

## Lesson 1: Making and Continuing Change: A Personal Investment

### Introduction

This lesson is a review of the learning that took place in Grade 11 Active Healthy Lifestyles. Students spend some time reviewing the Stages of Change model (as outlined by Prochaska, Norcross, and DiClemente) and the strategies they can employ to move from one stage to the next on the continuum of change. Since goal setting is such a critical component of the change strategies, a review of goal setting is also included. In Grade 12 students have an opportunity to set goals and decide on how to achieve them with a higher level of sophistication than they did in Grade 11.

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### Specific Learning Outcomes

- 12.FM.1** Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.
  - 12.FM.2** Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.
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### Key Understandings

- Individuals can change health-related behaviours such as physical activity within their lifestyle.
  - Strategies for ongoing physical activity engagement and fitness development are personal.
  - Success in achieving positive health behaviours is rooted in effective goal setting based on the Stages of Change continuum.
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### Essential Questions

1. Why do goals need to change over time?
  2. How can effective goal setting increase success in changing health-related behaviours?
  3. What are the steps to, or reasons for, goal setting?
  4. How can physical fitness and health-related behaviours be improved within a person's lifestyle?
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## Background Information

### Personal Reflections on the Stages of Change

Many people decide to make changes in their lives to improve their health, increase their income, develop meaningful relationships, and so on. People's attempts to achieve change often fail because they have not thought carefully about, or taken the time to work through, the stages of change.

When setting goals, it is important to have a clear understanding of our starting point or current situation. The next suggested learning strategy provides students with an opportunity to think about changes they have made in their healthy lifestyle practices since their Grade 11 school year.



## Suggestion for Instruction / Assessment

### Review and Reflect on Physical Activity

Have each student reflect on physical activity experiences by completing RM 1–FM. Once students have completed the questionnaire, invite them to share some of their reflective comments. A general class discussion could facilitate thinking about the various stages of change and what students did to make their Grade 11 personal physical activity plan successful.

#### NOTE TO TEACHER

It is important that students feel comfortable and are willing to share their personal reflections. They should not feel as though they are forced to disclose personal thoughts or feelings.

This questionnaire could also be used as an interview guide in individual or small-group student-teacher conferences.



Refer to RM 1–FM: Physical Activity Review and Reflection Questionnaire.



## Background Information

### Stages of Change Review

In the Grade 11 Active Healthy Lifestyles course students gained an understanding of the Stages of Change model (Prochaska, Norcross, and DiClemente), which identifies five stages through which individuals move to make a lasting attitude and behaviour change. As people move along the continuum of change, they engage in specific processes at each of the five stages of change:

#### NOTE TO TEACHER

Understanding what stage of change a student is at will help teachers guide the student in developing personal goals and plans. Be considerate of students' individual stages when helping them to set goals and develop their personal physical activity plan.

1. **Pre-contemplation** (no intention of making a change): In this stage people begin to recognize that a problematic behaviour exists. At this point, they may engage in self-evaluation or self-reflection and may determine that a change is needed. When this happens, they will progress to the contemplation stage.
2. **Contemplation** (thinking about making a change): In this stage people seek out information about the problematic behaviour and become more aware of the possible problems associated with it. They will speak to others about the problem and discuss or think about possible solutions. These individuals are now ready to move to the preparation stage.
3. **Preparation/decision** (getting ready to make a change): In this stage people make a commitment to change the problematic behaviour, believing they can make the change. They have become knowledgeable about how to go about making the behaviour change and about the benefits resulting from it. They devise a plan for practising the new behaviour. These people are ready to move to the action stage.
4. **Action** (making the change): People in this stage initiate their plan for making a behaviour change. They find ways to stay motivated, which may include seeking support from others. They attempt to control the triggers of the problematic behaviour and give themselves ways to stay focused on the healthy behaviour. The new behaviour will begin to substitute the unhealthy behaviour. Some people may incorporate a personal reward program for sticking with the action plan.
5. **Maintenance** (working at keeping the change): In this stage people's actions are similar to those in the action stage, but people are engaged in the new behaviour for a minimum of six months. During this stage people are focused on staying on their action plan and not going back to their previous behaviour.

## REFERENCES



For additional information, refer to the following resources:

Prochaska, James O., John C. Norcross, and Carlo C. DiClemente. *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. New York, NY: Avon Books Inc., 1994.

