

Lesson 8

Setting Healthy Eating & Physical Activity Goals

Overview

In this lesson, students learn about goal setting. They review the activity sheets they filled out earlier to log their eating and activity behaviors, then complete a more formal assessment to identify a behavior to work on. The teacher reviews steps for setting a goal and students practice applying these steps to a sample goal. Then students set a specific goal in the area of healthy eating or physical activity and create a plan to achieve it.

Time: 60–90 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework.

Lesson Objectives

Students will be able to:

1. Assess strengths and areas that need improvement in personal nutrition and physical activity behaviors.
2. Summarize expected benefits of healthy eating or physical activity.
3. Identify ways to overcome barriers to healthy eating or physical activity.
4. Set a specific, realistic and measurable health goal related to healthy eating or physical activity.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.

Standard 6: Goal Setting

Performance Indicator 6.12.1: Assess personal health practices and overall health status.

Performance Indicator 6.12.2: Develop a plan to attain a personal health goal that addresses strengths, needs and risks.

Performance Indicator 6.12.3: Implement strategies and monitor progress in achieving a personal health goal.

Materials & Preparation

Prepare

- Have **A Well-Written Goal** (Slide 10), **What's Wrong with These Goals?** (Slide 11) and **Setting a Goal** (Slide 12), or make transparencies, if needed.
- *Optional:* Decide on a nutrition or physical activity goal you'd like to work on for yourself. Be prepared to share your goal with students. Work through the **Setting a Goal** slide or transparency with your own goal as an example.

Copy

- **Time to Talk: Joining Together to Reach a Health Goal** (Master 9) for each student.

Review

- **Assessing My Eating & Physical Activity Behaviors** (*Student Workbook* pages 26–29), and Scoring Rubric, page 229.
- **My Healthy Eating or Physical Activity Goal** (*Student Workbook* pages 30–31), and Scoring Rubric, page 229.

Health Terms

Review the teaching steps, slides, master and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- barrier
- characteristic
- measurable
- motivated
- realistic
- self-assessment
- specific

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Consider that some students may not want to share personal information about their eating behaviors and/or physical activities with other students. Provide alternative opportunities for students to share with you or a classroom aide.

- Make a slide or transparency of the **Assessing My Eating & Physical Activity Behaviors** activity sheet to use when modeling the completion of the self-assessment.
- Complete and share an example of the **My Healthy Eating or Physical Activity Goal** activity sheet when explaining the process of setting a goal. Have students describe what they would do for each step of the goal-setting process.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help with reading and responding to the **My Healthy Eating or Physical Activity Goal** activity sheet.
- Allow students to record responses or create a poster, diagram or photo essay.

To ensure student success with communicating with family members:

- Allow students to practice discussing the **Time to Talk: Joining Together to Reach a Health Goal** with you or a classroom aide before sharing it at home.
- Allow students to share the goal-planning activity with an older brother or sister, aunt or uncle or other trusted adult.

Introduction

Get students ready for learning

Transition

Turn to your completed **My Daily Physical Activity Log** and look over your results.

How many total minutes of aerobic activity did you do?

How many minutes of vigorous aerobic activity did you do?

Did you do any muscle strengthening activities?

Did you do any activities to build your endurance?

Did you do activities that help improve flexibility?

Did you do any bone-strengthening activities?

Based on your results, what kinds of activities will you add tomorrow to help meet the guidelines?

Allow students to focus and work quietly for a minute or two to review their logs. Ask them to share ways in which they're meeting the guidelines. Summarize areas in which the class as a whole could improve.

Motivate

Have you ever set a goal for yourself? What was it? Did you achieve your goal?

Allow students to briefly share their experiences. Provide examples, if needed, such as saving money to buy something, reaching a training goal in a sport, or learning a new skill.

How do you go about achieving a goal you have set for yourself? What things make achieving a goal difficult? What things make it easier?

Encourage all students to share both positive and negative experiences with goal setting.

