Goal-Setting
Grades 9-12

Language of Health Literacy:
I want to improve ____ because ____.
____ is an area of my health I want to improve because ____.
By improving ____, I will be able to ____.

By ____ (date), I will ____ (specific, measurable outcome).
This goal is attainable because ____.
This goal is relevant because ____.

Because of ____, I need to make sure I ____ to achieve my goal.
One specific action I will take to reach my goal is ____.
Currently, I am set to (meet/not meet my goal) because ____.
I have successfully ____ every (day/week/class), which means ____.
I have struggled to ____ every (day/week/class), which means ____.
An unforeseen barrier has been ____. Therefore, I am adapting by ____.

Step 1: Monitor Behavior
Sub Skills:
• Assess personal health status
• Identify areas of growth

Step 2: Create a SMART Goal
Sub Skills:
• Define a SMART Goal
• Create SMART Goal(s) for identified area(s) of growth
Specific
S: What do you want to achieve?
Measurable
M: How will you know you have reached your goal?
Attainable
A: Can you reach this goal with your available skills, knowledge, and resources?
Relevant
R: Is your goal important to you?
Time Phased
T: Does the goal have a date to complete it by?

Step 3: Make Long-Term Health Plan
Sub Skills:
• Identify barriers to achieve goal
• Identify action steps to achieve goal
• Monitor progress of short- and long-term goal(s)

Step 4: Look Back & Learn
Reflection Questions:
• 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?