



BACKGROUND

While education is essential, knowledge alone is not enough to help children practice good nutritional and physical activity habits. Goal setting is one way to begin the process of transferring education to action in the child's life. Goal setting is not complicated, but requires more than simply stating a wish or objective.

OBJECTIVES

Youth will

1. Understand the basics of goal setting.
2. Set their own physical activity goals.
3. Use pedometers to inform goal-setting.

STRATEGIES

1. Promotion of knowledge of nutrition and physical activity.
2. Active learning.
3. Self-monitoring.
4. Behavioral skill of goal setting.

TIME NEEDED

60 minutes

- Greeting (3)
- Goal Setting (28)
- Stepping it Up! (25)
- Wrap Up (4)

GETTING READY

1. Pedometer Step Tracking sheets
2. Pencils

Module 3: Physically Active Goal Setting

1. Greeting & distributing nametags.
2. Process & Outcome Goals. The students will learn about process and outcome goals by playing a cooperative group game.
3. Stepping it Up! The students will review their results from self-monitoring their steps; based on their findings they will design their own physical activity goal.
4. Review.

Fun on Your Own!

The students will be provided with a graph on which they can graph two weeks worth of steps.

FREQUENTLY ASKED QUESTIONS

What if I don't have any goals?

Think of something about yourself that you want to improve or think of something good for you that you need to do more, and think of ways you could do that. Then, set goals accordingly to do those things that will help you improve from where you are now.

How many steps are in a mile?

About 2,000

Module 3: Physically Active Goal Setting

Activity 1: Process & Outcome Goals

Objective:

The students will understand the basics of goal setting.

Materials:

Pre-printed index cards

Time:

Explanation (3)

Discovering Outcome Goals (10)

Presenting to group (10)

Process or Outcome Game (5)

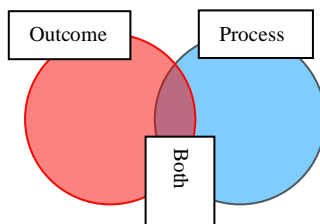
Total: ~28 minutes

Procedure:

The instructor will explain the task to the students. The instructor will hand out an index card to each student. There will be 6 different puzzles; each puzzle will be printed on a different colored card. The students with the same color cards will form a group. The students will solve their mystery outcome goal by reading their process goals. To solve the puzzle, the students will read the process goals on the front of each of the cards. They will then determine what outcome goal may be achieved by completing each of the process goals. When the cards are put in the right order the outcome goal may be read on the backs of the cards. The instructor will circulate the work area assisting and questioning the students. As groups finish their puzzle, they may break up and go offer hints to the groups still working. The students will present their process and outcome goals to the group.

Follow-up/ Assessment:

The instructor will divide the room up like a Venn diagram. The instructor will yell out outcome and process goals. The students will run to the area of the room that corresponds with the correct answer. The instructor will lead the group in clarification of answers. This concept will be elaborated on in following lessons and modules.



Modifications:

The students could collect the cards by running line drill formations; when all of the cards have been retrieved the groups could start solving their outcome goals.

The game list of goals come from the activity or generated independently (the list from the Module 3 script).

Discussion Points

Process goals are the steps you take to achieve your outcome goal.

Some goals can be both a process and outcome. For example, a high school student's process goal may be to get A's and B's on his/ her report card so he/ she can get into a good college; but, your outcome goal may be to get A's and B's.

An outcome goal is like a staircase, and a process goal is like a step. You can't jump to the top of the staircase without stepping on the steps to get to the top.

Goals to read during the Venn Diagram game:

Be at every practice and game on time. Process

Be the MVP of my team. Outcome

Pass the ball to my teammates. Process

Win the basketball tournament. Outcome

Make GO food and activity choices. Process

Run around at recess. Process

I would like to become an astronaut. Outcome

Wear clothing and shoes that I can be physical active in. Process

My goal is to beat my brother at chess. Outcome

To increase my physical activity, my goal is to walk around the block twice after dinner each night. Process

I want to practice playing the piano every day when I get home. Process

I want to win. Outcome

My goal is to get in bed by 9 every night. Process

My goal is to do 60 minutes of physical activity every day. Both

I'm going to play in the NFL someday. Outcome

I'll try my best. Process

I would like to become physically fit. Both

My goal is to have a positive attitude, no matter what happens. Process

(front)

(back)

Study every night.

MAKEAL

Turn in all
assignments.

LA'SANDB

Eat breakfast every
morning.

'SONMYRE

Ask questions or for
help when I don't
understand.

PORTCARD

(Make all A's and B's on my report card)

Win the basketball tournament. WINTHEB ASKETBALLTOURNAMENT

- Attend every practice.
- Pass the ball to my teammates.
- Practice free throws every day.
- Warm up before practice.

Perform well in a piano recital. PERFORMWELL INAPIANO RECITAL

- Practice the piano every day.
- Attend every piano lesson.
- Listen to the songs I am playing.
- Listen to my piano teacher.

Be physically fit. BEPHYSICALLYFIT

- Walk around the block twice after dinner.
- Run around at recess.
- Wear clothing and shoes that I can be active in.
- Make GO food and activity choices.

Have a lot of friends. HAVEALOTOFFRIENDS

- Use nice words.
- Smile at people.
- Share stories, games, and items.
- Be a member of a team, club, or group.

Have perfect attendance. HAVEPERFECTATTENDANCE

- Wash hands after I use the bathroom and before I eat.
- Eat fruits and vegetables every day.
- Exercise every day.
- Arrive at school on time.

Module 3: Physically Active Goal Setting

Activity 2: Stepping It Up!

Objectives:

- The students will design their own physical activity goals.
- The students will use pedometers to inform goal-setting.