My Daily Physical Activity Log

Directions: List all of the physical activities you engage in for the next 24 hours and the number of minutes you do each one. Specify the level of intensity (low, moderate, vigorous), component(s) of fitness the activity builds and whether the activity is bone strengthening. Then complete the statements.

Physical Activity	Number of Minutes	Intensity	Type of Fitness
1		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	<input type="checkbox"/> Aerobic <input type="checkbox"/> Bone strengthening <input type="checkbox"/> Muscle strengthening <input type="checkbox"/> Balance <input type="checkbox"/> Flexibility
2		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	<input type="checkbox"/> Aerobic <input type="checkbox"/> Bone strengthening <input type="checkbox"/> Muscle strengthening <input type="checkbox"/> Balance <input type="checkbox"/> Flexibility
3		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	<input type="checkbox"/> Aerobic <input type="checkbox"/> Bone strengthening <input type="checkbox"/> Muscle strengthening <input type="checkbox"/> Balance <input type="checkbox"/> Flexibility
4		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	<input type="checkbox"/> Aerobic <input type="checkbox"/> Bone strengthening <input type="checkbox"/> Muscle strengthening <input type="checkbox"/> Balance <input type="checkbox"/> Flexibility
5		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	<input type="checkbox"/> Aerobic <input type="checkbox"/> Bone strengthening <input type="checkbox"/> Muscle strengthening <input type="checkbox"/> Balance <input type="checkbox"/> Flexibility

I did _____ total minutes of aerobic activity.
 I did _____ total minutes of vigorous aerobic activity.
 I did muscle-strengthening activities. Yes No
 I did activities that build endurance. Yes No
 I did activities that increase flexibility. Yes No
 I did bone-strengthening activities. Yes No

Based on my physical activity today, I'll do this type of physical activity tomorrow: _____

Nutrition & Physical Activity 25

Workbook page 25



Teaching Steps

Students assess eating and physical activity habits

Explain

Over the last few classes you've been paying attention to what you eat and how much physical activity you do. You've tracked the foods you eat for a couple of days and looked over your physical activity log at the start of class today. You've also been thinking about and describing your eating habits and fitness level in the writing assignments at the beginning of these classes. Now you'll have a chance to use what you've learned to assess your overall nutrition and physical activity behaviors and choose one you want to work on improving.

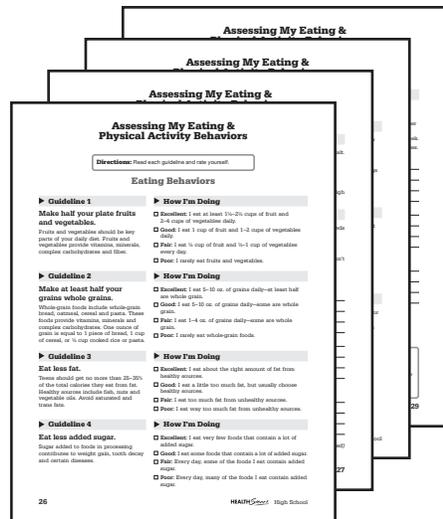
Model

Direct students to turn to **Assessing My Eating & Physical Activity Behaviors** on page 26 of the Student Workbook. Have a student read the *Healthy Eating Guideline 1* aloud.

Model how to complete the self-assessment by assessing your own eating and activity habits. For example:

I'm going to rate myself **Good** on Healthy Eating Guideline 1. I always have a piece of fruit (that counts as 1 cup) at lunch and about a cup of vegetables at dinner. But I could also choose fruits and vegetables as snacks, add fruit to breakfast or have a salad at lunch to be sure I'm meeting the recommended amounts.

Continue this procedure for additional *Healthy Eating* and/or *Physical Activity Guidelines* as needed, to help students understand how to complete the self-assessment. Encourage them to review their results to determine areas of strength and areas that need improvement in both their eating and activity behaviors.



