

Ready, Set, GOAL!

Grade Band: 3-5

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)
- Completed Wellness Goal from Foundations of Wellness Lesson (for student reference)
- Student Activity Sheet: Setting a SMART goal – one for each student
- Student Activity Sheet: My Personal Wellness Goal – one for each student
- Flip chart

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 decision-making model reviewed in this lesson is:

Step 1: Identify the decision you have to make.

Step 2: Consider your choices.

Step 3: List the benefits (positive impacts) and consequences (negative impacts) of each choice. With some choices, you may need to gather information or help from an adult or trusted friend with this step.

Step 4: Make your decision. Try to make the best decision for you.

Step 5: Evaluate your decision and change it if you think there is a better one.

The goal-setting model presented in this lesson is listed below.

Goal-setting process includes:

1. Identifying a goal
2. Identifying small steps to reach the goal
3. Identifying dates for the big goal and smaller steps
4. Identifying possible obstacles and how to overcome them
5. Recruiting support people to help you on your journey
6. Keeping a chart, log, journal, or diary to review the goal and revise, if needed
7. Celebrating when you reach your goal

When setting goals, students should refer to the S.M.A.R.T. method of goal-setting:

- **Specific** – Who, What, Where, When, Which, Why
- **Measurable** - How much? How many? How will I know when I met my goal?
- **Attainable** – Can you achieve this goal? Is it realistic?
- **Really Important** – Is this goal important to you? Do you really want to make this goal happen?
- **Timely** – Set target dates for each step of the goal until it is completed.

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

To help them set goals for social and mental/emotional wellness, students may want to refer to the Centers for Disease Control and Prevention’s BAM! Guide to Getting Along. It includes quick tips for managing stress and conflict.

Note: As always, you will want 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: <http://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:

1. Before students enter the room, set up several physical goals (like 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 by one of the goals. Give each group a ball. Direct students to do the following:
 - a. Point to the goal they are trying to get the ball into.
 - b. Have each student think of a different plan or pathway for getting the ball in the goal.
 - c. One by one, have each student 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 have each student try again.
2. Have students come back together and discuss:
 - a. Did everyone know the goal?
 - b. Was this goal physical, social, mental/emotional? How do you know?
 - c. Did each group member come up with a different idea for getting the ball in the goal? Did different ideas reach the same objective? Can there be more than one way to reach the same goal?
 - d. Was it easy to get the ball in the goal the first time you tried? Why or why not?
 - e. Was it harder when you had an obstacle trying to stop you? Did you change your strategy when you had an obstacle? Was it easier when the obstacle was removed?
3. Ask students what other kinds of goals there are, besides the ones that a ball is kicked into! Ask students to reflect on the wellness triangle and the focus for foundations of wellness (physical, social, or mental/emotional) set in previous classes. Invite them to share examples of goals they have set in previous classes and explain whether they are physical, social, or mental/emotional.

Sample Topics and Statements:

 - I will make a plan to share my feelings.
 - I will make a plan to eat better with a variety of food types (fruit, vegetables, whole grains, lean proteins, and dairy)
 - I will be physically active every day for 60 minutes.
4. Record student goals on the board or a flip chart. Then relate these goals to the exercise students just did:

- a. Did they reach their goal the first time? If so, how? If not, how did they change their plan?
 - b. How many steps were involved in reaching the goal?
 - c. How many people supported them in reaching the goal?
 - d. Could there have been more than one way to reach their goal?
 - e. Was there an obstacle or problem that made it hard to reach their goal?
 - f. What strategies did students use to overcome the obstacle and reach the goal?
5. Share with students that setting goals and making decisions is an important part of maintaining balanced wellness. Goal-setting is not easy and it takes a lot of practice, some mistakes, and reflection. It is okay to not get it right the first time, learn, make changes, and try again! Just like the exercise at the beginning, they may not always reach their goal. And there are often many different ways to reach the same goal. Sometimes hard things stand in the way of us reaching our goals so we must try to remove them or change our plan. Finally, when we reach our goal, it's fun to celebrate!
6. Ask students what might be important when trying to set a personal goal. Distribute the "Setting a SMART goal" student activity sheet. Review each "letter" in SMART as it relates to goal setting. You may want to use the examples of goals students shared earlier in the lesson as you review the activity sheet. Then have students work in groups to rewrite the goals at the bottom of the sheet to be SMART.
7. Now that students know how to write SMART goals, ask them to get out the "Wellness Inventory" from the Foundations of Wellness Lesson. If students did not complete a "Wellness Inventory," they can complete it now. Or alternatively you can review information from Lesson 1 about ways that students can achieve physical, social, and/or mental/emotional wellness.
8. Explain that students will use the information from their "Wellness Inventory" and what they learned about goal-setting to choose a specific personal goal or revise the goal they wrote on physical, social, or mental/emotional wellness. You may want to brainstorm a list of goals that would be appropriate. For example:
- a. I will be active for 60 minutes at least 5 days a week.
 - b. I will eat breakfast every day.
 - c. I will ask for help when I do not understand.
 - d. When I feel stressed, I will talk with someone and express my feelings.
 - e. I will eat a variety of foods (vegetables, grains, fruits, protein, and dairy).

