



BACKGROUND

Goal setting is a useful way to increase a desired behavior. Limit setting is useful for behaviors that are acceptable in some cases but not in others, or behaviors that are acceptable at low or limited frequencies, but not at higher frequencies.

OBJECTIVES

Youth will

1. Review goal setting.
2. Report on their experiences setting goals.
3. Discuss & understand that some limits are necessary.

STRATEGIES

1. Knowledge of physical activity and fruit and vegetable standards/goals.
2. Active mastery experiences to increase self-efficacy.
3. Setting limits on competing activities (TV and Video games) for self-regulation.

TIME NEEDED

60 minutes
Greeting (2)
Review of Goals (22)
Limit Setting (30)
Review (6)

GETTING READY

1. Ball
2. Post-It Notes
3. Limit Chart
4. Markers
5. Question Prompts

Module 4: HOP'N within Limits

1. Greeting & distributing nametags.
2. Review of Goal Setting. The students will review their knowledge level and application experiences involving setting goals.
3. Limit Setting. The students will compare their prior knowledge of limits with their peers, and demonstrate that they understand that some limits are necessary.
4. Review.

Fun on Your Own!

FREQUENTLY ASKED QUESTIONS

How are goal setting and limit setting related?

They are both ways that people can use to improve themselves or change their behavior. One type of goal could involve setting limits. Limit setting is useful for things that are OK in one place or sometimes but not others.



Module 4: HOP'N within Limits

Activity 1: Goal Review

Objectives:

- The students will review goal setting.
- The students will report on their experiences setting goals.

Materials:

Ball

Time:

Report on steps taken (7)

Process and Outcome Goals Game (5)

Discussion/ Barrier example (10)

Total: ~22

Procedure:

The students will walk in place as the instructor yells out number of steps (0, 500, 1000, 1500, 2000...) until all students' number of steps have been called out; when the students hear a greater number of steps than they took last week they will begin doing jumping jacks. The instructor will keep calling out numbers until all students are doing jumping jacks. The instructor will remind students of the Venn diagram game. The students who achieved their goal will run to one side of the room, and those who did not will run to the other. The instructor will then ask questions such as: Did setting a goal make a difference? Did you use some kind of reward? The students will answer by their placement in the room, and the instructor will ask some students follow up questions. The students will then review process and outcome goals by playing the Module 3 Venn diagram game. The instructor will clarify answers. After five minutes the students will sit down in a group. The instructor will use two pre-chosen students (who have agreed to help out), and will ask them to predict (set a goal) how many times they can catch the ball in a one minute time period. The instructor will ask for two more volunteers; these volunteers will have the secret task of distracting the students (create barriers) after the catchers catch the ball a couple times. After the minute is over, the instructor will lead the group in a discussion.

Follow-up/ Assessment:

Modifications:

The way the instructor creates barriers may vary.

Students could respond to questions in a variety of ways.

Discussion Points

Average data suggests that if you participated in 60 minutes of physical activity a day, that your daily total would be between 12,000 and 15,000 steps.

The HOP'N goal is 60 minutes of physical activity (30 minutes after school) a day.

Barrier activity:

Why didn't they achieve their goal?

Did they know I was going to create a barrier when they set their goal?

Do we know barriers before we set goals?

What can we do?

Should we just quit?

When did you have a hard time achieving a goal because of a barrier? What did you do?

We call those things that get in our way BARRIERS. Sometimes we know we're going to have to work around barriers, and other times they just pop up. A good way to deal with barriers is to get support from your parents, siblings, or friends. Lots of times, they can help you figure out a way to overcome or work around the barriers. Sometimes, you have to make a plan, or a back-up plan. Other times, you just need someone to work with, who will encourage you.

When you're dealing with barriers, it is important to be flexible with your goals. If you don't achieve the goal, you can change it slightly so that next time you will achieve it. Sometimes, you just need an incentive to meet your goal. An incentive is a reason, like maybe a reward, some positive attention, or some kind of satisfaction from doing something. That's part of the reason it can help to tell others what your goals are. You can use family or friends to help you achieve those goals.

The last thing I want to tell you is that sometimes we set goals that are just too hard, or we set goals for things we can't control. When we fail to reach our goal, it is important to think about why we failed, and then change our goal for next time.

It is important that rewards are healthy choices.

Module 4: HOP’N within Limits

Activity 2: Limit Setting

Objective:

The students will demonstrate an understanding that some limits are necessary.

Materials:

Question prompts
Post-It Notes
Limits Chart
Markers

Time:

Talk in small groups (15)
Groups set fair limits (5)
Report answers to the group/ Group Discussion (10)
Total: ~30 minutes

Procedure:

The students will be placed in groups of 4 or 5. Each group will get a sheet with question prompts on them. The students will discuss their responses to the questions as the instructor circulates the area. The instructor will pick up the question prompts and give each group 5 Post-it Notes. As the instructor reads each question the students will have one minute to agree on an answer and record their answer on their Post-it Note. The students will take turns recording and posting the group’s answer. The instructor will lead the group in a group discussion regarding the teams’ answers and limits.

Follow-up/ Assessment:

The students will report their answers to the group.

Modifications:

The Limit Setting Discussion Sheets could assign questions (by number or color) to be read to specific students to insure that every student in the group participates.

