



## Grade 10 Sample Lesson Plan: Unit 4 – Goal Setting Project

### SOLs

- 9.3.c Develop a personal plan to reduce or prevent injury, substance use, and communicable diseases
- 9.3.o Develop long-term plan for self and/or family to positively impact the environment.
- 10.2.f Identify family health habits and behaviors as they relate to promotion of health and wellness
- 10.3.a Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep and personal hygiene.
- 10.3.h Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement.

### Objectives/Goals

- Students will be able to use goal-setting skills to enhance health
- Assess personal health practices and overall health status.
- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Implement strategies and monitor progress in achieving a personal health goal.
- Formulate an effective long-term personal health plan.

### Materials

- Activity 1 - [Wheel of Wellness Activity](#)
- Activity 2 - [Setting SMART Goals Practice](#)
- **[Create a Vision Board](#)**
- **[Reflection](#)**

**Step 1****Hook Activity - Team Puzzle Challenge (10-15 mins)**

1. Purchase two identical puzzles with about 60-100 pieces from the dollar store.
2. Put the puzzle pieces into a plastic bag and give one team an advantage by cutting out a picture of the puzzle they are trying to complete (give them a "vision").
3. Divide class into two teams and have them work collaboratively on putting together their puzzle.
4. Only 4-6 students may work on the puzzle at a time. Have the remaining students create a wall (barrier) between their groups to hide the puzzle from the opposing team. Their task is to also observe and offer input to the 4-6 students working on the puzzle.
5. Call rotate every 3 or 4 minutes to allow new students to work on the puzzle.
6. One team has a slight advantage because they have a picture of the puzzle to work from. In theory, this team should complete the puzzle first because they have a clear vision of what they are trying to accomplish (just like attaining goals successfully).
7. Questions for reflection
  - a. How does this activity relate to goal-setting?
  - b. Why is it important to have a "vision" of what you are trying to achieve?
  - c. Were there any barriers to your progress? What were some of the solutions? How do barriers and solutions impact people achieving their goals?
  - d. What was easy or difficult about this activity? What strategies worked?

	<p>e. What was your role during the activity? Did you take the lead and offer suggestions? Were you more of an “observer”?</p>	
<p><b>Step 2</b></p>	<p><b><u>Index Card Activity - “More Healthy” &amp; “Less Healthy” Brainstorm activity</u></b></p> <ol style="list-style-type: none"> <li>1. Give each student an index card. This is anonymous, so no names on cards.</li> <li>2. Students will come up with one thing they do that is “more healthy” and write it on one side of the index card.</li> <li>3. Next, students will put their card on the desk/table at the front of the room, mix up the pile, and take a different card back to their seat. Students will quickly read out loud one at a time the “more healthy” examples to the class.</li> <li>4. Perhaps the teacher or a student is generating a list of ideas on the board. Create a table showing different components of health (Physical, Emotional/Mental, Social, Intellectual, Environment, Occupational, Spiritual) and record where the idea might fall. For example, if a card reads “I workout 3 times per week”, the class would put the term “exercise” under the physical health component.</li> <li>5. Next, students flip the card over and write one thing that they do that is “less healthy”. Again, repeat the steps above to exchange cards.</li> <li>6. Again, share the ideas and write them on the board. Have students try to classify what component of health their ideas fall into (ex: physical, mental/emotional, social, spiritual, intellectual, occupational, environmental).</li> <li>7. IMPORTANT POINT - Using terms like “more healthy” and “less healthy” is an important distinction. For example, Bill smokes two packs of cigarettes each week. This is a “less healthy” behavior for Bill. What if you said “Bill smokes</li> </ol>	

