



Action Schools! BC



Instructional Example

S.M.A.R.T. Goal Setting

Subject: Physical and Health Education (PHE) Grade 5

OVERVIEW

Making healthy choices and responsible decisions are life-long skills and children need opportunities to learn and develop them. To foster such an important part of children's cognitive development, schools need to convey the importance of goal-setting early in children's lives (Moeller, Theiler, & Wu, 2012). Schools can play an instrumental role in nurturing children's decision-making skills in relation to physical activity. This instructional example is designed to invite Grade 5 students to use the SMART goal-setting framework, applied to juggling, to practice setting and achieving physical activity goals, which aims to help increase students' mental well-being.

BIG IDEAS

- Daily physical activity enables us to practice skillful movement and helps us develop personal fitness (e.g., explaining how hand movement skills can be developed through physical activity (PA), and how students can adopt the SMART goal-setting framework to build a healthy self).
- Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle (e.g., teaching students how PA goals can enhance mental well-being, which contributes to a healthy self).

CORE COMPETENCIES

Communication (C)

- Explain/recount and reflect on experiences and accomplishments.
 - Students tell about their experiences—especially their learning experiences—and reflect, and share what they learned (e.g., showing how students can make healthy choices about PA through the SMART goal-setting framework).

Thinking (CT)

- Question and investigate.
 - Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media (e.g., inviting students to apply the knowledge they gain from the SMART goal-setting framework to create their own PA goals).

Personal and Social (PS)

- Personal strengths and abilities.
 - Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives (e.g., creating an active lifestyle by practicing new strategies to set PA goals, and understanding the value of goal-setting, which helps students in all aspects of their lives).

LEARNING STANDARDS

PHE Curricular Competencies (What Students Will Do)

Physical Literacy

- Identify and describe preferred types of physical activity (e.g., engaging students to create an active lifestyle by applying the SMART goal-setting framework to the in-class *Juggling Skills* learning activity (available from www.actionschoolsbc.ca/resources)).

Mental Well-Being

- Describe and assess strategies for promoting mental well-being, for self and others (e.g., strengthening students' goal-setting skills that they have possessed by inviting them to practice reaching goals through the in-class PA challenge).

PHE Content (What Students Will Know)

- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games (e.g., asking students to incorporate the in-class *Juggling Skills – Hand* challenge (available from: www.actionschoolsbc.ca/resources) as part of their PA goals).
- Movement concepts and strategies (e.g., introducing students about the in-class *Juggling Skills – Hand* challenge (available from: www.actionschoolsbc.ca/resources), which aims to develop their ability of the eyes to track and focus and interest in PA).

COMPREHENSIVE SCHOOL HEALTH PILLARS

Relationships and Environments:

- Having students participate in the SMART goal-setting activity allows them to learn the importance of goal setting first-hand, which aims to help students feel good about themselves by accomplishing goals.

Teaching and Learning:

- Students learn that promoting habits to set personal goals, helps build competence in performing tasks and meeting long-term goals, which in turn can help students in all aspects of their lives) (e.g., showing students how to use the SMART goal-setting framework to set physical activity goals for the in-class *Juggling Skills* challenge, and carry out personalized PA goals).

School Policies:

- Adopt physical activity as a school-wide practice that promotes the importance of being physically active, and that supports students' social skills (e.g., not only do students learn to interact with teachers and classmates through PA, but students also adopt the SMART goal-setting framework to set PA goals).

CROSS-CURRICULAR CONNECTIONS

English Language Arts

- Create and communicate (writing, speaking, representing)
- Invite students to exchange ideas and perspectives to build shared understanding (e.g., teaching other students in a peer-to-peer situation about the SMART goal-setting framework as a way to cultivate their critical thinking skills about goal-setting) of what a goal is and how it supports positive change.

Career Education

- Set realistic short- and/or longer-term career goals, define a path, and monitor progress

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS

- Learning involves generational roles and responsibilities (e.g., First Peoples cultures focus on passing knowledge from one generation to the next. Teachers can discuss how goal-setting is a learned skills, which passes through time. Teachers can help students to think and describe their everyday PA behaviours in relation to goals).
- Learning involves recognizing the consequences of one's actions (e.g., experiential learning has a particular value in traditional First Peoples cultures. Engaging students in experiential learning such as

cultivating self-discipline through goal-setting can help students reflect about their own PA goals and purpose in the world).

