

LESSON 5: GOAL SETTING

Grade-Level Outcomes

Primary Objectives

Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Physical activity knowledge: Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

Lesson Objectives

The learner will:

- set individual goals for increasing daily step totals and time spent in moderate-to-vigorous physical activity (MVPA).
- estimate step totals accumulated throughout the school day by walking out her schedule.

Equipment and Materials

- Goal sheets (1 per student)
- Campus walk sheets (1 per student)
- Pedometers (1 per student)

Introduction

This week, you estimated your step counts toward meeting the 10,000-step goal and used heart rate to accumulate moderate to vigorous physical activity, or MVPA. What did you learn about your activity level from your reflection? Today, you will set goals related to daily steps or daily moderate to vigorous physical activity. You will be able to choose what type of goal you want to work on. Setting goals will be important for you as you transition into college or the workplace. What do you know about physical activity levels after high school? What are some ways you can stay active? Why walking?

Instructional Task: Review Task Sheets and Set Goals

■ PRACTICE TASK

Hand back the students' task sheets from the first four lessons (physical activity logs, step logs, and heart rates). Students look over their step counts and heart rates. Next, review how to set SMART (specific, measurable, attainable, realistic, and timely) goals.

Have students set goals in class and outside of class for walking and accumulating either more steps or more time throughout the day in MVPA. See the goal sheet.

EMBEDDED OUTCOME: S3.H5.L2. This assignment focuses students on thinking about the barriers to engaging in physical activity in college and career settings.

Extension

Have students set both daily step and heart rate goals (MVPA).

Guiding questions for students:

- Are your goals realistic?
- Are they SMART goals?
- Have you considered the barriers you may face in increasing your step count or your daily moderate to vigorous physical activity?
- How will you use target heart rate?

Student Choices/Differentiation

Provide examples of goals for students to use.

What to Look For

- Students can set one or two SMART goals.
- Students can answer the questions on the task sheet.
- Students can set realistic goals considering some of the barriers they may face.

Instructional Task: Campus Walk

■ PRACTICE TASK

Students put on their pedometers and reset them. They then estimate how many steps they accumulate around campus.

Students either walk out their daily schedules, or you create routes from buildings, lunch areas, fields, and so on, for students to walk out to determine the number of steps it takes them to get from point to point.

Extension

Discuss with the science teacher different activities or content that students could do or look for during their walk to match what they are learning in that class.

Guiding questions for students:

- After the campus walk, do your goals need to be adjusted?

Student Choices/Differentiation

- Students may walk out their schedule or follow a route in small groups (e.g., from the office to each building, classroom, or other designated areas; the PE facilities: locker room to gym to track to pool).
- Students may use walking poles or sticks.

What to Look For

- Students can maintain a moderate heart rate during the campus walk.
- Students get a rough estimate of their daily steps for a school day.

Instructional Task: Strength Exercises and Cool-Down

■ PRACTICE TASK

Students perform abdominal and upper- and lower-body strength exercises and then stretch out and cool down.

They monitor their heart rates during the activity to see what level they are working at. This will reinforce how students feel when they are working at particular levels.

Students do the following for time or a specific number:

- Regular push-ups or modified push-ups
- Curl-ups or dead bugs
- Lunges or ski jumps

Students hold each stretch for 15 to 20 seconds on both sides of the body.

- Quad stretch
- Calf stretch
- Achilles stretch
- Hamstring stretch
- Glute stretch
- Shoulder stretch
- Chest stretch
- Triceps stretch

Refinements

- Watch for correct form. Remind students to get their elbows to 90 degrees for push-ups.
- Are lunges in safe alignment? Have students step backward if struggling with knees over toes.
- Remind students to breathe throughout their exercises and stretches.

Student Choices/Differentiation

- Students may perform the exercises on their own as they finish their campus walk.
- Students may do the exercises and cool down with partners or in small groups.
- Students may modify the number of repetitions or length of time for the exercises.

What to Look For

- Students are performing the fitness activities with correct form.
 - Students are stretching with correct form.
 - Students can discuss why muscle strength and flexibility are important.
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Formal and Informal Assessments

- Goal sheets
- Task sheets
- Homework questions

Closure

- Today, you worked on setting goals to increase your daily step totals and your time spent in moderate to vigorous physical activity. Why is this important for your health?
- How can setting goals help you now and in the future to maintain a healthy lifestyle?
- How might tools such as pedometers, heart rate monitors, activity monitors, and apps support your goals or motivate you to meet certain physical activity goals?
- We will continue our walking module next class. For homework, please answer the questions on the back of your goal sheet. They are due next class meeting.

Reflection

- Were students' goals realistic for their circumstances?
- Did students' goals include all the elements of a SMART goal?

Homework

Answer the questions on your goal sheet, and adjust your goals if needed after estimating your daily campus steps. Complete the homework questions.

Resources

Pangrazi, R.P., Beighle, A., & Sidman, C.L. (2007). *Pedometer power: Using pedometers in school and community*. 2nd ed. Champaign, IL: Human Kinetics.

GOAL SHEET

How many total steps did you take in class this week? _____

How much walking do you do outside of class? _____

Approximately how much time did you spend in your target heart rate zone? _____

How can you use walking to increase your MVPA daily? _____

Considering your average number of steps taken during class, how might you increase them? _____

Come up with one or two goals. Your goals should include one of the following: increasing average daily steps by a certain increment (e.g., 2,000 steps); increasing daily steps by a certain percentage (e.g., up by 10 percent); a time goal (e.g., walking for a certain amount of time); or a mileage goal. Remember, all walking should be in your target heart rate zone. Decide what type of goals you want to set and determine how you will work toward your goals. Your goals should be SMART (specific, measurable, attainable, realistic, and time sensitive). _____

Next, describe how you plan to meet your goals, both in class and outside of class. _____

What barriers might you have to meeting your goals? _____

How can you work around these possible barriers? _____

Now create a log sheet for yourself. For the next two weeks, you will need to log your class and daily step totals as well as the time you spend in MVPA. This log sheet will help you see your progression toward your goals.

Homework

As a college student or professional in your choice career, what barriers might you face related to getting your daily steps or time spent in MVPA? _____

Are the barriers you currently face (those you wrote about while setting goals in class) similar to those you may face in college or in your career? Explain. _____

What strategies might help eliminate or minimize these possible barriers? _____

What types of tools might you use to help you manage your goals and daily physical activity now, in college, and as a professional? _____

CAMPUS WALK TASK SHEET

School parking lot or drop-off zone to quad/entrance:

School entrance to your first-period class (room # _____):

1st per. (room # _____) to 2nd per. (room # _____):

2nd per. (room # _____) to 3rd per. (room # _____):

3rd per. (room # _____) to 4th per. (room # _____):

4th per. (room # _____) to 5th per. (room # _____):

5th per. (room # _____) to 6th per. (room # _____):

6th per. (room # _____) to 7th per. (room # _____):

Locker room to gym: _____

Locker room to fields: _____

Gym to track: _____

Considering your step totals from your schedule (what you just walked), approximately how many steps a day do you think you take at school?

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).