

Goal Setting

Equipment

- > None to various – the equipment needed depends on their chosen goal.
- > The goal-setting planning form (see below).
- > The pyramid diagram (see below).

Achievement objectives

- > Maintain regular, enjoyable physical activity with an increasing understanding of its role in self-care and well-being. (3A2)
- > Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes. (3A3)

Learning outcomes

- > Set, measure and achieve realistic goals that relate to increasing personal physical activity.
- > Maintain regular, enjoyable physical activity.
- > Recognise possible obstacles to achieving goals and suggest ways to manage them.

Suggested assessment

- > Students review their goals and progress at each stage. (See form below).
- > Ask students to consider:
 - Is my goal easy to measure and realistic? Does it need to be modified in any way?
 - How will I know I have achieved my goal?
 - How does my goal help me to maintain regular, enjoyable physical activity?

Notes

Before the lesson

Brainstorm 'what is physical activity?'

Discuss elements of the physical activity pyramid (see below) such as vigorous exercise and the benefits of physical activity.

Draw a plus, minus, interesting (PMI) chart.



Teaching and learning

- > Review hints for goal setting such as SMART goals:
 - Specific – short, succinct, easily visualised – use ‘I will...’.
 - Measurable – can you see how you can progressively reach your goal?
 - Attainable – have a plan that can take you there step by step.
 - Realistic – goals must reflect the resources available and your skills.
 - Timed – before you start, decide when you will stop – this helps set boundaries to work within.
- > Share and discuss some possible goals. Some examples might be:
 - I will train for and participate in the Kiwi Kids Triathlon at the end of March.
 - I will walk to school at least three times a week.
 - I will practise shooting 50 goals a day.
- > Set a broad timeline for students to work towards. For example, give students dates that they will have opportunities to review their goals in class – these may be fortnightly or monthly throughout the term, or longer/shorter to suit needs.
- > In pairs. Students examine the physical activity they already participate in and what they could aim for. Ask students to discuss each area of the goal-setting plan. Ideas could be gained by reviewing the physical activity pyramid.
- > Encourage students to imagine the benefits gained by achieving their goal: what will they look like, sound like and feel like?
- > Students complete their own goal-setting plan.

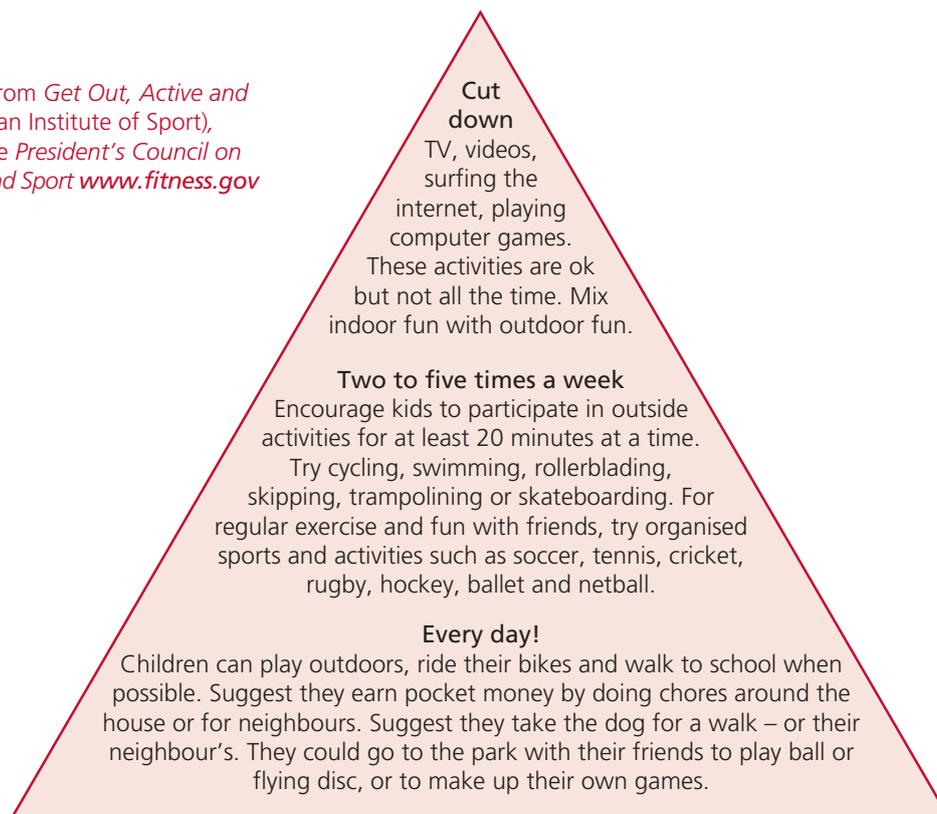
What next?

- > Students review their goals at regular set intervals and record their progress.
- > Students set another goal related to physical activity or another area.
- > Students get a peer to review their progress and challenge them further in their goal setting.
- > Students research goal setting on the internet and find other ways to set and monitor goals.

Ways to adapt

Younger students might be able to explain their goals while someone else records them or the class may be able to work together to set a class goal.

This diagram is from *Get Out, Active and Healthy* (Australian Institute of Sport), adapted from the *President's Council on Physical Fitness and Sport* www.fitness.gov



Goal-setting plan (page 1)

1. Identify your goal – write a short description of your goal usually starting with 'I...'

2. Date started: 'I will start on ...'

3. Desired final target date: 'I will reach my goal by...'

4. State how you will know when you have reached your goal: 'I know I will have reached my goal when...'

5. List some benefits gained by reaching your goal: 'Some of the benefits of achieving my goal include...'

6. The most important benefit to me is...

7. List possible obstacles to reaching your goal: 'Some things that could stop me reaching my goal are...'

8. Choose one of these obstacles.

9. Describe how you will overcome the obstacle you have identified. 'I will overcome this obstacle by...'

Goal-setting plan (page 2)

10. Set specific action points to help in achieving your goal

First action point

Target date:

Review date:

Date achieved:

Comment on your progress:

Second action point

Target date:

Date achieved:

Review date:

Comment on your progress:

Third action point

Target date:

Review date:

Date achieved:

Comment on your progress:

Final review

Date goal achieved:

Where to next?

Your comment. For example: How does it feel to achieve your goal? What did you find the most challenging? What would you do differently next time?