Spencer, Leslie, Troy B. Adams, Sarah Malone, Lindsey Roy, and Elizabeth Yost. "Applying the Transtheoretical Model to Exercise: A Systematic and Comprehensive Review of the Literature." *Health Promotion Practice* 7.4 (Oct. 2006): 428–43.



## Suggestion for Instruction / Assessment

### Strategies for Change

In preparation for this task, students may need to revisit or complete RM 1–FM: Physical Activity Stages of Change—Questionnaire, found in *Grade 11 Active Healthy Lifestyles* (see Module B, Lesson 2, page 119).

To help students achieve a deeper understanding of the Stages of Change continuum and of the strategies that will help them advance from one stage to the next in their physical activity behaviour, have them work through RM 2–FM. By completing the questions related to their current stage of change, as well as the preceding stage(s), and by applying the strategies for moving to the next stage, they will set a course for achieving an active healthy lifestyle.

#### NOTE TO TEACHER

Students should complete this ongoing assignment as they progress through the Grade 12 Active Healthy Lifestyles course. Be consistent with the terminology used in Grade 11.



Refer to RM 2–FM: Strategies for Change.



## Background Information

### Goal Setting

Setting goals is one of the most important and powerful strategies for achieving the things we want in our lives. If a group of people were asked to write down their top five goals in life, many of them would likely write “good health.” We all know that good health does not just happen. Achieving and maintaining good health is dependent upon a variety of factors.



## Suggestion for Instruction / Assessment

### Behaviours Affecting Health

As a brief review, have students use the Think-Pair-Share strategy (see Appendix E) to identify and discuss behaviours they can practise every day to help them improve or maintain their personal health. Working in pairs, students identify the behaviours that would have the greatest long-term impact on health and share them with the class.



## Background Information

### Why Set Goals?\*

Numerous research studies have shown links between goals and achievement or improved performance in many areas such as education, athletics, and business. Reasons for setting goals include the following:

- **Goals help target our desires.** We all have a desire to succeed at or with something. This desire to succeed helps us to reach our goals and overcome obstacles that get in the way. We feel better and work harder when we are striving to reach clear goals that we have personally selected and that have an identifiable purpose.
- **Goals help us to stay focused and avoid distractions.** People who set goals will achieve results because they have learned how to focus their time, energy, and resources on a specific objective. Staying focused on our goals helps us to bypass many of the challenges and obstacles that stand in the way of achieving the desired results. By setting clear and attainable goals and consciously working toward them, we can avoid many of the pitfalls and distractions of daily living.
- **Goals help us to maintain motivation.** Motivation is a significant driving force in helping us to accomplish the things we really want in life. Achieving and maintaining a healthy active lifestyle will at times be a struggle. Having goals and staying motivated will help us to recover from the setbacks or periodic letdowns that are commonplace experiences when trying to change a habit or making attempts to start a new one. Our motivation will come from the reasons why we chose particular goals in the first place.
- **Goals help us to set values-driven priorities.** As we move toward any goal, we will be faced with having to make decisions. By keeping our eyes on the goal and staying true to our values and beliefs, we will make the “right” choices. Our choices will be based on what is most important to us. We need to remember that our goals were self-selected and based on important reasons for reaching them.
- **Goals provide a plan for change.** A well-designed action plan that outlines a series of short-term goals provides a necessary process to reach bigger and long-term objectives. Breaking a long-term goal into achievable smaller steps makes the road to the ultimate goal much easier. Short-term goals provide a way of measuring whether we are making the intended progress or whether we are getting sidetracked. Evaluating our plan allows us to learn from mistakes and overcome barriers. It also provides opportunities to change our plan based on our experiences.

\* Source: Time Thoughts. “Goal Setting: Why Should I Set Goals?” *Goal Setting*. <[www.timethoughts.com/goalsetting/WhySetGoals.htm](http://www.timethoughts.com/goalsetting/WhySetGoals.htm)>. Adapted with permission.

## Why Do So Few People Set Goals?\*

Some experts estimate that only five to ten percent of people think about their goals regularly, and only one to three percent of people have clear written goals. Most experts agree that goal setting is a powerful tool. If this is the case, why do so few people set goals?

