



# Educator Guide: Goal-Setting Lesson

## Recommended for Grades:

8<sup>th</sup> grade

## Time:

3 minutes

## National Health Education Standards:

This activity 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 6: Use a goal-setting process 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](http://shapeamerica.org).

## Learning Objectives:

After completing this lesson students will be able to:

1. Describe at least three healthy behaviors (including one that specifically helps keep the mind healthy) they can do each day.
2. Identify strategies that could be used to overcome barriers and setbacks to achieving their health-related goal.

## Lesson Description:

In this lesson students will learn about SMART goals and how to be successful in accomplishing their health-related goals.

## 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. Correct answer choice is bolded.

1. Which of these is an example of a SMART goal?
  - a. I will get more sleep.
  - b. I will get at least nine hours of sleep per night every night next week.**
  - c. I will go to sleep early every night next week.



## **Vocabulary:**

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

- Attainable – able to be reached or achieved
- Barrier – something that gets in the way and prevents you from reaching your goal
- Goal – something you decide to work towards achieving
- Measurable – able to be measured
- Relevant – important or significant and connected with what is happening or being discussed
- SMART goal – a goal that is specific, measurable, attainable, relevant and timely
- Timely – having a timeframe or target date

# Goal-Setting Lesson Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Complete this worksheet as you move through the Goal-Setting Lesson.

1. What does SMART stand for in goal setting?

S - \_\_\_\_\_

M - \_\_\_\_\_

A - \_\_\_\_\_

R - \_\_\_\_\_

T - \_\_\_\_\_

2. List three things you can do that will make you more successful in reaching your goals.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. List two trusted adults you could talk to for help in reaching your goals.

a. \_\_\_\_\_

b. \_\_\_\_\_



# Goal-Setting Lesson Worksheet Answer Key

1. What does SMART stand for in goal setting?

Specific

Measurable

Attainable

Relevant

Timely

2. List three things you can do that will make you more successful in reaching your goals.

a. Write it down.

b. Come up with a plan.

c. Track your progress.

3. List two trusted adults you could talk to for help in reaching your goals.

Parent, relative, doctor, school nurse, counselor, etc.

# Supplemental Activity: Goal-Setting Activity

## Objectives:

After completing this activity students will be able to:

- Write a personal health-related goal and track progress toward the goal.
- Demonstrate health-enhancing behaviors, such as participating in physical activity, eating healthy foods and getting proper rest.
- Identify strategies that could be used to overcome barriers and setbacks to achieving their health-related goal.

## Materials Needed:

- Chalkboard or whiteboard for brainstorming
- SMART goal worksheet (found below)

## Time Required:

30 minutes

## Instructions:

Give each student a copy of the SMART goal worksheet and instruct them to think about a health-related goal that they would like to set for themselves. If you have limited classroom time, you can send the SMART goal worksheet home with students to do as homework.

Goals should be personal. Students can feel free to share their goal with others if they want to, but shouldn't feel forced to. It is recommended that students share their goal with the adults at home so they can get support.

After students write down their SMART goal, they will need to develop a plan for reaching that goal. Discuss resources and people who can help them achieve their goals. It's also helpful to discuss any barriers or setbacks that students might encounter, and brainstorm ways to overcome them.

Students should track their goals on a daily basis. Some students can use a personal calendar, assignment notebook, the SMART goal worksheet, or any other format that works for them. Try to hold a weekly check-in with students to discuss how it is going for them.



# SMART Goal Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Think about a health-related goal that you would like to set for yourself. Answer the questions below to make sure your goal is a SMART goal. Then, you can make a plan to reach your goal and track your progress each day.

Specific: What exactly do I want to do?

Measurable: How will I track my progress? How will I know when I have reached my goal?

Attainable: With hard work, is it possible for me to reach my goal?

Relevant: Why am I doing this? Is it important to me?

Timely: When will I complete my goal?



What is my plan for reaching my goal?

What are possible barriers to reaching my goal?

What are solutions to the possible barriers?

Who can I can go to for help if needed?



