

## Foundations of Wellness

### Grade Band: K-2

#### Student Objectives:

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

#### Materials:

- Student Activity Sheet: Wellness Triangle – one per student
- Student Activity Sheet: Wellness Cards – three cards (one of each type) per student
- Student Activity Sheet: All-Star Wellness Cards – three cards per student
- Images: Pictures of Wellness

**Suggested Time Frame:** 2 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; social, physical, mental, environmental, academic, spiritual, and occupational. For young children, it often is best to

introduce the idea of enhancing wellness by balancing three of these dimensions: physical, social, and mental. These 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:

- **My Body: Physical Wellness** -- Examples include:
  - Taking care of your body
  - Being physically active
  - Having good personal hygiene
  - Having healthy eating patterns and nutrition intake
  - Being safe
- **My Friends and Family: Social Wellness** – Examples include:
  - Interacting with people around you
  - Getting along with others in a variety of settings and online
- **My Mind and Feelings: 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 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.

Within this activity, students brainstorm what it means to be well in the context of the three wellness categories. Ideas could include:

#### **My Body (Physical Wellness) Examples:**

- Focus on eating a variety of foods (including fruits, vegetables, whole grains, lean protein, and dairy – USDA's 2015-2020 Dietary Guidelines for Americans)
- Engage in daily physical activity
- Get at least eight hours of sleep every night

- Maintain good hygiene (wash hands, brush teeth)

### **My Friends and Family (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 and family
- Participate in activities that improve social wellness (sports, clubs, or activities that include several people)

### **My Mind and Feelings (Mental/Emotional) Examples:**

- Show emotions by communicating with others
- Talk to friends and 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

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: [www.samhsa.gov](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. Begin with a discussion about opposites. Ask students to silently demonstrate the opposite of "up", "big" and "slow". If necessary, remind students that opposite means something that is totally different (or the reverse) of something else.

2. Now ask students to raise their hands and verbally share the opposite of “sad.” Write “happy” on the board when a student suggests it. Then ask for the opposite of “unhealthy” and write “healthy” on the board when another student suggests it.
3. Circle “happy” and “healthy” and ask students to silently demonstrate what they look like when they are happy and healthy. You should see big smiles!
4. Explain that when people are happy and healthy, they are often well. Write “well” on the board and circle it. Reiterate that a well person is someone who is happy and healthy. Draw a line between “well” and “happy” and “well” and “healthy” to show their connection.
5. To check comprehension, ask students to silently demonstrate what they look like when they are well. Students should look no different than they did when they were happy and healthy!
6. Explain that, today, we’re going to talk a lot about wellness. Write “wellness” above the other three words on the board. Ask: What word do you see in wellness? Underline the word “well”. Explain that “wellness” is all about making positive choices that help them stay happy and healthy now and in the future.
7. Draw an equilateral triangle on the board. Prompt students to describe the shape. Ask: How many sides does it have? Are the sides the same size? Does it look like it could tip over easily?
8. On each of the three sides, draw and write the following:
  - a. Draw: smiley face and sad face / Write: My mind and feelings
  - b. Draw: 3 stick figures / Write: My friends and family
  - c. Draw: 1 stick figure / Write: My body

NOTE: You may want to make a copy of this to use as an anchor chart in your classroom. This wellness triangle will be referred to frequently in upcoming lessons.

9. Explain that this wellness triangle shows that wellness means taking care of your mind and feelings, your body, and your relationships with others. All three aspects are equally important, just as all three sides of the triangle are the same length. The triangle is balanced and strong because all three sides are equal and it can’t tip over. Explain that



when someone takes care of their mind and feelings, body, and relationships with others, they are balanced and strong just like this wellness triangle.