TIMEFRAME

- 60 minutes

MATERIALS AND TECHNOLOGY

- A computer lab or computers
- A SMART Goals video clip <https://www.youtube.com/watch?v=OVnCUtMKucM>
- SMART Goal Questionnaires (Appendix A hardcopies)

TEACHER TIPS

- Review the video clip on SMART goal-setting.
- Familiarize yourself with the *Juggling Skills* learning activity in advance (available from: www.actionschoolsbc.ca/resources).
- Review additional physical activity and mental well-being benefits highlighted in reports and research findings (e.g., Davidson, Panagiotopoulos, & Coniglio, 2014; Pan-Canadian Joint Consortium for School Health, 2013; and Turkey, 2014).

STRATEGY

INITIAL LESSON

- Begin by introducing students to a "SMART Goals video clip." The following is an example: <https://www.youtube.com/watch?v=OVnCUtMKucM>
 - Have volunteers label each letter and offer one idea about goal-setting. Examples of goal-setting can include:
 - ✓ Students set goals, so that they understand what steps to take in order to achieve goals.
 - ✓ Students can find new information to achieve goals.
 - ✓ Students can gather proof of progress, which motivates them to continue.
 - ✓ Setting goals is one way to motivate students to do things (including making healthy life changes as mentioned in the video clip).
- Walk students through the SMART goal-setting framework.

Concept	Explanation
S pecific	<ul style="list-style-type: none"> ○ Describe what we hope to achieve/accomplish. ○ Being specific allows us to stay focused on our goals and brings us closer to achieving them.
M easurable	<ul style="list-style-type: none"> ○ Quantify ideas (e.g., number of times needed to perform a goal).
A ttainable	<ul style="list-style-type: none"> ○ Find ways to reach our goals. ○ The "attainable" concept also refers to our "attitudes", "abilities", and "skills". These ideas will shape how we are trying to achieve our goals.
R ealistic	<ul style="list-style-type: none"> ○ Goals should be something that we are able to achieve. ○ Goals should be challenging enough, but not to the point that we will not be able to achieve them. For example, running 5 hours a day may not be a realistic goal if one hardly runs before. Instead, joining a running club is a more realistic goal for beginner runners.
T imely	<ul style="list-style-type: none"> ○ Specify a timeframe during which we will work towards our goals. ○ E.g., "when will I start working on my goal?" "When will I achieve my goal?"

SMART Goal-setting Example		
S pecific	What do I want to achieve/accomplish?	I want to create a healthy heart by running.
M easurable	How much and how often will I do it?	I want to run for 30 minutes in the next five days.
A ttainable	How will I do it?	I will cut down 30 minutes TV time, so that I can meet my running goal.
R ealistic	Can I do it?	I can cut down 30 minutes TV time and use the time for running in the next five days.
T imely	When will I do it?	I will run for 10 minutes during recess and 20 minutes after school.

- Next invite students to complete the SMART Goal-Setting Questionnaire (Appendix A).
 - Have a few volunteers share their physical goals and explore potential challenges students might face in goal-setting or implementing goals.
 - Examples of challenges can include: Setting goals that we cannot achieve, underestimating the time that we need to implement goals, etc.
 - Highlight some of the benefits of being physically active.
 - Improve fitness.
 - Stronger heart and bones.
 - Healthier muscles.
 - Develop and improve movement skills.
 - Opportunities for socializing.
- Walk students through the benefits of goal setting in relation to mental well-being and a healthy self.

Benefits for mental well-being		Benefits for a healthy self
<ul style="list-style-type: none"> ○ Goal-setting leads to our readiness for action and track of progress. ○ Goal-setting increases concentration (e.g., knowing what and how to accomplish a given task). ○ Goal-setting leads to better academic performance. 	<ul style="list-style-type: none"> ○ Goal-setting leads to a sense of mastery. ○ Goal-setting leads to self-efficacy (e.g., our ability to set goals and accomplish them will shape how we perceive our abilities and skills required to perform a given task over time). 	<ul style="list-style-type: none"> ○ Goal setting fosters a sense of independence (e.g., making our own goals and decisions). ○ Goal-setting improves self-discipline (e.g., increase self-control by being responsible for our own actions). ○ Goal-setting improves self-esteem and confidence. ○ Goal-setting increases self-worth.

