-12 means students are able to formulate a long-term health plan by assessing their own health status, creating and implementing SMART goals related to their health practices, and utilizing a tracking system for their goals.

The Steps:



Step 1: Monitor Behavior

Step Overview: In order to identify areas of growth, an individual must assess their personal health, which can be done using formal health assessments or informal personal reflection. Once an area(s) of growth is identified, it becomes easier to create SMART Goals and long-term health plans that help improve this area of health.

Sub Skill(s):

- Assess personal health status
- Identify areas of growth



Step 2: Create a SMART Goal

Step Overview: Students will build a long-term health plan beginning with the creation of SMART goals based on their identified growth areas from Step 1. Creating SMART goals means students will assess one area of growth at a time, determining the necessary steps and focal points in order to achieve the growth they have identified. Once SMART goals have been created, students identify barriers to their own goals and ways to address the barriers if they arise. Tracking SMART goals is a time-intensive endeavor. However, focusing on one SMART goal at a time in the classroom will allow students to grasp the necessity of monitoring the progress. If time allows, have students track multiple SMART goals in the classroom.

Sub Skill(s):

- Define a SMART Goal
- Create SMART Goal(s) for identified area(s) of growth



Step 3: Make a Long-Term Health Plan

Step Overview: A long-term health plan includes an overall health status assessment, identified growth areas, SMART goals that support growth areas, a plan for monitoring each SMART goal, and identified potential barriers. It will be important for students to progress slowly through the creation of their long-term health plan, focusing on each element. Teachers should incorporate additional strategies that help work toward a goal that are responsive to the students in their classroom.

Sub Skill(s):

- Identify barriers to achieve goal
- Identify action steps to achieve goal
- Monitor progress of short- and long-term goal(s)



Step 4: 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. The reflection process for *Goal-Setting* includes identification of how a long-term health plan continues beyond the classroom. Students review their long-term health plan and the steps they have achieved in class before looking ahead to identify ways to continue their progress toward achieving growth in their overall health.

Reflection Question(s):

- Did I meet my goal? Why or why not?
- What successes did I experience working toward my goal?
- What challenges did I experience working toward my goal?
- What would I want to do differently next time?
- What support did I need to work toward my goal?



Teaching Tips

- The biggest for *Goal-Setting* in grades 9-12 is creating a long-term health plan. To facilitate this process, after students identify a broader area of health or behavior they wish to improve, prompt them to create multiple SMART goals with different time periods and actions. For example, a student may identify that they want to improve their post-secondary readiness. Their first SMART Goals may be on improving grades in specific classes, each with their own SMART Goals and action steps. Their next SMART Goals may be centered on SAT or ACT preparation, creating different milestoens and action steps.
- 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.