

## 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.



## Teaching Progression:



### Step 1: Monitor Behavior

**SUB SKILL(S):**

- Assess personal health status
- Identify areas of growth

**GUIDING QUESTIONS:**

How can I best understand my current health status? How does understanding my health status help me create goals?

**NHES PERFORMANCE INDICATORS:**

(6.12.1) Assess personal health practices and overall health status. (6.12.2) Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. (6.12.4) Formulate an effective long-term personal health plan.

**VALUABLE VOCABULARY:**

*formulate,*  
*assess*

### Step 1: Monitor Behavior | Sub Skill: **Assess Personal Health Status**



**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. See the *Resource Bank* below for health assessment resources. Prompt students to complete the form based on their own knowledge of themselves.

**TEACHING NOTES:**

- See the *Resource Bank* below for health assessment resources.
- Allow students ample time to work through their health assessment independently.
- Pick a health assessment based on student need and support students in completing the health assessment as necessary.



## Teaching Progression: Step 1 | Monitor Behavior (Cont.)

### Step 1: Monitor Behavior | Sub Skill: Identify Areas Of Growth



#### SUGGESTED LEARNING ACTIVITY 2:

Have students review their health assessment, identifying growth opportunities for their overall health status. Ask students to note several areas of their health they wish to improve, using the health assessment as a resource. Have students write a description of how their selected growth areas can support the improvement of their health.

#### TEACHING NOTES:

- Model and provide *Language of Health Literacy* to support student analysis of their health assessment.

#### Language of Health Literacy:

*I want to improve \_\_\_\_\_ (behavior) because \_\_\_\_\_.*

*Focusing on \_\_\_\_\_ will help me improve my life because \_\_\_\_\_.*

*\_\_\_\_\_ is an area of my health I want to improve because \_\_\_\_\_.*

*By improving \_\_\_\_\_, I will be able to \_\_\_\_\_.*



#### SUGGESTED LEARNING ACTIVITY 3:

To allow students to monitor their behaviors outside of a formal assessment, prompt students to think about an area of their health or life they wish to improve. Ask students to share this area and why they want to improve this area of their health.

#### TEACHING NOTES:

- Define health broadly. For example, academic success or interactions with friends can be tied to health.
- Example Areas of Growth: improving grade in Math, increasing the amount of fruits and vegetables they eat on a regular basis, increasing physical activity, earning more freedoms or responsibilities at home,



## Teaching Progression:



### Step 2: Create a SMART Goal

**SUB SKILL(S):**

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

**GUIDING QUESTIONS:**

What barriers can stand in the way of a goal's success?  
 How can I create a plan that best supports me reaching my goals?

**NHES PERFORMANCE INDICATORS:**

(6.12.2) Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. (6.12.4) Formulate an effective long-term personal health plan.

**VALUABLE VOCABULARY:**

*specific,  
 measurable,  
 attainable,  
 realistic,  
 time-phased*

### Step 2: Create a SMART Goal | Sub Skill: Define 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:**

A SMART Goal should have \_\_\_\_\_  
 because \_\_\_\_\_.

\_\_\_\_\_ (component of SMART Goal)  
 helps to \_\_\_\_\_ because \_\_\_\_\_.

Without \_\_\_\_\_ (component of SMART Goal), a goal \_\_\_\_\_ because \_\_\_\_\_.



## Teaching Progression: Step 2 | Create a SMART Goal (Cont.)

### TEACHING NOTES:

- Use additional definitions or examples that meet the needs of your classroom and/or school.
- Let students interact with these words as much as necessary to internalize components and definitions, such as creating visuals or label/color-code exemplars of SMART Goals.
- See the *Resource Bank* below for examples and videos about SMART Goals.

## Step 2: Create a SMART Goal

### Sub Skill: Create Smart Goal(s) For Identified Area(S) Of Growth



#### SUGGESTED LEARNING ACTIVITY 1:

Have students create an individual SMART goal for each growth area previously identified. Ask students to share their goals with the class by reading one or more of their written SMART goals. Ask students to color-code their SMART Goal and explain how their goal is attainable and relevant.

#### Language of Health Literacy:

By \_\_\_\_ (date), I will \_\_\_\_\_ (specific, measurable outcome).

This goal is attainable because \_\_\_\_\_

This goal is relevant because \_\_\_\_\_

### TEACHING NOTES:

- Provide students ample time to develop their SMART goals, recognizing that students may have varying numbers of growth areas for which to create goals. Identify for students that a growth area may require more than one SMART goal. For example, an identified growth area of being more physically fit may include SMART goals related to healthy nutrition intake, exercising, and/or mental preparations.
- Encourage students to include multiple SMART goals that support their growth areas.
- SMART goal drafting can be independent, quiet work time or students can work with partners as a support for crafting their SMART goals.
- Meet individually with students to assess their understanding of the task and to support the creation of SMART goals as necessary.





