

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:

<b>Physical Activity and Perseverance Lessons and Materials</b>	<b>Time needed:</b>	<b>Page Number:</b>
Physical Activity, Perseverance and Goal Setting Basics		2
<b>Educational Game:</b> Untangle the Human Knot	15-20 Min.	3-4
<b>Curricular Connections:</b> Good Goal Setting	15-20 Min.	4-6
"My Physical Activity Goals" worksheet		7

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](http://www.chathamnc.org/schoolhealth), or contact Ellie Morris, the School Health Liaison for the Chatham County Public Health Department at [elizabeth.morris@chathamnc.org](mailto: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](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](http://www.activelivingresearch.org/files/Active_Ed.pdf)

<b>Educational Game</b>	<b>Untangle the Human Knot</b>
<b>Standard Course of Study Objectives and Essential Standards</b>	3 <sup>rd</sup> grade <ul style="list-style-type: none"> <li>• 8.01, 9.03</li> <li>• PE.3.MC.2.1, PE.3.PR.4.2</li> </ul> 4 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• 8.01</li> <li>• PE.4.PR.4.2</li> </ul> 5th grade: <ul style="list-style-type: none"> <li>• 8.02, 10.01</li> <li>• PE.5.PR.4.2</li> </ul>
<b>Time Needed</b>	15-20 minutes
<b>Organization/ Equipment</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>• First the group will discuss what perseverance is as a large group, then students will be broken into smaller groups (of at least 8 students in each group) to do an activity.</li> <li>• At the end, the group will come back together as a large group to debrief.</li> </ul> <b>Equipment</b> <ul style="list-style-type: none"> <li>• Flip chart or other paper for each of the small groups</li> <li>• Markers</li> </ul>
<b>Teacher Introduction</b>	This activity will help students understand the character trait of “perseverance”. Group reflection on what went well and what did not go well as they participated in the activity will contribute to students’ learning about perseverance and how it applies to physical activity.
<b>Rules and Directions</b>	<b>Perseverance</b> <ul style="list-style-type: none"> <li>• Have a flip chart or white board ready to write on.</li> <li>• Ask the students, “who knows what perseverance means?”</li> <li>• Write up the answers you get, and be encouraging of the answers that are more closely related to the meaning of the concept.</li> <li>• Make sure all students emerge with a basic understanding that perseverance can be defined as “to keep making progress toward a goal even in the face of challenges.”</li> <li>• Explain that perseverance is a helpful and important characteristic to have; you cannot see it on someone – it is not a physical characteristic – however, you can tell when someone has a lot of perseverance because it shows through his/her actions.</li> </ul> <b>Human knot activity</b> <ul style="list-style-type: none"> <li>• Let the students know that they are now going to get a chance to see what perseverance looks like in action through an activity called “the human knot.”</li> <li>• Explain that in this activity the students will tangle themselves up by grabbing two different peoples’ hands. Once tangled up, the group will need to untangle themselves.</li> <li>• Emphasize that this activity requires the group to stick with the challenge, be creative and work together. It requires perseverance.</li> <li>• <i>Note:</i> Groups should ideally be 8-12 students, but no less than 7 and no more than 16 students.</li> <li>• Explain how the human knot works:               <ul style="list-style-type: none"> <li>• Each group will stand in a tight circle, shoulder to shoulder.</li> <li>• Each person will grab someone else’s hand – a person who is standing across the circle.</li> <li>• Once everyone is holding one hand, grab the hand of a DIFFERENT person. It will not work if someone is holding both hands of one person.</li> <li>• Without letting go of anyone’s hand, the group needs to untangle itself so that they are standing in a circle holding hands with their immediate neighbors. (Some people</li> </ul> </li> </ul>

	<p>may be facing out and some facing in at the end, which is fine.)</p> <ul style="list-style-type: none"> <li>Once the group is sufficiently tangled, ask students to begin the process of untangling.</li> <li>While the students discuss how to untangle themselves and start trying different strategies, wander around the room to make sure that you can answer any questions or offer any guidance to them.</li> <li>One or both groups may really struggle and not make much movement in the first few minutes. This is okay and totally normal. It usually speeds up after a few key untangling moves have been made.</li> <li>Remind the students that it is okay if they are not making a lot of progress in this activity – it is really challenging, and every knot is different depending on how hands are joined.</li> <li>Give the students at least 10 minutes for this activity, and few more minutes if you have the time, so that that can make as much progress as possible.</li> <li>Make sure the students receive a 2-minute warning when you are about to end the activity.</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>Bring the students together, and get them to share “popcorn-style” (no raising hands, just sharing as the ideas come up) their initial reactions to the activity.</li> <li>Then focus the questions a bit more: What sorts of problems did you group encounter? How did you figure out creative solutions?</li> <li>Ask the students to tell you how perseverance was involved in their particular experience of this game. Were there challenges to overcome? How did they “stick with it”?</li> <li>Ask students how they could apply this experience to other physical activity goals or activities.</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>Use the following website to choose a different activity to represent the concept of “perseverance”: <a href="http://www.wilderdom.com/games/InitiativeGames.html">http://www.wilderdom.com/games/InitiativeGames.html</a></li> <li>If the activity really frustrated some students, put more attention into the debrief session. You could potentially ask students to write a reflection of why the experience was frustrating, how they persevered, and how they could approach other future situations with perseverance.</li> </ul>
<i>Sources</i>	More on the “Human Knot”: <a href="http://wilderdom.com/games/descriptions/HumanKnot.html">http://wilderdom.com/games/descriptions/HumanKnot.html</a>

