

Teacher:

School:

April's Healthy Habits Campaign Message is:
Use perseverance to achieve your physical activity goals!

Physical activity is an important part of a healthy lifestyle. Engaging in physical activity has lifelong health benefits. It supports heart health, helps with weight management, and helps to build endurance, flexibility, and strength. To promote April's healthy habit, this packet contains:

Physical Activity and Perseverance Lessons and Materials	Time needed:	Page Number:
Physical Activity, Perseverance, and Goal Setting Basics		2
Storytelling: Lucy and the Kickball Challenge Story + Activity	15-20 Min.	3-4
Educational game: Goals and Strategies for Perseverance Brainstorm	15-20 Min.	4-5
Story: Lucy and the Kickball Challenge		6-7
Cut-outs: Personal perseverance examples cut-outs		8

If you are interested in having a Public Health Educator from the Chatham County Public Health Department complement your instruction by presenting to your class about the importance of physical activity, please take a look at the offerings for your grade level at www.chathamnc.org/schoolhealth, or contact Ellie Morris, the School Health Liaison for the Chatham County Public Health Department at elizabeth.morris@chathamnc.org or 919-545-8443.

The key points to focus on this month are:

- **Having goals can help you accomplish the things you want to do.** In order to run faster, get stronger, or be better at your favorite sport, sometimes setting a goal can help you get there.
- **With perseverance you can reach your goals.** Sometimes things stand in your way when you're trying to reach your goals, but if you know you can overcome these challenges, you can accomplish the things you want to do!
- **Perseverance can help you achieve your physical activity goals, even when they feel challenging or frustrating!**

Perseverance and Physical Activity Basics

Physical activity is important

- As we all know, daily physical activity helps prevent short term and long term diseases and health conditions, such as overweight, obesity, and cardiovascular disease.
- There is also evidence that kids learn better when they get regular physical activity during the school day.
- To develop into healthy adults, it is important that kids learn how to incorporate physical activity into their lives at an early age. Perseverance and goal setting can be integral in learning to do this.

Goal setting and perseverance

- Goals can help motivate students to stay on track towards achieving a goal, but we want to make sure we teach students how to set reasonable goals that are achievable based on their current level of physical activity. If unreasonable goals are set, and the student cannot meet the goal, it can be very discouraging.
- Combining the character trait of “perseverance” with a structured goal-setting process, will hopefully help students meet their physical activity goals.
- The concept of setting a goal, of course, is helpful not just for physical activity, but also for other aspects of life, such improving reading or test-taking skills, or getting into college.

Helping students set reasonable goals

There are many guides for helping school-age children set goals.

- One approach to creating goals and objectives uses the acronym SMART. This stands for **S**pecific, **M**asurable (your starting point and progress can clearly be measured), **A**chievable, **R**ealistic, **T**ime-bound (you set a specific amount of time in which you plan to meet the goal).
- This idea can be simplified by focusing on crafting *achievable* and *specific* goals with a series of *smaller action steps*. Tying in the idea of perseverance, students can also brainstorm potential challenges they may have to face and overcome to achieve the physical activity goals they set.

By learning to set solid goals, and exploring the trait of perseverance, students will be well-positioned to set goals for many aspects of their lives as they grow into teenagers and adults.

Sources:

SMART Goals: <http://www.projectsmart.co.uk/smart-goals.html>;

Increasing physical activity:

- <http://www.healthychildren.org/english/healthy-living/fitness/Pages/default.aspx>
- http://www.nourishinteractive.com/hco/free_printables/kids-healthy-habits-goals-tracking-sheets-charts-eating-healthy-foods-diary-cards-nutrition-physical-activity-goals-agreements - sec_4;

Active Ed Research brief: http://www.activelivingresearch.org/files/Active_Ed.pdf