10. Explain that, as a class, you are going to play a game called charades. While a classmate is silently acting out one part of the wellness triangle, it is the rest of the class' job to try to guess what they are doing *and* which wellness category it falls under.
11. Call students up to the front of the room to act out one of the wellness traits below. Serve as a second actor if the student needs help. Once the wellness trait is guessed, discuss which category (Mind and Feelings, Friends and Family, or My Body) it fits into. Add the example next to the corresponding part of the triangle on the board, and then continue.
  - a. Wellness Traits:
    - i. Brushing my teeth (My Body)
    - ii. Listening to people when they speak (Friends and Family)
    - iii. Moving and playing (My Body)
    - iv. Showing when you are happy and sad (My Mind and Feelings)
    - v. Making a new friend (Friends and Family)
    - vi. Reading a book (My Mind and Feelings)
12. Once it seems that students are familiar with the three categories, give each student a copy of the Wellness Triangle handout.

Invite student pairs to fill each side of the triangle with ways that they can take care of their bodies, their minds and feelings, and their relationships with their friends and families. Students may use words or pictures, depending on their ability level. Walk around the room as the student groups are working and answer questions as needed.

13. Ask students to share their examples for each category with the rest of the class. Compare their answers to the examples provided in the Instant Expert section and fill in gaps as needed.
14. End the session by looping back to the opposites with which you began the session. Explain that we are not completely well when we are having trouble with one, two, or three sides of the wellness triangle. Prompt students to silently act out what a person looks like when their body is not well, their feelings are hurt, or when they have no one to play with. Explain that taking care of our bodies, our minds and feelings, and our

relationships with our friends and family are all important so that each student is the very best person that they can be!

## Session 2: Wellness and Your Life

1. Review what students learned in Session 1 about wellness. To do this, give each student three wellness cards.
2. Review what each square means:
  - a. Smiley face and sad face: My mind and feelings
  - b. 3 stick figures: My friends and family
  - c. 1 stick figure: My body
3. Show students the wellness images one at a time. For each image, prompt students to hold up the corresponding card (or cards) that shows which wellness category (or categories) fits with the picture.
4. Explain that in order to be well, students have to make positive, healthy choices. For example, eating a variety of foods like fruits, vegetables, whole grains, lean proteins, and low-fat or fat-free dairy each day can help their bodies be well. Being kind to others can help their relationships be well. Talking about how they feel when they are sad can help their feelings be well.
5. Explain that they are going to think about three ways that they are Wellness All-Stars. Say: "I am going to give you three Wellness All Star cards. Kind of like baseball cards or gaming cards, these cards will tell everyone which parts of wellness you are really good at." Instruct students to choose one wellness characteristic from each side of the wellness triangle. In the space provided on the front of each card, students should draw a picture that demonstrates their All-Star Wellness Trait. On the back of the card, students can write a sentence describing their trait.
6. Give the following example to increase student understanding: "I'm going to start with one way that I keep my body healthy. I know that I am really good at moving my body and playing outside for at least an hour every day, so I could draw myself playing outside on the front of my card. Then on the back of my card, I would write: I like to run around outside every day after school. Next, I would think of one way that I am healthy when it comes to my mind and feelings." If necessary, go through examples of each trait.

7. Distribute three cards to each student. Students should complete their own cards, but encourage them to brainstorm wellness ideas together if needed.
8. When there are only a few minutes left in the session, invite students to share their cards in groups of three or four students. Ask students to compare how their cards are similar and different from those of their classmates.
9. Explain that everyone has different parts of wellness that they are good at and other parts that they could improve upon. Add that, over the next few days, all of you will talk about how we can set goals for ourselves and make decisions that make us even bigger Wellness All-Stars.

## Family Connection:

Have students share their Wellness All-Star cards with their families. Allow students to take a few blank cards home so they can help their family members fill out their own cards.

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 who can help them maintain wellness throughout their lives. Brainstorm a list of community helpers who focus on helping others achieve wellness. Fine-tune the list and share related contact information for local organizations 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 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.
- 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.

