



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.