

Foundations of Wellness

Grade Band: 3-5

Student Objectives:

- Describe and analyze the three components of wellness: physical, social, and mental/emotional
- Reflect on personal levels of well-being
- Set a goal to enhance personal wellness

Materials:

- Student Activity Sheet: Wellness Inventory – one per student
- Student Activity Sheet: The Wellness Triangle – one per student or group
- Student Activity Sheet: Wellness Cards – one per student or group (split into separate cards)
- Grapes, apple slices, or cheese stick pieces – 3 per group
- Toothpicks – 7 per group
- Three different-colored sticky notes per student

Suggested Time Frame: 2-3 class sessions (based on 45-minute intervals)

Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” For children, this translates into the ability to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.

An important foundation of helping children become health literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life.

Striving to achieve optimal wellness decreases stress, reduces the risk of illness, and strengthens social and emotional health. It is important for students to learn about wellness as a foundational piece because statistical data shows that these are areas of need by the time students reach high school. (YRBSS Data: Mental Health, Physical Health, Social Health)

Several different dimensions of wellness have been defined including social, physical, mental, environmental, academic, spiritual, and occupational. For young children, it is often best to introduce the idea of enhancing wellness by balancing three of these dimensions: physical, social, and mental. Those are the three dimensions that will be explored in this lesson.

To illustrate and reinforce balance of the three dimensions of wellness, the lesson includes a visual triangle. The triangle includes:

- **Physical Wellness** - Examples include:
 - Taking care of your body
 - Getting physical activity
 - Having good personal hygiene
 - Having healthy eating patterns and nutrition intake
 - Being safe
- **Social Wellness** – Examples include:
 - Interacting with people around you
 - Getting along with others in a variety of settings and online
- **Mental/Emotional Wellness** – Examples include:
 - Liking who you are and accepting yourself
 - Expressing and processing emotions
 - Coping with the demands of daily life
 - Managing stress and pressure

Balance equates to the equal proportion of physical, social, and mental/emotional health on the sides of the wellness triangle. For example, if they have not slept or eaten breakfast (physical wellness), students' ability to manage stress will be impacted (mental/emotional wellness), and interactions with friends, teachers, and others could be affected (social wellness).

It is important to help students understand that **balance** can be very difficult to accomplish, but knowing what wellness is and how to work toward making appropriate choices will help them throughout their lives. Note: This may be the first time that students are introduced to the term stress. **Stress** is how our body changes in response to changes around us. Stress can be good and helpful, but it can be bad if it stops us from participating in daily life (hanging out with friends, going to school).

Within this activity, students evaluate their own behaviors related to wellness and set personal goals to improve their balance. Ideas could include:

Physical Wellness Examples:

- Focus on eating a variety of foods (include fruits, vegetables, whole grains, lean protein, and dairy – USDA’s 2015-2020 Dietary Guidelines for Americans)
- Engage in physical activity daily
- Get at least eight hours of sleep every night
- Maintain good hygiene (wash hands, brush teeth)

Social Wellness Examples:

- Practice good communication with friends and family
- Show respect to other people
- Be dependable (do chores, keep promises)
- Support friends making good choices
- Share emotions with friends or family
- Participate in activities that improve social wellness (sports, clubs, or activities that include several people)

Mental/Emotional Examples:

- Show emotions by communicating with others
- Talk to friends or family when you need to
- Know what you are really good at (reading, sports)
- Handle stress effectively to solve problems
- Be open to new ideas and new ways of doing activities

In the final session, students are asked to apply what they have learned to make decisions in authentic wellness-related situations. You may give all scenarios to the students or let students choose one that matches their area of growth based on the “Wellness Inventory.”

