



SAMPLE LESSON PLANS

Grade 8 – Health Promotion

Unit 5

SOLs:

8.2J Create short- and long-term health fitness SMART goals that are achievable, purposeful, and that support cognitive performance

Title: SMART Goal-Setting to Stay Fit

Objectives/ Goals:

- Students will use goal-setting skills to enhance health.
- Students will assess personal health practices as it relates to fitness
- Students will develop a goal to adopt, maintain, or improve a personal health practice in relation to fitness.

Materials:

- [Goal Setting Slideshow](#)

Procedure:

- Hook - Start by showing a quote from Daymond John (seen on the show Shark Tank) about what goal-setting means to him. The quote reads: *Goal-setting is a very specific thing. It's not "I want to lose weight." It's "I will drink 10 glasses of water per day. I will not eat fried foods or red meat. I will walk over 10,000 steps per day, do cardio in the morning and weight lift at night." In return for that, I will lose two pounds per week to get down to my goal weight of 170lbs. And this will allow me to be healthier and to remain in my daughters' lives for a longer period of time.*
- Instant Activity - State *Achieving your goals takes thought and consideration.* Ask the

students, *What steps do you feel are involved in setting and accomplishing a goal?* Let students brainstorm and discuss this question as a class. Perhaps you list ideas generated on the board.

- Think-Pair-Share - Next, have students imagine they are about to graduate from high school. *What do you hope happens next? What goals do you have? What do you envision yourself doing? College? Military? Apprenticeship? Job? Something else?*
- Now ask, *what would you need to do to make sure your post-high school goals happen?* List two or three short-term goals or action steps you would set/take to be sure you reach that outcome.
- Once students have had a chance to think/write on their own, now have them form pairs to share their post graduation goals. Have them explain how their goals will lead to the desired outcome for the next step after high school. After a few minutes of discussion, have a few students share their ideas to the class.
- Next, ask students *Why is it important to set goals?* (Answer(s) might include: To help you reach your dreams and set up a plan to make sure you can get there, important to remember that short-term goals can help us achieve our long-term goals...they help us be successful.
- Now it is important that you introduce the skill cues for effective goal setting. They include:
 - ASSESS current health (strengths and areas for improvement)
 - IDENTIFY an area that you want to work on
 - CREATE a SMART goal to maintain or improve your health
 - APPLY strategies and skills to accomplish the goal
 - RECORD, REFLECT ON, and EVALUATE goal progress and outcome
- Have students start with skill cue #1 and have them ASSESS their current health status. Since this is going to be a fitness related goal, you might just narrow your focus on having students assess their fitness. This might be a good time to incorporate fitness testing scores if you do those. Whether you do or don't here...
- Questions you could have them self-assess could be:
Scale to rate yourself: 1 - Rarely 2 - Sometimes 3 - Often or always
 - I get at least 60 minutes of exercise on most days of the week
 - I do exercises or activities that improve or maintain my muscular strength
 - I do exercises or activities that improve or maintain my muscular endurance
 - I do exercises or activities that improve or maintain my flexibility
 - I think about how I can get extra steps in my day
 - I spend a good amount of time sitting down when I am at home
- Once students have a snapshot of their own fitness level have them identify one area that they want to work on (this could be something to improve OR maintain) in terms of

fitness.

- Next, you will need to teach and introduce the SMART goal-setting acronym (see slide 9)
 - S = Specific
 - M = Measurable
 - A = Adjustable
 - R = Realistic
 - T = Timely
- When teaching a health skill such as goal-setting it is important that you model the skill as a class so students understand how to apply the SMART acronym to a situation. Here is an example you could use with your class:

Example: Comparing a SMART Goal with a Not-So-SMART Goal

	<i>I will cut down on the number of energy drinks I consume.</i>	<i>I will drink a total of 3 energy drinks over the course of 7 days for the next 6 weeks.</i>
Specific?	No – How many energy drinks? How often?	Yes – Only 3 energy drinks per week are allowed.
Measurable?	No – What does <i>cut down</i> mean? Less than what? How many?	Yes – You can measure if more than 3 energy drinks are consumed.
Adjustable?	Yes	Yes
Realistic?	Yes (but keep in mind that determining the extent to which the goal is realistic is up to the individual student).	Yes (but keep in mind that determining the extent to which the goal is realistic is up to the individual student).
Time-Based?	No – For how long? When will this start? Over what time period?	Yes – 7 days over the next 6 weeks

- Next, have the class practice a scenario together as you lead them through setting up a SMART goal. Here is an example scenario (feel free to change it)

Julian is an 8th grader who stays after school each day to hang out with his friends before arriving home after 4:30pm. When he gets home, he grabs a snack and heads to the family room in the basement. He turns on the TV, opens his phone to Snapchat, and frequently texts with his friends. His mom has suggested in the past that he do his homework as soon as he gets home, but Julian feels the need for a break before tackling that. Around 7pm each night, his family has dinner together, and no electronics are allowed. After dinner, Julian's chores are to clear the table and help with dishes. Julian loves TV and has something to watch each night at 8pm; he does his homework while he watches. He recently discovered that sophomore year is harder than freshman year, even though his methods of doing what he's supposed to do in class and for homework haven't changed at all. Julian received mostly A's last year, but his grades have quickly slipped to B's and C's now. As a result, he'd like to make a change in his life.

