

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 SKILL(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.



Teaching Progression: Step 1 | Pick a Need for Growth (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Ask students to consider various aspects of their health. Remind students of the gallery ranking they participated in and health topics they ranked lower. Provide additional examples, or reminders from the posted papers, to help students generate their own ideas. Examples should cover a wide range of personal health topics, providing students with expansive ways to consider their own health. As students share ideas about their health, write them on a board that is visible to all. Consider drawing pictures that represent these ideas in order to support non-readers in your classroom. This list will be a useful tool for students to begin exploring their own individual growth areas.

Step 1: Pick a Need for Growth | Sub Skill: Pick a Need for Growth



SUGGESTED LEARNING ACTIVITY 1:

Guide students to use the classroom-created list and posters around the room as a support in considering their own health growth areas. Task students with writing, drawing, or verbalizing an area they want to grow. Have students think about why they want to grow this area of their health. Place students in pairs to share their growth areas with a partner. Encourage each student to share their area of growth and the reason this is important to them.

Language of Health Literacy:

I would like to learn/grow _____.

*I would like to learn/grow _____
because _____.*

*A health area I want to get better at is
_____ because _____.*

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student sharing abilities.



Teaching Proression:



Step 2: Create My Goal

SUB SKILL(S):

- Define a goal
- Create my goal

GUIDING QUESTIONS:

Why is goal setting important? What makes a goal helpful for my growth? How can I create a goal that is meaningful?

NHES PERFORMANCE INDICATORS:

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

VALUABLE VOCABULARY:

goal,
personal,
meaningful,
improve

Step 2: Create My Goal | Sub Skill: Define A Goal



SUGGESTED LEARNING ACTIVITY 1:

Define *goal* for your students. A *goal* is *something you want that is put in action with a plan, or something you try to do*. Provide the definition and ask students what they know about goals.

Have students share ideas and connections about goals they have from their own life.

Language of Health Literacy:

A goal is _____.

Goals are important because _____.

TEACHING NOTES:

- Utilize different definitions that are appropriate for the students in your classroom.
- Use a variety of discussion protocols and strategies to ensure all students have an opportunity to participate.



Teaching Progression: Step 2 | Create My Goal (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Practice a goal in action with your students. Tell students they must line up in a straight line as quickly as possible, without knocking over any classroom furniture. Ask five students to offer an amount of time they believe the class can do this task. Take the lowest of the five times and tell students this will be their goal for achieving the task. *Our goal is to line up in a straight line without knocking over any furniture in _____ minutes.* Repeat the task until the goal is reached, asking students between each attempt what they might try differently. Once the goal is reached, determine a new time for the same task and try again.

TEACHING NOTES:

- If the goal proves unattainable, add more time for the same task and try again.
- Remind students that achieving a goal sometimes means making changes and adjusting.

Step 2: Create My Goal | Sub Skill: **Create A Goal**



SUGGESTED LEARNING ACTIVITY:

Tell students they will work together as a class to create a goal. Provide students with the classroom health topic that they will focus on for learning to create goals: making new friends. Prompt students to write down, or have a teacher help them write, the names of their friends in the class. As an alternative to writing, have students draw their friends. Each student will have their own list of friends. Then, ask students to identify how many new friends they would like to make. Prompt students to make their goal more specific by choosing the number of new friends they hope to make in the class.

Language of Health Literacy:

*This week/today, I will _____
(goal) by _____ (action).*

Have students write down, or verbalize, their goal. Post student goals in a location accessible to all. Have students share their goals with a partner. Pair students with a classmate and prompt each to share their goal out loud.

TEACHING NOTES:

- *Model Goal:* This week/Today, I will make 1 new friends by sitting with someone new at lunch.
- Remind students of the time period they will work in (e.g. the end of the day or week) and a range of numbers to consider for that timeframe (e.g. 1 friend, 2 friends).



Teaching Progression:

Step 3: Make a Plan

SUB SKILL(S):

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

GUIDING QUESTIONS:

Who can help me reach my goal? How can I keep track of my goal?

NHES PERFORMANCE INDICATORS:

(6.2.2) Identify who can help when assistance is needed to achieve a personal health goal.

VALUABLE VOCABULARY:

help,
support,
track

Step 3: Make A Plan | Sub Skill: **Pick Steps To Achieve My Goal**



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in order to meet their goals, they must take action or do things that will support their goal. Bring the goal that students wrote in Step 2 into Step 3. Discuss with students the ways they could reach this goal (e.g. playing with someone new at recess, sharing a snack with someone new, asking people about their favorite things to do). On their goal sheet, have students write or draw the actions they will take to make new friends.

Language of Health Literacy:

I am going to _____.

I will _____.

TEACHING NOTES:

- *Model Goal:* This week/Today, I will make (number) new friends by (action).
 - Example 1: Today, I will make two new friends by playing at recess with them.
 - Example 2: This week, I will make one new friend by getting to know who they are while eating lunch together.