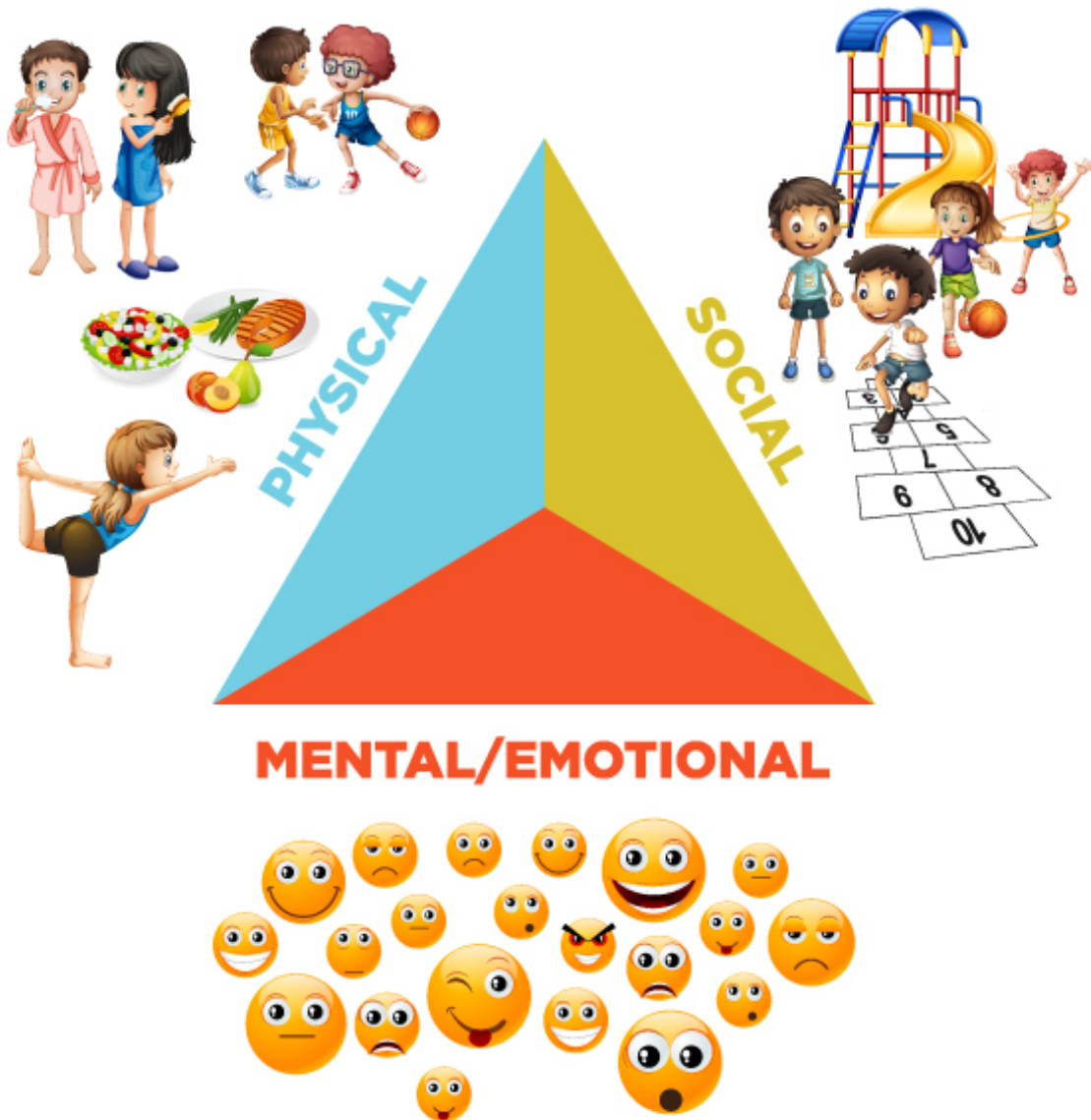
Second Grade:

### **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

# THE WELLNESS TRIANGLE



## Student Activity Sheet: Wellness Cards

Scissors icon

<p><b>MY BODY</b></p> 	<p><b>MY FRIENDS AND FAMILY</b></p> 	<p><b>MY MIND AND FEELINGS</b></p> 
<p><b>MY BODY</b></p> 	<p><b>MY FRIENDS AND FAMILY</b></p> 	<p><b>MY MIND AND FEELINGS</b></p> 
<p><b>MY BODY</b></p> 	<p><b>MY FRIENDS AND FAMILY</b></p> 	<p><b>MY MIND AND FEELINGS</b></p> 

Student Activity Sheet: Wellness All-Star Cards

**WELLNESS  
ALL-STAR**

A rectangular card with rounded corners and a blue border. The text "WELLNESS ALL-STAR" is centered at the top in blue. There are five yellow stars: two large stars on the top left and top right, and three smaller stars (two on the left, one on the right) arranged below the main text.