- When working through the example above, have students try to answer these questions as it pertains to SMART (see below)

Specific – What does Julian specifically want to accomplish?

Measurable – How can he measure his progress over time?

Adjustable – Is this something you think he can adjust if it is too easy or too hard?

Realistic – How realistic is it that he achieves this goal? Too hard? Too easy?

Time-bound – How long do you think it should take for him to accomplish this goal? Set a time in the shorter term to check progress.

- From here, have the class create a SMART goal statement or sentence that combines the answers above into a clear-concise statement.
- Now, have students write their own fitness goal using the skills they just practiced. Their SMART goal statement will be their Long-Term Goal. They then must come up with at least four Short-Term Goals that will help them get their and achieve the goal.

Assessments, References, & Sources

- *Lesson Planning for Skills Based Health Education* - Sarah Benes & Holly Alperin
- Andy Horne, M.Ed., New Trier High School
- See Assessment Below on Writing Fitness Goals

Writing Fitness Goals

You will be working on your own to develop a long-term fitness goal. You will also write-out short-term goals (at least 4) that will help lead you to that long-term goal. Let me start by giving you an example... Here is a **PERFECTLY WRITTEN LONG-TERM GOAL (and SMART):**

Long-term Goal:

I will complete the 26.2-mile, Chicago Marathon, on October 24th, 2019, in under 4 hours, 59 minutes.

Is this goal realistic? Is it going to shape my habit to exercise?

Yes, I have given myself over a year to prepare. It's possible. The question I need to ask myself is...Do I like to run? If not, this wouldn't be a good long-term goal. It probably wouldn't motivate me to exercise.

What makes this goal measurable?

26.2 miles in less than 4 hours, 59 minutes. That would tell me the speed that you would have to run in order to achieve this goal.

What's the time reference for achievement?

October 24th, 2019.

Now that I have a long-term goal in place, I need to develop short-term goals *that will help me reach the long-term goal* I have stated. I like to think of these short-term goals as "check points." These are the steps I need to take in order to reach the long-term goal in the time given. I would probably create a short-term goal for every-other month leading-up to the date of the marathon. For instance, here would be my first short-term goal:

Short-term Goal #1:

I will complete a two-mile run, on the school track, in 17 minutes, on November 15th, 2017.

Note that I followed the same rules that I did when writing the long-term goal.

Now that I have given you these examples, I want you to come-up with some type of fitness, or sport-related, goal that you would like to achieve. PLEASE make sure it is something that interests you. Don't write a goal that involves running if you don't like to run. A goal could be related to a sport or fitness-related activity that you enjoy (i.e., decrease body-fat percentage, increase the speed of your fastball, decrease your 50-meter free (swim) time, increase the amount of weight you can bench press (any lift), increase your vertical jump height, etc...).

Develop the long-term goal (first). Make sure it is well written (take everything into account that I have told you – make it SMART).

After you have your long-term goal written-out, figure out where you should start, and where you need to go to get to that long-term goal. Use this information to write your short-term goals. Write these goals in the same style that you wrote your long-term goal.

Long Term Goal:

Defining Your SMART Goal - You should answer all of these questions before writing your long-term goal

1. ***Specific:*** What will your goal accomplish? How will it be accomplished?
2. ***Measurable:*** How will you measure whether or not your goal has been reached? List at least two indicators.
3. ***Adjustable:*** Will you be able to adjust this goal if needed? Once you start working on your goal, you may find it needs to be adjusted.
4. ***Realistic:*** Is it actually possible to achieve your goal? Have others done it successfully? Is it challenging but still achievable? Do you have the necessary skills, abilities, resources, support, and motivation to accomplish the goal?
5. ***Timely:*** Is our classroom timeline (approx 3 weeks) for the project a suitable deadline for you to be successful? If not, what is the time frame you are setting for your goal?

Once you have answered the questions above, clearly state your Long-term SMART goal in a clear, concise sentence (it should contain all 5 elements from above)

Next, come up with at least four Short-Term Goals that will help you achieve your Long-Term Goal. -----

Short Term Goal #1:

Short Term Goal #2:

Short Term Goal #3:

Short Term Goal #4: