

**Subject/Grade:** Health Education 6    **Lesson Title:** S.M.A.R.T goal action plan    **Teacher:** Mrs. Schmidt

**Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

**AP6.10-** Design and implement (with guidance) two six-day action plans affirm personal standards related to decision-making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

- (a) Develop, with guidance, criteria to assess action plans that affirm personal standards.
- (b) Describe the elements of a well-designed action plan.
- (e) Carry out action plans in a way that affirms personal standards

**Key Understandings: ('I Can' statements)**

"I can be in control of my own growth"  
"I can work toward positive change"  
"I can understand that an action plan will help me achieve my health goals"  
"I can understand that keeping an action plan improves my health"

**Essential Questions:**

- How can this action plan help us improve our health for the future?
- What other life lessons does this lesson plan help us achieve besides health-related?
- How does tracking your health-related goals help you better achieve them?
- How else can we use SMART goals other than health-related goals?

**Prerequisite Learning:**

- Understand S.M.A.R.T goals
- Brainstorming personal goals

**Instructional Strategies:**

- 1) Explain/discuss what will be done, due dates, and expectations
- 2) Come up with a S.M.A.R.T goal by using a graphic organizer listed below
- 3) Share and explore new ideas with the help of students, teachers, internet
- 4) Hand in the final copy of the graphic organizer to help the teacher assess and allow students to achieve their goals.

**Stage 2: Determine Evidence for Assessing Learning**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## ***SMART Goal Map***

|          |                    |   |
|----------|--------------------|---|
| <b>S</b> | Make it Specific   | What do you want to accomplish?                       |
| <b>M</b> | Make it Measurable | How will you know when you've accomplished your goal? |
| <b>A</b> | Make it Attainable | How can the goal be accomplished?                     |
| <b>R</b> | Make it Relevant   | Why is this goal worth working hard for?              |
| <b>T</b> | Make it Timely     | By when will the goal be accomplished?                |

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This worksheet will allow students to create a physical or mental goal with a layout which makes making the goal easier to understand. By using this worksheet it wont only help the students better create their goal but also help me see how well they are comprehending the material. Also by writing it down the students can look back on their goals and stick to them.

### Stage 3: Build Learning Plan

**Length of Time:** 1 Hour

**Set (Engagement): (Time: 20min)** I will begin by starting out explaining what smart goals are. After students have a good understanding of smart goals I will then explain they may pick a physical health goal or mental health goal. By letting them choose their own goal they can address and work toward what they are struggling on most.

**Development: (Time: 25 min)** After explaining what the students need to know such as SMART goals and understanding the task. They will be given time to brainstorm ideas of goals they would like to achieve. If students are struggling with ideas I will share some examples based on health goals for children and health goals I think would be great to acheive. After brainstorming students will begin to complete the handout.

**Learning Closure: (Time: 15 min)** Students may need more time to create the worksheet if so they will be given these 15 minutes to try to get as much done as possible. If the students finish early they will be asked to share with myself or a nother class member what they came up with. In the last five minutes of the lesson I will ask the students to complete their goal and by the end of the week whoever completes the goal will gain some type of prize.

**Materials/Resources:**

S.M.A.R.T worksheet

**Possible Adaptations/  
Differentiation:**

- Instead of allowing the students to brainstorm on their own we can brainstorm as a class to make this more of a group goal
- Allow the students more time on the goal planning and allow to take home and discuss with family.

**Management Strategies:**

- If I notice the students not on task and brainstorming I will step in and give ideas or brainstorm as a class.

|                            |   |
|----------------------------|---|
|                            | <b>Safety Considerations:</b> <ul style="list-style-type: none"> <li>- Consider health disabilities such as mental health issues/eating disorder that may make a student feel uncomfortable completing the task.</li> </ul> |
| <b>Stage 4: Reflection</b> |   |
|                            |   |

### Backwards by Design Lesson Plan Template

#### Professional Goals Plan

Topic: S.M.A.R.T goal action plan

Date: Oct 2, 2023

Teacher: Ms. Schmidt

Observer:

|  |   |
|--|---|
| <p>1. Professional Goal</p> <p>Student motivation is my main goal. I really would like students to work toward success not only on the assignment but using this assignment for success in everyday life. The student contribution on the task at hand will demonstrate the understanding and level of success achieved.</p> | <p>1. Steps to Achieve Goal</p> <ul style="list-style-type: none"> <li>- Push the students to understand the benefits of completing the goal.</li> <li>- Give real life experience example of myself to motivate the students.</li> <li>- Make sure the students are kept on task and fully understand what is expected.</li> </ul> |
|--|---|

1. Instructions to observer (be specific)

- Observe if you notice any students off task and I do not address the situation. Also observe how long it takes me to notice the students off task to better my classroom management and success of the students.

1. Data Collection:

