

Skills for Healthy Living

Setting Goals for Healthy Living

Teacher's Guide

Grade Level: 9–12

Curriculum Focus: Health

Lesson Duration: Two–three class periods

Program Description

We all set goals. Some are simple, like to get more rest or to study harder. Some are more difficult, like kicking a bad habit. For some teens, setting goals can be a good way to improve their health. Explore strategies you can use to maintain a healthier lifestyle, find out why common sense plans make the most sense, and discover how setting and maintaining goals for healthy living can help you in and out of the classroom.

Discussion Questions

Achieving Your Nutrition Goals

- What would you like to change about your eating habits?
- What do you do to achieve your goals?

Planning for Lifelong Fitness

- How much time do you spend each day on physical activities?
 - What are some of the consequences of not being physically active when you're young?
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Lesson Plan

Student Objectives

- Explain the importance of setting goals for healthy living
- Describe strategies for setting and reaching realistic health goals
- Cite specific, realistic short term goals to improve their overall health and well being over the next four weeks
- Record progress toward achieving these goals over the four week period

Materials

- *Setting Goals for Healthy Living*
- Computer with Internet access
- Journal, log, or spreadsheet

Procedures

1. Discuss with students what health and lifestyle goals they have.
2. Discuss how easy or difficult it is for people to reach their goals and why.
3. Have each student write down three goals they will try to meet over the next four weeks, and how they plan to achieve them. At least one goal should be related to a healthier lifestyle. They should consider the following questions in making their plans:
 - Is the goal realistic? (Losing 30 pounds in a month may not be possible, but losing 5 pounds might be.)
 - Is the goal specific and positive? (I want to get an A in English, not I want to do better in English. I want to lose 5 pounds in four weeks, not, I don't want to be fat any more.)
 - What specific steps will be taken to achieve the goal? (Not just study more, but study an extra half-hour daily.)
 - Are there benchmarks along the way to consider progress and make readjustments to the goal as needed?

The following Web sites have useful information about goal-setting and healthy living. They are good starting points for exploring this topic:

<http://www.family.samhsa.gov/be/goals.aspx>

http://www.medem.com/search/article_display.cfm?path=n:&mstr=/ZZZ3K6HMK9C.html&soc=AMA&srch_typ=NAV_SERCH

<http://www.healthywomen.org/content.cfm?L1=3&L2=79&L3=6.5000>

<http://depts.washington.edu/thmedia/view.cgi?section=bodyimage>

4. Students will keep a log or journal related to each goal. They will track, on a daily and/or weekly basis, the steps they took to help meet their goals. At the end of the four-week period, students will report back to the class on their efforts in the form of a 3–4 page written report. The report should include
 - Specific goals and the steps the student took to reach them
 - Obstacles or impediments along the way
 - Encouragement or support obtained from friends and family
 - Success level—did the student achieve all, some, or none of his goals? Why or why not?
 - What could have been done to improve success rates?
 - Overall, were the goals realistic and achievable? How could they have been modified?
 - What, if anything, did the student do to celebrate her achievements?
5. Students will discuss their results with the rest of the class.

6. Extra Credit: Students may wish to continue to journal their progress towards one or more goals over a longer period of time and develop another report or presentation on their efforts.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

3 points: The student explained the importance of setting goals for healthy living; described strategies for setting and reaching realistic health goals; and developed and reported on progress toward short-term realistic goals.

2 points: The student described some of the goals for healthy living; described at least one strategy for setting and reaching realistic health goals; and developed and reported on progress toward a single short-term realistic goal.

1 point: The student was unable to describe any goals for healthy living; did not describe at least one strategy for setting and reaching realistic health goals; and did not develop and report on progress toward any short-term realistic goals.

Vocabulary

diabetes

Definition: A health condition in which the body is unable to produce sufficient insulin or use it efficiently to break down sugar (glucose) in the blood.

Context: Keeping diabetes under control can prevent serious complications like kidney disease or blindness.

fad diet

Definition: A diet or eating pattern that promises quick and easy weight loss

Context: Many teens try fad diets as a way to shed extra pounds, but most of these diet plans are nutritionally deficient and seldom lead to long-term weight loss.

fitness

Definition: Being sound physically and mentally

Context: Starting an exercise program as a teenager can pave the way to lifelong fitness.

obesity

Definition: A condition characterized by excessive body fat

Context: Matt's problems with obesity were seriously affecting his overall health.

Standards



Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Health: Knows how to maintain and promote personal health
- Health: Understands essential concepts about nutrition and diet
- Physical Education: Understands how to monitor and maintain a health-enhancing level of physical fitness
- Self Regulation: Maintains a healthy self-concept

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K-12 to promote scientific literacy. To view the standards, visit this Web site: <http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

DVD Content

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Achieving Your Nutrition Goals (14 min.)

There are many reasons, and many strategies, to set and achieve long-term health goals. Meet several teenagers who have decided they want to make some changes in their eating habits.

II. Planning for Lifelong Fitness (15 in.)

Teens rarely consider the long-term consequences of their actions, but getting involved in sports and developing good exercise habits has benefits that may last long after the teen years are behind them.

Curriculum Units

1. Eating Himself to Death

Pre-viewing question

Q: What would prompt someone to make a drastic lifestyle change?

A: Answers will vary.

Post-viewing question

Q: How was Matt able to achieve his goal?

A: Matt set specific, realistic, short-term goals for himself.

2. Making Lifestyle Changes

Pre-viewing question

Q: Why might teens want to change their eating habits, other than to lose weight?

A: Answers will vary.

Post-viewing question

Q: What are the steps to achieving a goal?

A: Make the goal specific, realistic, and positive; tell other people about your goal and ask for their encouragement; break the goal down into smaller, easier-to-achieve steps; measure your progress and don't be afraid to change the process or the goal as needed.

3. Diet, Exercise, and Diabetes

Pre-viewing question

Q: What role does diet play in serious diseases like diabetes?

A: People with certain conditions, including diabetes, must monitor their diet carefully. People with diabetes need to keep their blood glucose levels relatively stable, so they can't eat a lot of food that is high in carbohydrates. People with other conditions may have a restricted diet, meaning they can't eat some foods at all.

Post-viewing question

Q: What did Ashley and Britannie do to adopt a healthier lifestyle?

A: Answers will vary but should include reducing the amount of sugary drinks, exercising regularly, setting realistic goals, and evaluating their progress.

4. Masha's Story

Pre-viewing question

Q: How would you react if doctors told you that you might never walk again?

A: Answers will vary.

Post-viewing question

Q: What helped Masha achieve her goal?

A: She understood the importance of staying physically fit and kept a positive attitude.

5. Staying Fit...For Life

Pre-viewing question

Q: How important is it to you to be physically active?

A: Answers will vary.

Post-viewing question

Q: What are the benefits of regular physical activity?

A: It burns calories and helps maintain or control weight, improves energy and endurance, and has long-term benefits such as a lower risk heart disease, cancer, diabetes, and other illnesses.

6. Try a Little Variety

Pre-viewing question

Q: What kinds of exercise or sports do you enjoy?

A: Answers will vary.

Post-viewing question

Q: What can you do now to plan for lifelong physical fitness?

A: Answers will vary but might include getting in the habit of exercising regularly, finding a variety of activities that you enjoy and not relying solely on team sports.