Teaching Progression: Step 3 | Make a Plan (Cont.)

Step 3: Make A Plan | Sub Skill: Name Trusted Adults



SUGGESTED LEARNING ACTIVITY 1:

With a partner, ask students to think about the type of help they may need to reach their goal. Have students share out their thoughts. Explain to students that asking for help is a great way to reach their goals. Provide examples of people (e.g. another friend, a teacher) or resources (e.g. a game that can be played with two people) that might help them with their goals.

Language of Health Literacy:

_____ can help me reach my goal.

I could ask _____ for help.



SUGGESTED LEARNING ACTIVITY 2:

On their goal, have students create a drawing of who or what will help them achieve their goal. Provide students with necessary resources and time to craft their support plan. If students require additional assistance in identifying adults they can go to for help, see the health skill *Access Valid Information*. Coach students to connect their support with how it will help them reach their goal. Ask a few students to share their ideas for support and their drawings with the class. Use the *Language of Mastery* to support student discussion. Remind students that they are not required to use the person or resource they identified but that having a plan for support will help them if they need it. Post student images of their helpers next to their written goals.



See *Access Valid & Reliable Resources* for guidance on how to select trusted adults.

Step 3: Make A Plan | Sub Skill: Check How I Am Doing With My Goal



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they will monitor and track their goal throughout the day(s). Explain to students how to use a teacher-selected tracking system appropriately (e.g. sticker chart). Use visuals and a practice round to ensure student understanding and engagement of tracking system. Show students how they can celebrate their smaller successes when working towards a goal. For example, talking to one new friend during recess means they can place a sticker on their tracker afterwards. Coach students to track the success of their goal throughout the day(s). Share with students that the visual reminder of tracking their goal can also help them decide if they need to use their trusted adult to be more successful.

Language of Health Literacy:

I have done _____.

I feel ___ (happy/sad/good/bad) about _____.



Teaching Progression:



Step 4: Look Back & Learn

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?

GUIDING QUESTIONS:

How did I reach my goal? What can be hard about reaching a goal?
How do I know if my goal was the right one for me?

NHES PERFORMANCE INDICATORS:

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

VALUABLE VOCABULARY:

reach,
achieve,
goal,
success



SUGGESTED LEARNING ACTIVITY 1:

Prompt students to look at the goal they created at the start of Step 2. Ask students to flip their paper to the back side. Have students write 'Yes' or draw a symbol that shows if they achieved their goal (e.g. plus sign, smiley face). Have students write 'No' or draw a symbol that shows if they did not achieve their goal (e.g. minus sign, sad face).



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 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?

Ask students to share their reflections aloud about their individual goals. Celebrate students for naming the specific reasons they did or did not reach their goals. Remind students that reflecting, or looking back, at the goal and how they worked to reach it, will help them create strong goals in the future.

See Next Page For Teaching Notes.

Language of Health Literacy:

I reached my goal because _____.

_____ helped me reach my goal.

I did not reach my goal because _____.

_____ got in the way of me reaching my goal.

_____ made it hard for me to reach my goal.



Teaching Progression: Step 4 | Look Back & Learn (Cont.)

TEACHING NOTES:

- Provide many opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: through drawing, writing, partner discussion, whole-class discussion, and one-on-one conferencing.
- Model this reflection process for a goal you have created and worked towards.



Assessing Mastery of Goal-Setting Grades PreK-2

Students in grades PreK-2 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.

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

- I can see how I am doing with my health.
- I can identify need for growth with my health.

6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

- I can name people who can help me reach my goal.

ASSESSMENT TOOL #1 (6.2.1)

Have students work in small groups to develop a creative way to think about *Goal-Setting*. Creative ideas can include songs or dances with the steps of the *Goal-Setting* explained. Students can use examples in their song, dance, or other creative development. Included in this creative assessment, students must share the specifics of what is necessary to create a goal (a topic, specific numbers, and a time frame).

ASSESSMENT TOOL #2 (6.2.2)

Share a goal and story about a fictional person. Have students write, draw, or point to (based on student ability) identified helpers for the specific goal situation. This can be done repeatedly. Students can also write a goal based on a fictional story provided.

ASSESSMENT TOOL #3 (6.2.1, 6.2.2)

Have students write a fictional story about a character in need of setting a goal. The students must provide background that details why this character needs to set a goal, what their goal is, how they will achieve their goal, who/what will be a helpful support, and the success of the goal they set. This story should show that students understand, and can name, the process of *Goal-Setting*. Students can also draw a comic strip to represent their fictional story.



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 using the process outlined below. 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 across a period of time. Make sure all staff use the same tracking or monitoring system for consistency.

- Identify Need for Growth
- Create a Goal
- Make a Plan

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.

goal, reach, achieve, success, support, grow, improve

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)