Workbook page 26–29

Complete

Allow time for students to complete the **Assessing My Eating & Physical Activity Behaviors** activity sheet. Suggest that students review the completed **Food and Activity Logs** from previous lessons, in addition to the log they reviewed at the beginning of class, as needed, to help them complete the self-assessment.

Survey

What were your strengths in the area of eating behaviors? What areas need improvement?

What were your strengths in the area of physical activity behaviors? What areas need improvement?

Which eating behavior would you most want to work on? What physical activity behavior would you most want to work on?

Allow students to briefly share their observations.

Tech Connection

Encourage students to track their eating and physical activity using the SuperTracker tool at www.choosemyplate.gov/SuperTracker/. The website helps users plan, track and analyze their eating and physical activity. Have them write a summary of their strengths and weaknesses or areas they want to improve.

Explain

You may already be doing well in one or both of these areas. But there's always room for improvement. You'll be establishing a goal for improving one of your eating or physical activity behaviors. But first, let's talk about how to write a goal you can really achieve.

■ Examine what makes a well-written goal

Prepare

Show the **A Well-Written Goal** slide.

Explain

A well-written goal should meet these criteria:

- **It's specific**—It should be a clear statement that says exactly what your goal is.
- **It's realistic**—It should be something you can actually do or realistically accomplish in the next few weeks.

A Well-Written Goal

A well-written goal meets these criteria:

It's specific.
A clear statement that says exactly what the goal is.

It's realistic.
Something you can actually do in the next few weeks.

It's measurable.
Lists criteria for success, so you'll know when and if you've achieved your goal.

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Recreation & Physical Activity

Slide 10

- **It's measurable**—It should list criteria for success, so you'll know when and if you've achieved your goal.

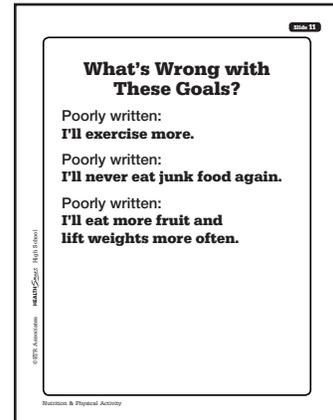
I'm going to show you some poorly written goals. Your task will be to rewrite them so that they are specific, realistic and measurable.

Prepare

Show the **What's Wrong with These Goals?** slide and read the first poorly written goal.

Practice

Ask students to explain what's wrong with the poorly written goal "I'll exercise more" (it's not specific). Then have them rewrite the goal so that it's specific, realistic and measurable.
 Example: *I'll jog 3 days each week for at least 30 minutes each time.*



Slide 11

Continue the process for the other poorly written goals. Read the goal, and have students explain what's wrong with it and rewrite it to meet the criteria.

"I'll never eat junk food again" (it's not realistic; it says what you won't do rather than what you will do).

Possible rewrite: *I'll choose fruit for a snack instead of chips or a cookie at least 3 times this week.*

"I'll eat more fruit and lift weights more often" (it's not measurable; it contains more than one goal statement).

Possible rewrite: *I'll eat 2 cups of fruit each day.
 OR I'll lift weights for 30 minutes, 3 times a week.*

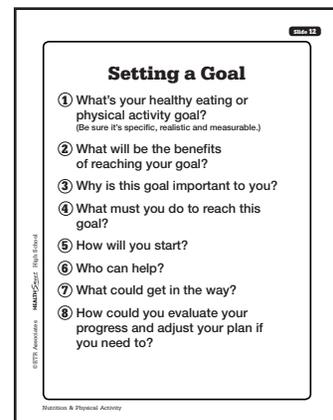
Review goal-setting steps

Prepare

Show the **Setting a Goal** slide.

Explain

When you set a goal, there are certain steps you can follow and questions you can ask to help you succeed.



Slide 12

Review the questions on the slide and describe each part of the goal-setting process.

