Lesson 3
My Health Care Goals

Lesson Overview: Lesson 3 will support participants in setting their health goal(s). Participants will have the opportunity to complete a "My Health Goals" sheet that they can take to their next appointment.

Objective(s): At the end of this lesson, participants will be able to identify personal health goals.

Activities & Materials:

- *Activity 3.1: What is a health goal?*
    - *Activity 3.1a: Health-related goals choice board*
    - *Activity 3.1b: Health goals choice board*
- *Activity 3.2: My Health Goals Sheet*

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Lesson Length: 30 minutes

Instructional Steps

Part 1 – Group Discussion: What is a Health Goal?

1. *Welcome and review*

- Read: Welcome! During our last lesson, we talked about *strengths, knowing yourself,* and *supporters.*
    - Read: Remember a *strength* is something that comes easy for you, something you are _____ at, or something that you are _____ of.
        - Show the definition card from last week and allow participants to fill in the words: good and proud.
    - Read: *Knowing yourself* means being able to understand the things that make you "you." This means knowing your _____, _____, _____, and _____.
        - Show the definition card from last week and allow participants to fill in the words: strengths, interests, thoughts, and feelings.
    - Read: *Supporters* or *support people* are the people in your life who _____ you.
        - Show the definition card from last week and allow participants to fill in the word: help.

2. *Introduce Goals*

- Read: Today we are going to learn about goals. A *goal* is something that you want to work toward or achieve in the future.
    - Show image/word definition of *goal*. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.

- Read: You can set goals for all different areas of your life, for example you could set a goal to get to work early or you could set a goal to read more books each month. Goals will look different for everyone since we all have different interests and lifestyles. A common time that people set goals is at the beginning of each year (or on New Year's Eve!)

3. Activity 3.1a: What is a health goal?

- Read: Do you remember *health* and *wellness*?
    - Read: Being *healthy* means that both your_____ and _____ feel good. (mind, body)
    - Read: That's right. And *wellness* is closely related to health. When I talk about wellness, I am talking about the _____ that we make each day that can help us to live a healthy life. (choices)
    - Show the definition cards from the first lesson and allow participants to fill in the missing words as you practice the definitions. You may have participants do this chorally, one at a time, or using picture communication cards.

- Read: Just like everyone's health and wellness journey is different, everyone has different health goals for themselves. Health goals include areas of your life that you want to focus on, or work on, that will help your body and mind to feel good.
    - Show image/word definition of *health goal.* Pass the card around so everyone can see and touch it. Then post the definition card next to the definition of *goal*.

- Read: Some health goals focus on making your body feel good, like drinking more water each day or going on walks each week. Some health goals focus on making your mind feel good, like getting 7-8 hours of sleep each night or making time to talk with friends.

- Hold up corresponding choice board cards when providing each example

- Read: Setting goals is important in all parts of our life, but especially for our health and wellness. When life gets busy, it can be hard to focus on our health. Setting health goals can help remind you to focus on your body and mind, even when life gets busy, it is important to set goals. Can you think of some goals related to health and wellness that might be important to you?
  - Depending on the needs of the group, lead discussion, or have participants select potential answers from a choice board by either pointing to them or saying their selection out loud.
  - For each chosen goal, state why it is a goal related to health or wellness (e.g., *Yes - being physically active is a great wellness goal because it can help us to live a healthier life*).

4. Activity 3.1b: Why are health goals important?

- Read: Why do you think it is a good idea to set health goals? Why are they so important?
  - Depending on the needs of the group, lead a discussion, or have participants select potential answers from a choice board by either pointing to them or saying their selection out loud.

5. Introduce Activity 3.2: What is a SMART goal?

- Read: You came up with some great reasons for why it is a good idea to set health goals! Remember:
  > 1. Setting goals is an important part of your **health and wellness** (sweep hands across body as you say *health and wellness*).
  > 2. Goals help you to stay **focused** on your health (point to head as you say *focused*).

3. Goals help **remind you** to focus on your health, even when life gets busy or hard (point finger in air as if you are remembering an idea when you say: *remind you*).

- Distribute: Pass out a copy of the *My Health Goals Sheet* to each participant.

- Read: Let's practice that again!
  - Place *My Health Goals Sheet* in front of each participant. Re-read each of the reasons for setting a goal. Have participants say highlighted words chorally, point to words on sheet, and/or do body movements with you as you practice the three reasons for setting a goal.

- Read: It is important to set goals that are important to you and that you feel excited to work towards. Working toward a goal is not always easy. Setting SMART goals is one helpful way to make sure you have the support and excitement you need to reach your goal.

