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# A Complete 8th Grade Health Learning Experience: Planning & Goal Setting



## Project Step 1

Days 4-5:  
Makes a personal commitment to achieve a personal goal (Pg.1.2)

**Self-Evaluation Scoring**

36-45: Very Good  
26-35: Good  
16-25: Needs Improvement  
Under 16: Needs Major Change

Playbook A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13  
Handout: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Functional Knowledge: PAN 1.1, 2, 6, 7

## Days 1-3:

Analyses the benefits of planning & setting personal health goals (Pg.1.1)

- My Turn?
- 100<sup>th</sup> Birthday Collage
- Self-Esteem

**High Self-Esteem** ↔ **Goal Success**

Functional Knowledge: ORH.1.2

## Project Step 2

Days 6-7:  
Makes a personal commitment to achieve a personal goal (Pg.1.2)

- S.M.A.R.T. or UNSM.A.R.T.?

**Planning Goals S.M.A.R.T.**

**Specific**  
**Measurable**  
**Action-oriented**  
**Realistic**  
**Time-framed**

**UnSMART goal**  
Exercise more

**SMART goal**  
By the end of the semester, I will be able to perform a 10-minute walk/jog 3 times a week (x 4 weeks) 20 minutes

Functional Knowledge: none

## Days 4-5:

Makes a personal commitment to achieve a personal goal (Pg.1.2)

# The Goal Setting Process

**Identify**  
**Identify problems & possible solutions**  
**Create an action plan**  
**Write a SMART goal**  
**Identify and research an area that needs improvement**

Functional Knowledge: none

## Project Steps 3 & 4

Day 8:  
Develops a personal health goal & plan to achieve it (Pg.1.3)  
Analyzes possible barriers to achieving the goal (Pg.1.4)  
Identifies personal support systems & explains their importance (Pg.1.7)

- I'll Bet You Can't

# Step 3

**Monitoring Body**  
Exercise Journal  
Personal Contact

**Research**  
• Worthwhile  
• Health-Enhancing  
• (provided to class)

Functional Knowledge: PAN1.5

# Action Plan

**Me: John**  
Wants me to be  
top healthiest  
and I say him all  
the time.

**Feeling my best**  
**SMART GOAL: By March 28, I will do Pilates or Yoga for 30 minutes 4 times per week.**

By March 21, I will do Pilates or Yoga for 30 minutes 3 times/week.

By March 14, I will do Pilates/Yoga for 30 minutes 2 times/week.

By March 7, I will do Pilates/Yoga for 30 minutes 1 time per week.

**Starting Point: Currently I am not doing Pilates or Yoga with any regularity.**

## Project Step 5

### Days 9-11:

Implements the plan to achieve the health goal and overcome barriers (PG.15)  
Assesses, reflects on and adjusts the plan as needed (PG.18)

**Nutrition & Physical Activity Basics**

- *Nutongo - Gopher*
- *Why Exercise is Wise - kidshealth.org*
- *Nutrient Dense Snacks Taste Test*
- *Healthy Weight*
  - BMI - cdc.gov
  - kidshealth.org

Functional Knowledge: PAM.1.2, 4, 5

## Mrs A's Goal

100% Honest

Mrs. A's Health & Safety

The goal is great. The bad is the way.

## Project Step 5

### Day 12:

Implements the plan to achieve the health goal and overcome barriers (PG.15)  
Assesses, reflects on and adjusts the plan as needed (PG.18)

- *Body Image*
- *Love Your Selfie*

Functional Knowledge: PAM.1.3 & 4

## Brain POP

POP

## Project Step 5

### Days 13-17:

Implements the plan to achieve the health goal and overcome barriers (PG.15)  
Assesses, reflects on and adjusts the plan as needed (PG.18)

- *Stories*
  - *Let's Write a Story*
  - *Make a Mini Book*
- *Creative Book Builder App*

Functional Knowledge: PAM.1.3-7



## Project Step 5

Days 18-19:

Implements the plan to achieve the health goal and overcome barriers (PG.15)

Assesses, reflects on and adjusts the plan as needed (PG.18)

### • Goal Setting Practice & Non-Authentic Assessment

(Practicing subskills PGS.1,3, 4, 7)

Peter eats 3 meals a day, but is super hungry when he gets home from school. Because his parents work, they're not home to cook him anything so he ends up snacking on chips and other junk foods. He likes the taste of these, but never feels good afterward eating this stuff. As a result, he'd like to make a change in his life.

Blanca is not an athlete and doesn't really enjoy team sports. She only ever hears about opportunities to play on teams and is not interested so she does no physical activity beyond PE. She has a family history of heart disease and would like to avoid that in herself. As a result, she like to meet the daily requirements of physical activity, but isn't sure how to go about doing that.