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

- Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>
- Physical Activity Guidelines: (chapter 3 – Active Children and Adolescents) <http://health.gov/paguidelines/guidelines/chapter3.aspx>
- USDA’s 2015-2020 Dietary Guidelines for Americans <http://health.gov/dietaryguidelines/2015/guidelines/>

Procedure:

Session 1: Introducing Wellness

1. Distribute seven toothpicks and three grapes, apples, or cheese stick pieces to small-student groups. Challenge each group to develop a freestanding structure with a solid foundation using only the materials you have provided.
2. Invite groups to present their structures and explain how and why they made decisions about materials and construction.
3. After all groups have presented, discuss the following questions:
 - a. Other than the same materials, what do all or most of the structures have in common?
 - b. Why is a solid foundation so important for a structure to stay standing?
 - c. What could happen if a foundation isn't strong or sturdy enough?
 - d. How could this exercise relate to health? Remind students that a foundation is a strong base for something. What do they think a foundation for their health could be? Note: This abstract question may be difficult for some students so you may need to share examples.
4. Introduce the term, "wellness" by writing it on the board. Ask students what word is contained in the word, "wellness." Circle the word "well." Ask students what it means to be well. Accept all wellness-related answers. Explain that "wellness" is all about making choices that can help them stay healthy now and in the future. Invite volunteers to share or draw examples of what they think the term "wellness" means.
5. Tell students there are different types of wellness. Show students the image of the "Wellness Triangle" (student activity sheet) to illustrate the three types of wellness covered in this lesson and the balance between them. Review each "side" of the wellness triangle. (Note: You may want to explain that triangles are a great base of support because they have equal, balanced sides. This is a great way to look at wellness.)
6. Ask which types of wellness students think that the images they drew or the words they wrote represent. Note: Examples you can reinforce or share are listed below:
 - a. Physical – Walking, playing sports, recess, jumping rope, eating a variety of foods, how we take care of our bodies, regular bathing and showering, brushing hair and teeth, getting enough sleep, limiting screen time.
 - b. Social – Talking to friends, playing with someone on a sports team or at recess, online games, social media, speaking and listening, conflict resolution, making

friends, respecting self and others, loving who you are, doing your best in school, completing your homework, helping with chores around the house.

- c. Mental/Emotional – How I feel/emotions, goal-setting, decision-making, managing stress, coping with difficult situations and daily tasks (school work, homework, etc.), believing in yourself, having a positive attitude, being able to learn from mistakes or failures.
7. Once students understand the three types of wellness, distribute the three separate wellness cards (student activity sheet) to each student or to each student group. Read the statements below, and challenge students to hold up the card that reflects the matching type of wellness. Review answers after each one and ask students to explain the reasons for their answers. Note that some statements could belong to more than one dimension, but the primary dimension is given as the correct answer.
- a. My family is important to me. (Mental/emotional wellness)
 - b. I have at least one good friend I talk to. (Social wellness)
 - c. I sleep at least eight hours every night. (Physical wellness)
 - d. I eat a variety of fruits, vegetables, proteins, grains, and dairy. (Physical wellness)
 - e. I am a responsible person. (Mental/emotional wellness)
 - f. I tell others how I feel. (Mental/emotional wellness)
 - g. I can get along with different people. (Social wellness)
 - h. I do well in most subjects at school. (Mental/emotional wellness)
 - i. I am physically active almost every day. (Physical wellness)
 - j. I can say no to people. (Social wellness)
 - k. I listen to people when they speak. (Social wellness)
 - l. I can talk about problems. (Mental/emotional wellness)
 - m. I enjoy doing many different activities. (Mental/emotional wellness)
 - n. I wear a helmet when I ride my bike. (Physical wellness)
 - o. I enjoy doing things with my family. (Social wellness)
8. Challenge students to share risks of not maintaining physical wellness (they could get sick or injured), social wellness (they may not have friends and be sad), and emotional wellness (they may feel stressed or upset).
9. End the session by asking each student to share one thing they learned about wellness.

Session 2: Wellness and Your Life

1. If you are starting a new session, review what students learned in Session 1 about wellness. This may be a good time to reinforce learning by introducing the three decision-making scenarios from the “It’s Your Decision” section below.

