



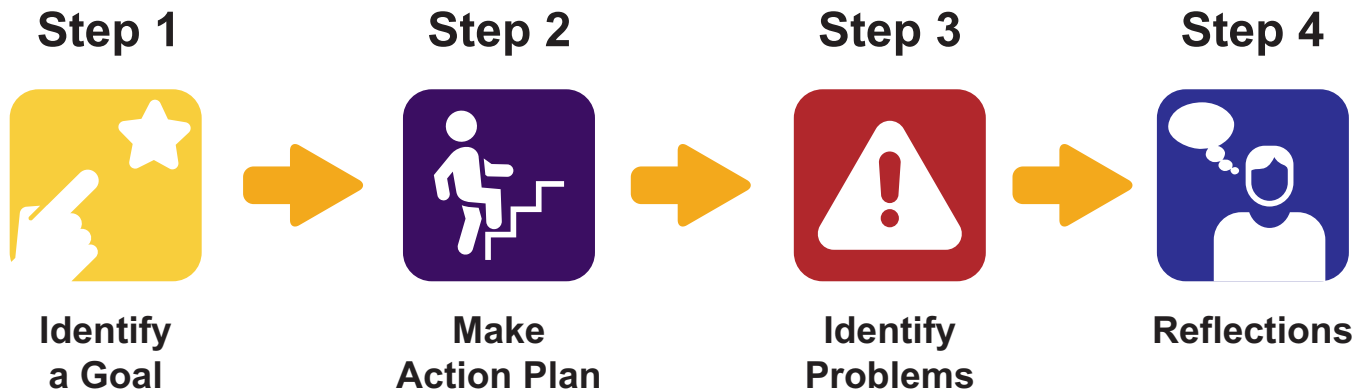
Grades 9-12 Goal Setting

Background Information:

Goal setting skills are essential for young people. They empower students to strive for self-improvement and have control over their own lives. This skill includes steps that will help students achieve short and long term goals. By reaching these goals, students gain confidence and are able to identify, adopt, and maintain healthy behaviors that will help them be successful in the future.

The goal-setting model for grades 9-12 involves four basic steps. The steps are identifying a short-term healthy goal, creating an action plan, identifying barriers and supporters, and reflecting on the plan. Students must first assess their overall personal health status--identifying strengths, needs, and risk behaviors. After they have analyzed their personal status, they need to identify a healthy short-term goal they wish to accomplish. Next, they need to create an action plan that includes strategies, a timeline, and resources. Next they need to identify possible barriers and brainstorm strategies that will help them overcome these challenges. Finally, when their goal is completed, they will reflect on their goal setting process and celebrate their successes.

The Model



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The Steps

Skill Steps	Teaching Progression	Grades 9-12 Goal Setting Example:
Step 1: Identify the Goal	<p>In order to identify a goal, it is a good idea for students to assess their own health needs.</p> <ul style="list-style-type: none"> • After students have decided on a possible goal, they need to make sure it meets the following criteria. If it doesn't, they need to pick a new goal or make changes. (SMART) <ol style="list-style-type: none"> a. Is the goal specific? Make sure the goal is not too broad. It needs to be specific enough so that students can focus their efforts and clearly define what they are going to do. b. Is the goal measurable? When choosing a goal, be sure to have one that can be measured. When they can measure a goal, they see changes occur. Students will also be able to stay on track and have better success. c. Is the goal attainable? If they set a goal that is too far out of their reach, then you will not commit to it for long. Attainable goals help develop your attitudes, abilities, and skills if they are important to you. d. Is the goal realistic? This means do-able. Set the bar high enough for a satisfying achievement. It must require some effort. e. Is the completion time defined? Can I finish the goal in a reasonable amount of time? Most high school students will have more success with short-term goals. • Next, students need to be able to explain why they want to attempt this goal and how this goal will help improve their lives. Once they have a belief that this skill will help them, they are more apt to use this process to achieve goals in the future. 	<p>Based on my nutrition pre-assessment diary, I want to decrease the amount of sugar I am consuming each day.</p> <p>Goal Statement: In three weeks, I will decrease the number of grams of sugars I consume by 50%.</p> <p>This is a worthwhile goal because I realize that I am eating 1000 more grams of sugar than I should be eating. This will be a challenge, but it is realistic for me to make some changes in the four week time period.</p> <p>This goal will help me feel better and help prevent diseases like diabetes and weight gain in the future.</p>
Step 2: Action Plan	<p>Once a goal has been identified, it is now time for students to begin their action plan. Using an action plan helps to break the goal into smaller and more achievable steps.</p> <ul style="list-style-type: none"> • Students start to develop a list of smaller steps they want to do in order to accomplish the goal. After developing the steps, students then need to plan their course of action. Be sure it includes: <ul style="list-style-type: none"> ▪ starting and ending dates for each step, ▪ resources needed to accomplish the steps, ▪ solutions to barriers that will arise during the process. • Identify who can support you as you start to reach towards your goal. • It is helpful for them to also develop a way to keep track of their progress by using charts, timelines, calendars, or journals. • Finally, students need to start “doing” their action plan. They need to track their progress as they are engaged in the steps of reaching their goal. As a teacher, it is a good idea to set up checks throughout the process to have students assess their own progress. • If students are not having success with completing their goal, they may need to make adjustments or changes. In some cases they may need to pick an entirely new goal. 	<p>Break the goal into measurable and manageable steps</p> <ul style="list-style-type: none"> • Research information about carbohydrates and sugar. • Talk with my parents about the amount of sugar I am consuming and how I can have help from home with healthier alternatives. • Create a daily menu that reflects a 50% drop in my sugar consumption. • Carry out the action plan for one week. • Keep track of my progress using the “My Plate” computer program. • Identify changes in my diet—for example, I am drinking one pop a day instead of 3.
Step 3: Barriers/ Solutions	<ul style="list-style-type: none"> • Students have to analyze possible barriers that might occur that would keep them from reaching their goal. • They need to create a list of anticipated barriers. After each barrier, students need to brainstorm a realistic solution to overcome the barrier. • It is recommended that students also share their steps with a peer or trusted adult who may become a support person for helping them reach their goal. Support can be in the form of resources, encouragement, and positive feedback. 	<ul style="list-style-type: none"> • Some of the barriers I have encountered was drinking pop and energy drinks. It is hard to be around my friends and not drink those. I am going to drink flavored water instead. • I also leave campus everyday for lunch and go to 7-11. I found that I always get a jumbo candy bar. I am going to get a small one instead.
Step 4: Reflection	<ul style="list-style-type: none"> • Allow the students time to reflect on the outcome of their goal. Were they able to reach it or not? 	<ul style="list-style-type: none"> • I reached my goal and celebrated by buying myself some music with the money I saved from not buying energy drinks and candy.