Functional Knowledge: PAM.1.5

## Project Step 5

Day 20:

### • Planning & Goal Setting Quiz



## Project Step 5

continues for a total of 4 weeks.

We move on in our curriculum *the Smart Changeover* as we continue to work on our goals.

## Project Step 6

4 Weeks after Goal Start:

Analyzes the impact of decisions on the personal goal (PG.16)  
Assesses, reflects on and adjusts the plan as needed (PG.18)



Functional Knowledge: none



## Resources

- *Activities That Teach More Activities That Teach, & Still More Activities That Teach* by Tom Jackson
- *Stress Management and Self-Esteem Activities* by Patricia Rizzo Toner
- *Personal & Social Skills: Level 2* by Joyce Fetro
- "Teen Health & Wellness" subscription database by Rosen Publishing
- *KidHealth* ([www.kidhealth.org](http://www.kidhealth.org))
- *Teen Health* by Glencoe

## **PLANNING AND GOAL SETTING**

***Demonstrates the ability to apply planning and goal setting strategies and skills to enhance personal, family, and community health goals***

<b>Elementary</b>	<b>Intermediate</b>	<b>Commencement</b>
PG.E.1 Identifies the benefits of planning and setting personal health goals	PG.I.1 Analyzes the benefits of planning and setting personal health goals	PG.C.1 Critically analyzes and articulates the benefits of planning and setting personal health goals
PG.E.2 Makes a personal commitment to achieve a personal health goal	PG.I.2 Makes a personal commitment to achieve a personal health goal	PG.C.2 Makes a personal commitment to achieve a personal health goal
PG.E.3 Develops a personal health goal and a plan to achieve it	PG.I.3 Develops a personal health goal and a plan to achieve it	PG.C.3 Develops a personal health goal and a plan to achieve it
PG.E.4 Identifies possible barriers to achieving the personal health goal	PG.I.4 Analyzes possible barriers to achieving the personal health goal	PG.C.4 Analyzes and develops strategies to overcome barriers to achieving the personal health goal
PG.E.5 Implements the plan to achieve the personal health goal and overcome possible barriers	PG.I.5 Implements the plan to achieve the personal health goal and overcome possible barriers	PG.C.5 Implements the plan and adjusts plan as needed to achieve the personal health goal
PG.E.6 Analyzes the impact of decisions on the personal health goal	PG.I.6 Analyzes the impact of decisions on the personal health goal	PG.C.6 Analyzes the impact of decisions on the personal health goal
PG.E.7 Identifies personal support systems and explains their importance in achieving the personal health goal	PG.I.7 Identifies personal support systems and explains their importance in achieving the personal health goal	PG.C.7 Identifies personal support systems and explains their importance in achieving the personal health goal
PG.E.8 Monitors and evaluates progress towards achieving the personal health goal	PG.I.8 Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed	PG.C.8 Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed



## *Physical Activity and Nutrition Functional Knowledge*

Elementary	Intermediate	Commencement
PAN.E.1 Regular physical activity and healthy eating behaviors are essential components of a healthy lifestyle and reduce the risk of developing many diseases.	PAN.I.1 Regular physical activity and healthy eating increases one's energy level, assists with managing stress and/or weight, reduces the risk of illness and disease and increases academic achievement.	PAN.C.1 The benefits of physical activity and healthy eating include learning and improving skills, staying in shape, improving appearance, cardiovascular and muscular endurance and increased academic achievement.
PAN.E.2 Individuals begin to acquire and establish healthy eating and physical activity behaviors during childhood and adolescence.	PAN.I.2 Healthy workouts include a warm up, workout, and cool down phase.	PAN.C.2 Fitness components include cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.
PAN.E.3 Individuals need healthy food and regular physical activity to feel good and grow.	PAN.I.3 Individuals can resist pressures that discourage healthy eating and regular physical activity practices.	PAN.C.3 To maintain a healthy weight, the intake of calories must equal the output of energy. To lose weight, the energy output must exceed the calorie intake.
PAN.E.4 The Dietary Guidelines for Americans and Food Guide Pyramids assists individuals with healthy food choices.	PAN.I.4 Culture, media and social influences impact physical activity and dietary patterns.	PAN.C.4 Individuals need to engage in activities that require moderate to vigorous levels of exertion as recommended in national guidelines.
PAN.E.5 Individual eating patterns, food preferences, and food-related habits and attitudes vary by culture.	PAN.I.5 Individuals can influence and support others to engage in healthy eating and physical activity.	PAN.C.5 Physically active individuals are less likely to develop the chronic diseases that cause most of the morbidity and mortality in the United States: cardiovascular disease, hypertension, non-insulin dependent diabetes, and colon cancer.
PAN.E.6 Although most young people are physically active, many do not engage in the recommended levels of physical activity.	PAN.I.6 Physical injuries can be prevented by having adult supervision, following safety rules, and properly using protective clothing and equipment.	
PAN.E.7 Children need to be physically active before, during and after school.	PAN.I.7 Tobacco use adversely affects fitness and physical performance.	