2. Tell students that they are going to explore more information about wellness and analyze how they can improve or maintain their personal wellness. Distribute the “Wellness Inventory” (student activity sheet) to each student. Review directions, and invite students to complete the activity sheet and then add up “Yes” and “No” answers for each component of wellness.
3. Refer students to the reflection section of the “Wellness Inventory.” Ask them why it’s important to reflect on areas where they are really strong as well as areas where they need to work harder. Direct students to complete this section.
4. Distribute two sticky notes of different colors to each student. Direct them to write the area of wellness where they are really strong in one color and the area of wellness where they need to work harder in another. Then, invite students to hang their sticky notes in an area of the room. In which area of wellness are most students in the class strong? For which area of wellness do most students want to work harder?
5. Explain to students that balance can change from day to day. Everyone is different and that is okay. We have to take time to think about personal wellness and try to make decisions that help us maintain balanced wellness each day. What’s important is that we consistently do the best we can in all areas.
6. Now, refer students to the goal-setting section on p. 2 of the “Wellness Inventory.” Explain that, now that they have reflected on their own wellness strengths and areas of improvement, it’s time to come up with some ideas for how they can do better in one area of wellness.
7. Once they are finished completing this section, invite them to tell a partner one thing they do really well when it comes to wellness and one thing they could do better to change some of the “No” answers to “Yes.” They should think about balance as they do this. Note that students will have an opportunity to focus on goal-setting in Lesson 3.
8. On a third sticky note, invite students to write at least one wellness goal they have created for themselves and someone who can help them reach this goal. Remind students that there are a lot of people who care about them and want them to be happy and successful. Identifying who can help them meet their goal and sharing their goal with that person is important. Invite students to place this sticky note anywhere they choose. They should pick a place where they will be reminded of the goal and who can help them.

9. Finally, give students the following exit journal prompt:
I can take care of my health (physical, social, mental/emotional wellness) by doing the following things...

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:

Xavier is playing outside a couple of days a week on his scooter, but he can't play on the other days of the week. He loves to ride down hills. He does not have a helmet. What is the component of wellness that Xavier may need help with? Using the goal-setting steps from the Wellness Inventory, help Xavier set a goal to improve this area of wellness.

Social Wellness:

Sara is having a hard time making friends at her new school and no one plays with her at recess. What is the component of wellness that Sara may need help with? Using the goal-setting steps from the Wellness Inventory, help Sara set a goal to improve this area of wellness.

Mental/Emotional Wellness:

Jose loves reading and playing on the basketball team. Sometimes he feels sad and does not know how to tell people. What is the component of wellness that Jose may need help with? Using the goal-setting steps from the Wellness Inventory, help Jose set a goal to improve this area of wellness.

Family Connection:

Have students share their "Wellness Inventory" with their families and identify a family member who can help them achieve their goal.

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:

It's important for children to know that there are many people in their communities that can help them maintain wellness throughout their lives. Assign student groups an area of wellness and challenge them to research community organizations that focus on helping others in that area. Compile a list of all organizations and related contact information that could be shared with families and others in the school community.

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 interpersonal skills to enhance health and avoid or reduce health risks.
- 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 practice health-enhancing behaviors to avoid or reduce health risks.

