



## Grades 6-8 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 6-8 involves three steps. The first is to help students identify a goal. The goal should be exact, very clearly defined, and have some way that it can be measured. The second step is to create and design an action plan for accomplishing the goal. This includes breaking their goal up into smaller steps and identifying what resources students need in order to help them reach their goal. The third step is to reflect upon if their goal was met or not. Students may either reward themselves for accomplishing their goal, or they can make changes and try their goal again. This is a life-long healthy skill and if teachers provide opportunities for practice then students will gain mastery of goal setting.

### The Model




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## The Steps

Skill Steps	Teaching Progression	Grades 6-8 Goal Setting Example:
<p><b>Step 1: Identify the Goal</b></p>	<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"> <li>• After students have decided on a possible goal, they need to make sure it meets the following criteria. (SMART) If it doesn't, they need to pick a new goal or make changes.               <ol style="list-style-type: none"> <li>a. <b>Is the goal specific?</b> 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.</li> <li>b. <b>Is the goal measurable?</b> 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.</li> <li>c. <b>Is the goal attainable?</b> If they set a goal that is too far out of their reach, then they will not commit to it for long. Attainable goals help develop attitudes, abilities, and skills if they are important.</li> <li>d. <b>Is the goal realistic?</b> This means do-able. Set the bar high enough for a satisfying achievement. It must require some effort.</li> <li>e. <b>Is the completion time defined?</b> Can I finish the goal in a reasonable amount of time? Most middle school students will have more success with short-term goals.</li> </ol> </li> <li>• Students need to be able to verbalize the importance of their goal to their lives. Once they have the knowledge that being able to set goals will help them, they are more apt to use this model to achieve their goals.</li> </ul>	<p>I have a "D" in English and I want to raise my grade to a "C" or better by the end of the quarter.</p> <p>This goal is specific, measurable, attainable, realistic, and I can accomplish this goal in three weeks.</p> <p>I want to achieve this goal because it will help me in school. I also will not have to go to summer school. I need to get better grades so I can graduate from high school in order to get a better job.</p>
<p><b>Step 2: Action Plan</b></p>	<p>Use an action plan to help break the goal into smaller, more achievable steps.</p> <ul style="list-style-type: none"> <li>• Students develop a list of steps to accomplish the goal. Use charts, calendars, journals, etc. to track progress.</li> <li>• Students list times of completion next to each step. This will help them stay on track.</li> <li>• Students share their steps with a peer or trusted adult who may be able to help and give suggestions for reaching their goal.</li> <li>• Finally, students need to start "doing" their action plan. They need to track their progress as they are engaged in their goal. 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.</li> </ul>	<p>My action plan:</p> <ul style="list-style-type: none"> <li>• Talk to teachers to see what assignments I am missing.</li> <li>• Get a planner to write down my daily assignments (daily)</li> <li>• Work on homework from 6:00- 7:30 at night (Daily)</li> <li>• Get a special folder to put my completed work in and turn it in on time (daily)</li> </ul> <p>My teachers can help me. I will ask my parents to help me find a quiet place to do my work.</p> <p>I will get weekly grade sheets to assess how I am doing on my goal.</p>
<p><b>Step 3: Reflection</b></p>	<p>Students reflect on their progress and learning.</p> <ul style="list-style-type: none"> <li>• The first reflection would be if students met their goal by using the skill. However, success can also be measured through the learning the student has gained even if they did not reach their goal. This can be accomplished through a set of reflective questions and class discussions.</li> <li>• Students list ways to celebrate their successes.</li> </ul> <p>Students reflect on how they did in reaching their goal.</p> <ul style="list-style-type: none"> <li>• Why was this goal important to me?</li> <li>• Did you reach your goal? If not, why did you not reach it?</li> <li>• What did you do well?</li> <li>• Did you have to change anything in your goal?</li> <li>• If you did this goal again, what would you do differently?</li> </ul>	<p>I reached my goal. This goal was important to me because now I don't have to go to summer school. I think that using my planner was the best help—especially for homework on the weekends.</p>

# Sample Student Handout

**Getting Started with Goal Setting**

 **Step 1: Identify a Goal**

Think about how you can make this goal **specific, measurable, attainable, realistic, and completed on time.** (SMART)

Write your specific goal. \_\_\_\_\_

My goal is clear? (Specific)	I'll know when I reach my goal. (Measurable)	Is the goal attainable (given knowledge, skills, ability?) (Attainable)	My goal in my reach? (Realistic)	My goal has a time limit. (Time Phased)
How?	How?	How?	How?	How?

What are the benefits to you for reaching this goal? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why is this goal important to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who will you share your goal with for feedback and to help keep you on track?

\_\_\_\_\_

\_\_\_\_\_

What will you do to celebrate when you reach your goal? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Teaching Tips:**
- Vocabulary: long term goal, short term goal, action plan, measurable, attainable, specific, realistic, barriers, supporters
  - It is important to have goal setting steps posted in the room or available on a handout for the students to access.
  - There are many surveys and examples online you can access to help students determine what kind of goal they would like to try.
  - A great homework assignment might be to have kids interview an adult about their successes and failures in reaching goals.
  - Identify an age appropriate person that could give support in reaching a goal.
  - As a teacher, it is a good idea to set up checks throughout the process to have students assess their own progress.
  - This model can be used in all subject areas.

## What Does Mastery of Accessing Information Look Like:

Grades 6-8 students will have mastered goal setting if they can identify a goal that will maintain or improve a health related activity. The goal must be specific, measurable, attainable, realistic and completed in the time provided. Students will show mastery if they are able to document the steps needed to complete a goal and provide solutions to problems that arise during the action plan process. Students will reflect on why this goal is important to them and how the goal is going to make their life better. Students can identify their successes and failures they had during their experience and how goal setting will help them 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>



# Getting Started with Goal Setting



## Step 1: Identify a Goal

Think about how you can make this goal **specific, measurable, attainable, realistic, and completed on time**. (SMART)

Write your specific goal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My goal is clear? <b>(Specific)</b>	I'll know when I reach my goal. <b>(Measurable)</b>	Is the goal attainable (given knowledge, skills, ability?) <b>(Attainable)</b>	My goal in my reach? <b>(Realistic)</b>	My goal has a time limit. <b>(Time Phased)</b>
How?	How?	How?	How?	How?

What are the benefits to you for reaching this goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is this goal important to you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you share your goal with for feedback and to help keep you on track?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What will you do to celebrate when you reach your goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Step 2: Create an Action Plan

Goal: \_\_\_\_\_  
\_\_\_\_\_

Goal Start Date: \_\_\_\_\_ Goal End Date: \_\_\_\_\_

Steps I Will Use to Reach My Goal: Place a checkmark next to each step once it is completed:

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

Who can support me in reaching my goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Step 3: Reflection

Why was this goal important to me? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did I reach my goal?    YES    NO

What things did I do that made it possible for me to reach my goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If I did not reach my goal, why didn't I? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did I have to change anything while I was working on my goal? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did this goal benefit my life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_