# Personal Improvement Project

Name \_\_\_\_\_

Period \_\_\_\_\_

This is a **big deal**! You just chose something to improve about your own physical health and now you'll make a complete plan to achieve it. This isn't just a project to do for the sake of doing it and getting a grade — it's a project that could *change your life* for the better!

We'll go step by step through it together so that you can be as successful as possible. There are easy parts and challenging parts — we'll go through it together and *you'll be fine*. Remember our stairway analogy...you have to step on the first, second, third steps and beyond in order to get to the 2nd floor.



Now some logistics: There are multiple parts of this process — I will give you different due dates for different parts. Some parts will be collected right when they're due; others won't. Stay on top of what you're supposed to be doing and go with it. It'll all work out, I promise!

~Mrs. Armbruster

*Good  
Luck!*

People are more likely to work towards their goals in life when they inform others of them. Please tell your parent(s) about the goal you've set for yourself and have them sign below to indicate that they know about it.

Sign: \_\_\_\_\_

## Step 1: Identify and research an area that needs improvement

I want to: \_\_\_\_\_.

Why is making this change good for you? *(In other words, what are the benefits?)*

1.	Source:
2.	Source:
3.	Source:

What should you be doing? *(In other words, what tips/suggestions/guidelines do experts have?)*

1.	Source:
2.	Source:
3.	Source:
4.	Source:

## Step 2: Write a SMART goal

By \_\_\_\_\_, I will: \_\_\_\_\_.

Prove that your goal is SMART:

*What makes it specific?*

*What are the numbers you'll use to measure it? (How much? How often?)*

*What action will you be doing?*

*Why is it realistic for you? (Describe your "starting point". What are you currently doing related to this goal?)*

*What is the time-frame?*



### Step 3: Create an Action Plan

Approval of Action Plan by Motivation Buddy: \_\_\_\_\_

Why is this person a qualified motivation buddy?

Who is your motivation buddy?



Starting Point: Currently, I am...

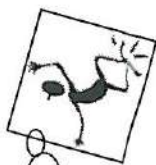
1. By \_\_\_\_\_, I will...

2. By \_\_\_\_\_, I will...

3. By \_\_\_\_\_, I will...

Your SMART Goal: By \_\_\_\_\_, I will...

HEALTH-ENHANCING  
REWARD:





## Step 4: Identify roadblocks & possible solutions

<b>Roadblock</b> <i>What might I encounter that will make this goal difficult to achieve?</i>	<b>Potential Solutions</b> <i>How can I overcome or beat each of these roadblocks?</i> <i>You need 2 potential solutions per roadblock.</i>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>



## Step 5: Do it!

For each day, provide a quick indicator A or a explanation about your successes, weaknesses, and/or progress.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	

## Step 6: Evaluate

Answer the following questions to explore and explain how successful you were with your personal health goal. Your answers should be in complete sentences (except #1) and include LOTS of detail. Please be honest in your responses — you are not graded on your success, but rather on how much effort you put into this entire process.

1. How successful were you at achieving your S.M.A.R.T. goal? Circle the best description.

Not successful at all

Somewhat successful

Completely successful

2. What are 3 things that helped you as you worked towards your goal?

3. Did you encounter any of the roadblocks you predicted? If so, did your potential solutions work? If not, why do you think this is?

3a. Did you encounter any other roadblocks that you did not predict? What did you do to overcome these?

4. A trend is when something happens in the same or a very similar way over time. What trends did you notice throughout the month? Trends can be positive and negative.



5. Will you continue to work towards your goal? Why or why not?
  6. Did your motivation buddy help you? How? Was there anyone else who motivated or supported you? How?
  7. Did your reward motivate you? Why or why not? Were there any other unexpected rewards that you received? What?
  8. Did you make any changes, adjustments, or modifications to your goal or to your action plan this month? If so, what were the changes and why did you make them?
- 
9. Think about the whole goal setting process that you've just completed. Did this process work for you? Can you see yourself using this process (or parts of this process) again in the future? Explain your answers.
  10. What is the most important thing that you've learned by completing this project? *This could be a fact from your research, something about yourself, or something related to the goal setting process.*