SHAPE America, National Physical Education Standards

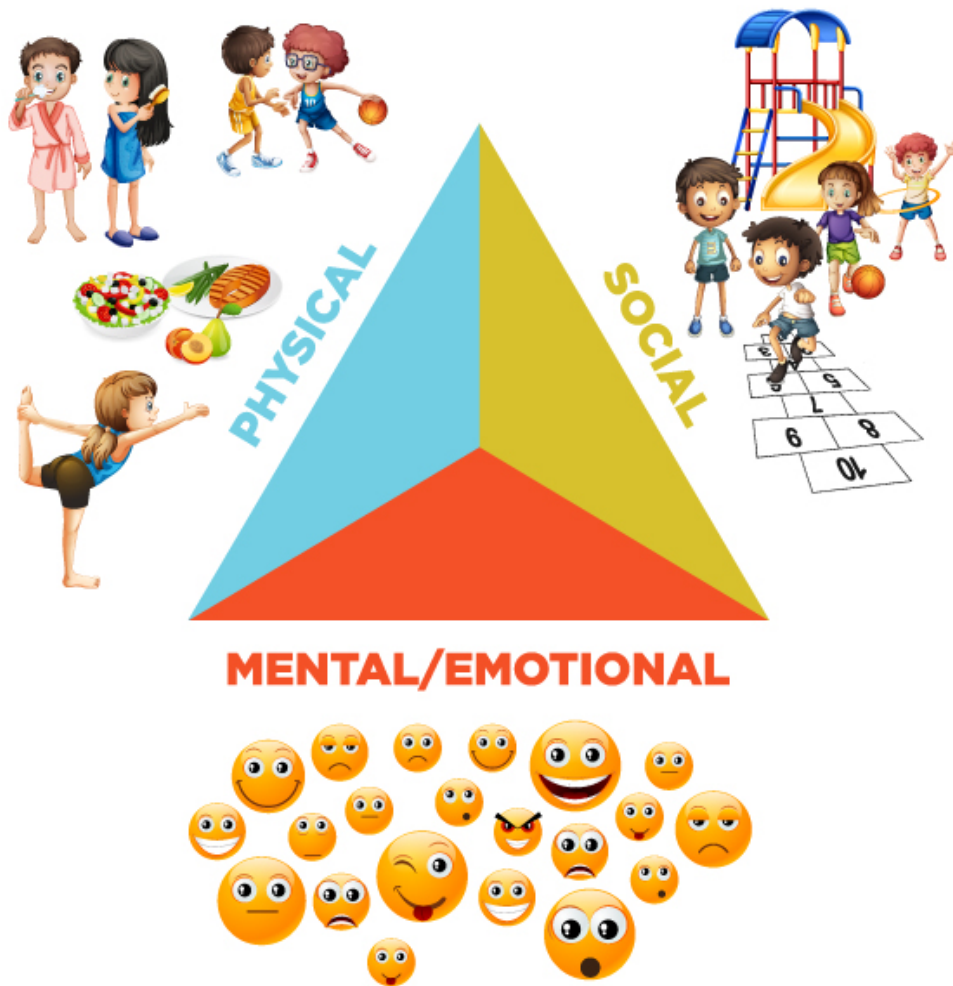
- Identifies physical activity benefits as a way to become healthier.

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.

Student Activity Sheet

THE WELLNESS TRIANGLE



Student Activity Sheet: Wellness Inventory

Physical Wellness		
1) I play or move for at least 60 minutes every day.	Yes	No
2) I keep my body, hair, and teeth clean.	Yes	No
3) I sleep at least eight (8) hours each night.	Yes	No
4) I go to the doctor and dentist regularly (even when I am not sick).	Yes	No
5) I wear a seatbelt when in a car.	Yes	No
6) I eat fruits, vegetables, grains, proteins and dairy foods each day.	Yes	No
7) I use a helmet when riding my bike or scooter.	Yes	No
Add the number of "Yes" and "No" answers		

Social Wellness		
8) I have a friend or someone I can talk to when I am happy or sad.	Yes	No
9) I care for and respect important people in my life.	Yes	No
10) I can disagree with others and not get angry.	Yes	No
11) I say "no" when people ask me to do something that can hurt me or others.	Yes	No
12) I am happy when I can help others.	Yes	No
13) I am dependable.	Yes	No
14) I am a good listener.	Yes	No
15) I ask for help when I need it.	Yes	No
Add the number of "Yes" and "No" answers		

Mental/Emotional Wellness		
16) I feel good about myself and like who I am.	Yes	No
17) When I am angry or upset, I can tell people how I feel.	Yes	No
18) I listen to others and let people help me when I do not understand a concept.	Yes	No
19) I have a favorite activity I like to do (sports, music, games, art, reading)	Yes	No
20) When I make a mistake, I am able to learn from it.	Yes	No
21) When I feel sad, I can talk to someone.	Yes	No
22) I like to learn new information and skills.	Yes	No
Add the number of "Yes" and "No" answers		



Put the total number in the columns	Yes	No
Physical Wellness		
Social Wellness		
Mental/Emotional Wellness		

Student Activity Sheet: Wellness Inventory (p. 2)

Reflection:

- 1) What area of wellness has the most “Yes” answers?
- 2) What area of wellness has the most “No” answers?
- 3) Does your triangle have equal or balanced sides? Yes No Almost
- 4) Is there an area that you are really good or strong?

Physical Wellness

Social Wellness

Mental/Emotional Wellness

- 5) Is there an area where you need to grow or work harder?

Physical Wellness

Social Wellness

Mental/Emotional Wellness

Goal-Setting:

- 6) Where do you want to do better and grow? Circle the area below.
Physical Wellness Social Wellness Mental/Emotional Wellness
- 7) What do you want to improve (i.e., eat breakfast every day, make a new friend)?

-
- 8) Write three ways you can do better in the area selected

a:

b:

c:

Who will help you along the way?

Student Activity Sheet

WELLNESS CARDS

✂



 **PHYSICAL WELLNESS** 

PHYSICAL
SOCIAL
MENTAL/EMOTIONAL


✂





 **SOCIAL WELLNESS** 

PHYSICAL
SOCIAL
MENTAL/EMOTIONAL

✂



 **MENTAL/EMOTIONAL WELLNESS** 

PHYSICAL
SOCIAL
MENTAL/EMOTIONAL

Decisions, Decisions!

Grade Band: 3-5

Objectives:

- Identify ways that decisions they make now impact their future
- Apply a decision-making model to various authentic scenarios
- Identify how thoughtful decisions can help them reach their goals

Materials:

- Posters or construction paper of different colors
- Student Activity Sheet: So many options! – one per student
- Student Activity Sheet: Decisions and Choices – one per student

Suggested Time Frame: 2-3 class sessions (based on 45-minute intervals)

Instant Expert:

Throughout their lives, students will be faced with a multitude of decisions regarding their health and wellness. What to eat, whether to be physically active, whether to apply sunscreen, wear a seatbelt or bike helmet, and how much sleep to get are just a few. To maintain personal wellness, students must make decisions about balancing physical, social, and mental/emotional wellness. Learning how to make informed, confident decisions is an important foundational aspect of this unit.

In this lesson, students will learn about a decision-making process and have an opportunity to apply that process to several decisions related to wellness. As students learned in Lesson 1, the three components of the wellness triangle are:

1. Physical Wellness – Total care of your body; physical activity (60 minutes per day); hygiene; healthy eating patterns and nutrition intake per USDA’s 2015-2020 Dietary Guidelines for Americans)
2. Social Wellness – Getting along with others in a variety of settings and online – including friends, family, and teachers
3. Mental/Emotional Wellness – Liking who you are and accepting yourself; expressing emotions in a healthy way; managing stress; and managing pressures, goals, and decisions

The decision-making model that is introduced 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/trade-offs (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.

You may want to share with students that:

- There are more than just one or two options for many decisions. Be creative!
- Decision-making is often an ongoing process. With many decisions, you can change your mind if you realize you have made a mistake.
- If you are gathering information to help you make an important decision, make sure it is from a trusted source or a person who will want the best for you.
- When thinking of consequences, make sure that you can accept the ones that relate to the decision you've chosen.

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

- The Centers for Disease Control and Prevention BAM! Body and Mind:
 - <http://www.cdc.gov/bam/safety/index.html>
 - Choices and Consequences <http://www.cdc.gov/bam/life/choices.html>
 - Feeling left out (risky behaviors activity) <http://www.cdc.gov/bam/life/leftout.html>
 - KABAM! Comic Creator – Help solve scenarios <http://www.cdc.gov/bam/life/kabam.html>
- 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>
- USDA's 2015-2020 Dietary Guidelines for Americans <http://health.gov/dietaryguidelines/2015/guidelines/>

Procedure:

Session 1: Introducing the Decision-Making Process

1. Before class, hang construction paper of different colors in different spots around the room.
2. Show students the different-colored papers around the room, and invite them to stand by their favorite. Ask each color group to talk about how they decided on their favorite color. Ask them if they have ever changed what their favorite color was and why? Remind students that making decisions is sometimes easy and sometimes hard. Would they consider this decision easy or hard, and why? Was there any negative result of choosing one color over another? If so, what? Sometimes, we need to think really hard about a decision and what could happen after we make it. Explain that today, students are going to learn about a process for making decisions that can help them with more difficult decisions (e.g., When should I do my homework? When should I study for a class test? Who will I play with at recess? Where do I sit at lunch?).
3. In color groups or new small groups, present one of the following decision-making situations. Challenge each group to reach a decision.
 - Physical Wellness Topic:** Our class has earned a class party and we can choose between extra recess or a pajama party. Which should we choose?
 - Social Wellness Topic:** You are sitting with two friends, Jamie and Chris, at lunch. When Jamie leaves to throw away his trash, Chris makes fun of Jamie's sneakers. What should you do?
 - Mental/Emotional Topic:** A lot of your friends are allowed to watch a television show that you are not allowed to watch because it comes on past your bedtime. You feel left out when your friends talk about the show. What can you do so that you don't feel left out?
4. Give student groups a set amount of time (no more than five minutes) to reach a decision. Have each group present its answers. Then discuss:
 - Was it easy or hard to reach a decision?
 - Were you happy with the decision your group reached?
 - Did all group members agree?
 - What steps did your group take to reach your decision?
 - What steps do you use when you have to make an important decision?
 - What are some important decisions you have had to make?

