

Activity

Health Inventory

Making Healthy Decisions

Read each statement below. Decide whether it describes how you make decisions. Write *always*, *sometimes*, or *never* in the space to the left of each statement.

- _____ 1. When I make a decision, I take personal responsibility for the results of the decision.
- _____ 2. I consider my values when I make a decision.
- _____ 3. I use the six steps of decision making to make decisions.
- _____ 4. When I make a decision, I weigh my options.
- _____ 5. I evaluate the influences on my decisions.
- _____ 6. I make an action plan that outlines the steps toward reaching a goal.
- _____ 7. I know how to assess my progress toward a goal.
- _____ 8. I can cope with setbacks on my way to reaching a goal.
- _____ 9. I use good communication skills.
- _____ 10. I use refusal skills to avoid risky behaviors.

Score yourself. Give yourself 3 points for each *always* answer, 1 point for each *sometimes* answer, and 0 points for each *never* answer. Write your score here _____.

- 25–30: Excellent—you have learned how to make healthy decisions.
- 20–25: Good—you often make healthy decisions.
- 10–20: Fair—you can improve your decision-making and goal-setting skills.
- 0–10: You need to work on your decision-making and goal-setting skills.

g+h

Activity

Life Skills: Setting Goals

Lesson: Setting Your Goals

TYPES OF GOALS

Complete the following table to analyze how your interests can lead to short- and long-term goals. In the first column, fill in your interests. Then, write a short-term goal related to this interest in column 2, and a long-term goal related to this interest in column 3.

Interest	Short-term goal	Long-term goal

1. For each short-term goal you listed in the table, give a reasonable time in which you could expect to complete the goal.

2. For each long-term goal you listed in the table, give a reasonable time in which you could expect to complete the goal.

g+h

Lesson: Reaching Your Goals

Answer the following question:

“If you could become anything or accomplish anything you wanted, what would it be?”

List the things that you are doing right now to reach this goal.

Lesson: Goals Can Change

In a short paragraph, explain how you cope with setbacks.

8th

Enrichment Activity *continued*

Lesson: Reaching Your Goals

Reaching a goal is a great feeling! It takes persistence to achieve what you set out to do. Many people give up when faced with setbacks. Instead of continuing to try to reach their goal, they quit. Dealing with setbacks on the way to reaching a goal is something that everybody faces.

In this activity you will research and prepare a report about the life of a well-known person who has faced setbacks on the way to reaching his or her goals. Perhaps you will research an athlete, a musician, a civil-rights leader, or an advocate for individuals with disabilities. Your written report should focus on the goals, setbacks, and achievements of the person you have chosen to research. Share your report with the class.

Lesson: Goals Can Change

As you work toward a goal it is important to assess your progress. Assessments allow you to see your progress and evaluate the goal you have chosen. The grades you receive in school are assessments. Grades measure your progress toward the goal of understanding the materials taught in class. How are grades determined? How do teachers assess your understanding of the class material? This answer may be more complicated than you think. Teachers use many different ways to measure your understanding, from quizzes and tests to class participation. Interview a teacher to find out how he or she assesses students. Ask the teacher to explain how students can use grades as a tool to measure their progress. After the interview, prepare a one-page written report, and share it with the class.