- Read: A SMART goal stands for *Specific*, *Measurable*, *Achievable*, *Relevant*, and *Time-bound*.
  - Show image/word definition of SMART goal. Pass the card around so everyone can see and touch it. Then post the definition card where everyone can see it.

- Review each of the below definitions of SMART goals. As you review each concept, show the mage/word definition, pass it around to participants so they can see and touch it. Then line the cards up under the definition of SMART goals so they spell SMART:
  - Read: Your goals should be **specific** – this means that your goal lists the exact part of your health that you want to work on. Ask yourself, "*What* part of my health do I want to focus on?" For example, you may choose to focus on getting more sleep.

- Read: Your goal should be **measurable** - this means you have a way to keep track of your goal. Ask yourself, "*How* do I plan on keeping track of my progress?" For example, you can keep track of your goals by writing in a journal.

- Read: Your goal should be **achievable** - this means that your goal should be something that you are able to work on. Ask yourself, "Am I able to work on this goal on my own? Do I have the support that I need to work on this goal?" If not, you may need to adjust your goal or ask a support person for ideas to make it achievable.

- Read: Your goal should be **relevant** - This means your goal should be important to you and your health. Ask yourself, "*Why* do I want to work towards this goal?" If your answer is not related to your health or wellness, you may want to choose another goal.

- Read: Finally, your goal should be **time-bound** - This means that you should plan a time for *when* you want to reach your goal. Ask yourself, "How long will it take me to achieve my goal?" Maybe you want to work on your goal for a short time, like a week. Or maybe you want to work on your goal for a long time, like a month or a year.

- Model: Using a white board or a sheet of paper, practice writing SMART health goals using two of the goals from *Activity 3.1a.* For the first goal, narrate your thinking as you model writing a SMART goal. Hold up each SMART term as you write the goal (e.g., "hmmm, I want to get more sleep every night. I need to be **specific** so I am going to write down that I want to get 7 to 8 hours of sleep"). For the second goal, write a goal that purposely omits one SMART goal feature (e.g., time-bound). Go through each feature of a SMART goal one-by-one while asking participants to identify it in the goal that you wrote. Work together to write the missing feature. Use the below template for writing your model health goals:

- My goal is to [*write out your health goal*]. I will keep track of my progress by [*examples: writing in my journal/daily log*]. If I need help or support reaching my goals, I can go to [*select a support person*] *for help*. This goal is important to me because [importance of goal], so I will plan to work on this goal for [days/weeks/months].
- Read: You did a great job helping me write some goals! Now you are going to write your own.

Part 2 - Group Activity: Setting a Health Goal

1. *Complete Activity 3.2 - My Health Goal Sheet to each participant.*

- Read: Health goals will look different for everyone since we all have different interests and lifestyles. Let's take a look at the *My Health Goals Sheet*. This sheet can help you to create a health goal.
    - Go through each question one at a time. Have participants write their response or have a support person write a response on their behalf. Complete the sections entitled, *What is a SMART goal?* and *Setting a Health Goal.*

2. *Additional considerations for creating a SMART health goal*

- Read: Here are some additional tips for creating smart health goals. You should create a **plan** for how you will work toward these goals. Your plan can help you keep track of your goals. Your plan can also help you figure out how to stay focused on your goals even when life gets busy or hard. Even if you make a plan, sometimes reaching a health goal can be hard. If it starts to feel challenging, it can be a good idea to ask a support person for help.

- Read: Let's write out ideas for *how* to reach your goals. For example, if you have a goal to drink more water you could keep a reusable water bottle to keep by your bed or at your desk.
  - Have participants write their response or have a support person write a response on their behalf.

- Read: Your goals should also be **important to you.** It is helpful to set goals that are important to you and that you feel excited to work towards. Use the lines below to write why these goals are important to you.
  - Have participants write their response or have a support person write a response on their behalf.

Part 3 - Lesson Wrap-Up

1. *Conclude the lesson*

- *Read*: We learned some great tips for setting health goals today. These goals can help you focus on living a healthy life. You can take this health goal sheet with you the next time you visit your doctor to communicate your health goal(s). Your doctor and healthcare team can help you to reach your health goals.

- Read: Remember, a goal is something that you want to work toward or achieve in the future. Setting goals is important in all parts of our life, but especially for our health. When you set a health goal, it can help you stay focused on living a healthy life.

Assessment

Move onto Lesson 4 when your learners are able to generate a personal health goal or goals (See *objectives* on Page 1 of this Lesson Plan).