# PERSONAL IMPROVEMENT PROJECT

Name \_\_\_\_\_

Period \_\_\_\_\_

	4	3	2	1
<b>STEPS 1 &amp; 2</b>	All 4 of the following are complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal	3 of the following are complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal	2 of the following are complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal	1 of the following is complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal
<b>STEP 3</b>	Includes 5: -At least 3 steps -Steps directly related to SMART goal -Logical & sequential steps -Appropriate reward identified -Appropriate Motivation Buddy identified	Includes 4	Includes 3	Includes 1-2
<b>STEP 4</b>	3 roadblocks and 6 plausible solutions are present	3 roadblocks and 4-5 plausible solutions are present	2 roadblocks and 3 or more plausible solutions are present	Page is mostly or entirely complete, but shows little effort and/or rushing to complete.
<b>STEP 5</b>	Quick indicator and narrative are complete and detailed for all days.	Quick indicator and narrative are complete and detailed for most days.	Quick indicator and narrative are complete and detailed for some days.	Quick indicator and narrative are complete and detailed for few days.
<b>STEP 6</b>	All questions completed thoroughly and thoughtfully	Most questions completed thoroughly and thoughtfully	Some questions completed thoroughly and thoughtfully	Few questions completed thoroughly and thoughtfully

Total: \_\_\_\_/20 x2= \_\_\_\_/40

\*Parent Signature Bonus: \_\_\_\_\_

\*MB Approval Bonus: \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

# PERSONAL IMPROVEMENT PROJECT

Name \_\_\_\_\_

Period \_\_\_\_\_

	4	3	2	1
<b>STEPS 1 &amp; 2</b>	All 4 of the following are complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal	3 of the following are complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal	2 of the following are complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal	1 of the following is complete and correct: -Identifying goal -What should you be doing? -Why is it good for you? -SMART goal
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<b>STEP 6</b>	All questions completed thoroughly and thoughtfully	Most questions completed thoroughly and thoughtfully	Some questions completed thoroughly and thoughtfully	Few questions completed thoroughly and thoughtfully

Total: \_\_\_\_/20 x2= \_\_\_\_/40

\*Parent Signature Bonus: \_\_\_\_\_

\*MB Approval Bonus: \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

# HOW'S YOUR SELF-ESTEEM?

Name \_\_\_\_\_

Period \_\_\_\_\_

1. Go to [kidshealth.org](http://kidshealth.org) (teens section) and search for the "How's your self-esteem?" quiz. Complete the quiz honestly. Be sure to read each answer and the explanation afterwards to gain a good understanding of yourself and your current level of self-esteem.
2. Which result category received the highest number of answers? (Circle one.)  
Strong Self-Esteem      Getting There      Needs Work
3. Reflect on your results. In the space below, write your thoughts about the results you received. (Things to think about: do you agree or disagree? why? how does it make you feel to analyze yourself? does something in your life need to change? if so, what and why?)

- 
4. Read either "How can I stop focusing on my flaws?" or "How can I improve my self-esteem?" on [www.kidshealth.org](http://www.kidshealth.org) (teens section).
  5. Tweet or Instagram (on the posters...not for real!) something positive about yourself.
  6. Based on what you've read, knowledge in your head, and any experiences you've had answer this question:

\*How are self-esteem and achieving goals connected to each other?\*

7. If you have time, take the "Rejection: How do you deal?" quiz on [www.kidshealth.org](http://www.kidshealth.org), too.



# On your 100th birthday...



Create a 1 page collage to show a snapshot of your life on **YOUR** 100th birthday.

You must:

- Showcase your name centrally located
- Include at least 5 images that represent different aspects of your life.
  - Family (married, single, children, grandchildren, etc.)
  - Education (high school, college degrees, etc.)
  - Greatest Accomplishments (awards, thing you are proud of)
  - Significant Events (vacations, celebrations, etc.)
  - Place/Type of Residence (where in the world, type of house, etc.)
  - Prized Possessions
  - Hobbies
  - Health (habits throughout life, current health status)
  - Social Life
  - Career
- Answer the following 2 questions
  - What did you do to make the world a better place?
  - What words of wisdom do you have for young people?

*Use the space below to plan. Look back through your Health binder for inspiration. You may create your collage using your hands, a computer, or both. The collage should not be larger than a regular sheet of paper.*

# I Am a Person Who...

**Directions:** Complete the following sentences. Write the first thing that comes to your mind. Put a star (\*) next to things that make you feel proud. Place a check (✓) next to things you would like to change.

\_\_\_ I am a person who likes \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who can \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who has \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who hates \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who always \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who never \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who should \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who needs \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who wants \_\_\_\_\_

\_\_\_\_\_

\_\_\_ I am a person who would rather \_\_\_\_\_

\_\_\_\_\_

than \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## A VOTE OF CONFIDENCE (SM-57)

**DIRECTIONS:** Take the self-confidence test below by circling the number that indicates where you rank yourself for each item. Add up the scores and see where you stand according to the key. Are you as confident as you'd like to be?