## Teaching Progression:



### Step 3: Make a Long-Term Health Plan

#### SUB SKILL(S):

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

#### VALUABLE VOCABULARY:

*implement*

#### GUIDING QUESTIONS:

What barriers can stand in the way of a goal's success? How can I create a plan that best supports me reaching my goals?

#### NHES PERFORMANCE INDICATORS:

6.12.2) Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. (6.12.3) Implement strategies and monitor progress in achieving a personal health goal. (6.12.4) Formulate an effective long-term personal health plan.

### Step 3: Make a Long-Term Health Plan

#### Sub Skill: Identify Barriers To Achieve Goal

#### SUGGESTED LEARNING ACTIVITY 1:

Have students create a large poster for their long-term health plan. Create the long-term health plan for students to include their identified growth areas, SMART goals, identified barriers, and tracking system. Prompt students to creatively highlight the components of their long-term health plan in a way that showcases their overall understanding of goal setting. Provide students with necessary materials and time to complete their visual displays. Have students present their posters to the class once complete.

#### Language of Health Literacy:

*A barrier I may experience achieving my goal is \_\_\_\_\_.*

*I need to go to \_\_\_\_\_ to get support to achieve my goal.*

*Because of \_\_\_\_\_, I need to make sure I \_\_\_\_\_ to achieve my goal.*



#### SUGGESTED LEARNING ACTIVITY 2:

Place sample SMART goals on posters and affix them to the walls around the classroom. Split students into small groups, one group positioned in front of each poster. Task each small group with identifying and writing potential barriers for the SMART goal directly onto their poster. Allow groups to brainstorm and write for at least two minutes. Rotate groups to a new poster and repeat the brainstorming/writing process. Complete this rotation at least three times before bringing all students together as a class for a discussion.



## Teaching Progression: Step 3 | Make a Long-Term Health Plan (Cont.)

Facilitate a whole class discussion by having students share some of the barriers they identified on the posters. Use the questions below to further the discussion.

- What barriers might hinder a goal in your own life?
- How might you overcome an unforeseen barrier?
- How can you plan ahead for possible barriers to your own goals?
- Why is it important to consider possible barriers before working toward a goal?



### SUGGESTED LEARNING ACTIVITY 2:

Have students write at least one possible barrier for each SMART goal from Step 2 with a plan for overcoming the barrier. Have students share their barriers with partners and receive feedback/ additional strategies for overcoming the barrier.



See *Analyze Influences* for guidance on having students better understand the influences in their life that can make achieving goals easier or harder.

## Step 3: Make a Long-Term Health Plan Sub Skill: **Identify Action Steps to Achieve Goal**



### 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 a month. 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. Suggest obstacles as students identify action steps in order to prompt students to come up with additional steps to help them overcome these obstacles. Chart these action steps for students to see.

### Language of Health Literacy:

*To reach my goal, I will make sure to*  
\_\_\_\_\_.

*One specific action I will take to reach my goal is* \_\_\_\_\_.

Facilitate a whole class discussion on action steps for goals 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?



### 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. Then have each student suggest an action their partner could take, and have students add 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.



## Teaching Progression: Step 3 | Make a Long-Term Health Plan (Cont.)

### Step 3: Make a Long-Term Health Plan

#### Sub Skill: Monitor Progress Of Short- And Long-Term Goal(s)



#### SUGGESTED LEARNING ACTIVITY 1:

Guide students in creating a plan to monitor their SMART goals. Provide students with multiple ways to track their goals over time.

Coach students on how to set up their tracker, including checkpoints that require an assessment of their progress. Provide time and resources for students to create their individual tracking system. Partner students with a classmate to share their tracker and the steps they will follow to reach their SMART goal.

Have students focus on one of their SMART goals in class. Using their tracking system, provide time for students to check the progress of their SMART goal daily. Have students share their daily progress with a partner.

#### TEACHING NOTES:

- Sample tracking systems can be found in the *Resource Bank* below.
- Provide students with feedback as they progress toward reaching their goal that could include altering their SMART goal if necessary, celebrating successes, or identifying plans for upcoming barriers.

#### Language of Health Literacy:

*I am (on track/off track) to meet my goal because \_\_\_\_\_.*

*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 \_\_\_\_\_.*



## Teaching Progression:



### Step 4: Reflect

#### 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?

#### VALUABLE VOCABULARY:

*monitoring*

#### GUIDING QUESTIONS:

How has goal setting helped me improve my health? How can I continue to progress with my long-term health plan?

#### NHES PERFORMANCE INDICATORS:

(6.12.3) Implement strategies and monitor progress in achieving a personal health goal.