Sample Student Handout



Goal Setting

**Step 1: Identifying a Goal**

Write your specific goal. _____

Goal Checklist (SMART)

- Is the goal specific?
- Is the goal measurable?
- Is the goal attainable?
- Is the goal realistic?
- Is the goal time phased?

Why is this goal important to me? How will this goal help me? _____

Who will I share my goal with for feedback and to help keep me on track?

What healthy activity will I do to celebrate when I reach my goal? _____

Teaching Tips:

- Vocabulary: short term goal, long term goal, attainable, specific, measurable, realistic, barriers, supporters,
- If you are focusing on a health goal. Students should complete a health inventory or gather data to determine their overall health status. (There are many health assessments online.)
- Students have to be able to identify why the goal is important to them.
- Make sure students create a goal that is SMART. That means it is a goal that is specific, measurable, attainable, realistic, and has a timeline.
- A great homework assignment might be to have students interview an adult about their successes and failures in reaching goals.
- Have a class discussion about how to identify an age appropriate person that could give support in reaching a goal. How do you ask for help? You need to also help guide the students as to who would be a reliable support person to help guide them through this process.
- When looking at long-term goals, students need to learn how to set short-term goals that will lead to the success in attaining a long-term goal.
- This model can be used in all subject areas. (English, Physical Education, Science)
- Using rewards throughout the process is important to keep students motivated.
- Having students write a paper, reflect in a journal, or teach the process to others can assess mastery.
- When verbalizing or writing down a goal it seems to “stick” with a student. This may be done individually or by letting another person know about your plan.

What Does Mastery of Accessing Information Look Like:

Grades 9-12 students will have mastered the process of goal setting if they can formulate an effective long term and short-term personal health goal. They can also demonstrate their ability to monitor their own progress by following an action plan-- including the ability to identify barriers and formulate solutions. Finally, they should be able to assess their successes and failures they had during their experience and articulate how using the goal setting process will help them be successful in the future.

Teaching/Student Resources

The Colorado Education Initiative

<http://www.coloradoedinitiative.org/resources/chpe/>

RMC Health

<http://www.rmc.org/>

Colorado Department of Education

<http://www.cde.state.co.us/cohealthpe/statestandards>



Goal Setting



Step 1: Identifying a Goal

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Goal Checklist (SMART)

- Is the goal specific?
- Is the goal measurable?
- Is the goal attainable?
- Is the goal realistic?
- Is the goal time phased?

Why is this goal important to me? How will this goal help me? _____

Who will I share my goal with for feedback and to help keep me on track?

What healthy activity will I do to celebrate when I reach my goal? _____



Step 2: Create an Action Plan

Goal: _____

Goal Start Date: _____ Goal End Date: _____

Steps I Will Use to Reach My Goal. Include a predicted date of completion. Place a checkmark at the end of each step once completed:

Measurable steps to the goal	Starting and completion dates	What do I need?	Did I achieve it?	Why not? What is my solution?

Who will support me? Write a paragraph about what kind of support I need and who would be the best person to give me support?



Step 3: Barriers/Solutions

As you are working on your goal, you may experience barriers that may keep you from reaching your goal. Write some of the barriers down and what some solutions might be so you can continue with your goal.

Barrier: _____

Possible
Solution: _____

Barrier: _____

Possible
Solution: _____

Barrier: _____

Possible
Solution: _____



Step 4: Reflection

Reflection

Write a paper that reflects on the goal setting process. Be sure to include the following ideas:

- Did you reach your goal or not?
- Explain your successes and failures.
- How did you stay motivated to work on your goal? Did you keep from giving up?
- Did you reward yourself during the process? How?
- How will this goal make your life better?
- What did you learn about goal setting?