Discussion Points

Sometimes, we don’t like limits, but one way to make limits easier is to find something else that’s good for you, and something that you like to do. Then, that something else can take the place when you reach your limit. What is something good you could substitute for soda/pop? How about a substitute for TV? I like to read a good book or play with friends.

Limits like these are sometimes better when we get to decide the limit, rather than parents or teachers. Your parents or teachers can help you stick with those limits though. It can be fun to make our own rules sometimes!

Limit Setting Discussion Sheet

Take turns reading the questions.
Talk about the answers.
Each group member should answer each question.

1. What is your bedtime?
2. Why do we have bedtimes?
3. How many desserts can you eat?
4. What would happen if you only ate desserts?
5. How many sodas are you allowed a day?
6. What would happen if you only drank soda?
7. How much TV can you watch a day?
8. What happens to people when they watch too much TV?

What are fair limits? The instructor will read the questions and show a chart with the questions written on it. The groups will write their agreed upon answer on a Post-it Note.

If you have to be at school at 8:00 am (8:45 Langston Hughes), what is a fair bedtime that helps make sure you get enough sleep?

If you have just eaten a good dinner, what is a fair number of desserts to have?

If you have finished your homework, what is a fair amount of time to watch TV or DVDs, or play video games?

What is a fair amount of soda/pop to drink each day?

Module 4: HOP'N within Limits

Introduction

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

This is the fourth 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. How did working on your goals go? Answers will vary. Today we are going to talk more about goals, barriers, and limit setting.

Review of Goal Setting

1. Review goal setting. 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. Average data suggests that if you participated in 60 minutes of physical activity a day, that your daily total would be between 12,000 and 15,000 steps. The HOP'N goal is 60 minutes of physical activity (30 minutes after school) a day.

2. Remind students of the Venn diagram game. The students who achieved their goal will walk to one side of the room, and those who did not will walk to the other. Say,
Did setting a goal make a difference? (have students answer by walking to the right side of the room for yes or left side of the room for no) *Did you use some kind of reward?* (have students answer by walking to the right side of the room for yes or left side of the room for no) *Did you tell a friend or family member about your goal?* (have students answer by walking to the right side of the room for yes or left side of the room for no)

3. Chose two students, and ask them to predict (set a goal) how many times they can catch the ball in a one minute time period. Ask for two more volunteers; give these volunteers the secret task of distracting the students (create barriers) after the catchers catch the ball a couple times. After the minute is over, lead the group in a discussion. Say,

Why didn't they achieve their goal? Because they didn't know the other people would stop them.
We call those things that get in our way BARRIERS.
Did they know I was going to create a barrier when they set their goal? No.

Do we know barriers before we set goals? No.

What can we do? Keep trying. Set a different goal. Work around it.

Should we just quit? No

When did you have a hard time achieving a goal because of a barrier?

What did you do? Answers will vary.

Sometimes we know we're going to have to work around barriers, and other times they just pop up. A good way to deal with barriers is to get support from your parents, siblings, or friends. Lots of times, they can help you figure out a way to overcome or work around the barriers. Sometimes, you have to make a plan, or a back-up plan. Other times, you just need someone to work with, who will encourage you.

When you're dealing with barriers, it is important to be flexible with your goals. If you don't achieve the goal, you can change it slightly so that next time you will achieve it. Sometimes, you just need an incentive to meet your goal. An incentive is a reason, like maybe a reward, some positive attention, or some kind of satisfaction from doing something. It is important that rewards are healthy choices.

That's part of the reason it can help to tell others what your goals are. You can use family or friends to help you achieve those goals.

The last thing I want to tell you is that sometimes we set goals that are just too hard, or we set goals for things we can't control. When we fail to reach our goal, it is important to think about why we failed, and then change our goal for next time.

Modifications:

The way the instructor creates barriers may vary.

Students could respond to questions in a variety of ways.

Limit Setting

1. Introduce Limits. Say,

What is a kind of limit that we all know about? A speed limit. Right. What is a speed limit? It tells us the fastest we are allowed to go? Exactly. And why do we have speed limits? To keep us safe. A limit is the maximum number we should do something. Most limits keep us safe.

2. Place students in groups of 4 or 5. Say,

Each group will get a sheet with question prompts on them. Discuss your answers to the questions with your group I will walk around to help you.

3. Pick up the question prompts and give each group 5 Post-it Notes. Show the group the "What are Fair Limits" poster. Say,

I will read each question your group will have one minute to agree on an answer and write your answer on your Post-it Note. Please take turns recording and posting the group's answer on the chart.

Students answers will vary; remind them of the HOP'N limits of 1 glass of soda or juice drinks a day and less than 2 hours of TV or video games a day. Say,

Sometimes, we don't like limits, but one way to make limits easier is to find

something else that's good for you, and something that you like to do. Then, that something else can take the place when you reach your limit. What is something good you could substitute for soda/pop? Answers will vary. Encourage the answer of water. How about a substitute for TV? Answers will vary. I like to read a good book or play with friends.

Limits like these are sometimes better when we get to decide the limit, rather than parents or teachers. Your parents or teachers can help you stick with those limits though. It can be fun to make our own rules sometimes!

Modifications:

The Limit Setting Discussion Sheets could assign questions (by number or color) to be read to specific students to insure that every student in the group participates

Review

1. Remind the students. Say,

Today we talked more about goals, barriers, and limits. Review these three concepts with students if time permits. Next time, we will talk about fruits and vegetables.

2. Collect nametags.