	NEVER		SOMETIMES		USUALLY
1. In general, I am happy with myself.	1	2	3	4	5
2. I am pleased with my personal appearance.	1	2	3	4	5
3. I am pleased with my relationships with others.	1	2	3	4	5
4. I am able to accept criticism without getting upset.	1	2	3	4	5
5. If things don't go my way, I keep trying.	1	2	3	4	5
6. I am happy when other people find success.	1	2	3	4	5
7. I am willing to ask for help if I need it.	1	2	3	4	5
8. I like the challenge of trying new things.	1	2	3	4	5
9. I feel comfortable meeting new people.	1	2	3	4	5
10. I have goals and expectations for myself.	1	2	3	4	5

### KEY:

- 41-50 You have great confidence in yourself.  
 31-40 You are somewhat satisfied with yourself and your abilities.  
 21-30 You lack some self-confidence.  
 10-20 It can't be THAT bad. Cheer up and find some good in yourself!



## Physical Activity Self-Evaluation

Name \_\_\_\_\_ Period \_\_\_\_\_

**Directions:** Read each statement and decide how it describes your fitness habits. Write *always, sometimes, or never* in the space to left of each statement.

- \_\_\_\_\_ 1. I walk or bike to school.
- \_\_\_\_\_ 2. I take the stairs rather than an elevator or escalator if I can.
- \_\_\_\_\_ 3. When my friends are deciding what to do, I suggest an active game or sport, such as basketball, swimming, or hiking.
- \_\_\_\_\_ 4. I participate in an active game, sport, or work activity everyday, totaling approximately 1 hour of physical activity daily).
- \_\_\_\_\_ 5. I wear shoes and safety equipment that fit correctly and are appropriate for the activity.
- \_\_\_\_\_ 6. I choose safe/appropriate places to exercise.
- \_\_\_\_\_ 7. I warm up before each exercise session.
- \_\_\_\_\_ 8. I cool down after every exercise session.
- \_\_\_\_\_ 9. I exercise 3-5 times every week, including 10-15 minutes of warm up, 30-45 minutes of workout, and 10-15 minutes of cool down.
- \_\_\_\_\_ 10. Each week I vary the type of exercise I do by including aerobic activity, strength training, and flexibility workouts.
- \_\_\_\_\_ 11. I rest for a while after a vigorous game or activity.
- \_\_\_\_\_ 12. I pay attention and respond to signals from my body, such as pain, when I exercise.
- \_\_\_\_\_ 13. I drink plenty of fluids during exercise.
- \_\_\_\_\_ 14. I eat a balanced diet.
- \_\_\_\_\_ 15. When I snack, I choose healthy foods, such as fruit rather than sweets.

Score yourself: Always = 3 points    Sometimes=1 point    Never=0 points

\_\_\_\_\_ **Total Score**  
**This means my physical activity** \_\_\_\_\_.

## Nutrition Self-Evaluation

**Directions:** Read each statement and decide how it describes your food behaviors. Write *always, sometimes, or never* in the space to left of each statement.

- \_\_\_\_\_ 1. I eat at least 5 servings of fruits and/or vegetables every day.
- \_\_\_\_\_ 2. I eat fast food once a week or less.
- \_\_\_\_\_ 3. I eat the recommended amount of grains (bread, rice, pasta, cereal).
- \_\_\_\_\_ 4. I eat foods that are rich in fiber such as whole grains, breads, cereals, raw fruit, and vegetables.
- \_\_\_\_\_ 5. I drink 3 glasses of milk a day. (Or I get the recommended daily amount of calcium and vitamin D through other food sources.)
- \_\_\_\_\_ 6. I only eat high fat meat (bacon, hotdogs, steaks, ground beef) 1 or 2 times per week.
- \_\_\_\_\_ 7. I rarely eat high fat snack foods such as chips, buttered popcorn, candy bars.
- \_\_\_\_\_ 8. I limit high fat baked goods such as pie, cakes, cookies, donuts.
- \_\_\_\_\_ 9. I rarely add butter, oil, mayonnaise, or high fat salad dressings to foods.
- \_\_\_\_\_ 10. I eat breakfast daily.
- \_\_\_\_\_ 11. I taste my food before salting.
- \_\_\_\_\_ 12. I avoid beverages containing caffeine, such as coffee, tea, hot chocolate, soda.
- \_\_\_\_\_ 13. I pay attention to serving sizes.
- \_\_\_\_\_ 14. I drink at least 6-8 glasses of water each day.
- \_\_\_\_\_ 15. I only eat when I am hungry.

