

Goal!

Unit 1 Lesson 8

Grade Level:	K-2 X 3-4 5-6
Time Required:	30-40 minutes
HECAT Health Topic:	<input type="checkbox"/> Tobacco -Free <input type="checkbox"/> Healthy Eating <input type="checkbox"/> Mental/Emotional Health X Physical Activity <input type="checkbox"/> Safety <input type="checkbox"/> Other: <input type="checkbox"/> Violence Prevention <input type="checkbox"/> Alcohol and Other Drugs-Free
HEAP Acronym*	X CC <input type="checkbox"/> AI X SM X INF <input type="checkbox"/> IC X DM X GS <input type="checkbox"/> AV
Educational Standards National Health:	1 2 5 6 7
Instructional Methodology Used: (Check all that apply.)	X Lecture X Guided Practice X Cooperative Learning X Discussion <input type="checkbox"/> Student Debate <input type="checkbox"/> Student Presentation X Lab <input type="checkbox"/> Technology <input type="checkbox"/> Other:
Essential Question:	Why is goal setting important and what is the benefit?
Lesson Plan Description:	This lesson reviews and extends student knowledge of the concept of goal-setting and the influence this process can have on achievement. Then it guides students through practical experience related to this vital area of health self-management, including setting a reasonable physical activity goal, logging progress toward the goal, and celebrating reaching the goal. Consider setting your own health-promoting goal and log your progress toward achieving it, to model the process.
Learning Objectives:	Students will review, extend, and practice the basics of goal-setting and keep a log of physical activity.
Materials/Resources Required:	Per student: -1 "The Story of Michael Phelps: Olympic Champion" handout -1 (or more) "Goal-Setting & Logging " chart -1 pencil
Lesson Plan Content	1. Give each student one copy of "The Story of Michael Phelps: Olympic Champion" handout. Read and discuss this short biography as a class. Emphasize, "Setting goals helped Michael keep his mind on what he wanted to do. He did not give up when things seemed tough." 2. Brainstorm, "Have you ever set a goal of any kind? What was it? Did you reach the goal? Why or why not?" Allow several students to share. If desired, share a story from your own life.

	<p>3. Explain: “Sometimes people do not reach their goals because they set unreasonable ones, such as trying to do the impossible. It’s important to think about and plan goals that are doable, considering your situation. For example, if you can’t get to a pool, don’t plan on swimming to reach your physical activity goal. If you have a lot of homework every night, make sure you set a goal that includes moving your body a lot at recess here at school.”</p> <p>4. Give each student one “Goal-Setting & Logging Your Physical Activity” handout. Read and review the information and instructions. Allow students a minute or two to set a goal.</p> <p>5. Direct students to keep their logs at school during the next 5 days to prevent loss.</p>
Lesson Closure:	1. Assign student partners as <i>encouragers</i> for completing the log and reaching the goal each individual sets.
Assessment Methodology:	<input checked="" type="checkbox"/> Guided Learning <input checked="" type="checkbox"/> Teacher Observation <input checked="" type="checkbox"/> Cooperative Learning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Student Debate <input checked="" type="checkbox"/> Student Presentation (writing or drawing) <input type="checkbox"/> Lab <input type="checkbox"/> Technology <input type="checkbox"/> Other:
Assessment:	<p>1. Over the next 5 days, give partners a few minutes to meet each school day to encourage each other and for individuals to enter their physical activities for the previous day (or weekend).</p> <p>2. As time progresses, answer any questions students may have and reinforce the learning.</p> <p>3. At the end of the 5 days, review student participation and understanding of, the logging process.</p> <p>4. Assign question 3 on the log. Discuss answers as a class. Reemphasize that physical activity can be fun.</p>
Accommodation/ Modifications:	<p>-For all students, be sure to reinforce that it is not important to become an Olympic athlete. Instead, regular participation in physical activity helps everyone become or stay healthier.</p> <p>-Allow reluctant physical activity participants to set and track a goal jointly with their partners.</p> <p>-Have students set a goal and log progress using a shorter timeframe, such as 2-3 days.</p>
Extending the Lesson:	<p>-Help each student set an academic or behavioral goal. Discuss ways to log progress toward and reach the goal. Celebrate successes.</p> <p>-Use the log sheet each week. Celebrate any and all efforts.</p>
Interdisciplinary Connections:	<input type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Technology <input type="checkbox"/> Art <input checked="" type="checkbox"/> Other: Social Studies
Additional Resources:	<ul style="list-style-type: none"> • http://www.nbcolympics.com/athletes/athlete=2/bio/ • http://www.michaelphelps.com/2004/english.html
Vocabulary:	<p>goal—the end result desired; something to work toward</p> <p>goal-setting—the process of deciding what end result is desired, or what to work toward</p> <p>log—a record, journal, or diary of activities</p> <p>logging—keeping a written record of events; a kind of journaling</p>