Teaching Progression:

Step 2: Create a SMART Goal

SUB SKILL(S):
- Define SMART Goal
- Write a SMART Goal

GUIDING QUESTIONS:

What makes a goal strong? How can I create a goal that is meaningful and achievable?

NHES PERFORMANCE INDICATORS:

(6.5.1) Set a personal health goal and track progress toward its achievement.

VALUABLE VOCABULARY:

SMART goal, achieve, specific, measurable, attainable, relevant, time-phased

Step 2: Create a SMART Goal | Sub Skill: Define SMART Goal

SUGGESTED LEARNING ACTIVITY 1:

Show students the acronym for SMART goals, including the defined word for each letter. Be sure to explain the definitions of each word using examples that support student understanding. Tell students that they are not required to memorize the definitions, but to understand how each letter of SMART can support their creation of a strong goal.

- Specific
- Measurable
- Attainable
- Relevant
- Time-phased

Language of Health Literacy:

When a goal is _____, it means _____.

_____ means _____.

_____ goals are easier to achieve because _____.

Making sure a goal is _____ helps _____.

TEACHING NOTES:
- Since *Goal-Setting* is used in a variety of content areas, collaborate with other teachers to determine common definitions.

rmc Health

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

SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs. Based on the definitions you provide, have each pair create a visual representation for each word in SMART. Prompt students to use a combination of images and words to showcase the meaning of each word. Students can create a poster, comic strip, or other creative tool that showcases their understanding of each word. Once complete, have pairs share and explain their visual creations, including an explanation for how including each of the criteria will aid their ability to improve and reach their goal. Post these visuals around the classroom for continued identification of student-created meaning for each letter.

TEACHING NOTES:

- Use the *Language of Health Literacy* to support student understanding and explanations of the different parts of SMART goals.

SUGGESTED LEARNING ACTIVITY 2:

Provide students with an example of a SMART goal. Using the SMART goal example, ask students to identify each letter within the goal itself. Have students share their suggestions aloud to the class. Guide students, as a class, through two or three example SMART goals, labeling each part accordingly. Include non-examples as well, prompting students to explain what parts are missing and why the goal would be more difficult to achieve without this detail.

TEACHING NOTES:

- Provide multiple opportunities for students to evaluate SMART Goals.
- Allow students to work in small groups or pairs to help reinforce understanding.
- Try color-coding as an additional means of interacting with SMART Goals (e.g. purple for specific, orange for measurable, green for attainable, etc).

SUGGESTED LEARNING ACTIVITY 3:

Faciliate a whole class discusing by asking students the following questions to help them better understand the importance of each part of a SMART goal:

- Why is it important that a goal be specific?
- Why is it important that a goal be measurable?
- Why is it important that a goal be attainable?
- Why is it important that a goal be relevant?
- Why is it important that a goal be time-phased?

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

Step 2: Create a SMART Goal | Sub Skill: Write a SMART Goal

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they will now create their own SMART goal for the health topic they selected in Step 1. Have students rewrite their health focus on a new sheet of paper. Below their health focus, have students write SMART vertically down the page. Beginning with S, prompt students to identify the specific elements of their goal and write them down next to each letter. Continue with each part of a SMART goal. Once complete, have students write their SMART goals in large writing and post them around the classroom.

Language of Health Literacy:

By____, I will _____ by _____.

Specific	**S**: What do you want to achieve? Be as clear in your achievement desire as possible. Instead of wanting to eat better food, state the 'better' food you want to eat specifically, such as fruits and vegetables. Identify which meal to focus on first, such as lunch.
Measurable	**M**: How will you know you have reached your goal? Add numbers to your goal here by stating how many fruits and vegetables you will eat for lunch and how often you will do this.
Attainable	**A**: Can you reach this goal with your available skills, knowledge, and resources? Consider whether your goal connects with your own skills, knowledge, and available resources. If not, list information you need or decide whether or not to reconsider this particular goal.
Relevant	**R**: Is your goal important to you? Reflect on whether the goal is something you are passionate about. Is the addition of fruits and vegetables to your lunch something you care about, or is it something you feel like you need to do?
Time-Phased	**T**: Does the goal have a date to complete it by? As a short term goal, the date should be within one to two weeks. Additional goals can be created to build on this short term goal if necessary.

TEACHING NOTES:

- Support students throughout this process by providing significant time, checking for each element of SMART, and utilizing peers to help each other.
- Utilize the questions above for support as necessary.
- During this work time, share aloud portions of goals from student work that showcase the SMART goal elements.

rmc Health