Score yourself: Always = 3 points    Sometimes=1 point    Never=0 points

\_\_\_\_\_ **Total Score**  
**This means my nutrition** \_\_\_\_\_.

# Writing S.M.A.R.T. Goals-Practice

Name \_\_\_\_\_

Period \_\_\_\_\_

## ***An important reminder about SMART Goals and Action Plans:***

A SMART goal is what you want to achieve at the end of a specified time.  
(i.e. By the end of this year, I will be eating 5 servings of fruits/veggies each day).

An Action Plan identifies the small steps that you'll take to help you reach that goal.  
(i.e. Step 1 — Eat 2 fruits each day; Step 2— Eat 3 fruits each day...)

*\*When writing a SMART goal, don't put the action plan into it.\**

**Change each unSMART goal (underlined) into a SMART one.**

1. Joe is an 8th grader who doesn't get any exercise outside of school and he rarely participates in gym class. His goal is to exercise more by the end of this month.

SMART: \_\_\_\_\_  
\_\_\_\_\_

2. Jessica is a high school student who spends most nights until at least 11:30pm on her computer. She's realized lately that she is tired pretty much all day everyday, so her goal is to get more sleep by the end of next week.

SMART: \_\_\_\_\_  
\_\_\_\_\_

3. Amy is an 8th grader with a packed schedule—school, play practice, dance, piano lessons, homework, chores — you name it, she does it! All of these expectations and responsibilities are making her feel overwhelmed and stressed, so her goal is to relieve her stress by the end of this quarter.

SMART: \_\_\_\_\_  
\_\_\_\_\_

4. Jack is a new student in 9th grade so he doesn't know many people. He's a friendly guy, but kind of shy, so his goal is to get more friends by the end of the school year.

SMART: \_\_\_\_\_  
\_\_\_\_\_

5. The Borges family has never been a family that eats healthfully. Everyone in the family is busy, so quick, frozen meals or takeout are usually what they eat for dinner. Recently, Mom Borges has decided to set a goal for the family to eat more healthfully by Thanksgiving.

SMART: \_\_\_\_\_  
\_\_\_\_\_



# Nutrition & Physical Activity Basics

Name \_\_\_\_\_ Period \_\_\_\_\_

Nutrition:



It is healthiest to eat foods that are nutrient dense, which means

Nutrient Dense Snack Ideas

Quick to Prepare

Slower to Prepare

**\*\*See handout named "Healthy Breakfast Planner" for quick and not-so-quick ideas.\*\***

## Physical Activity:

1. What are 4 benefits of being physically active (AKA exercising)?

- 
- 
- 
- 

2. There are 3 components of a well-balanced exercise routine. Fill in the chart about each one.

Component Name	What are the specific benefits of this component of exercise?	Provide 3 examples of this type of exercise that you do/would do

3. What are 3 things to consider when picking the right type of exercise?

- 
- 
- 

4. There is such a thing as too much exercise. Explain this in your own words.

# WHAT IS A "HEALTHY WEIGHT"?

There is no exact weight that is correct. The healthy weight of an individual is very...individual AND dependent upon many factors, including:

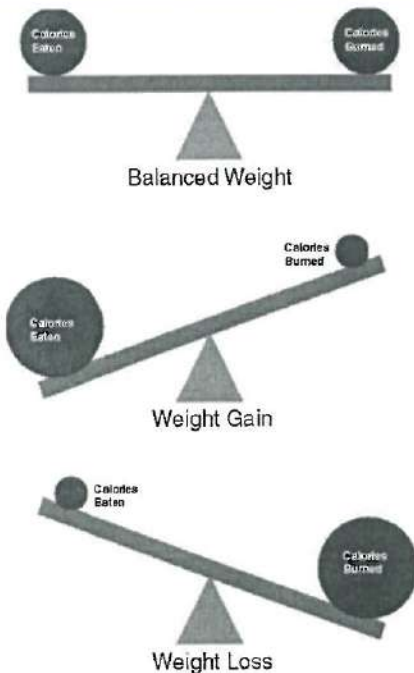
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BODY MASS INDEX (BMI) is a calculation that estimates body fat based on height and weight. Having a high BMI indicates the person is at risk for:

- ▶
- ▶
- ▶

HOWEVER, BMI is not perfect. Remember:

## MAINTAINING A HEALTHY WEIGHT



Exercise	
Reduce screen time	
Watch out for portion distortion	
5 fruits & veggies a day	
Don't skip breakfast	



# Love My Selfie

My body is...

My body can...

# Let's write a story about...

*Character/story descriptor goes here\**

Background Information	(1)
Setting	(2)
	(3) Once upon a time...
	(4)

(5)

(6)

(7)

And they lived happily ever after.



## How To Use "Let's Write a Story"

(A progressive, fictional story writing activity incorporating planning & goal setting skills and physical activity/nutrition functional knowledge.)

### \*Character/Story Descriptors:

- Tyler who plays one sport all year long.
- Jessie who eats too much junk food.
- Finn who never exercises.
- Becky who doesn't drink milk.
- Ian whose only exercise is weight lifting.
- Olivia who doesn't eat vegetables.
- Jackson who doesn't get enough sleep.

Group	Worksheet Box #	Focus <i>(while always making sure the story progresses and makes sense)</i>
1	1	All main characters are teenagers. <b>Realistic</b> fiction
1	2	
1	3	Introduce the health behavior problem/issue
2	4	Add details/information about the health behavior problem/issue
3	5	Integrate planning and goal setting aspect
4	6	Progress the story towards an ending, adding in information about health behavior problem/issue and/or goal as appropriate, but DO NOT end the story.
5	7	Resolve the problem & end the story.
5 or 1		Reads the story aloud to the entire class.

# Goal Setting Practice

Practice makes permanent!

**S.M.A.R.T. GOAL:** Be sure it fits all five criteria!

Needs to fit 2 or 3 criteria

Reward:

**ACTION PLAN:**

**SMART Goal:**

M.B. needs to fit both criteria!

Who is his/her motivation buddy?

3.

2.

1.

Starting Point:

## OVERCOMING ROADBLOCKS:

Roadblock (What might make achieving the goal difficult?)	Potential Solution (at least 2 for each)

How will s/he **TRACK THE PROGRESS** made towards this goal? Be specific and remember that all tracking methods need an image and an explanation.

# Planning & Goal Setting: Can you do it?

Name \_\_\_\_\_ Period \_\_\_\_\_

Reward:

Why?

SMART Goal:

3.

2.

1.

Starting Point:

Roadblock

Potential Solutions

How will you **TRACK YOUR PROGRESS** made towards this goal?



## Planning and Goal Setting Rubric

for use with pre- and post-assessments to determine individual student growth

Student Name \_\_\_\_\_

	4	3	2	1	0
	<i>Distinguished</i>	<i>Proficient</i>	<i>Basic</i>	<i>Unsatisfactory</i>	
<b>Writing a SMART Goal</b>	Contains all 5 requirements	Contains 4 requirements	Contains 2-3 requirements	Contains one requirement	
<b>Identifying Roadblocks &amp; Solutions</b>	Identifies 3 or more realistic roadblocks and provides 2 or more plausible solutions for each	Identifies 3 or more realistic roadblocks and provides 1-2 plausible solutions for each	Identifies 1-2 realistic roadblocks and provides 1 plausible solution for each	Identifies 1-3 realistic roadblocks, but does not provide plausible solutions	
<b>Creating an Action Plan</b>	Contains all 4: -3 or more steps -Reasonable & well spaced due dates -Steps directly related to SMART goal -Logical & sequential steps	Contains 3	Contains 2	Contains 1	
<b>Identifying Support Systems</b>	Identifies a health-enhancing, related reward and a motivation buddy who has expertise in the goal area	Identifies a health-enhancing reward that is not related to the goal and a motivation buddy who has expertise in the goal area	Identifies a health-enhancing, related reward and a motivation buddy who does not have expertise in the goal area	Identifies a reward that is not health-enhancing or related OR Is missing either the motivation buddy or reward	
<b>Creating a Plan for Recording Progress</b>	Explains a very specific method of tracking that includes a quick indicator (i.e. smiley face) and narrative about progress	Explains a very specific method of tracking that includes a quick indicator OR narrative	Explains a general method of tracking that includes a quick indicator OR narrative	Explains a general method of tracking	