Curricular Connections	Lucy and the Kickball Challenge Story + Activity	
<i>Standard Course of Study Objectives and Essential Standards</i>	Kindergarten	<ul style="list-style-type: none"> • 8.01 1st grade: <ul style="list-style-type: none"> • 8.01 • 1.NPA.3.2 2nd grade: <ul style="list-style-type: none"> • 8.01, 8.02
<i>Time needed</i>	15-20 minutes	
<i>Organization/ Equipment</i>	Organization: <ul style="list-style-type: none"> • Start as a large group for the story. • Students will work independently to think of their own example of perseverance. Equipment: <ul style="list-style-type: none"> • The attached story – “Lucy and the Kickball Challenge” on page 6 • Small pieces of paper on which students can write their own examples of perseverance. Template included at the end of the packet on page 7, or make your own. • Markers/pens/pencils 	
<i>Teacher Introduction</i>	In this lesson, students will hear a story about perseverance and then have a chance to reflect on when they have persevered to get a job done. In this activity, the term “stick to it” will be used as a synonym for perseverance. Storytelling is an effective health education strategy that also ties into building literacy skills	
<i>Rules and Directions</i>	<ul style="list-style-type: none"> • Let the students know that today they are going to learn about sticking to goals. The way they are going to learn about this is through a story called “Lucy and the Kickball Challenge.” • Ask the students if they know what it means to “stick with something”? If they do, use their responses to explain that “sticking to it” shows that they have a quality called “perseverance.” If they have trouble answering, explain that this means that even when something is really hard, you find a way to try to meet your goal anyway. • Tell the students that in the story they are about to hear, Lucy is an example of a kid who “sticks to it” even though she has challenges achieving her goal. • Read the students the story of “Lucy and the Kickball Challenge.” • Debrief the story by asking all or some of the following questions: <ul style="list-style-type: none"> • What was the goal that Lucy was working toward? • What were the challenges Lucy faced? • How did she overcome these challenges? • Can you think of a time someone you know had a goal like Lucy had and he or she worked really hard to achieve that goal, like Lucy? <p>Activity:</p> <ul style="list-style-type: none"> • Tell students that now you’d like them to think of a time when they themselves had to “stick to it” or persevere through a challenge to accomplish something they wanted to. Then, depending on writing skills, have students either (1) share their experiences to the whole group for you to record on the board, (2) draw a representation of their experience or, (3) ask each student to write one experience on a small piece of paper. These experiences can then be posted in the classroom on a bulletin board or wall display about perseverance and having pride in one’s accomplishments. • You can help spark your students thinking for this activity by starting a conversation about some things that students in general might find challenging – including learning to tie your 	

	shoes, learning literacy skills, getting to be a faster runner, doing all your homework every night, staying calm even when you're angry, etc.
<i>Variations</i>	<ul style="list-style-type: none"> • Tell a different story, such as "The Little Engine that could" or "The Very Busy Spider." (The link below has a reading list for grades K-5 focusing on perseverance.) If using a story with no connection to physical activity, try to make that connection in the debrief session.
<i>Sources</i>	<ul style="list-style-type: none"> • Other ideas for teaching about perseverance: schools.cms.k12.nc.us/beverlywoodsES/Documents/AprilPerseverance.pdf

Educational Game	Strategies for Perseverance Brainstorm Game
<i>Standard Course of Study Objectives and Essential Standards</i>	Kindergarten <ul style="list-style-type: none"> • 8.02, 9.03 • PE.K.HF.3.2 1st grade: <ul style="list-style-type: none"> • 8.01 • 1.NPA.3.2, PE.1.HF.3.2 2nd grade: <ul style="list-style-type: none"> • 8.01, 8.02 • PE.2.HF.3.2
<i>Time needed</i>	15-20 minutes
<i>Organization/ Equipment</i>	Organization <ul style="list-style-type: none"> • Post a large picture/drawing of a pretend student on a wall in your classroom to use during the activity. • This activity is done as a large group. Equipment <ul style="list-style-type: none"> • A picture/drawing of a pretend student (here we use the name "Antonio," but feel free to use any other name) to post for the game. • Sticky notes (or pieces of paper and tape) for each student for writing their steps and strategies for Antonio. • Pencils/pens for all students. • <i>Optional equipment for "Pin the goal/strategy":</i> blindfold
<i>Teacher Introduction</i>	This activity is a modified version of "Pin the tail on the donkey". In this activity, students will help an imaginary students meet his/her goals by applying a few different goal-setting and perseverance strategies they learn.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> • Tell the students that in this activity you will need their help to brainstorm some strategies to help a fellow student out. The student's name is Antonio (or whatever other name you choose). • Tell them, "Antonio (point to the picture of the student to show that you are talking about this student in the picture) really wants to be a better athlete. He knows that he needs to really think about exactly what it is he wants to be better at so that he can give himself a specific goal to work on. Antonio decides that his goal is to be the fastest soccer player on his school team. By having a specific goal like this, Antonio will know exactly what he is aiming for. Antonio also knows that becoming the fastest soccer player on his school team will be a big task! He needs you to help him figure out some small steps to take to become a faster soccer player. Can you help Antonio?!" • Give examples of action steps, ie, he could make a schedule for practicing, or he could make sure he stretched to avoid injuries. Ask if there are any questions.

