



Educator guide: Goal-setting lesson

Recommended for grades:

3rd grade

Time: 3 minutes

National Health Education Standards:

This lesson aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 6: Use a goal-setting process to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning objectives:

After completing this lesson students will be able to:

1. Identify at least two things you can do every day to stay mentally healthy.
2. Identify two trusted adults that can help with mental health goals or concerns.

Activity description:

In this lesson, students will learn what a goal is and how to set a goal in order to improve their mental or emotional health. Students will also learn how to ask an adult for help in achieving their goals. There is a worksheet that students can complete as they go through the Goal-setting lesson.

Pre and post-test questions:

Use the questions on the following page with your students in any way that you see fit (on paper, using a survey tool etc.) You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.



1. Which of the following is an example of a specific goal?
 - a. Get more exercise.
 - b. Get one hour of exercise each day this week.**
 - c. Get more exercise next week.

Vocabulary:

Use the following list of vocabulary as a reference for yourself and your students as you complete the Goal-setting lesson activity. You may choose to use this list in any way that fits your needs.

- Goal – something you decide to work towards achieving
- Realistic – sensible and practical
- Specific – clearly defined
- Trusted adult – an adult that you can count on, such as a parent, family member, teacher, school counselor, etc.

Goal-setting lesson worksheet

Name: _____ Date: _____

Instructions: Complete this worksheet as you move through the Goal-setting lesson. You will need to either save the worksheet to your computer or print it out and write in your answers. If you open the worksheet and forget to save it before typing, you will lose all of your work.

1. When setting a goal, what are three things you should do?

a. _____

b. _____

c. _____

2. List two adults you could ask for help with your own goals.

a. _____

b. _____

Goal-setting lesson worksheet answer key

1. When setting a goal, what are three things you should do?

- a. Write it down.
- b. Make a plan.
- c. Track your progress.

2. List two adults that you could ask for help with your own goals.

Answers will vary, and could include any of the following: parent, relative, teacher, school counselor, school nurse etc.

Supplemental activity: Personal goal setting

Objectives:

After completing this activity students will be able to:

- Set a goal to improve or maintain positive mental and emotional health.
- Track progress to achieving a mental health goal.
- Identify two trusted adults that can help with mental health goals or concerns.

Materials needed:

- Chalkboard or whiteboard for brainstorming
- Personal goal-setting worksheet (on the next page)

Time required:

30 minutes

Instructions:

With students, review the steps to success for setting goals.

- Write it down.
- Make a plan.
- Track your progress.

Hand out the Personal goal-setting worksheet to each student and instruct them to think about a mental or emotional health-related goal that they would like to set for themselves. It could be related to anything that improves mental health, like sleep, downtime, physical activity, hobbies etc. Goals should be personal. Students can feel free to share their goal with others if they want to, but shouldn't feel forced to.

After students write down their goal, they will need to develop a plan for reaching that goal. Students can write down their plan on the back of their Personal Goal-setting worksheet. Discuss resources and other people who can help them achieve their goals.

Each student should track their goal on a daily basis. Students may wish to use a personal calendar, assignment notebook, the back of the goal-setting worksheet or any other format that works for them. To support students in their goal setting, consider holding a weekly check-in to discuss how it is going for them and to offer suggestions for success, if needed.



Personal goal-setting worksheet

Name: _____

Families: Help your child set a specific goal to improve their mental or emotional health for this week. Some examples could include: get ten hours of sleep each night, or talk with a family member about my feelings at least once per day.

Students: Write down your goal for the week.

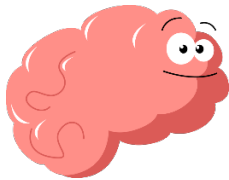
I will:

Who are two adults that can help you?

1. _____

2. _____

Cross off, or circle one brain each day that you achieve your goal.



Transcripts

Slide 1

Quinn: Now it's time to set some goals.

Miguel: A goal is something you are trying to do or achieve. And it may take some work, and time, to reach it.

Quinn: Maybe you'd like to work on getting more sleep, or maybe you know you need to cut back on how much time you spend on electronics.

Miguel: Before we go any further, don't forget to open the worksheet and either save it or print it. Complete this worksheet as you move through this lesson.

Slide 2

When you're setting a goal, you want to make sure it's specific and realistic. Once you've chosen a goal for yourself, write it down. Then you'll need to come up with a plan to achieve it. And don't forget to track your progress.

Slide 3

Let's go through an example. Let's say I want to work on getting more sleep because sometimes I'm tired and cranky during the day. But that's not very specific. Right now I get about 8 hours of sleep, and I really should be getting 10. I think a realistic goal would be to aim for 9 hours of sleep each night.

So, I'm going to have to go to bed earlier. I'll start by going to bed 15 minutes earlier the first week, then another 15 minutes earlier the next week. I'll keep doing this until I'm in bed early enough to get at least 9 hours of sleep each night! I'm going to track my progress each morning so I don't forget.

Slide 4

Sometimes you may get stuck, and that's ok. There are always adults around who can help you reach your goals. They can help you when you get stuck, and get you on the right track.

You can ask a parent, or another family member for help. Or, you can go to adults at school for help too, like your teacher, school nurse, or school counselor. If you need help, don't be afraid to ask! Let the adult know that you need some help, and if it's not a good time for them, ask them when a good time would be.



Slide 5

Miguel: Cool! I can't wait to set my own goal.

Quinn: You're all going to get a chance to set a goal too! Your teacher has a worksheet you can use to do that. Take it home and talk it over with an adult. They can help you choose a goal that will be realistic for you. Good luck and have fun!



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