Total \_\_\_\_\_ /20

## Planning and Goal Setting Rubric

for use with pre- and post-assessments to determine individual student growth

Student Name \_\_\_\_\_

	4	3	2	1	0
	<i>Distinguished</i>	<i>Proficient</i>	<i>Basic</i>	<i>Unsatisfactory</i>	
<b>Writing a SMART Goal</b>	Contains all 5 requirements	Contains 4 requirements	Contains 2-3 requirements	Contains one requirement	
<b>Identifying Roadblocks &amp; Solutions</b>	Identifies 3 or more realistic roadblocks and provides 2 or more plausible solutions for each	Identifies 3 or more realistic roadblocks and provides 1-2 plausible solutions for each	Identifies 1-2 realistic roadblocks and provides 1 plausible solution for each	Identifies 1-3 realistic roadblocks, but does not provide plausible solutions	
<b>Creating an Action Plan</b>	Contains all 4: -3 or more steps -Reasonable & well spaced due dates -Steps directly related to SMART goal -Logical & sequential steps	Contains 3	Contains 2	Contains 1	
<b>Identifying Support Systems</b>	Identifies a health-enhancing, related reward and a motivation buddy who has expertise in the goal area	Identifies a health-enhancing reward that is not related to the goal and a motivation buddy who has expertise in the goal area	Identifies a health-enhancing, related reward and a motivation buddy who does not have expertise in the goal area	Identifies a reward that is not health-enhancing or related OR Is missing either the motivation buddy or reward	
<b>Creating a Plan for Recording Progress</b>	Explains a very specific method of tracking that includes a quick indicator (i.e. smiley face) and narrative about progress	Explains a very specific method of tracking that includes a quick indicator OR narrative	Explains a general method of tracking that includes a quick indicator OR narrative	Explains a general method of tracking	

Total \_\_\_\_\_ /20

## Planning & Goal Setting Quiz

### Question Sheet

*Please do not write on this page.*

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1. Jeff is an 8<sup>th</sup> grader who plays soccer in the fall. His season recently ended and therefore he has set the following goal:  
"By the end of December, I will exercise 3 times a week for 60 minutes each time."  
To make this goal SMARTer, Jeff needs to make it more...
  - A. specific
  - B. measurable
  - C. action-oriented
  - D. realistic
  - E. time-framed
2. If you were working towards a goal, which of the following characteristics must be present in your motivation buddy? Choose two.
  - A. Is working on the same goal as you
  - B. Has expertise/interest in your goal area
  - C. Has frequent contact with you
  - D. Is your friend
  - E. Lives with you
3. When a food has many nutrients in it, compared to the number of calories, it is...
  - A. nutrient dense.
  - B. unhealthy.
  - C. fattening.
  - D. healthy.
4. Nina has set a personal health goal and decided to use a calendar to track her progress. Whenever she reaches a mini-goal, she puts a happy face sticker on her calendar; if she doesn't reach her mini-goal, she puts a sad face sticker and writes down why she didn't achieve it. Tracking her progress is a part of which step of the goal setting process?
  - A. Identify roadblocks & potential solutions
  - B. Evaluate
  - C. Do it
  - D. Write a SMART goal
  - E. Identify and research an area that needs improvement
  - F. Create an action plan
5. Tyler is at a healthy weight and would like to maintain that. Which option will help him do so?
  - A. Eat more calories than he burns off
  - B. Eat less calories than he burns off
  - C. Eat the same number of calories that he burns off

6. Which statement is true about physical activity and teenagers?
- A. Teenagers only need to do cardio exercises (like running).
  - B. Teenagers need 60 minutes of exercise each day.
  - C. Teenagers only need to do strength training exercises.
  - D. Teenagers need only 45 minutes of exercise each day.
  - E. Teenagers need only 30 minutes of exercise each day.
7. Put the 6 goal setting steps in the correct order.
- 1. Create an action plan
  - 2. Write a SMART goal
  - 3. Evaluate
  - 4. Do it
  - 5. Identify & research an area that needs improvement
  - 6. Identify roadblocks & possible solutions
8. When working towards a goal related to increasing exercise, which of the following would be an acceptable reward. Choose three.
- A. Spending a week doing no exercise
  - B. Feeling better about yourself
  - C. Getting the new sneakers you've been wanting for months
  - D. Going rock climbing with friends
  - E. Getting a new video game
9. Below are quotes said by fictional 8<sup>th</sup> graders. Which one best indicates positive body image?
- A. "I really wish that my face looked more like the models in fashion magazines."
  - B. "I look like such a little boy; no one is going to ever like me."
  - C. "I don't eat lunch because I don't want to be overweight like my mom and sister."
  - D. "My body definitely isn't perfect, but I'm ok with it."



## Planning & Goal Setting Quiz

### Answer Sheet

Name \_\_\_\_\_

Period \_\_\_\_\_

Write the best answer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

10. Imagine you set a goal to eat a healthy breakfast every morning. What is one roadblock that you might encounter and how could you overcome it?

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11. Rhys is a big guy so he set a goal to lose 5 pounds by the end of the school year. Which of the S.M.A.R.T. criteria is not present in this goal? (*Write the one BEST answer. Please write out the word for which the letter stands.*)

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12. Currently, Ian goes to bed at all different times each night -- usually he's falling asleep around midnight and therefore oversleeps in the morning and feels rushed and stressed all day.

Change his un-S.M.A.R.T. goal into a S.M.A.R.T. one:

"I want to sleep more."

(*Your answer should be only one sentence.*)

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13. How does setting and achieving a goal impact a person's self-esteem?

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