**WELLNESS  
ALL-STAR**

A rectangular card with rounded corners and a blue border. The text "WELLNESS ALL-STAR" is centered at the top in blue. There are five yellow stars: two large stars on the top left and top right, and three smaller stars (two on the left, one on the right) arranged below the main text.

**WELLNESS  
ALL-STAR**

A rectangular card with rounded corners and a blue border. The text "WELLNESS ALL-STAR" is centered at the top in blue. There are five yellow stars: two large stars on the top left and top right, and three smaller stars (two on the left, one on the right) arranged below the main text.

**WELLNESS  
ALL-STAR**

A rectangular card with rounded corners and a blue border. The text "WELLNESS ALL-STAR" is centered at the top in blue. There are five yellow stars: two large stars on the top left and top right, and three smaller stars (two on the left, one on the right) arranged below the main text.



## Pictures of Wellness



















---

# togethercounts

HEALTHY DECISIONS. HEALTHY HABITS.











## Lesson 2: Decisions, Decisions!

Grade Band: K-2

### Objectives:

- Identify how decisions impact wellness
- Apply a decision-making model to various scenarios

### Materials:

- Construction paper of different colors
- Student Activity Sheet: Decisions, Decisions! – one per student
- Student Activity Sheet: My Choices – one per student
- Storybook that involves decision-making (see suggestions within lesson)

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

### Instant Expert:

Throughout their lives, students will be faced with many 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 of them. To maintain personal wellness, students must make decisions about balancing physical, social, and mental/emotional health. 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 different decisions related to wellness. As students learned in Lesson 1, the three components of the wellness triangle are:

1. My Body: 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. My Friends and Family: Social Wellness – Getting along with others in a variety of settings and online, including friends, family, and teachers
3. My Mind and Feelings: 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:** What is the decision you have to make?

**Step 2:** What are your choices? List them all!

**Step 3:** List the pros (good things that could happen) and cons (bad things that could happen) for each choice. With some choices, you may need to get information or help from an adult.

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

**Step 5:** Think about 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 one or two options for many decisions. Be creative!
- Decision-making is often an ongoing process. With most 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>
- 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](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 various colors of construction paper in different spots around the room.
2. Show students the different-colored papers around the room and invite them to stand next to their favorite color. Ask members of each color group to talk about how they decided on their favorite color. Ask them if their favorite color has ever changed, and why. Remind students that making decisions is sometimes easy and sometimes hard.

Would they consider this decision easy or hard, and why? Did anything bad happen because they chose one color over another? If so, what?

3. Gather the class back together and explain that some decisions are more difficult than others. 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 way to help them with harder decisions (e.g., Who will I play with at recess? How will I spend my allowance money? Where do I sit at lunch?).
4. Introduce the decision-making process from the Instant Expert section. You may want to consider making it into an anchor chart for your classroom.
5. Read a book to the class that features decision-making. Explain that you will use the decision-making process to think about the characters' choices. Possible book selections are:
  - Ira Sleeps Over by Bernard Waber
  - What Will It be Penelope? by Tori Corn
  - I'll Do It Later by Louise Tidd
  - The Berenstain Bears and the Double Dare by Stan and Jan Berenstain
6. As you read, stop at appropriate points to discuss Decision Making Steps 1-4. Discuss the characters' choices, the pros and cons of each option, and the final decision that was made. Once you finish the book, instruct the students to put themselves in the character's shoes. Have them turn and talk to a neighbor about Step 5: Think about the decision that was made and change it if you think there is a better option.
7. Tell students that, as they get older, they will have the chance to make more decisions on their own. But, just like the character in the book, they still have many important decisions to make every day.
8. Present students with a new scenario. Say: "Pretend that for one hour after school today, you will be given the choice of watching television alone or playing outside with your friends." Distribute the Decisions, Decisions student worksheet. With a partner, ask students to brainstorm pros and cons for watching television, and pros and cons for playing outside with their friends. Students may use words or pictures to explain their thoughts.
9. When there are 10 minutes left in the session, ask students to decide which option would be best for their wellness. Allow a few groups to share, and discuss why this was the best decision for them.