1. **What's your healthy eating or physical activity goal?** First, you need to decide what your goal is. Remember that it's important to set a goal that's specific, realistic and measurable. A goal that's very broad, such as "improve my fitness," will be difficult to measure—how would you know what you mean or when you've reached it? Also remember to set a goal around 1 behavior. If you include more than 1 behavior, it'll be harder to make a plan.
2. **What will be the benefits of reaching your goal?** It's important to know what benefits you expect to get from reaching your goal. Looking ahead to the benefits you'll get and noticing the benefits along the way helps keep you motivated.
3. **Why is this goal important to you?** Knowing why the goal matters to you is also important. You want to pick a goal you care about so you'll be willing to work hard to reach it.
4. **What must you do to reach this goal?** Next it's time to make your plan for all the things you'll need to do to reach your goal. When you make your plan, think about your strengths—what are you good at? What personal qualities will help you reach your goal? You'll also want to consider what you'll need to help you reach your goal.
5. **How will you start?** How you'll begin your plan is very important. Taking that first step is sometimes the hardest, but once you get started you're on your way.
6. **Who can help?** Think of people who can help you reach your goal. Support from family, friends and others can keep you motivated and moving toward your goal.
7. **What could get in the way?** There are always *barriers* or things that can get in the way of a goal. What things could stop your progress or limit your success? If you think about these ahead of time as part of your plan, you'll be better prepared to deal with them when they come up.
8. **How could you evaluate your progress and adjust your plan if you need to?** Finally, you'll want to evaluate how things are going and make changes to your plan as you need to. As you work on your goal you'll learn a lot about what works for you and you can adjust your plan to help you succeed.

■ Explore common barriers to healthy eating and physical activity goals

Ask & Discuss

What are some common barriers teens might encounter when they try to change their eating behaviors?

What are some common barriers teens might encounter when they try to change their activity level?

Allow students to respond to the questions, and make a list of the barriers they name in a column on the board. Then, for each barrier listed, ask students to brainstorm some solutions or ways to overcome it, and list these strategies in a second column.

Summarize

Many things can come up that could get in the way of a goal to improve your eating or activity behaviors. Thinking ahead about these possible barriers and strategies for overcoming them is part of a successful goal plan. Sometimes you won't be able to anticipate a particular barrier or problem ahead of time. But if you've practiced brainstorming solutions to common barriers you can predict, it'll be easier to solve or work through other barriers that arise along the way.

■ Students practice goal-setting steps

Model & Practice

Let's practice going through the steps to set a goal around healthy eating or physical activity.

Go through the questions on the slide one at a time, allowing students to respond to each one for the suggested sample goal.

Question 1. The first step is to choose a goal. Think about what you've just learned about well-written goals, and let's come up with a sample goal statement. Remember, it's OK to start with a small goal.

Allow students to suggest possible goals that are specific, realistic and measurable. Examples: I'll eat 3 cups of vegetables each day; I'll have 3 cups of milk each day; I'll increase my vigorous physical activity by 10 minutes, 3 days a week. (Note: You can offer your own goal as an

example, first phrasing it in vague terms and having students correct it to be specific, realistic and measurable.)

Question 2. What will be the benefits of reaching this goal? Think about what a person would get from this behavior.

Help students discuss and name benefits of the sample goal. Examples: looking good, feeling good, being stronger, having a healthier heart, and living longer.

Question 3. Why is this goal important?

Help students generate personal reasons the sample goal might be important to someone. Example: I want to live a long and healthy life.

Question 4. What must a person do to reach this goal? Write down the steps needed.

Help students outline a step-by-step plan to meet the sample goal. Examples: join a sports or recreation team; find a friend to exercise with; pack a healthy lunch each morning; walk rather than ride to school. Ask students what personal strengths or qualities could help a person meet the sample goal.

Question 5. How will you start?

Help students identify the first step someone could take to meet the sample goal. Example: List fun ways to get 30 minutes of vigorous physical activity at least 3 days a week.