5. Tell students that many of the decisions they make *today* can affect them as they get older. Can they think of any decisions they currently make that will affect them next month? Next year? In middle school? In high school?
6. Distribute the “So Many Options” student activity sheet, and challenge students (individually or as a class) to create a list of six decisions they made the day before or in the past week. Ask them to consider the three areas of wellness (physical, social, mental/emotional) as they write down their decisions. You may need to give younger students some examples such as deciding what time to get up, what to eat for breakfast, what to wear, or what time to do their homework. Then have them follow the directions to complete the rest of the activity sheet. *At this age, students may not understand how what they eat, how active they are, how much sleep they get, whether they brush their teeth, or whether they complete their homework can affect them later in life. You may need to help them recognize some of the long-term effects.*
7. Ask student volunteers to choose one decision from their list and share the steps they took to make it. If possible, highlight a decision related to personal wellness (physical, social, or mental/emotional wellness). You may want to write some of these steps on the board. Ask students why it might be important to have a step-by-step process on which they can rely when they have to make important decisions.

Session Two: Give Decision-Making a Try!

1. Distribute the “Decision-Making Process” student activity sheet and review the decision-making process on the second page with students. Allow students to choose from the scenarios on the first page or provide a different scenario to each group to discuss. If students have access to computers, students may have the options to review the scenarios on KABAM! Comic Creator Share (<http://www.cdc.gov/bam/life/kabam.html>). Remind students that, while there may be other processes with other steps, any process should include considering the positives and negatives of each possible option.
2. Read the story on the activity sheet aloud to students and have them complete the worksheet individually, in groups or as a class. Review answers together.
 - a. What are the options?
 - b. What decision do they think the person should make?
 - c. What were the strongest influences for the decision they chose?
 - d. If students do not agree, have them justify their decisions using the model they’ve worked through.
3. Ask student groups to go back to the decision-making situation from the beginning of the lesson and apply the decision-making model to that decision. Use the Activity Sheet

- 3 Sample Capture Sheet. Did students come up with the same decision after using the model or did their answer change?
4. Share with students that many decisions are made by thinking about what we want our lives to be like or what things we want in the future. For example, students may decide to save their money instead of spending it so they can buy a bike, game, or toy. Or they may decide to eat a nutritious breakfast so they do well on their science test and have enough energy to play basketball. Or they may want to exercise each day so that they have a healthy heart later in life. Have students share some decisions they have made that will help them in the future.
 5. Distribute the slips of paper. Have each student write:
 - a. Something they want to have or achieve in the future that relates to wellness. (The future could be this week, one month, one year, or even when they are in middle school or high school)
Examples may include:
 - Physical** – Join a sports team; use safety equipment while riding a bike; sleep 8 hours every night; exercise or play every day for 60 minutes or more; eat a variety of foods (fruit, vegetables, whole grains, lean protein, and dairy)
 - Social** – Make new friends at recess; join a club or activity at school, the recreation department or local library; say no to tobacco, alcohol, or other drugs
 - Mental/Emotional** – Read daily; share happy or sad feelings with family or friends; learn a new math concept (even when it is really hard); complete homework daily; identify a chore I can do at home to help my family and complete it
 - b. At least one decision they could make now that could help them reach that goal.
 - c. A person or source that could help them.
 6. If students are comfortable, ask them to share. If not, find a safe place where students can keep their slips and refer back to them in the future.

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

Alone or with a partner, challenge students to apply the decision-making model they explored with the decision they have to make or one of the decisions below.

