



Educator guide: Goal-setting lesson

Recommended for grades:

5th grade

Time:

3 minutes

National Health Education Standards:

This lesson aligns with the following National Health Education Standards:

- 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. Name at least one thing they can do to help achieve a goal they set for themselves.
2. Identify two trusted adults that can help with mental health goals or concerns.

Lesson 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. Students will see a worksheet icon in the lower left corner of the first screen in the lesson.



Pre and post-test question:

Use the following question 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. The correct answer choice is bolded.

1. Which of the following is the best way to ask an adult for help with your mental or emotional health?
 - a. Asking for help as they're walking out the door
 - b. Asking for help while they are working on a project
 - c. **Asking them when a good time to talk would be**
 - d. Waiting for them to ask how you're doing

Vocabulary:

Use the following list of vocabulary as a reference for yourself and your students as you complete the Goal-setting lesson. 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

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 two things should your goal be?

a. _____

b. _____

2. Once you've chosen a goal, what are three things you should do?

a. _____

b. _____

c. _____

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

a. _____

b. _____

Goal-setting lesson worksheet answer key

1. When setting a goal, what two things should your goal be?
 - a. Specific
 - b. Realistic

2. Once you choose a goal, what are three things you should do?
 - a. Write it down.
 - b. Make a plan.
 - c. Track your progress.

3. 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 towards 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 (found on next page)

Time required:

20 minutes

Instructions:

Review with students what helps you be successful when setting goals.

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

Hand out the Personal goal-setting worksheet to each student and ask them to think about a mental or emotional health-related goal that they would like to set for themselves. Goals should be personal. Students can feel free to share their goal with other students if they want to, but shouldn't feel forced to. Encourage students to share their goals with a trusted adult. Trusted adults can often help students achieve their goals.

After students write down their goal, they will need to develop a plan for reaching it. Discuss available resources and people who can help them achieve their goal.

Each student should track their goal on a daily basis. Students may wish to use a personal calendar, assignment notebook, the back of the personal goal-setting worksheet or any other format that works for them.



Personal goal-setting worksheet

Name: _____

Families: help your child set a specific goal to improve their mental or emotional health for this week. Examples could include: get ten hours of sleep each night, practice mindfulness each day, etc.

Students: Write down your goal for the week below.

I will:

Write down your plan for achieving your goal.

Who are two adults that can help you?

1- _____

2- _____

Did you achieve your goal? _____



Transcript

Slide 1

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

When setting a goal, you want to make sure it's specific and realistic. To make it realistic, make sure it's something you can actually do. For example, let's say you want to learn how to play guitar. Well, you're probably not going to be playing guitar with your favorite band by the end of the year, but it might be realistic to say you'll learn the basic guitar chords by then. To make it specific, be as detailed as you can.

Slide 4

Once you've chosen a goal for yourself that is specific and realistic, write it down. Then you'll need to come up with a simple plan to achieve it. Make sure to plan for obstacles too, which are things that can get in the way of achieving your goal. And don't forget to track your progress.

After tracking your progress, it is important to try and figure out what worked, and what didn't work. If you achieved your goal, that's great, and maybe some of the things you did to reach it could help you reach other goals too. If you didn't reach your goal, try to figure out what you could have done differently, and keep trying!

Slide 5

There are lots of adults around who can help you come up with your plan and can help you if you get stuck. You can ask a parent, or other family member, for help. Or, you can talk to adults at school too, like your teacher, school nurse, or school counselor. If you need help, don't be afraid to ask! Just let the adult know that you need some help, and try to find a time when they're not busy or on their way out the door. When you approach the adult, if it's not a good time for them, ask them when a good time would be.

Slide 6

Quinn: We have to remember not to get discouraged if we don't achieve our goal right away! Sometimes we may get stuck, and that's ok. We just have to keep trying and ask for help when we need it!

Devonte: That's right! 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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