Lesson Seven
Setting Goals for Healthy Eating and Physical Activity

Objectives

After participating in this lesson students will
- Write a healthy eating and physical activity goal that they will monitor for the next 4 weeks.
- Develop goal-setting skills to improve their ongoing nutrition and physical activity.
- Practice deep breathing techniques and know more about distraction during meditation.

Time

50 minutes  Prep Time: 10 minutes

Activities

7.1 Review and Plan for the Day        3 minutes
7.2 How to Write a Goal       12 minutes
7.3 Goal Setting  23 minutes
7.4 Meditation  8 minutes
7.5 Closure  4 minutes

Key Terms

- Goals
- Specific
- Measurable
- Doable

Materials

- Writing a Goal (Transparency 7.2a)
- What’s Wrong with These Goals? (Transparency 7.2b)
- My Healthy Eating and Physical Activity Goal (Activity Sheet 7.3)
- Goals poster
- Big Sky Meditation (Information Sheet 7.4)

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Make transparencies of Writing a Goal (Transparency 7.2a) and What’s Wrong with These Goals? (Transparency 7.2b).
- Make copies of My Healthy Eating and Physical Activity Goal (Activity Sheet 7.3), 1 for each student, and place in portfolios.
- Create Goals poster with definitions of “measurable,” “doable” and “specific.”


### 7.1 Review and Plan for the Day

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- How to Write a Goal
- Goal Setting
- Meditation
- Closure

Review the previous class by asking students what the 4 components of physical fitness are and having them give specific examples of activities they do for each of the components.

Explain that today they will learn about writing a good goal and will then write two goals that they will monitor for the next few weeks.

Review the Objectives with students.

### 7.2 How to Write a Goal

**Materials:** Writing a Goal (Transparency 7.2a), What’s Wrong with These Goals? (Transparency 7.2b)

Explain that they will now use the information they’ve learned in the previous lessons to create a healthy eating and physical activity goal. They will monitor and evaluate these goals for the next four weeks.

- Start by asking students to think of a goal (the purpose toward which an endeavor is directed, an objective) they’ve previously set and write it down. Ask them why they set the goal and if they achieved it.

- Show the Writing a Goal transparency. Read the characteristics of a goal to students. Give examples of specific (clear and directly related to self), measurable (allows you to determine if you have accomplished your goal) and doable (something you can realistically accomplish).

- After discussing what is important when writing a goal, show the What’s Wrong with These Goals transparency. Cover up the well-written goals. Read the first poorly written goal and have the class respond with how they could make the goal more specific, measurable and doable. Then uncover the well-written goal and compare it to what the students said. Do this for all three examples.

- Provide students with an example of a goal that could be written for your own (teacher) life. For example: I will ride my bike to work 3 times a week for the next
month. Explain why it is specific, measurable and doable; or, if students are able, have them explain why the goal is specific, measurable and doable.

### 7.3 Goal Setting 23 minutes

**Materials:** Copies of My Healthy Eating and Physical Activity Goal (Activity Sheet 7.3), Goals poster

Now that students know how to write good goals, present the My Healthy Eating and Physical Activity Goal activity sheet.

- Explain that there are two parts to the activity sheet. The top half is for writing a healthy eating goal and the bottom half is for writing a physical activity goal.

- Explain that they are to think about being specific, measurable and doable when writing the goal. Direct their attention to the Goals poster (created before class) that has the following definitions written on it:
  - Specific: It gives clear details of what you want to do.
  - Measurable: You can actually assess or measure your progress.
  - Doable: It is realistic for you!

- Encourage them to reference this poster as they are writing their goals.

- Explain that, after writing the goals, there are other questions to be answered on the activity sheet, such as what are the benefits of reaching their goals, why the goals are important to them and steps they will take to reach their goals.

Go around the room and check in with individual students to see how they are doing. Make sure they are making their goals specific, measurable and doable and are answering the questions below the goal. Students may need assistance in coming up with a goal that is specific, measurable and doable. If they are resistant to setting goals for themselves, ask them to imagine a person of their own age and build, and set goals for that person.

Once all students have finished writing their goals, have volunteers present one of their goals to the class. If time permits, have all of the students present.

### 7.4 Meditation 8 minutes

**Materials:** Big Sky Meditation (Information Sheet 7.4)

Explain that students will be continuing their meditation practice by doing some deep-breathing exercises. Have them find a comfortable place somewhere in the room where they will not be distracted by others. Have them get comfortable in their chairs, sitting up with hands resting in their laps.
• Tell students that today’s meditation continues with deep breathing methods. But today the focus is on thought.

• Have students practice deep-breathing techniques for a couple of minutes. Let them know you want them to focus on their breath going in and out. Remind them of counting while inhaling and exhaling if this helps them focus. Let them take a few breaths in and out, reminding them to close their eyes to help with their focus.

• Read the **Big Sky Meditation** (Information Sheet 7.4).