	<p>one pack of cigarettes every week"...would this be "more" or "less" healthy? Important point: It is relative to the individual. Someone might say that smoking one pack of cigarettes each week is "less healthy", but for Bill, going from two to one pack(s) is "more healthy" for him as an individual. You can apply this to any health behavior.</p> <ol style="list-style-type: none"> <li>8. Once you have a brainstormed a class list on the board, ask students if they can come up with other examples that fill in any areas you are missing on the board (for example, spiritual, occupational, and environmental health are often limited in this activity).</li> <li>9. Finally, have students perform their own self-assessment on the various components of health.</li> </ol>	
<b>Step 3</b>	<p><b><u>Activity 1 - Wheel of Wellness Activity</u></b> (credit to Sarah Benes and Holly Alperin for this idea in the text <i>Essentials for Teaching Health Education</i>). Students take a self-inventory of listing any health-enhancing behaviors that they currently engage in for each component of health. Second, list any risky behaviors that they currently engage in.</p>	
<b>Step 4</b>	<p><b><u>Activity 2 - Setting SMART Goals Practice</u></b></p> <ol style="list-style-type: none"> <li>1. Choosing Three Components of Health and practicing SMART Goal Setting (See Chart)</li> <li>2. SMART Goal Focus &amp; Refinement - Choose ONE, develop Action Steps, and think of Barriers &amp; Solutions</li> </ol>	
<b>Step 5</b>	<p><b><u>Follow Up Activities</u></b></p> <p><b><u>Create a Vision Board:</u></b> <i>Last week you thought about your health behaviors and considered which one you would like to improve by coming up with a SMART Goal. When you write your goal down it helps create a vision and deeper level of commitment. Your task this week is to create a "Vision Board" that you can display</i></p>	

	<p><i>somewhere (bathroom, bedroom, mobile device, etc.) to help remind you about your goal. Think of a vision board as a collage of pictures, words, and quotes to help motivate you to achieve your goal. What you include in this collage is up to you, but it should include the following:</i></p> <ul style="list-style-type: none"> <li><i>A. Your goal (written somewhere)</i></li> <li><i>B. Pictures and words related to your goal (minimum of 10)</i></li> <li><i>C. Motivational quote(s) (minimum of 1)</i></li> </ul> <p><i>Your vision board can be in the form of an electronic document or poster board.</i></p>	
<p><b>Step 6</b></p>	<p><b>Peer Check-ins:</b> <i>In class we discussed our progress as a group. We shared successes, and failures and strategies for improvement were offered. This week you interviewed a peer. Who did you interview and how are they doing? What advice could you give them? What advice did they give you? Below, reflect on <b>your</b> progress (was your goal too easy, just right, too hard), any obstacles you have encountered or things you did NOT do to achieve your goal, <b>and</b> possibly the progress of your <b>peers</b>.</i></p>	
<p><b>Step 7</b></p>	<p><b>Final Reflection:</b> Using <b>full</b> sentences, answer the following questions.</p> <ul style="list-style-type: none"> <li>a. What was your goal? If you changed your goal halfway through, make sure that this is the goal that you write here.</li> <li>b. Did you reach your goal or not?</li> <li>c. How much progress did you make towards achieving your goal? (None, Limited, Noticeable or Significant)</li> <li>d. How do you know this (referring to question above). In what ways were you</li> </ul>	

	<p>successful (or unsuccessful) in achieving this goal? Explain your successes and failures.</p> <ul style="list-style-type: none"> <li>e. How did you stay motivated to work on your goal? Did you keep from giving up?</li> <li>f. Did you reward yourself during the process? How?</li> <li>g. In what ways are you a healthier person having gone through this process?</li> <li>h. What have you learned about yourself in this process?</li> <li>i. Did this goal-setting process improve/affect any other behaviors in <i>your</i> life? If so, what?</li> <li>j. Did this goal-setting process influence <i>anyone else</i> in your life to become healthier? If so, who?</li> <li>k. What did you learn about goal-setting? Can you see other areas in life where you might use goal setting? Have you set any other goals since starting this process?</li> <li>l. Is there anything else you would like to share with me? Feedback on the Goals Project is valuable to me. Anything I should do differently or keep the same?</li> </ul>	
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**References**

Andy Horne, M.Ed., New Trier High School

Credit RMC Health for adapting some of the activities

TED Talk - Start with the End in Mind -

<https://www.youtube.com/watch?v=2H6uJT16FtE> SMART Goals, Quick

Overview - <https://www.youtube.com/watch?v=1-SvuFIQjK8>

Red Balloon Activity from Deb Tackmann & Mary Wentland - you can adapt this and make it specific to goal setting -

<https://docs.google.com/document/d/1WgVu79EFK1KAn6d9tHhK-IwRgxGCjT4q1HMW8BZFcJg/edit>