



Educator Guide: Goal-Setting Lesson

Recommended for Grades:

4th grade

Time:

3 minutes

National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 6: Use a goal-setting process to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning Objectives:

After completing this lesson students will be able to:

1. Describe how to ask for help to improve personal mental and emotional health.
2. Identify two trusted adults that can help with mental health goals or concerns.

Lesson Description:

In this lesson students will learn what a goal is and how to set one to help improve their mental and emotional health. They will also learn how to ask an adult for help in achieving their goals. There is a worksheet included for students to complete as they go through this lesson.



Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Goal-Setting Lesson. You may choose to use this list in any way that fits your needs.

- Goal – something you decide to work towards achieving
- Realistic – sensible and practical
- Specific – clearly defined
- Trusted adult – an adult that you are comfortable with, and can count on, such as a parent, family member, teacher, school counselor, etc.

Goal-Setting Worksheet

Name: _____ Date: _____

Instructions: Complete this worksheet as you move through the Goal-Setting Lesson.

1. When setting a goal, what are three things you should do?

a. _____

b. _____

c. _____

2. List two adults that you could ask for help with your own goals.

a. _____

b. _____

Goal-Setting Lesson Worksheet Answer Key

1. When setting a goal, what are three things you should do?

- a. Write it down.
- b. Make a plan.
- c. Track your progress.

2. List two adults that you could ask for help with your own goals.

Answers will vary, and could include any of the following: parent, relative, teacher, school counselor, school nurse, etc.

Supplemental Activity: Personal Goal-Setting

Objectives:

After completing this activity students will be able to:

- Set a goal to improve or maintain positive mental and emotional health.
- Track progress toward a mental health goal.
- Identify two trusted adults that can help with mental health goals or concerns.

Materials Needed:

- Whiteboard for brainstorming
- Copies of Personal Goal-Setting Worksheet (included below)

Time Required:

20 minutes

Instructions:

Review what helps you be successful when setting goals:

- Write it down.
- Make a plan.
- Track your progress.

Give each student a worksheet and have them think about a mental or emotional health goal they would like to set for themselves. Goals should be personal. Students can share their goals with others if they would like to but shouldn't feel forced to.

Next, they will need to make a plan for reaching their goal. Talk about resources and people who can help them achieve their goal.

Each student should track their progress toward their goal each day. They can use a personal calendar, a notebook, the worksheet goal tracking or whatever works best for them.

To help support students, consider holding a weekly check-in to see how it's going for them and offer suggestions for success.



Personal Goal-Setting Worksheet

Name: _____

Students: Write down your goal for the week. Examples could include get ten hours of sleep each night, practice mindfulness each day, etc.

I will:

Write down your plan for achieving your goal.

Who are two adults that can help you?

1- _____

2- _____

Did you achieve your goal? Yes No Not yet



Goal Tracking:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Anxiety Disorders in Children

What Are Anxiety Disorders?

Children with anxiety disorders have too much fear and worry that lasts a long time. Children with anxiety often have problems at school or home because of it.

A small amount of anxiety is normal in childhood. At different ages, some fears are common like fear of being away from parents and fear of the dark. Children can also have anxiety when they are in new or stressful situations.

Children can have so much anxiety it causes problems.

Some children:

- Have aches and pains, like headaches or stomachaches
- Feel restless, tired or tense
- Have trouble focusing or sleeping
- Can also have tantrums or meltdowns because of anxiety

What Causes Anxiety Disorders?

There are many reasons why a child may have anxiety. It can run in families and start at birth. It can also start after exposure to stressful events and problems meeting developmental milestones.

What Are the Symptoms of Anxiety Disorders?

Children with anxiety may:

- Be very upset when caregivers leave them
- Be very shy and quiet in new situations and with people not in their family
- Stay away from places or activities that make them feel nervous
- Worry a lot about many things, and not be able to control the worry
- Talk about or ask questions about the things they worry about
- Not talk in stressful places, but talk easily at home
- Feel very scared of certain things like animals, heights, being in an airplane or seeing blood



How Are Anxiety Disorders Treated?

Anxiety will not get better without help. Treatment for mild anxiety starts with psychotherapy. In psychotherapy a health care provider helps your child by understanding how they think and feel about things.

Children will learn to:

- Replace their anxious thoughts with helpful ones
- Control their anxious feelings with coping skills

Your child will need to practice what they learn outside of sessions. This is an important part of therapy. Parents are often part of therapy sessions so they can help their child practice the skills. Psychotherapy is usually done by psychologists, mental health counselors and clinical social workers.

- Medicine can help decrease feelings of anxiety. Medicines may be prescribed to help your child's anxiety.
- For moderate to severe anxiety, treatment that uses psychotherapy and medicine together may be most helpful.

How Can I Help My Child's Anxiety?