• Have students come back to their seats. Ask them how this meditation could benefit them when they feel anxious or stressed out. Explain that breathing in and out rhythmically (counting to the same number each time) is a strategy to use during times of anxiety or when you want to calm the body.

### 7.5 Closure

4 minutes

Reiterate why we create goals and why it is important to write a goal that is specific, measurable and doable. *(Goals give us better control over making changes in our lives. It is important to make goals specific, measurable and doable because we will stick to our goal more easily if we know exactly what we need to do, we are invested in our goal and it is possible for us to achieve it.)*

Ask the students to look at their Healthy Eating and Physical Activity Goals and choose “one step I’ll take to reach my goal” from each of the two goals. Ask them to commit to doing that step for each of the two goals by the next class. Ask them to share these steps with a partner.

**Resources**

• *HealthSmart High School Nutrition & Physical Activity*, Lesson 2, Activity 1:
  - Writing a Goal Transparency
  - What’s Wrong with These Goals? Transparency
  - My Healthy Eating or Physical Activity Goal Worksheet
    - Modified by All 4 You2! curriculum, Lesson 9, Activity 5
Writing a Goal

A well-written goal should have these characteristics:

Doable - Something you can realistically accomplish in the next few weeks.

Specific - It gives clear details of what you want to do.

Measurable - It allows you to determine or measure if you have accomplished your goal at the end of a few weeks.
What's Wrong with These Goals?

**Poorly Written:** I want to exercise more.

**Well-written:** I will jog 3 days each week for at least 20 minutes each time.

**Poorly Written:** I will eat less junk food.

**Well-written:** I will only eat 1 serving out of the Fats, Oils and Sweets food group each day.

**Poorly Written:** I will eat more fruit and lift weights more often.

**Well-written:** (Choose one) I will eat 3 servings of fruit each day. OR I will lift weights for 30 minutes 3 times each week.
1. My goal for **healthy eating**:

___________________________________________________________________________________
___________________________________________________________________________________

2. The benefits of reaching my goal: ________________________________________________
___________________________________________________________________________________________________

3. Steps I’ll take to reach my goal:
   • ___________________________________________________________________________
   • ___________________________________________________________________________
   • ___________________________________________________________________________

1. My goal for **physical activity**:

___________________________________________________________________________________
___________________________________________________________________________________

2. The benefits of reaching my goal:

___________________________________________________________________________________

3. Steps I’ll take to reach my goal:
   • ___________________________________________________________________________
   • ___________________________________________________________________________
   • ___________________________________________________________________________
Big Sky Meditation  
Written by Jason Murphy

For teachers or instructors to read. It’s helpful if the lights are low. Students should be able to sit in chairs with their backs straight but not rigid or be on the floor on their backs with knees up. Instructions should be read in a slow but clear natural voice. A bell is helpful for transition into and out of meditation time. Find a rhythm of instruction which allows silence. This should take anywhere from 10 to 15 minutes total.

As we begin, first feel your feet on the floor or your body in the chair. Gently allow the eyes to close, and begin to connect with the natural breath, the rising and falling of the breath.

(Pause 2 or 3 breaths.)

Begin to notice the comings and goings of sound, trying not to label “Car,” “Bird” or “Fan,” just notice hearing. See if you can remove the object from the mind and just notice the comings and goings of sound.

(Pause 2 or 3 breaths.)

See if you can begin to notice the silence between the sounds.

(Pause 2 or 3 breaths.)

Allow the breath to move in and out naturally.

Thoughts may arise again – just notice the thought as thought, noting thinking, and return to the breath as a focus point.

(Pause 2 or 3 breaths.)

Begin to imagine the mind as a big blue sky, and thoughts and sounds or sensations in the body as clouds moving through the sky of the mind.

(Pause 2 or 3 breaths.)

The breath is like a gentle breeze moving clouds through the sky of the mind. Try not to get caught in the clouds, just allow them to come and go, moving through the mind.

(Pause 2 or 3 breaths.)

Each time distractions arise, just allow them to move through the big blue sky, seeing the mind is more than just a thought, a feeling, a memory or a sound.

(Pause 2 or 3 breaths.)

Allow the breath to move the clouds through.

When we get lost in the clouds, coming back to the breath and then expanding out into the big sky of the mind.

(Pause 2 or 3 breaths.)

Each distraction is a new opportunity to be in the moment, trying to not identify with them, just letting them go. Just let them move through your mind again and again.

(Pause 2 or 3 breaths.)
Knowing right now there is nothing to do, nowhere to go and no one to be.

(Pause 2 or 3 breaths.)

Just being open and expansive. Letting go of thoughts memories, sounds and feelings. All there is is the mind as a big blue sky and the gentle breeze of the breath.

(Pause 2 or 3 breaths.)

Each distraction as a passing cloud.

(Pause 2 or 3 breaths.)

Breathing in, breathing out, only the breath coming and going.

(Pause 2 or 3 breaths.)

Allowing the bell to ring through you. (Ring bell.)

Bring your awareness to your body, feeling the feet on the floor. When you feel ready, gently allow the eyes to open and slowly move the body.