



Grades 3-5 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 3-5 involves three basic steps. They are identifying a short-term healthy goal, creating an action plan, and reflecting on the outcome of the goal. This model should be shared with students before they attempt setting their own goals.

The Model



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The Steps

Skill Steps	Teaching Progression	Grades 3-5 Goal Setting Example:
<p>Step 1: Identify the Goal</p>	<p>Students choose a goal. This can be a skill they want to improve or something new they want to learn. The following questions may help guide their thinking.</p> <ul style="list-style-type: none"> • The goal should be very clearly defined for success. (Specific) • How will you know you reached your goal? (Measurable) • Is the goal achievable given available resources, skills, knowledge, ability? (Attainable) • Is your goal realistic and within your reach? Does the goal stretch you but allow for likely success (Realistic) • Does the goal have a date to complete it by? (Time) 	<p>I want to get 70 multiplication facts correct in six minutes on my timed multiplication tests, 0-12, by the end of January.</p> <p>This goal is specific, measurable, attainable, realistic, and has a time limit. I also think that I can get my goal accomplished because this short-term goal will help me reach my long-term goal of mastering my division facts by the end of the school year.</p>
<p>Step 2: Action Plan</p>	<p>Students are now ready to create a plan for how they are going to accomplish the goal. Steps need to be listed in order by date. This gives the student a clear path to follow.</p> <ul style="list-style-type: none"> • Students create or develop steps they should do in order to complete the goal. • A huge part of their action plan is to identify resources that they might need to help them reach their goal. This might include: a parent, a teacher, a coach. • Resources might also include research on a certain topic. For example, if the student's goal is to eat more healthy vegetables they might need to study and research food groups. • Students need to create a timeline for working and accomplishing their goal. Students could use a journal or a calendar. 	<p>Smaller steps needed to reach my goal:</p> <ul style="list-style-type: none"> • First, I need to figure out what facts I already know. (I have mastered 0's and 1's.) • Then I need to create a timeline of mastery of my facts. Since there are 16 weeks and I have 11 facts to learn, I will learn one fact a week. I can write them on a calendar. • Each week, we have a test in class, so I will be able to graph my progress. • I will need to practice the facts 4 nights a week for 10 minutes. • Who and what resources do I need to help me accomplish this? <ul style="list-style-type: none"> ▪ My parents can help quiz me once a week. ▪ I can use a few new apps on my I-Pad to practice. ▪ I can use Index cards to make flash cards.
<p>Step 3: Reflection</p>	<p>Students determine if they met their goal:</p> <ul style="list-style-type: none"> • If students met their goal, they can explain their learning. • If students did not meet their goal, they can explain why they didn't. • Students should be encouraged to celebrate reaching their goals 	<p>I was able to pass my timed multiplication tests on facts 0-12 by January. The 6's, 7's, and 8's were more difficult for me to learn, so I practiced for two weeks on these facts, but still met my goal on time.</p>

Sample Student Handout

My 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 is in my reach? (Realistic)	My goal has a time limit. (Time)
How?	How?	How?	How?	How?

 **Step 2: Create an Action Plan**

Steps you will use to reach your goal. Include a predicted date of completion. Place a checkmark at the end of each step once completed:

- _____ When? _____
- _____ When? _____
- _____ When? _____
- _____ When? _____

Who are some people you can ask or what are some resources you need to reach your goal?

 **Step 3: Reflection**

Did you reach your goal? _____ Why or why not? What did you learn?

Teaching Tips:

- Vocabulary: accomplishments, short term goal, long term goal, priorities, motivated, attainable
- Time needs to be spent on helping students understand what measurable means. A graph where students record their data on a regular basis, would help them not only measure, but also see their progress.
- Use age appropriate terms for SMART.
- As they complete each step, student's should be reminded to cross off that section. This not only helps with motivation, but also shows them "what is left".
- Provide opportunities to integrate goal-setting across curriculums.
 - Reading-Do a character study of a character in the book you're reading. What goals did your character accomplish? Create a goal for a character.
 - History-Use goal setting as a topic for discussion when studying groups that settled in Colorado. For example, what was one goal of the Fur Traders? What did they do to accomplish their goal? How does their goal compare to the goals of Miners or Pioneers?
 - Develop a partnership with parents. Make sure that parents are aware of their student's goals so they can help with mastery.

What Does Mastery of Accessing Information Look Like:

A student in grades 3-5 will have mastered this skill if they can establish a goal, create a plan, follow through with that plan, and then reflect when they are finished. The setting of goals is an important part for students to gain independence. They also realize they have some control over their own lives. This skill shows students that an effective effort can lead to achievement. Through practice students gain a skill that they need to be successful healthy adults.

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: Identify a Goal

My 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 is in my reach? (Realistic)	My goal has a time limit. (Time)
How?	How?	How?	How?	How?



Step 2: Create an Action Plan

Steps you will use to reach your goal. Include a predicted date of completion. Place a checkmark at the end of each step once completed:

- _____ When? _____
- _____ When? _____
- _____ When? _____
- _____ When? _____

Who are some people you can ask or what are some resources you need to reach your goal?



Step 3: Reflection

Did you reach your goal? _____ Why or why not? What did you learn?