9. Distribute and review the “My Personal Wellness Goal” student activity sheet. Review the steps for setting and tracking a goal on the sheet.
10. Have students work in pairs to complete the sheet; they can set different goals. Tell them they will have four weeks to complete their goal. Remind them that there is more than one way to reach a goal and that sometimes we have to change our plan if something isn’t working.
11. Partners can check each other’s goals to make sure they are specific, measurable, attainable, meaningful to them, and set within a specific timeframe. If they are having trouble setting their own goals, have them share ideas with each other or imagine themselves writing a goal for someone else their age.
12. Once all students have finished, encourage volunteers to present their goals and their action plans.
13. Invite students to come up with ideas for how they will track their goals along the way. You may want to check progress with students each week to see how they are doing. This can be done in partners, groups, or at a meeting with you. At the end of four weeks, have students share their progress and celebrate their achievements!

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Physical Wellness:

Sam can never seem to get 60 minutes of physical activity each day. She has 30 minutes of recess and soccer on Tuesday and Saturday. Help Sam set a goal for meeting 60 minutes of physical activity each day.

Social Wellness:

Madeline’s friends always disagree with each other and sometimes yell at each other. Help Madeline find ways to communicate with her friends when they do not agree.

Mental/Emotional Wellness:

Whenever Jeff gets stressed, he stops talking to people. The counselor at school tries to talk to him, but he doesn’t want to share. Help Jeff set a goal for working through his stress.

Family Connection:

Ask students to challenge family members to set and track a physical, social, or mental/emotional goal. 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 for the goals and tracking sheets, sharing obstacles, successes, and ways for others to set goals.

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 decision-making skills 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.

Common Core State Standards, Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Student Activity Sheet: Setting a SMART Goal

Setting goals is a great way to help us make positive changes in our lives. Goals have a much better chance of being reached if they are SMART!

- S = Specific** Who, What, Where, When, Which, Why
Make sure your goal includes clear details about what you want to do. For example, say “I want to be physically active every day for 60 minutes” or “I want to eat breakfast every morning.”
- M = Measurable** How much? How many? How will I know when I have reached my goal?
How will I keep track of my goal? For example, I can keep a journal to show when I am physically active and when I eat breakfast.
- A = Attainable** Can you achieve this goal? Is it realistic?
Set a goal that you can reach. If the goal you set is not easy or out of reach, you will not feel successful and you will not help yourself emotionally, socially, and/or physically. You will get angry and frustrated if you set a goal you cannot reach. For example, setting a goal of never eating a dessert is probably not very realistic.
- R = Really Important** Is this goal important to you? Do you really want to make this goal happen? Make sure that the goal you set is important and meaningful to YOU.
- T = Timely** Set target dates for each step of the goal until it is completed. Set a timeline. If you set a time, you will start now and be more likely to reach your goal!

Rewrite the goals below to make them SMART:

1. I will exercise for 60 minutes someday soon.
2. I will sometimes eat fruits and vegetables.
3. I will be more active.
4. I will eat breakfast every day because my parents/guardians tell me I have to.



Student Activity Sheet: My Personal Wellness Goal

Balancing physical, social, and mental/emotional wellness is very important.

My goal for maintaining balance is:

What is your goal?

What is your action plan? Put a date by each step.

Step 1:

Step 2:

Step 3:

Think of possible obstacles to achieving your goal and how will you overcome these obstacles?

Who will help you along the way? (Coach)

Keep a chart or diary of your goal, steps, obstacles, and how you are doing.

(See sample chart on next page)

If I reach my goal, I will celebrate by:

Student Signature: _____

Parent/Guardian Signature: _____

Coach's Signature: _____

Note to parents and coaches: We are learning about goal-setting related to health and wellness. One of the ways to help students reach the goals they set is to identify someone who can help them. Your participation is optional, and we thank you for your help!

Sample Weekly/Month Chart

- Write in step 1, 2, and 3 goal dates in the calendar below
- Check in with coach, parent, and/or teacher at the end of each week with a signature
- At the end of each week, reflect on obstacles and successes to see if you need to revise your goal or keep on moving forward

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Check-in

Student Checklist/Reflection:

- ✓ Is my goal specific?
- ✓ Can I measure my goal?
- ✓ Is my goal realistic?
- ✓ Is this goal important to me?
- ✓ Have I set dates to achieve my goal and smaller steps toward my goal?