

RAINBOW GOAL SETTING

An Inclusive Approach to Nurturing Heart-Mind Well-being in Children and Youth

Instructions:

1. Download and print the **Rainbow Goal Setting Worksheet** (or invite children/youth to draw their own)

2. Select resources from [Heart-Mind Online](#) to get familiar with the Five Heart-Mind Qualities. Great resources to start with include:

- [Heart-Mind Well-being: A Guide for Kids](#)
- [Sophie's Heart - A Resource for K-3](#)
- [The Five Heart-Mind Qualities](#)
- [3 Ways to Teach Heart-Mind Well-Being for Grades 4-7](#)
- [Heart-Mind Well-being: A Powerful Tool for Educators](#)

3. Use the resources you selected from (2) to introduce the Five Heart-Mind Qualities to your class. If they are already familiar with Heart-Mind Well-Being, use your selected resources to deepen their understanding.

4. Tell your class that: *"Doing things that are challenging helps us get stronger, smarter, and more capable. This is especially true for the Five Heart-Mind Qualities. If we want our hearts and minds to get stronger, we need to challenge them to help them grow. Seeking out challenges to help us grow is called having a "Growth Mindset," which scientists have found helps people succeed.. That is what we will be doing in this Rainbow Goal-Setting activity"* (click here for [Heart-Mind Online's Growth Mindset resource](#)).

5. Direct children's attention to the **Rainbow Goal Setting Worksheet**. Point out that each colour of the rainbow corresponds to a different Heart-Mind Quality, as shown in the heart underneath it.

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6. Invite children to pick a Heart-Mind Quality that they would like to make stronger. Then, as a class, in pairs, or in small groups, ask children to brainstorm ways that they would like to be able to use that Heart-Mind quality. (eg. using Compassionate and Kind by holding the door open for the class after recess).
7. Invite each child to choose one of their ideas as a goal for that Heart-Mind Quality. Remind children that these goals should challenge them (because that is what helps us grow!) but shouldn't feel overwhelming or impossible.
8. Direct children to write their goal as an "I can" statement on their worksheet. (eg. "I can feel calm before a test" is a suitable goal for Secure & Calm)
9. In pairs, invite children to discuss three different ways they can demonstrate their "I can" goal to themselves or others. (eg. for their Secure & Calm goal, they could write: eat a healthy meal or snack before the test; take deep breaths while I wait for the test to be handed out; tell myself that one test doesn't define how smart or capable I am).
10. Direct children to draw or write (in point form) these three sub-goals by the numbers 1, 2, and 3 on the colour that corresponds to their chosen Heart-Mind Quality.
11. Once the child self-assesses (with as much support as needed) that they have demonstrated one of their sub-goals, they can cross it off, circle it, highlight it, etc.
12. Once a child or youth has successfully demonstrated their "I can..." goal in all three ways (completed all 3 sub-goals), they have proven to themselves that they have achieved their goal, and have made it to the top of their rainbow! Time to celebrate!
13. Repeat steps 6-12 for all Five Heart-Mind Qualities over time.