Question 6. Who can help?

Help students identify friends, family members or others who could help someone meet the sample goal. Example: I'll ask my dad to work out with me.

Question 7. What could get in the way of reaching the goal? Think about things that might keep someone from meeting this goal. Then think about what could be done to overcome these problems or barriers.

Help students come up with potential barriers to reaching the sample goal and suggest solutions to each one. Examples: Tape a reminder to the mirror so you won't forget. Ask a parent or friend to walk with you if you don't like being active alone.

Question 8. How could you evaluate your progress and adjust your plan if you need to? What kinds of changes might a person make to his or her plan while working toward the goal?

Help students identify questions to ask to evaluate progress and possible adjustments to the sample goal plan. If they are having trouble identifying adjustments, ask how they would incorporate a solution to one of the barriers they suggested for Question 7 into the plan on an ongoing basis.

Assessment & Closure

Students demonstrate learning

Complete & Share

Now you're going to set your own goal around healthy eating or physical activity. Use what you learned from your self-assessment to help you choose a specific, realistic and measurable goal to work on in the area of nutrition or physical activity.

Direct students to turn to **My Healthy Eating or Physical Activity Goal** on page 30 of the Student Workbook and allow time for them to fill in their goal statements on the activity sheet.

The worksheet is titled "My Healthy Eating or Physical Activity Goal". It contains the following text and questions:

My Healthy Eating or Physical Activity Goal

Directions: Answer the following questions.

- 1 My goal for healthy eating or physical activity: _____
- 2 The benefits of reaching my goal (list at least 2): _____

- 3 This goal is important to me because: _____

- 4 Steps I'll take to reach my goal: _____

At the bottom of the page, it says "30" and "HEALTHCOURT High School".

Workbook pages 30–31

Because having a well-written goal is important to your success, you're going to check each other's goals. Find a partner and share your goals with each other. Analyze your partner's goal using the criteria we learned about today. Is it specific, realistic and measurable? Suggest ways your partner could rewrite his or her goal statement, if needed.

Pair students or allow them to select partners and have them review each other's goal statements. Show the **A Well-Written Goal** slide again to remind them of the criteria, if needed. Circulate as pairs are working to be sure the critiques of goal statements are correct and appropriate.

Now skip ahead to the last question on your activity sheet: Who's your class partner who'll support you and help you reach your goal? Write your partner's name on this line. Now go back and complete your plan for reaching your goal.

Allow time for students to complete the rest of the activity sheet. Be sure to provide time for students to share their plans with their class partners.

Each student should have a partner with whom to share his or her progress each Friday.

■ End the lesson

Send Home

*Distribute a **Time to Talk: Joining Together to Reach a Health Goal** family sheet to each student. Explain that they'll take this sheet home and talk to a parent or older family member about their healthy eating or physical activity goal.*

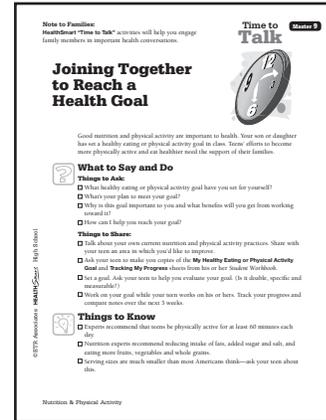
Close

How can setting a specific, realistic and measurable goal make it easier to achieve something you want to do?

Allow students to share their ideas and discuss.

Assess

*Collect students' **Assessing My Eating & Physical Activity Behaviors** and **My Healthy Eating or Physical Activity Goal** activity sheets, and evaluate their work for this lesson.*



Master 9

Assessment Evidence

Objective 1

Students assessed the strengths and areas that need improvement in personal nutrition and physical activity behaviors by:

- Completing the **Assessing My Eating & Physical Activity Behaviors** activity sheet.