Physical Wellness:

You have to make up some work that you missed when you were sick. Your teacher asks you if you want to make up the work after school or during recess. What do you do?

Social Wellness:

Two of your friends are arguing over who gets the ball first in your basketball game. What do you do?

Mental/Emotional Wellness:

Your friend always stresses out and gets worried when she has a test. What do you do?

Family Connection:

Challenge students to work with family members to identify a decision they must make that will affect all of them. Ideas include what they will do on their next day off together, how they can be physically active, what they will eat for dinner, or whether or not the family should get a pet. Then have them work through the decision-making process to make the best decision considering benefits and consequences of each choice.

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:

Invite a local pediatrician, police officer, or athlete to the class to talk about the consequences of making poor decisions. Identify what area of wellness example decisions are linked to (physical, social, mental/emotional). Have students prepare questions ahead of time to ask the guest speaker. Encourage students to share what they learned with other classes.

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

- Discusses the relationship between physical activity and good health.

- Gives corrective feedback respectfully to peers.

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: So Many Options!

What should I eat? What time should I go to bed? Should I wear a bike helmet? Have you ever tried to make decisions like these? It's hard to believe but many of the decisions you make today will affect your life even when you get older! So, it's important to make sure that you really think about the best decision for you.

A) First make a list below of five decisions you made yesterday or in the past week. Ex: Yesterday, I decided to play soccer outside with my friends or I read a book during recess.

1)

2)

3)

4)

5)

B) Put a (P) next to physical wellness decisions.

C) Put a (S) next to social wellness decisions.

D) Put a (M) next to mental/emotional wellness decisions.

E) Put a check (✓) next to the decision that was easiest to make.

F) Put a star (★) next to the decision that was hardest to make.

G) Circle all of the decisions that you think could make a difference in your life when you get older.

H) Choose one of the circled decisions and complete the following sentences.

My decision could affect my life when I get older because:

I would/would not make this decision again because:

Student Activity Sheet: Decisions and Choices

Decisions can be hard to make! Read the story below and then apply the decision-making process to help our friends decide what to do.

Scenario 1:

Every morning, Reuben's dad takes him to school. Most days, his dad does not make him breakfast because he expects Reuben to make it himself. Reuben says he does not have any lunch money to buy breakfast at school. What can Reuben do to make sure he eats breakfast every morning?

Scenario 2:

At recess, Juniper plays games with the same group of friends and is always on the same team when they pick teams. People do not understand why she will not play with other people at recess and ask her, "Why don't you play with us? Why do you always play with the same people?" What should Juniper do?

Scenario 3:

Every day at lunch, we get to choose who we get to sit next to at Ms. Gilbert's class table. Everyone always argues about who gets to sit with Juan and Bryce. No one wants to sit with MacKenzie. What should you do?

Scenario 4:

Tyrell loves to play the piano. He has a music performance on Friday night at school and is really excited. Tyrell also plays football for the Gators. He has football practice three nights a week Monday, Wednesday, and Friday. Football practice and his piano concert are both on Friday. What should Tyrell do?

Scenario 5:

At College Park Elementary School, students have daily homework. They have to read for 30 minutes and complete a math activity. This week, they have a project to design and create a life-like caterpillar. Marisol leaves her homework at school and does not complete it. Her parents do not know she is doing this. Marisol's parents get a phone call home, letting them know she has not been doing her daily homework. What should Marisol do?

Decision Making Process

Step 1: Identify the decision you have to make.

Step 2: Consider your choices.

Step 3: List the benefits (positive impact) and consequences (negative impact) 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.

Let's Help Our Friends Make a Decision

Step 1: What is the decision? Is it Physical, Social, or Mental/Emotional Wellness or are there multiple areas?

Step 2: What are the choices?

Choice 1:

Choice 2:

Choice 3:

Step 3: List the advantages (+) and disadvantages (-) of each choice below.

Choices	Advantages (+)	Disadvantages (-)
Choice 1:		
Choice 2:		
Choice 3:		

Step 4: What decision would you make if you were the person in the scenario?

Step 5: How might they know if the decision was a good one or a bad one? Consider balancing physical, social, and mental/emotional wellness in your response.

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?