

**TOGETHER COUNTS™ ACTIVITY SHEET  
SCHOOL TO HOME**

***New Year! New Goals! New opportunities to be active and healthy!***

The New Year is a perfect time to help your students and their families set goals for Energy Balance: the balance of what we eat with how we move. This activity sheet includes classroom and home activities to help students and their families learn how to set and meet goals that lead them toward healthy, more active lifestyles.

**At School Activity 1: Writing a SMART Goal**

Teaching your students how to set goals is a great way to help them make positive changes in their lives. But setting and reaching goals are not always easy. Your students' goals will have a much better chance of being reached if they are SMART! Introduce this SMART goal-setting strategy to your students:

- S= Specific**                      Make sure that the goal you set gives details of what you want to do. For example, "Increase Energy Out" is very general. But "Increase Energy Out by being physically active for 60 minutes each day" is much more specific!
- M= Measurable**                Set a goal that can be tracked—like how many minutes you are active or the number of days each week that you eat breakfast.
- A= Attainable**                    Goals don't have to be easy, but setting a goal too far out of reach may be frustrating. For example, setting a goal of never eating dessert is probably not very realistic!
- R= Really Important**        Set a goal that is important and meaningful to YOU!
- T= Timely**                        Set a timeline. This will help you start now and be more likely to reach your goal.

**Challenge students to rewrite the goals below to make them SMART:**

1. I will exercise for 60 minutes someday soon.
2. I will never eat anything that doesn't have at least 20% of the daily recommended amount of calcium.
3. I will be more active.
4. I will eat breakfast every day because my Mom says I have to.
5. I will increase my Energy In someday when I have a soccer tournament.

**At School Activity 2: How Do You Rate?**

Sometimes it’s hard to know exactly where to start when setting goals, especially for children. Even though goal-setting is about future behavior, it’s usually good to start where you are right now. Invite students to rank themselves with the following statements. A ranking of “5” means they strongly agree. A “1” means strongly disagree.

| <b>My behavior</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| I eat a variety of foods each day  |          |          |          |          |          |
| I make half my plate fruits and vegetables and the other half grains and meat at every meal.             |          |          |          |          |          |
| I eat breakfast every day.   |          |          |          |          |          |
| I read food labels to help me know what nutrients are in the foods I eat and how much a serving size is. |          |          |          |          |          |
| I am active every day for at least 60 minutes.   |          |          |          |          |          |
| I do activities that make my heart beat fast.  |          |          |          |          |          |
| When I need extra energy for my activities, I fuel up with food and drinks.                              |          |          |          |          |          |
| I stay hydrated, especially when I’m active.   |          |          |          |          |          |
| I do activities that strengthen my muscles and bones.  |          |          |          |          |          |

Ask students to circle any statements that they ranked 1, 2, or 3. These may be the best ones for them to use as they write their goals in the activity below.

**At School Activity 3: Ready! Set! Goal!**

**Ready! Set! Goal!**

Now it’s time for students to actually set their goals. Use any of the prompts below that you think will help your students set, keep, and track their goals. You can use them as a worksheet, as sentence strips, or as part of an Energy Balance Center.

- Energy Balance helps contribute to a better me! My goal for keeping my Energy In and Energy Out in balance is:
- I would like to reach my goal by (date):
- My goal is important to me because:
- Reaching my goal will help me because:
- Steps I will take to reach my goal are:
- One obstacle that might get in my way is:
- I will try to overcome my obstacle by:
- An Energy Balance Coach who can help me stay on track is:
- If I reach my goal, I will celebrate by:

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Coach’s Signature:** \_\_\_\_\_

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HOME TO SCHOOL**

The New Year brings a fresh start—and is the perfect time to set goals for how your family balances nutrition and physical activity. That’s called Energy Balance! This activity sheet includes ideas to help you get started. Once you complete these activities, check off the boxes at the very end and return this sheet to your child’s teacher.

**At Home Activity 1: So, what’s a good goal?**

Your child has been learning about writing SMART goals in school. Here’s what he/she learned:

**S= Specific**                      Make sure that the goal you set gives details of what you want to do. For example, “Increase Energy Out” is very general. But “Increase Energy Out by being physically active for 60 minutes each day” is much more specific!

**M= Measurable**                Set a goal that can be tracked, like how many minutes you are active or the number of days you eat breakfast.

**A= Attainable**                   Goals don’t have to be easy, but setting a goal too far out of reach may be frustrating. For example, setting a goal of never eating dessert is not very realistic!

**R= Really Important**        Set a goal that is important and meaningful to YOU!

**T= Timely**                        Set a timeline. That will help you start now and be more likely to reach the goal.

Ask your child to share some examples of what a SMART goal would be related to Energy Balance!

**At Home Activity 2: Rate Your Family**

Sometimes the best way to figure out a good goal is to figure out where you are right now. Rank your family’s nutrition and physical activity habits using the statements below. Make it a family activity and include your children in the discussion, too! A ranking of “5” means you strongly agree. A ranking of “1” means you strongly disagree.

| <b>Our behavior</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| Our family eats a variety of foods each day.   |          |          |          |          |          |
| We make half our plates fruits and vegetables and the other half grains and meat at every meal.            |          |          |          |          |          |
| We eat breakfast every day.  |          |          |          |          |          |
| We read food labels to help me know what nutrients are in the foods we eat and how much a serving size is. |          |          |          |          |          |
| Each family member is active every day for at least 60 minutes.  |          |          |          |          |          |
| We do activities that make our hearts beat fast.   |          |          |          |          |          |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| When we need extra energy for activities, we fuel up with food and beverages. |  |  |  |  |  |
| We eat a meal together as a family at least once a day.                       |  |  |  |  |  |
| We do activities that strengthen my muscles and bones.                        |  |  |  |  |  |

Circle any statements that you ranked 1, 2, or 3. These may be the best ones for you to use as you write your goals.

**At Home Activity 3: Our Goal Is ....**

Now it's time to write for your family to write a goal related to Energy Balance! You can write one goal for what you eat and one for physical activity—or you can write one goal that encompasses both. Take the following steps as you create your family's goal:

1. Ask each family member for ideas. Remember all ideas are good!
2. Give each family member time to share his or her favorites. If necessary, take a vote to narrow down your choices.
3. Work together to write a SMART goal and complete the prompts below:

- Our goal for keeping our Energy In and Energy Out in balance is:
- We would like to reach our goal by (date):
- Our goal is important to us because:
- Reaching our goal will help our family because:
- Steps we will take to reach our goal are:
- One obstacle that might get in our way is:
- We will try to overcome our obstacle by:
- We will help each other by:
- When we reach our goal, we will celebrate by:
- Signed by each family member:

The \_\_\_\_\_ family completed the following Together Counts activities:

\_\_\_\_\_ So, what's a good goal?

\_\_\_\_\_ Rate Your Family

\_\_\_\_\_ Our Goal Is ...