

Ready, Set, GOAL!

Grade Band: K-2

Student Objectives:

- Develop or adapt a personal wellness goal
- Practice goal-setting skills to improve physical, social, or mental/emotional wellness

Materials:

- Several soft balls and goals (or masking tape/other materials to simulate goals)
- Blank paper – one piece per student
- Student Activity Sheet: My Wellness Goals – one per student

Suggested Time Frame: 1-2 class sessions (based on 45-minute intervals)

Instant Expert:

Goal-setting is an important skill to help students maintain balanced wellness throughout their lives. As outlined in the National Health Education Standards, short- and long-term goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. However, goal-setting can be challenging for some students, and sticking with a goal and tracking the steps along the way takes perseverance. This lesson will focus on helping students set, maintain, and track goals related to their wellness.

The goal-setting process includes:

1. Identifying a goal
2. Identifying small steps to reach the goal
3. Keeping a chart to track the goal and revise, if needed
4. Celebrating when you reach your goal

When setting goals, students will focus on the following three “W” questions:

- What is your goal? (Make sure you break it into small parts.)
- Who is your goal about? (Usually, your goal will be about you!)
- When will you achieve your goal?

To help students set goals for physical wellness, you may want to refer to the Physical Activity Guidelines for Americans or the USDA 2015-2020 Dietary Guidelines for Americans.

Note: As always, you will want to be sensitive to individual students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Physical Activity Guidelines: <http://health.gov/paguidelines/guidelines/chapter3.aspx>
- USDA's 2015-2020 Dietary Guidelines for Americans <http://health.gov/dietaryguidelines/2015/guidelines/>
- The Centers for Disease Control and Prevention, Health Literacy: <http://www.cdc.gov/healthliteracy/learn/>
- Substance Abuse and Mental Health Services Administration: www.samhsa.gov
- The Centers for Disease Control and Prevention, BAM! Guide to Getting Along <http://www.cdc.gov/bam/life/getting-along.html>

Procedure:

Session 1: Ready, Set, Goal!

1. Before students enter the room, set up several physical goals (such as soccer or hockey goals) around the room. (These can be real goals or goals made with masking tape or other materials.) Divide students into groups and direct each group to stand next to one of the goals. Give each group a ball. Direct students to do the following:
 - a. Point to the goal they are trying to reach with the ball.
 - b. Think of a way to get the ball in the goal.
 - c. One by one, try to get the ball in the goal using their idea. (Encourage students to cheer for each other.)
 - d. Repeat the exercise, this time with another student trying to prevent the ball from going in the goal.
 - e. Finally, remove the goalie and try again.
2. Have students come back together and discuss:
 - a. What were each of you just trying to do?
 - b. Did group members come up with different ideas for getting the ball in the goal? Did some different ideas work? Can there be more than one way to get the ball in the goal?
 - c. Was it easy to get the ball in the goal the first time you tried? Why or why not?
 - d. Was it easy to get the ball in the goal the second time you tried? Why or why not?

3. Ask students if they have ever heard of any other kinds of goals, besides the one that a ball is kicked into. Arrive at the idea that another type of goal is something that you want to do or achieve. For example, the goal when playing soccer is to get the ball into the goal! Emphasize that goals are important because they help people become better at many different things.
4. Ask students whether they have ever made any goals for themselves. Students, for example, may have a goal to learn all of their spelling words or to be in the school play. Emphasize that a goal is something they will have to work for in order to achieve. Sometimes, something blocks that goal, like the goalie did. The important thing about a goal is that you keep trying!
5. Refer to the wellness triangle, and explain that setting wellness goals is a great way to try to be happy and healthy. For example, it should be our goal to brush our teeth every single morning and night in order to take care of our bodies.
6. Break students into small groups and assign each group a specific time of the day: Before School, During School, and After School. (It's okay to assign the same time to several groups.) Thinking about the wellness triangle, ask students to brainstorm several wellness goals for their particular time of day. Students should try to develop at least one wellness goal related to their bodies, one goal related to their minds and feelings, and one goal related to their relationships with their friends and families.
7. Brainstorm a few examples together before students begin their group work. For example, a "My Body Goal" for the Before School group might be to "Eat a nutritious breakfast every day before school." Or, a "My Mind and Feelings Goal" for the During School group may be to "Ask questions whenever I don't understand a math problem." Gauge student understanding as they help you construct examples, and then instruct them to begin.
8. Come back together as a full class when there are about 10 minutes left. Have groups share goals for all three sides of the wellness triangle and for each time of the day.
9. Explain that being healthy and well can sometimes seem hard. Taking care of our bodies, our minds and feelings, and our relationships with others can seem like a lot of work. But when wellness is broken down into smaller goals, it becomes a lot easier!