	<ul style="list-style-type: none"> • Tell the class that to give these ideas of action steps to Antonio, they are all going to pin their actions steps up on the picture of Antonio, like in the game “pin the tail on the donkey”. It’s okay if everyone comes up with totally different action steps! • Hand out sticky notes to all students for writing one action step for Antonio. Instead of writing steps and sticking them up, students could also share out loud to the group. • Give the students 20 or 30 seconds to think about/write down their action step for Antonio. Then have all the students, one by one, “pin their action steps on Antonio.” NOTE: Feel free to make this part of the activity as much like “pin the tail on donkey” as you want by blindfolding kids/spinning them around, before they go to stick their steps up. • Once all the students have pinned up their action steps, read a few of them and comment on how they are great stepping stones to reaching the goal of being the fastest soccer player on the team! • Continue the Antonio narrative: “Antonio is really thankful that you all provided such wonderful action steps to help him reach his goal! Lately, he has tried a few of the steps you gave him [mention specific ones that the students pinned up]. He says that those strategies have been working really well. Antonio has noticed that he is getting faster when he does his laps at the beginning of practice. He also doesn’t get as tired as he used to when he sprints really quickly during a game. But, he’s also having some challenges achieving his goal. One of the biggest challenges is that Antonio has a lot of TV shows he would rather watch than do his running and soccer exercises. Do you think you can help Antonio figure out how to overcome this challenge? (Feel free to choose a different challenge that you think would resonate with students.) • To prepare for this round, have a student move the first round of sticky notes to the side of the picture to make space for the new ones. • Again, give the students 20-30 seconds to think about strategies for overcoming this challenge. Here are a few ideas if they are stuck: He could remind himself that his practice is really paying off, or allow himself to watch a TV show <i>after</i> he does at least one soccer/running exercise. • Have the students pin up their strategies. Again, read a few and comment on how helpful they will be for Antonio. • To debrief the activity, ask a few or all of the questions below. <p>Debrief</p> <ul style="list-style-type: none"> • What physical activity goals might you want to make for yourselves this spring or summer? • How might you use the advice you gave Antonio to help you reach these goals?
<p><i>Variations</i></p>	<ul style="list-style-type: none"> • Have students write only goals or only strategies for “Antonio.” If you focus on goals, you can expand on the importance of being specific and achievable (see the Basics on page 2 for more on this).

Lucy and the Kickball Challenge

One day, Lucy went to school and found out that there was going to be a kickball tournament for all the students in Kindergarten, first and second grades. She always watched the older kids play kickball at recess, but she had never played herself. Sometimes she would just kick a ball against a wall at her house, but she dreamed of kicking the ball from home plate out into the outfield and then running the bases so fast that people wouldn't know what to think!

Even though she had never played kickball, Lucy decided to sign up for the tournament. And she decided to start practicing every day at recess. She started by going to the very back corner of the schoolyard, choosing a few places she imagined were the bases – the corner of the yard was home base, the edge of the swing set was 1st base, the fence was 2nd base, the fire hydrant was 3rd base. She decided she would start by practicing running around the bases. She started at home base, ran to 1st base, and then when she was rounding 2nd base to start heading towards 3rd base she fell and slid several feet on her side. She wanted to cry, it hurt so badly. But she got up and jogged to 3rd base and then to home plate. She felt silly. She wondered if she would ever be able to run the bases all the way through. She leaned against the fence and thought about if she really wanted to keep practicing. She decided she did, so she jogged around the bases one time, and then jogged around the bases a little faster a second time. Finally, the third time she ran fast around the bases, slowing down just a tiny bit where she had fallen before. But she made it all the way around the bases.

The next day Lucy decided she would check out a ball from the gym teacher to practice kicking the ball at recess. She went back to the same spot in the schoolyard, and used the same places - the fence, the swing set, the fire hydrant, and the corner – as the bases. She put the ball down on home plate. She backed up a few feet, just like she'd seen the older kids do, and she ran up to the ball to kick it. Her foot made a kicking motion and she started running to first base, but then she realized she hadn't touched the ball with her foot! The ball was still sitting on home plate! She decided to try again, thinking she would surely be able to kick the ball the second time. She did the same thing – put the ball on home plate, backed up and ran towards the ball to make a big kick. But she didn't touch it. Lucy was getting frustrated and starting thinking that maybe she really shouldn't try to play in this tournament.

But then she remembered something her kindergarten teacher had told her: stick to it. Lucy thought to herself that maybe if she stuck to this kickball thing she might make a fool of herself, but she remembered that when she really stuck with her piano lessons, she learned how to play lots of different songs. She practiced piano

every day for a little while, and she got better at it. She decided to keep trying to kick that ball no matter how long it took her.

Lucy practiced kickball every day at recess for two weeks. She practiced running the bases, kicking the ball, pitching the ball so that it rolled right over home plate. She practiced throwing the ball up in the air and catching it. At home, she practiced catching the ball when her big brother kicked it really high! She was finally ready for the tournament.

That Monday, the day of the tournament, Lucy has butterflies in her stomach. She was so nervous, but she had worked so hard to get better at kickball. She got to the tournament field during recess and the gym teacher told her she was on the blue team. She went over to her teammates. Some kids said to her, “Lucy, we’ve never seen you play kickball before. Do you know the rules?” She said, “Yes, I’ve been practicing for two weeks. I can run the bases, I can kick the ball, I can pitch, I can catch a pop-fly!” Some of the kids weren’t sure what was going on. But when Lucy went out to kick the ball, all of the kids knew that she had been practicing a lot – just like she said.

MY CHALLENGE WAS:

I STUCK TO IT AND SUCCEEDED BECAUSE:

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