Objective 2

Students summarized expected benefits of healthy eating or physical activity by:

- Completing Question 2 on the **My Healthy Eating or Physical Activity Goal** activity sheet.

Objective 3

Students identified ways to overcome barriers to healthy eating or physical activity by:

- Completing Question 7 on the **My Healthy Eating or Physical Activity Goal** activity sheet.

Objective 4

Students set a specific, realistic and measurable health goal related to healthy eating or physical activity by:

- Completing the **My Healthy Eating or Physical Activity Goal** activity sheet.

(Scoring Rubrics, page 229)

Lesson 8 • Setting Healthy Eating & Physical Activity Goals

Assessing My Eating & Physical Activity Behaviors Activity Sheet				
Objective	4	3	2	1
1. Assessing Personal Behaviors	<p>Completes the self-assessment for all 6 healthy eating guidelines and all 4 physical activity guidelines.</p> <p>AND</p> <p>Correctly identifies specific strengths and areas that need improvement.</p> <p>AND</p> <p>Identifies a clear behavior on which to focus, based on the assessment.</p>	<p>Completes the self-assessment for 4 or 5 healthy eating guidelines and 2 or 3 physical activity guidelines.</p> <p>AND</p> <p>Identifies general strengths and areas that need improvement.</p> <p>AND</p> <p>Identifies a general behavior on which to focus, based on the assessment.</p>	<p>Completes the self-assessment for 2 or 3 healthy eating guidelines and 1 or 2 physical activity guidelines.</p> <p>AND</p> <p>Identifies general strengths or areas that need improvement, but not both.</p> <p>AND</p> <p>Vaguely identifies a behavior on which to focus, based on the assessment.</p>	<p>Does not complete the self-assessment for the guidelines.</p> <p>AND/OR</p> <p>Does not identify strengths, areas that need improvement or a behavior to work on.</p>
My Healthy Eating or Physical Activity Goal Activity Sheet				
Objective	4	3	2	1
2. Expected Benefits	Correctly identifies 2 or more benefits of healthy eating or physical activity specifically related to reaching the goal.	Identifies 2 benefits of healthy eating or physical activity somewhat related to reaching the goal.	Identifies 1 benefit of healthy eating or physical activity related to reaching the goal, or identifies 2 general benefits.	Does not identify benefits of healthy eating or physical activity related to reaching the goal.
3. Ways to Overcome Barriers	Correctly identifies 1 or more barriers to reaching the goal, and offers a realistic description of how to overcome each one.	Correctly identifies 1 barrier to reaching the goal, and explains how to overcome it.	Lists 1 barrier to reaching the goal, and explains somewhat unrealistically how to overcome it.	Does not correctly list any barriers to reaching the goal. OR Does not offer any ways to overcome barriers.
4. Specific, Realistic and Measureable Health Goal	<p>Clearly and skillfully writes the steps of the goal-setting process, including setting a specific, realistic and measureable goal.</p> <p>AND</p> <ul style="list-style-type: none"> Clearly explains why the goal is personally important. Lists steps for achieving the goal. Identifies a specific idea for how to start. Names 1 or more people who can help. 	<p>Clearly writes the steps of the goal-setting process, including setting a specific, realistic and measureable goal.</p> <p>AND</p> <ul style="list-style-type: none"> Explains why the goal is important. Lists steps for achieving the goal, Identifies a general idea for how to start. Names 1 or more people who can help. 	<p>Writes most of the steps of the goal-setting process, including setting a goal.</p> <p>AND</p> <ul style="list-style-type: none"> States that the goal is important, without explaining why. Lists some steps for achieving the goal. Identifies a general idea for how to start. Names 1 person who can help. 	<p>Does not correctly write or follow the steps of the goal-setting process and/or sets a goal that is vague or unrealistic.</p> <p>AND/OR</p> <ul style="list-style-type: none"> Does not explain why the goal is important. Lists few steps for achieving the goal. Identifies a vague idea for how to start. Does not name a person who can help.