WRAP-UP LESSON

- Finally, invite students to apply the SMART goal-setting framework to set personal physical activity goals.
- Explain how students can use the framework to practice a variety of movement skills by completing the *Juggling Skills – 2 Levels of Hand* challenge: the Beginner Challenge and the Intermediate Challenge.
- Show illustration: Complete the **Beginner Challenge** by applying the SMART goal-setting framework.

S.M.A.R.T Goal-setting Statement Example: Throwing and Catching One Scarf with Two Hands.		
Specific:	What do I want to achieve/accomplish?	I will follow the specific instruction to use two hands to throw and catch a scarf.
Measurable:	How much and how often will I do it?	I will use two hands to throw and catch a scarf five times in a row.
Attainable:	How will I do it?	I will pay attention to eyes-hand coordination when throwing and catching a scarf.
Realistic:	Can I do it?	I can throw and catch a scarf by following the instruction.
Timely:	When will I do it?	I will practice throwing and catching one scarf for the next five minutes.

Beginner Challenge: Steps to Juggling – Hand with One Scarf	
<ul style="list-style-type: none"> • Hold one scarf in the centre in the “ghost” like position (see diagram). • Lift arm high across chest. • Toss the scarf with palm out, like waving goodbye. • Reach high up with other hand and catch straight down. • Claw like a lion. • Now raise that arm across in the other direction. • Claw downward again. • Repeat over and over following a figure 8 or infinity sign path 5 times in a row. Throw across and catch down. • Tip: Say verbal cues “toss, grab!” 	

- Observe the class. If students meet the **Beginner Challenge** (i.e., demonstrating the basic throwing and catching skills), ask them to complete the **Intermediate Challenge** by applying the SMART goal-setting framework.

SMART Goal-setting Statement:

S pecific:	What do I want to achieve/accomplish?	
M easurable:	How much and how often will I do it?	
A ttainable:	How will I do it?	
R ealistic:	Can I do it?	
T imely:	When will I do it?	

Intermediate Challenge: Steps to Juggling – Hand with Two Scarves

- Hold a scarf in each hand in the “ghost” position.
- Toss the first scarf across the chest, like before. When it gets to the top look at it.
- Throw the second scarf across the body in the opposite direction. The scarves make an “x” across the chest.
- Tip: Say verbal cues “toss, toss, catch, catch” or “crisscross applesauce” to emphasize the rhythm.

- Review the lesson and have the class collectively label each SMART goal concept (as a way to reinforce collective learning).
- Remind students about daily physical activity, which helps us develop movement skills (including hand movements and coordination) and is an important part of healthy living.
- Deliver the take home message
 - Goal-setting has been shown to be an effective method of making behavioural change. Students are encouraged to show the **Beginner Challenge** activity to their parents, and ask their parents to practice the challenge with them. We can create a healthy self by setting SMART PA goals and be physically active every day.

ASSESSMENT

- Students will demonstrate a willingness to participate during the lesson with open-minded, curiosity, and a sense of accomplishment.
- Further students’ ability to describe steps of the goal-setting process will be assessed and the benefits of goal-setting.

ADAPTIONS/MODIFICATIONS

- Another physical activity could be *Juggling Skills - Foot* (available from www.actionschoolsbc.ca/resources). Let students practice solo. Then practice with a partner and together keep one footbag in the air. Then make groups of three and try to keep two footbags in the air.

RESOURCES/REFERENCES

- Davidson, J., Panagiotopoulos, D., & Coniglio, C. 2014. *Healthy living, healthy minds: A toolkit for health professionals*. Retrieved from http://keltymentalhealth.ca/sites/default/files/Kelty_ProfToolkit_Final-Web_0.pdf
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APPENDIX A: SMART GOAL QUESTIONNAIRE

Name: _____

1) How often are you being physically active during the week (Once a day, once a week, twice a week, etc.)?

2) When you are being physically active, what activities do you do?

3) How long do you take part in the activities (e.g., 15 minutes or less, 30 minutes or more, etc.)?

4) Are there new physical activities that you would like to try?

Now, complete the *SMART Goal-Setting* table.

What is your SMART Physical Activity Goal? _____		
Specific:	What do I want to achieve/accomplish?	
Measurable:	How much and how often will I do it?	
Attainable:	How will I do it?	
Realistic:	Can I do it?	
Timely:	When will I do it?	