Track my progress toward my goal:



# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Nutrition and Physical Activity Resources for Parents, Caregivers and Educators

- American Academy of Pediatrics, [healthychildren.org](https://www.healthychildren.org)
- American Heart Association, [heart.org](https://www.heart.org)
- Centers for Disease Control and Prevention (CDC), [cdc.gov](https://www.cdc.gov)
- Children's Wisconsin, [childrenswi.org](https://www.childrenswi.org)
- KidsHealth, [kidshealth.org](https://kidshealth.org)
- Mental Health America, [mhanational.org](https://mhanational.org)
- National Institute of Mental Health (NIMH), [nimh.nih.gov](https://www.nimh.nih.gov)
- Society of Clinical Child & Adolescent Psychology, [effectivechildtherapy.org](https://www.effectivechildtherapy.org)
- Wisconsin Department of Public Instruction Student Services/Prevention and Wellness, [dpi.wi.gov/sspw](https://dpi.wi.gov/sspw)



# Transcript

## Slide 1 (video)

Camara: Setting goals is an important skill to learn. A goal is something you are trying to do or achieve. And it usually takes some work, and time, to accomplish it.

Taylor: You may have a goal to save enough money to buy a new phone. Or, your goal may be to make the high school basketball team next year. People often set goals around the healthy behaviors that we've talked about. For example, someone might set a goal to eat breakfast every day. Or, to get an hour of physical activity each day.

Camara: It's often helpful to write down your goal. Then, you can come up with a plan to reach it, and track your progress. Let's take a closer look at how to do this.

## Slide 2

When setting goals, it's important to make sure your goal is SMART. That means your goal needs to be specific, measurable, attainable, relevant and timely.

Specific means what exactly do you want to do?

Measurable means that you need to be able to know when you've reached your goal.

Making it attainable means that it shouldn't be so hard that you'll never be able to reach it.

Relevant means it must be important to you, or else you're not going to follow through on it.

And, timely means that you need a specific deadline for your goal.

## Slide 3

For example, saying your goal is to be more active isn't a very SMART goal. Saying you want to do "more" of something isn't very specific. How often would you like to be active? And for how long? What kind of exercises will you do?

Let's say that right now you are not doing any exercises outside of phy ed class. A SMART goal might be something like I will be physically active for at least 30 minutes per day by March 1. You could start by walking for 20 minutes three days per week. As that gets easier, you can increase how many days per week you are active and how long you exercise.



#### Slide 4

Once your goal is set, it's important to write it down. You'll need to come up with a plan too. So if your goal is to swim the 50 meter freestyle in 25.89 seconds what steps do you need to take to get there? Write down any steps or tasks that will help you achieve your goal. Then track your progress. It can be as simple as writing down your finish times each time you swim. You can use a notebook, calendar, or whatever works for you.

#### Slide 5 (video)

Taylor: In life there are always going to be some barriers and setbacks. It's important to anticipate what those might be and how you can handle them when they occur. For example, a barrier to being active for 30 minutes every day might be that it's raining outside, or it's really cold out. Those days you could try doing a different activity inside. You could have a dance party in the living room, or you could do push-ups and sit-ups.

Camara: It may take a few tries to reach a goal, and that's OK. Just remind yourself to get back on track!

Letting your friends and the adults at home know what your health goals are is a good idea too, since they can remind you, help you, and motivate you.

Taylor: Your doctor or school nurse is also a good resource to help you reach your goal. They often have lots of ideas, and can answer your questions! Good luck and have fun!



# Acknowledgements

Children's Wisconsin's 8th grade Nutrition and Physical Activity lessons and activities were developed in partnership with Kohl's Cares.

Children's Wisconsin would like to acknowledge the following individuals for serving as subject matter experts during the development of Nutrition and Physical Activity lessons and activities:

Brian Butler, PT, DPT, LAT, Children's Wisconsin

Jennifer Crouse, MS, RD, CD, CDE, Children's Wisconsin

John Parkhurst, Ph.D. LP, Child & Adolescent Psychologist, Assistant Clinical Professor of Psychiatry, Medical College of Wisconsin





Contact us:

**Children's Wisconsin  
E-Learning Center**

(866) 228-5670

[healthykids@childrenswi.org](mailto:healthykids@childrenswi.org)