Session 2: Your Wellness Goal

1. Tell students that they will be setting their own wellness goals. We've talked about the importance of all sides of the wellness triangle. Share with students that being able to set goals and make positive decisions is an important part of being healthy on all sides of the wellness triangle.
2. As a class, come up with a couple of sample goals for each part of the wellness triangle. Record student ideas on the board. For example:
 - Feelings and Mind:
 - I will read for 30 minutes every day.
 - I will always tell someone when something is bothering me.
 - Body:
 - I will eat a variety of food types (fruit, vegetables, whole grains, lean proteins, and low-fat dairy) every day.
 - I will be physically active every day for 60 minutes.
 - Friends and Family:
 - I will be kind to my classmates every day.
 - I will do my chores at home every day.
3. Tell students that when they are setting a goal, they should always include the 3 W's: Who, What, and When. (Refer to the Instant Expert section for additional information.) Students' goals should also be doable! For example, would it be realistic to say that they will be active and move their bodies for five hours a day? Probably not, because they need to rest, go to school, etc. However, is one hour a day realistic? Absolutely!
4. Review the goals that you already wrote on the board and make sure they include the 3 W's and are realistic. Call on students to help you modify the goals, if necessary.
5. Tell students that they will develop a wellness goal for the upcoming week. The students must decide which part of their own wellness triangle could use improvement so they are balanced, happy, and healthy.
6. Explain that they will write down their goal and draw a picture to show how they will achieve it. Their goal should be something that they can do every day for the next week.
7. Ask students to sit silently for a minute and think about the wellness category that they would like to improve upon. Call out the categories (My body, My friends and family,

and My mind and feelings) and instruct students to begin the “My Wellness Goals” activity sheet when the category they have chosen is called.

8. Once students have completed their goals, invite them to share them with a partner. Partners should double-check that their classmate’s goals include the 3 W’s and are doable.
9. Once all students have finished, call on volunteers to present their goals to the class.
10. For the upcoming week, try to set aside a little bit of time at the beginning of each day for students to reflect on the day prior and track their progress on their Wellness Goals trackers. Be sure to celebrate successes when students achieve their week’s goal!
11. As time goes on, guide students in creating new goals so they eventually are working toward goals on all three sides of the wellness triangle.

It’s Your Decision: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Physical Wellness:

Sam rarely gets 60 minutes of physical activity every day. His favorite thing to do is play with his best friend on the computer. What is one goal Sam could set to be more active?

Social Wellness:

Madeline’s friends always disagree with each other and sometimes yell at each other. What’s one goal Madeline could set to change this situation?

Mental/Emotional Wellness:

Jeff gets nervous to ask his teacher for help with his work. What is one goal that Jeff could set to help himself feel better?

Family Connection:

Ask families to work with their children over the weekend to continue tracking the student’s goals. Students could also challenge family members to set and track a physical, social, or mental/emotional goal of their own. It makes it easier to reach goals with support from family members, and it’s more fun to celebrate if everyone has made improvements!

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Host a school community health fair. Develop visual presentations that show how your students are creating and tracking their goals—and how others can do so, as well!

Standards Correlations:

National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Examines the health benefits of participating in physical activity.
- Accepts and implements specific corrective feedback from the teacher.
- Exhibits responsible personal and social behavior that respects self and others.

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Second Grade:

Speaking and Listening

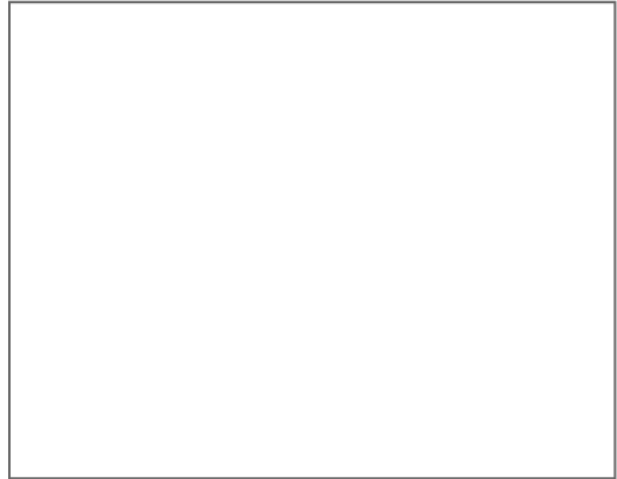
- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Activity Sheet: My Wellness Goal

What kind of goal is your Wellness Goal? Circle one.



Here is a picture of my goal:



To be happier and healthier, I will:

_____ every day for one week.

My Goal Tracker! Draw a 😊 when you complete your goal each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday