

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 behavior, especially during times that make it difficult to follow through on healthy decisions. The *Goal-Setting* health skill 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 Resouces*, 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.

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

- Assessing 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

- Assessing 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 PreK-2 Framework

In grades PreK-2, students begin learning *Goal-Setting* by identifying an area of their life where they wish to grow. Once students name an area of growth, they learn how to create an achievable goal that they will work towards. Teaching this skill requires that students focus on a goal that can be achieved within a short, teacher-identified time period, such as one day or one class period. To support achieving their goal, students learn how to identify individuals and resources who can help them, including individuals who can support them with resources as well as encouragement. Students utilize a reflection process that supports ongoing understanding of goals and ways to improve their success. Many of the activities in the teaching progression are written for students who have not started reading and writing. If students are reading and writing, adapt or add to activities to reinforce literacy skills. For some activities, guidance is provided for how literacy may be included.

Mastery of *Goal-Setting* for grades PreK-2 means students are able to create a short-term goal that improves a specific health area and identify possible supports to achieve of this goal.

The Steps:



Step 1: Pick Need for Growth



Step Overview: In order to set a goal, a person must be able to identify the areas of their life that need improving. Students begin this health skill by identifying various areas of their own health they wish to improve. Some students may identify something they wish to learn, while others may identify something they wish to get better at doing.

Sub Skill(s):

- See how I am doing
- Pick need for growth



Step 2: Create My Goal

Step Overview: Naming a specific goal helps an individual stay focused and identify steps to achieving that goal. At this grade level, students should learn about goals through a teacher-selected goal and then personalize as needed and appropriate.

Sub Skill(s):

- Define a goal
- Create my goal



Step 3: Make a Plan

Step Overview: After creating a goal, making a plan to meet the goal helps an individual strategize and plan for any obstacles they may face. First, students identify actions they can take to achieve their goal, and then, they identify who and what will be helpful supports in reaching their goal. Students practice naming individuals and resources that may help them achieve success. Finally, students should work to track their process, using a teacher-provided tracking system.

Sub Skill(s):

- Pick steps to achieve goal
- Name trusted adults
- Check how I am doing with goal



Step 4: Look Back & Learn

Step Overview: Learning to reflect on actions takes practice and intention. When *Goal-Setting*, it is important to check in on whether or not a goal was achieved. During reflections, celebrations can be used to focus on the creation of a goal, effort put into reaching a goal, and identification of what went well or could be changed. The focus here should not be on whether the goal itself was reached or not. Regardless of whether or not students were successful in their goal, students should consider how they can move forward from this goal to additional goals.

Reflection Question(s):

- Did I ask for help while working to reach my goal? Why or why not?
- Why did I reach my goal? / Why didn't I reach my goal?
- What am I proud about?
- What do I wish I had done better?
- What made it hard for me to reach my goal?
- What would I do differently next time?



Teaching Tips

- To ensure goals are developmentally appropriate, focus on goals that can be completed in a short amount of time, starting with a single class period and slowly progressing to a full day or week.
- Create goals that all students in the class will work towards and track progress.
- Practice *Goal-Setting* several times and with a variety of topics to ensure students get many opportunities to cycle through the steps.
- Use visual tracking systems (e.g. stick charts) to help students check in on their progress.
- For Step 4: Look Back & Learn, if students identify a need to adjust or restart, allow students to begin at Step 1: Pick Need for Growth or Step 2: Create My Goal again.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Pick a Need for Growth

SUB SKILLS(S):

- See how I am doing
- Identify need for growth

GUIDING QUESTIONS:

How do I know when I need to create a goal?

What parts of my health can be better?

NHES PERFORMANCE INDICATORS:

(6.2.1) Identify a short-term personal health goal and take action toward achieving the goal.

VALUABLE VOCABULARY:

*growth,
better,
improve,
because,
goal*

Step 1: Pick a Need for Growth | Sub Skill: See How I'm Doing



SUGGESTED LEARNING ACTIVITY 1:

Create a classroom gallery of various health topics.

Write each topic on separate large sheets of paper.

On each sheet, include three ranking areas for students to select (e.g. Excellent, Okay, Could Be Better).

Place students in small groups (3-4). Explain to students that they will move with their group to each large piece of paper to discuss their thoughts on the topic. Prompt students to rank their personal connection to the topic by placing a mark (e.g. check mark, sticker, name) next to their self-ranking for each health topic. Tell students they can talk with their group members about the topic and what they think it means.

Language of Health Literacy:

I think I am doing a great job with
_____.

I think I am okay at _____.

I think I could be better at _____.

TEACHING NOTES:

- Examples of Health Topic Areas: social: friendships, after school activities; physical: teeth brushing, sleep, germ reduction; emotional: calming themselves down, positive thoughts.
- For better connection with non-readers, include an image for each health topic and ranking (e.g. smiley face, neutral face, frowning face).
- If appropriate for your classroom, students may also share their reasoning for ranking with their group members.
- Allow an appropriate amount of time at each poster before prompting groups to move together to the next poster.