# SESSION 1: GOAL SETTING

<table>
<thead>
<tr>
<th>Student Supplies:</th>
<th>Teacher Supplies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choosing Healthy Habits planner</td>
<td>• SHA Program Session 1 PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Sticky notes</td>
</tr>
<tr>
<td></td>
<td>• Markers/pens for students</td>
</tr>
<tr>
<td></td>
<td>• Poster Board</td>
</tr>
</tbody>
</table>

## GEORGIA STANDARDS OF EXCELLENCE

HES.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

## ASSESSMENT

- Personal Health Goal
- Think-Pair-Share
- Healthy Habit Challenge

## BACKGROUND

The purpose of Session 1 is to introduce students to the HealthMPowers Student Health Advocate program and share the importance of personal health. In this session, Student Health Advocates will set personal health goals, learn what it means to be an SHA, and why SHAs is an important role at their school.

The goal of this session is to empower SHAs to see that the choices they make can directly affect their health as well as the health of their peers.

**Tip:** Allow students to read the PowerPoint slides. It helps them be involved in the process and not simply recipients of the lesson.

## ESSENTIAL QUESTIONS

1. What do students think about their own healthy habits?
2. How can students impact the health of their peers?
3. Why is setting a personal health goal important?

## OPENING

Display the SHA Program Session 1 PowerPoint for students to see. Access the Session 1 PowerPoint by following the steps below:

1. Go to HealthMPowers.org
2. Click “Login” in the top right-hand corner, then click “Elementary School Resources Login”
3. Enter the password: Healthy123
4. Under “School Health Team Resources,” click “Student Health Advocate (SHA) Program”
5. Click “Session 1” within the PowerPoints folder
**Opening Strategy:** Welcome students to the HealthMPowers SHA program (slide 1-2). Play the get-to-know-you game, "That’s Me!" (slide 3). To participate, the students will read the statement on the slide. If the statement applies to them, they will do the physical activity listed. There is a total of 8 statements (slides 4-11).

**LESSON**

Read over the **Youth Engagement Facilitation Strategy** before you start the meeting.

**Youth Engagement Facilitation Strategy:**

**Reflection and Processing:** Through guided open-ended questions, youth can reflect on their own health habits to then apply the disparities to their personal health goals. Allow students time and space to reflect on their goals during each lesson.

**What is an SHA?** Share with students why HealthMPowers created the SHA program and the opportunity they have to impact the health choices in their lives and the lives of their peers. Empower students to see the influence they have through their actions and voices (slides 12-13).

**The Power of Peers:** Consider asking a student to read about the power of peers (slide 14). Ask for an example of a time when they can have a positive impact on their peer’s health.

- Examples: Do you like to play sports because your friends play the same sport? Or have you ever tired a new food because your friend suggested it to you?

**Personal Health:** Pose the question, “What is personal health?” and ask the students to respond (slide 15). Share Personal Health definitions on next slide after students answer (slide 16).

**Setting Personal Health Goals:** Outline the SMART acronym (slide 17) and read the Personal Health Goal Examples (slide 18). Provide students sticky notes and time to brainstorm their goals. Instruct students to use the format displayed to start their goal. It may be helpful to write out the SMART acronym on the board to help them create each goal (slide 18).

Let students decorate their poster board for 3 minutes if time permits. Next, have students add their sticky notes (with the goals written on them) to the Vision Board and make sure to have this board displayed at all future meetings (slide 19-21). Take a group photo with the poster board and email it to your health educator along with photo release forms for each student or a statement confirming photo releases for all students in the photo. You can also post it on social media and tag @HealthMPowers (slide 22).

**What is a Brain Booster?** Use the slide to inform students about brain boosters and why they are important (slide 23).

Brain boosters can be used with students:

- As a transition between subjects
- As school-wide activities
- When students are sluggish or tired
- While students are standing in line
- As a rainy day recess activity
- In between Zoom classes or to begin a virtual class

Read the descriptions for the three brain boosters and have students choose which activity they would like to do (slide 24). Ask students to stand up and participate. If the hyperlink for High Hopes is not working correctly, access the brain booster on our website using the following steps:

1. Go to [https://healthmpowers.org/services/resources/](https://healthmpowers.org/services/resources/)
2. Click “Brain Boosters Physical Activity Videos” [https://healthmpowers.org/services/healthmpowers-line-dancing-2/](https://healthmpowers.org/services/healthmpowers-line-dancing-2/)
3. Select “High Hopes” [https://share.vidyard.com/watch/1pRU3gNEbCL7TyH1YPJPh2?](https://share.vidyard.com/watch/1pRU3gNEbCL7TyH1YPJPh2?)
CLOSING

Think-Pair-Share: (slide 25) Prior to ending the session, give SHAs a moment to think independently about the questions below. Then have SHAs turn to their elbow partner and discuss their responses. Ask 2-3 groups to share their responses with the class.
   1. Why is it important for SHAs to set personal health goals?
   2. What am I most excited about doing as an SHA?
   3. What is something new I learned today?

Enrichment: (slide 26) Instruct students to complete this week’s “Healthy Habit Challenge” in their Choosing Healthy Habits planner. Instruct students to discuss how being SHAs can help build healthy habits.