10. Explain that the more difficult the decision, the more important it is to think about all the choices and all of the pros and cons!

## Session 2: Give Decision-Making a Try!

1. Begin the second session by reading a book about all of the choices (both big and small) that we have to make every day. Ask students to listen for the decisions that are made as you read. Possible books include:
  - a. My Choices Make Me Who I Am by David and Mutiya Vision
  - b. Do I Have To: Kids Talk About Responsibility? by Nancy Loewen
  - c. Being Responsible by Cassie Mayer
2. Just like the decisions that the character(s) in the book make, explain that they have to make decisions every day—and many of them have to do with the wellness triangle. Have them remember that, during the last session, they made a decision between watching television and playing outside. Ask: Which part(s) of the wellness triangle did you think about?
3. Explain that every day, they have to make decisions that are related to their wellness: their bodies, minds and feelings, and their relationships with their friends and families. When they make positive decisions related to all three, they stay strong and balanced like the triangle. This can help to make them healthier and happier.
4. Instruct students to close their eyes and pretend that it is tomorrow morning. Have them wake up, stretch, and get out of bed. Explain that, with a partner, they will now try to think of one decision they will have to make “today” about their body, one decision they will have to make “today” about their minds and feelings, and one decision they will have to make “today” about their friends and families. Review the activity sheet and instruct them to draw/write two choices for each of the decisions, think about the pros and cons, and then circle the best choice. Model this and then have students work with a partner to complete the “My Choices” student worksheet.
5. Walk around the classroom as students are working and provide help as needed. You may need to give younger students some decision examples, such as deciding what to eat for breakfast, what to do at recess, or whether to read or watch television after school.
6. Ask student volunteers to share one decision. What were the pros and cons of making this choice? What other choices could they have made? [For example, one student may have chosen to brush his or her teeth in the morning. What good came from this?

What other choice was there? What good/bad would have come from *not* brushing their teeth? Did the student make the best decision?]

7. Share with students that we make many decisions by thinking about what we want our lives to be like or what things we want in the future. For example, students might decide to save their allowance instead of spending it so they can buy a bike, game, or toy. Or they might decide to eat a nutritious breakfast so they can concentrate at school 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. Explain that wellness decisions they make today will help them not only today, but they'll help make sure they are well tomorrow, the next day, and in the future! Have students share some decisions they have made that will help them in the future.

**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.*

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

### **Physical Wellness:**

Your friend only eats the dessert out of the lunches that his parents pack for him, and he wants you to do the same. 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:**

It really hurts your feelings when your best friend teases you. You're not sure if your best friend knows that her jokes make you sad. 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 considering pros and cons 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 importance of making healthy decisions. Identify which area of wellness the decisions are linked to (My body, My friends and family, or My mind and feelings). 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 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.
- 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.

#### ***Reading: Literature***

- Key Ideas and Details:
  - With prompting and support, ask and answer questions about key details in a text.
- Range of Reading and Level of Text Complexity:

- Actively engage in group reading activities with purpose and understanding.

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.

### ***Reading: Literature***

- Key Ideas and Details:
  - Ask and answer questions about key details in a text.

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.

### ***Reading: Literature***

- Key Ideas and Details:
  - Describe how characters in a story respond to major events and challenges.

## Student Activity Worksheet: Decisions, Decisions!

What will you do after school today? You must decide between watching television alone and playing outside with your friends. Brainstorm pros (+) and cons (-) for each choice!

### Watching TV By Myself



### Playing Outside With Friends





## Student Activity Worksheet: My Choices

We make choices related to wellness every day. When you wake up tomorrow, what decisions will you have to make? Draw two choices, think about the + and -, and then circle your positive decision!

### My Body Decisions



or

### My Mind and Feelings Decision



or

### My Friends and Family Decision



or

## 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](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:

### 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