Materials:

Pencils
Daily pedometer step tracking sheets

Time:

Discussion (7)
Group goal setting (5)
Individual goal setting (13)
Total: ~25 minutes

Procedure:

The students will get out their step tracking sheets. The instructor will lead the group in a discussion. The instructor will guide the students in discovering possible goals for students currently at different step levels. The instructor will hand out the new step tracking sheet. The students will fill out their step tracking sheets.

Follow-up/ Assessment:

The instructor will observe and give feedback to students as they fill out their step tracking sheets.
The students will fill out their step tracking sheets daily at the after school program; then reset their pedometers.

Modifications:.

The step tracking sheets could be filled out as a group.
The students may graph their average amount of steps taken in a day.

Discussion Points

The HOP'N goal is 60 minutes of physical activity daily (30 minutes after school).
How many steps did most people take in a day?
Why is there such a difference in the amount of steps taken? (activities, the proper use of the pedometers)
Do we all have things we can improve on?
What would you say the average amount of steps a day is for the group? What would be a reasonable outcome goal for next week?
What are some process goals we could have to help us reach that outcome goal?

Name _____

Daily Pedometer Step Tracking & Goal Sheet

How many steps did you take today?

Put this sheet in a place you will see it at the end of the day, so it will help you remember to record your steps.

Month _____ Dates _____ Year _____

My outcome goal is to take at least _____ steps on at least _____ days this week.

Here are three process goals I will do to support my outcome goal:

1) _____

2) _____

3) _____

Day of the week	Number of Steps Taken	Comments- record any thoughts or experiences related to steps or activity here.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Weekly Total → Add all the days, Monday through Sunday.		

When you've recorded the day's steps, reset your pedometer, and place it somewhere that you won't forget it when you get dressed the next day.

Module 3: Physically Active Goal Setting

Introduction

1. Welcome students back to HOP’N Club. Say,

This is the third week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. How did wearing the pedometers go? Answers will vary. Today we are going to talk about goals. What do you already know about goals? Answers will vary.

Process & Outcome Goals

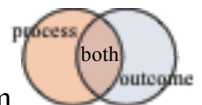
1. Introduce Process & Outcome goals. Say,

Process goals are the steps you take to achieve your outcome goal. Some goals can be both a process and outcome. For example, a high school student’s process goal may be to get A’s and B’s on his/ her report card so he/ she can get into a good college; but, your outcome goal may be to get A’s and B’s. An outcome goal is like a

staircase, and a process goal is like a step. You can’t jump to the top of the staircase without stepping on the steps to get to the top. I will hand out an index card to each student. There will be 6 different puzzles; each puzzle will be printed on a different colored card. The students with the same color cards will form a group. To solve the puzzle, you will read the process goals on the front of each of the cards. Then determine what outcome goal may be achieved by completing each of the process goals. When the cards are put in the right order the outcome goal may be read on the backs of the cards.

2. Circulate the work area assisting and questioning the students. As groups finish their puzzle, they may break up and go offer hints to the groups still working. Allow the students to present their process and outcome goals to the group.

3. Divide the room up like a Venn diagram (see picture). Yell out outcome and process goals. The students will run to the area of the room that corresponds with the correct answer. Clarify answers and stress that with a good explanation multiple answers may be correct.



Goals to read during the Venn Diagram game:

- Be at every practice and game on time. Process
- Be the MVP of my team. Outcome
- Pass the ball to my teammates. Process
- Win the basketball tournament. Outcome
- Make GO food and activity choices. Process
- Run around at recess. Process

I would like to become an astronaut.

Outcome

Wear clothing and shoes that I can be physical active in. Process

My goal is to beat my brother at chess.

Outcome

To increase my physical activity, my goal is to walk around the block twice after dinner each night. Process

I want to practice playing the piano every day when I get home. Process

I want to win. Outcome

My goal is to get in bed by 9 every night. Process

My goal is to do 60 minutes of physical activity every day. Both

I'm going to play in the NFL someday.

Outcome

I'll try my best. Process

I would like to become physically fit.

Both

My goal is to have a positive attitude, no matter what happens. Process

Modifications

The students could collect the cards by running line drill formations; when all of the cards have been retrieved the groups could start solving their outcome goals.

The game list of goals come from the activity or generated independently (the list from the Module 3 script).

Stepping it Up!

1. Review step tracking. Say,

Get out your step tracking sheets.

Everyone stand up. Start marching and when I say a number higher than the amount of days you were your pedometer start doing jumping jacks.

Start with 1 and go to seven or until everyone is doing jumping jacks. Now think about how many steps you got most days. Start marching and when I say a number higher than the amount you

walked most days start doing jumping jacks. Start with 1,000 and go to 20,000 or until everyone is doing jumping jacks. How many steps did most people take in a day? Why is there such a difference in the amount of steps taken? (activities, the proper use of the pedometers)

2. Create goals. Say,

What would you say the average amount of steps a day is for the group? What would be a reasonable outcome goal for next week?

Use the groups answers or the following example. Say,

If I only had 8,000 steps most days, is it a good idea to make an outcome goal to get 20,000 steps a day next week? No, because it may not be attainable. No, you're right. What about 10,000? Yes. What are some process goals to help us achieve our outcome goal? Answers will vary. The HOP'N goal is 60 minutes of physical activity daily (30 minutes after school).

Do we all have things we can improve on? Yes. That's right we all have things we can improve on. So think of goals that you can improve on.

3. Hand out the new step tracking sheet.

The students will write their outcome goals and process goals on their step tracking sheets. Observe and give feedback to students as they fill out their step tracking sheets.

Review

1. Remind the students. Say,

You are going to continue to record your steps everyday on your step tracking

form. Remember to work towards your goals.

2. Collect nametags.