- Be with your child and support them during stressful times. If your child gets anxious remain calm. Have them take deep and slow breaths. They can pretend they are blowing up a balloon. Do not let your child pass up things that raise their anxiety.
- Ask your child to talk about their worries. You can tell them what you saw that made you think they were anxious. For instance, if their body shakes when they are anxious, this is called a non-verbal cue. Do not tell your child not to worry.
- Have a daily routine or use a schedule so your child knows what to expect.
- Praise your child for facing fears and being brave in stressful situations.
- Talk with your child's school to let teachers know how they can help your child practice using their coping skills. If anxiety causes problems for your child at school a special plan called a 504 Plan or IEP may be needed.



Recognizing Depression in Children

What Is Depression?

Depression is a mood disorder that affects the way you think and feel. The most common symptom is a feeling of deep sadness. People who are depressed may also:

- Feel hopeless
- Feel that life isn't worth living
- Have thoughts of suicide or death

Depression in Children

Children as young as age 6 may feel depressed. But they can't always tell you how they feel. Instead, your child may:

- Eat more or less than normal
- Sleep more or less than usual
- Seem unable to have fun
- Think or speak about suicide or death
- Seem fearful or anxious
- Act in an aggressive way
- Use alcohol or other drugs
- Complain of stomachaches, headaches or other pains that can't be explained
- Have problems at school or home

What Can You Do?

Children with depression can be helped with treatment. Here are some ways you can help:

- Talk with your child's healthcare provider about medicine and psychotherapy. Both can help.
- Look for mental health resources at your child's school, local mental health center, social service agency or hospital.
- Let your child know that they will not feel this way forever.
- Offer your love and support.
- If your child talks about death or suicide, seek help right away.



Resources for Families and Educators

- Centers for Disease Control and Prevention (CDC), [cdc.gov/childrensmentalhealth/](https://www.cdc.gov/childrensmentalhealth/)
- Children's Wisconsin, [childrenswi.org](https://www.childrenswi.org)
- KidsHealth, [kidshealth.org](https://www.kidshealth.org)
- Mental Health America, [mhanational.org](https://www.mhanational.org)
- National Alliance on Mental Illness (NAMI), [nami.org](https://www.nami.org)
- National Institute of Mental Health (NIMH), [nimh.nih.gov](https://www.nimh.nih.gov)
- PBS Kids for Parents: Emotions and Self-Awareness, [pbs.org/parents/learn-grow/all-ages/emotions-self-awareness](https://www.pbs.org/parents/learn-grow/all-ages/emotions-self-awareness)
- Wisconsin Department of Public Instruction (Student Services/Prevention and Wellness), dpi.wi.gov/sspw



Transcript

Slide 1

Zoe: Now it's time to set some goals.

Miguel: A goal is something you are trying to do or achieve. And it may take some work, and time, to reach it.

Zoe: Maybe you'd like to practice mindfulness every day, or maybe you want to get some exercise every day because it helps you sleep better at night.

Miguel: Before we go any further, don't forget to open the worksheet and either save it or print it. Complete this worksheet as you move through this lesson.

Slide 2

When setting a goal, you want to make sure it's specific and realistic. For example, saying you will get 10 hours of sleep every night may not be realistic for you if you are involved in activities after school and you need to get up early in the morning to catch the bus. And, just saying you'll get more sleep each night isn't very specific.

Slide 3

Once you've chosen a goal for yourself that is specific and realistic, write it down. Then you'll need to come up with a plan to achieve it. And don't forget to track your progress.

Don't get discouraged if you don't achieve your goal right away! It takes time for any change to become a habit. Your brain needs time to get used to the idea that whatever new thing you are doing is going to be a regular part of your day now.

Slide 4

Sometimes you may get stuck, and that's ok. That's perfectly normal, and everyone gets stuck or slips up at times. Just keep trying and ask for help when you need it.

There are lots of adults around who can help you reach your goals. You can ask a parent, or other family member for help. Or you can go to adults at school for help too, like your teachers, school nurse, or school counselor. If you need help, don't be afraid to ask! If it's not a good time for them, ask when a good time would be.

Slide 5

Zoe: Cool! I can't wait to set my own goal.



Acknowledgements

Children's Wisconsin would like to acknowledge the following individuals for serving as subject matter experts during the development of Mental and Emotional Health lessons and activities for 4th grade:

Stephanie Hamann, MA, LPC, Children's Wisconsin

Ashley Jors, Milwaukee Public Schools

Elizabeth Krubsack, MS LPC, Wisconsin Department of Public Instruction

Tim Riffel, MS, LPC, Children's Wisconsin

Nicholas Schneider, LPC, Children's Wisconsin

Tricia Schutz, MSW, LCSW, Children's Wisconsin

A special thank you to Jen Morrison, owner of Orange Leaf – Waukesha, WI, for her help in making our program videos possible.





Contact us:

**Children's Wisconsin
E-Learning Center**

(866) 228-5670

healthykids@childrenswi.org

