## SESSION 2: GOAL SETTING

### Student Supplies:
- Choosing Healthy Habits planner

### Teacher Supplies:
- SHA Program Session 2 PowerPoint (PPT)
- Index cards (2 per student)
- Pens/pencils

### GEORGIA STANDARDS OF EXCELLENCE

- **GSE HE6.6, 7.6, 8.6 and HEHS.6**: Students will demonstrate the ability to use goal-setting skills to enhance health.
- **HE6.7, 7.7, 8.7 and HEHS.7**: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### ASSESSMENT

- Nutrition and physical activity SMART goals
- Fist-to-Five
- Challenge Check-in

### BACKGROUND

The purpose of this session is to teach students the importance of goal setting, specifically nutrition and physical activity goal setting. Students will start the session with a brain booster. For the remainder of the session, SHAs will work to set personal nutrition and physical activity goals and choose accountability partners to support them in accomplishing their goals. In order to maximize effectiveness, review the Session 2 PPT PDF, Youth Engagement Facilitation Strategies and Tips in this section before you start the meeting.

### ESSENTIAL QUESTIONS

1. Why is it important to set personal health goals?
2. How can my Choosing Healthy Habits planner help me stay on track with my health goals?
3. What are benefits of having an accountability partner when trying to accomplish goals?

### OPENING

**Opening Strategy:** [slides 1-2] Welcome students to Session 2 of the HealthMMPowers Student Health Advocate Program and review the session outline with them. Inform students that this session will focus on setting personal health goals, choosing accountability partners, and developing strategies to accomplish their goals.

**SHA Session Guidelines:** [slide 3] Display the SHA Session Guidelines that were created in Session 1. Review the guidelines with students and emphasize the importance of following them, to allow everyone the opportunity to participate and learn.

- **Tip**: If the guidelines are not posted, ask students if they can recite the guidelines before you reveal them.
Brain Booster: (slides 4-5) Instruct students to think of a time when they were restless in class and needed a break. Ask them what would have helped them in that time. Inform students that participating in a brain booster could have helped them feel re-energized and ready to learn. Brain boosters are short physical activity breaks designed to incorporate physical activity into the school day. Inform students that they will participate in a brain booster each SHA session and that they can encourage their other teachers to incorporate brain boosters into classroom time as well. Have the SHAs choose a brain booster from the listed options. To play the video, click on the hyperlink (password: Healthy123). If the hyperlink is not working correctly, access the brain booster by the following these steps:
2. Click Resources and select Nutrition & Physical Activity Resources.
3. Click Brain Boosters and choose one of the activities listed.

LESSON

Personal Health Goals and Accountability Partners: The goal of this section is to guide students through creating one nutrition goal or one physical activity goal to accomplish by the end of the SHA program. Students will learn the importance of accountability partners, and by the end of the session, they will choose an accountability partner to help them accomplish their goals.

Personal Health Goals Video: (slide 6) In this short video SHAs will learn the process for creating their personal health goals. SHAs will choose goals that relate to the Three Key Behaviors:
1. Eat 3 vegetables and 2 fruits every day.
2. Drink more water and less sugary drinks every day.
3. Move 1 hour and limit screen time every day.

If the embedded PowerPoint video is not working correctly, access the video by following the same steps you used to access the brain booster. (The steps are found in the opening section.)

Setting Personal Goals: (slide 7) Inform students that accomplishing their goals will require behavior changes that may challenge them. Remind students that:
1. It takes time for a change to become an established habit. Their goal should be challenging, but also something they can accomplish.
2. Repeating a goal makes it stick. Students should remind themselves routinely of their goal and why they want to achieve it.
3. Pleasing others does not work. Their goal has to be something they want to achieve.

(slide 8) Inform students that their personal goals will be based off of the Three Key Behaviors. Ask students to name the behaviors first, and then review the information with them.

(slides 9-10) First students will choose the focus of their nutrition goal from one of the nutrition categories from their behavior survey. Instruct students to write the focus of their nutrition goal on a spare sheet of paper so that they can remember it when it is time to write their goal. After students have chosen the focus of their nutrition goal, they will construct their goal. Remind students to make sure their goal is specific, measurable and time-bound. Ask students to explain each requirement.
- Specific: Your goal should specifically target one of the seven nutrition categories
- Measurable: Your goal should include a way to measure success. This means it should have a numerical value.
Achievable: Your goal should be realistic but still challenging.

Relevant: Your goal needs to be important to you.

Time-bound: Give yourself enough time to complete your goal. The end date should coincide with the end of this year’s SHA program.

(slides 11-13) Show students the example and ask them if they have any questions. Once all questions have been answered, hand each student an index card. Instruct them to write their nutrition goal on one side of the index card and any barriers that might keep them from accomplishing their goal on the other side of the card. Encourage students to think deeply about potential barriers. By acknowledging barriers, they will be able to use effective strategies to combat them when they arise. Leave the example up as students are constructing their goals.

(slides 14-18) Congratulate students on taking the first step to improving their nutrition behaviors! Inform them to follow the same steps to set their physical activity goal. After students have written their physical activity goal and barriers on their index card, invite students to share their two index cards with the group. Collect the index cards for students to refer to in subsequent lessons.

Youth Engagement Facilitation Strategy: Don’t Push
Ask students to share, but do not force them to. If no one volunteers to share, that’s fine! Thank the SHAs for taking the time to reflect on their nutrition and physical activity habits and then proceed with the lesson.

Accountability Partners: (slide 19) Ask students to name some of the benefits of having an accountability partner. Accountability partners:

1. Increase the likelihood of accomplishing goals because you are being held accountable for your actions
2. Provide you with honest feedback to challenge you when you get off track and to encourage you when you stay on track
3. Promote collaboration by allowing you to learn from others’ mistakes and successes

Give students a 30-second countdown to find a partner. Remind students to think about the goals their classmates shared earlier to try to find a partner with a similar goal as them. If they would prefer their accountability partner be a close friend, then that is fine as well. Instruct students to sit beside their selected partner. When 10 seconds remain, anyone not seated next to a partner should come to you to be placed with another student. Allot students time to write down their plans for overcoming their barriers — if they write it down, they are more likely to stick to it!

(slide 20) After students have formulated their strategies, encourage partners to take a picture together and share their goals on social media. Be sure to tag @HealthMPPowers!

Be sure to send the photos and goal descriptions to your HealthMPPowers Health Educator.
Fist-to-Five: (slide 21) Students will raise a fist (little confidence) to five fingers (complete confidence) after reading each statement aloud:

1. I understand the importance of setting a personal health goal.
2. I can use my Choosing Healthy Habits planner to help me stay on track with my goals.
3. I understand the benefits of having an accountability partner when trying to accomplish goals.

Review any areas as a group in which a student answers with a three or below.

Extension: (slide 22) Show students how to complete this week’s Healthy Habit Challenge in their Choosing Healthy Habits planner. Discuss how this activity and other activities in the planner can help them stay on track to accomplishing their goals.