<b>Curricular Connections</b>	<b>Good Goal Setting</b>
<i>Standard Course of Study Objectives and Essential Standards</i>	<p>3<sup>rd</sup> grade</p> <ul style="list-style-type: none"> <li>8.01, 8.02, 9.03</li> <li>3.NPA.1.3, PE.3.MC.2.1</li> </ul> <p>4<sup>th</sup> grade:</p> <ul style="list-style-type: none"> <li>8.01</li> </ul> <p>5th grade:</p> <ul style="list-style-type: none"> <li>8.01, 8.02, 10.01</li> <li>PE.5.HF.3.2</li> </ul>
<i>Time Needed</i>	15-20 minutes
<i>Organization/ Equipment</i>	<p>Organization</p> <ul style="list-style-type: none"> <li>This lesson starts out with a large group format, then moves to pairs or individual work (teacher choice) and then back to the large group.</li> </ul> <p>Equipment</p> <ul style="list-style-type: none"> <li>Have the goal-setting tips written on flip chart or on the whiteboard ahead of time so that</li> </ul>

	<p>you can refer to them</p> <ul style="list-style-type: none"> <li>• Flip chart or other paper for each of the small groups</li> <li>• “My Physical Activity Goal” worksheet on page 7</li> <li>• Markers</li> </ul>
<i>Teacher Introduction</i>	This writing activity will link perseverance with goal setting focusing on students’ own physical activity goals.
<i>Rules and Directions</i>	<p><b>What is Perseverance?</b>          (If you did “Untangle the Human Knot” with your students, you can skip this section and just let students know that they will be participating in another activity focused on perseverance.)</p> <ul style="list-style-type: none"> <li>• Have a flip chart or white board ready to write on.</li> <li>• Ask the students, “Who knows what perseverance means?”</li> <li>• Write up the answers you get, and be encouraging of the answers that are more closely related to the meaning of the concept.</li> <li>• Make sure all students emerge with a basic understanding that perseverance can be defined as “to keep making progress toward a goal even in the face of challenges.”</li> <li>• Point out that perseverance is a helpful and important characteristic. Also, that “perseverance” is not a physical characteristic, it shows through peoples’ actions.</li> </ul> <p><b>Effective Goal-setting</b></p> <ul style="list-style-type: none"> <li>• Transition to goal-setting: As we just learned, perseverance is a very important quality to have because it helps you overcome challenges and achieve different goals.</li> <li>• Ask the group if anyone has ever set a goal.</li> <li>• Have a few students tell you what goal they set and how it went.</li> <li>• Point out that persevering to achieve goals is often very challenging, but there are some things you can do to make it easier.</li> <li>• Here are the things that make it easier (go through this list with the students, helpful if these steps are also posted):             <ul style="list-style-type: none"> <li>• <i>Make the goal achievable.</i> This means that the goal is not so far from what you are able to do now that it is unrealistic/more of a dream. If you can only run 1 mile now, then it probably isn’t achievable to be able to run 10 miles in one month from now. A more achievable goal would be the ability to run 2 miles one month from now.</li> <li>• <i>Make the goal specific.</i> A goal that says, “I will be a better runner” is not specific. If you are trying to be faster, a goal that says, “I will be able to run a mile in 8 minutes” is specific. If your goal is to run farther, “I will be able to run 2 miles at the end of April” is specific. If the goal is specific, then you know exactly what you are aiming for and you can create specific action steps to get there.</li> <li>• <i>Develop action steps for achieving the goal.</i> For example, if you want to be able to bike 10 miles, then one step along the way might be to ride your bike at least 4 times per week or to do strengthening exercises for important bicycling muscles at least 3 times per week. It’s important that the action steps are related to your goal. An action step like “eat an apple every day” probably won’t help you be able to bike 10 miles.</li> </ul> </li> <li>• Ask if the students have any questions about these three steps for setting goals.</li> </ul> <p><b>Goal-setting activity</b></p> <ul style="list-style-type: none"> <li>• Divide the students into pairs or let them choose their own partners.</li> <li>• Distribute worksheet (page 7) to each student.</li> <li>• Explain that they should each do the worksheet for their own physical activity goal. Encourage students to choose ANY physical activity that they like – dancing, jump rope, walking, skateboarding, etc.</li> <li>• Explain that the worksheet will help them develop achievable goals, brainstorm potential challenges that could come up when they are trying to reach their goals, and set out action</li> </ul>

	<p>steps for achieving their goals.</p> <ul style="list-style-type: none"> <li>• See if the students have any questions about this activity.</li> <li>• While students are working in pairs, roam the room to offer assistance and/or see how things are going.</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>• Include a short debrief by asking the group one or two questions about how the goal setting went: <ul style="list-style-type: none"> <li>• What were the goals you set?</li> <li>• Was it easy or hard to come up with action steps?</li> <li>• What do you think is the most helpful thing about this goal-setting process?</li> <li>• Do you feel more confident setting physical activity goals?</li> </ul> </li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• Have students work alone or in bigger groups for the goal-setting portion of this lesson.</li> </ul>
<i>Sources</i>	<p>Goal-setting worksheet: <a href="http://www.fishfulthinking.com/Goal-Setting/ActivityGoalRoadmap">http://www.fishfulthinking.com/Goal-Setting/ActivityGoalRoadmap</a></p> <p>Other ideas for teaching perseverance: <a href="http://schools.cms.k12.nc.us/beverlywoodsES/Documents/AprilPerseverance.pdf">schools.cms.k12.nc.us/beverlywoodsES/Documents/AprilPerseverance.pdf</a></p>

# My Physical Activity Goal

What is your physical activity goal?

Don't forget: make your goal specific and achievable!

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Explain why you think you can achieve this goal.

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Write the steps necessary to achieve the goal:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Do you think you'll encounter any obstacles along the way?

If so, what do you imagine they will be?

(Write them in the circles below.)



How will you get around these obstacles  
and persevere to achieve your goals?

(write your actions in the boxes below.)