#### SUGGESTED LEARNING ACTIVITY 1:

Have students review their long-term health plan. Prompt students to consider what they need (eg. guidance, resources, personal support) in order to continue progressing toward their identified growth areas. Have students write a short essay explaining the ways they will progress through their long-term health plan. Place students in small groups or have students share their essays aloud to the whole class.

#### Language of Health Literacy:

*My growth areas include \_\_\_\_\_. These areas support my health status by \_\_\_\_\_.*

*I have identified \_\_\_\_\_ as a barrier for me to reach my goal. I plan to \_\_\_\_\_ in order to overcome this barrier.*

*This SMART goal supports my long-term health plan by \_\_\_\_\_.*

*Tracking my goals allows me to \_\_\_\_\_.*

#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student reflection in their essay.



## Teaching Progression: Step 4 | Reflect (Cont.)



### **SUGGESTED LEARNING ACTIVITY 2:**

Ask students questions that will help them understand the importance of looking back on their progress in working toward a goal. For example ask the following 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?

### **TEACHING NOTES:**

- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model and provide the *Language of Health Literacy* to support student reflection.
- Model this reflection process for a goal you have created and worked towards.



# Assessing Mastery of Goal-Setting Grades 9-12

Students in grades 9-12 will have mastered *Goal-Setting* by demonstrating their ability to showcase the performance indicators identified in Standard 6. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**6.12.1 Assess personal health practices and overall health status.**

- I can assess my personal health status
- I can identify areas of growth

**6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.**

- I can create a plan that benefits my health goal.

**6.12.3 Implement strategies and monitor progress in achieving a personal health goal.**

- I can identify barriers to achieve goal
- I can identify action steps to achieve goal
- I can monitor progress of short- and long-term goal(s)
- I can use strategies that support achieving short and long-term goal(s)

**6.12.4 Formulate an effective long-term personal health plan.**

- I can create an effective long-term health plan.

### ASSESSMENT TOOL #1 (6.12.1)

Provide a list of multiple health practices. Students must describe their personal assessment of each health practice in their own lives. Descriptions should include their understanding of the health practice in their lives, reasoning for or against needing to improve the health practice in their lives, and how the health practice supports their overall health status.

### ASSESSMENT TOOL #2 (6.12.2, 6.12.3, 6.12.4)

Create a timeline that chronicles short-term SMART goals in alignment with a long-term health plan. Details on the timeline must include dates that represent progress points for reaching each SMART goal, specific connections between each SMART goals and the long-term health plan, and plans for overcoming possible barriers along the way.



## Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. **Goal-Setting** can be used across content areas, and school-wide, as ways for students to identify growth areas and progress through changes. Remind students to create short-term, specific goals to better support their potential success. Include a tracking or monitoring system that allows for regular check-ins throughout an identified period of time. Make sure all staff use the same tracking or monitoring system for consistency.

- Monitor Behaviors
- Identify Area of Growth
- Create a SMART Goal
- Make a Long-Term Health Plan

### SMART Goals:

<b>Specific</b>	<b>S:</b> What do you want to achieve?
<b>Measurable</b>	<b>M:</b> How will you know you have reached your goal? Have students add numbers to their goal here.
<b>Attainable</b>	<b>A:</b> Can you reach this goal with your available skills, knowledge, and resources? Include consideration of the time frame for reaching the SMART goal.
<b>Relevant</b>	<b>R:</b> Is your goal important to you? Does the goal relate to an area you are excited about?
<b>Time Phased</b>	<b>T:</b> Does the goal have a date to complete it by?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*monitor, implement, formulate, assess, goals, strategize,  
plan, specific, measurable, attainable, relevant,  
time-phased*



# Resource Bank

---

## RMC Health

- [Health Education Skills Models](#)

## National Health Education Standards

- [Standards & Performance Indicators](#)

## Healthy Choices Videos

- <https://www.youtube.com/watch?v=TAWWLUdTp4>
- <https://www.linkedin.com/learning/creating-a-career-plan/create-short-and-long-term-goals>
- <https://www.youtube.com/watch?v=tjkrKA1cVdU>
- <https://www.youtube.com/watch?v=cEfeDxWRr8c>
- [https://youtu.be/arhnNSWmt\\_g](https://youtu.be/arhnNSWmt_g)

## Health Assessment Resources

- <https://classpass.com/blog/2018/12/03/how-to-create-a-wellness-wheel/>
- <https://dukeintegrativemedicine.org/patient-care/wheel-of-health/>
- [https://www.nationalwellness.org/page/Six\\_Dimensions](https://www.nationalwellness.org/page/Six_Dimensions)
- <http://www.viacharacter.org/survey/account/register#youth>
- [https://dukeim.learningcenter.com/static/scorm/11/content/documents/DukeIM\\_PHPManual\\_fullversion\\_FINALwithcopyright.pdf](https://dukeim.learningcenter.com/static/scorm/11/content/documents/DukeIM_PHPManual_fullversion_FINALwithcopyright.pdf)