Reasons why people don't set goals include the following:

- They don't know what they want. (No goals)
- They don't know how to set goals or don't plan how to achieve them. (Action)
- They don't have goals, they have wishes.
- They are afraid of change.
- They make excuses that form personal barriers.
- They get frustrated, discouraged, or overwhelmed. (Too many goals, too big, too slow)

Having clear and precise goals will help us stay motivated and focused, particularly when facing adversity. Setting goals is a way of regulating behaviour to attain a self-determined and desired target. The goals could be financial, educational, or health- and fitness-oriented.

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\* Source: Time Thoughts. "Goal Setting: Why Should I Set Goals?" *Goal Setting*. <[www.timethoughts.com/goalsetting/WhySetGoals.htm](http://www.timethoughts.com/goalsetting/WhySetGoals.htm)>. Adapted with permission.

## Steps to Setting and Achieving Goals

Many people set goals they want to achieve. Some of these goals centre on acquiring material things (e.g., a car, a winter vacation). Some goals involve doing or learning new things (e.g., write a book, paint a picture, learn a new sport). Still other goals have to do with self-improvement (e.g., exercise regularly, get a different job, eat healthier). These are all great goals, but many people never reach them because they have not considered making a specific plan to achieve them.

Six steps that can help students set and achieve their goals are identified below.

#### STEPS TO SETTING AND ACHIEVING GOALS

1. **Choose specific, measurable goals.** Decide on your goals and base them on reasons that are meaningful and important to you. Be as specific as you can about what you want to accomplish. Instead of wanting to eat healthier, specify the things that you want to change in your eating behaviour (e.g., eat seven to ten servings of fruit and vegetables daily). This way, you know exactly what you need to change and by how much. You have now made your goal measurable.
2. **Set achievable goals.** Break down your goals into achievable smaller goals, thus progressing toward your final goal in stages. This is one way to build in a gradual process to achieve the ultimate goal. The stages can serve as checkpoints for you to see how you are progressing and whether the smaller goals need to be reset. When you know whether you have exceeded your expectations or are beginning to fall behind, you can make the necessary adjustments. When working on changing physical activity patterns it is important to keep a log or a record of your activities.
3. **Evaluate your goals to ensure they are realistic.** Setting an unrealistic goal that is not based on current conditions or circumstances is counterproductive to achieving a goal. Setting high goals is important, but if the goals are not realistic they will eventually be perceived as unattainable, and progress toward reaching the goals will cease. Seek out people who can support you in reaching your goals and use the needed resources available to you.
4. **Create a timeline for and visual reminders of your goals.** A goal is simply a stated dream with a deadline. Establish a timeline for the goals you set. The timeline may be influenced by the smaller goals that you have set for yourself. It is very important to set a particular timeframe for each goal. This will keep you focused on the actions you set for yourself and provide you with a way to assess your progress in terms of achieving the goal. Create visual reminders of your goals and place them where you will see them every day. Keep in mind that your reasons for choosing your goals were important to you, and moved you to devise a plan to accomplish them.
5. **Prepare yourself for obstacles or barriers.** The obstacles you face while working toward your goals may be emotional. For example, you may feel frustrated that people are not supporting you. You may feel discouraged that the expected changes are not happening quickly enough. Feelings of frustration or discouragement are natural reactions. Adjusting the small goals may help ease the emotional reaction. It is important to stay committed to your goals and not to lose hope.
6. **Reward yourself.** As you achieve each small goal, reward yourself in some way for a job well done.



## Suggestion for Instruction / Assessment

### Steps to Goal Setting

Provide students with a copy of RM 3–FM and ask them to write down their goals (e.g., related to physical activity, fitness, and healthy eating) and devise an action plan to achieve them. They should take time to reflect on each step and then proceed to write down the actions they will take to accomplish each goal.



Refer to RM 3–FM: Steps to Goal Setting.

#### NOTE TO TEACHER

This is an ongoing assignment and should be considered as a required work sample. Students will return to this action plan periodically and assess their progress in meeting their stated goals, making revisions as required.

Students may use RM 4–FM as a tool for tracking their progress in reaching their goals.



Refer to RM 4–FM: Goal Manager (available only in Excel format).

The Excel spreadsheet is available on the CD-ROM version of this document, as well as online at [www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html](http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html).

#### NOTE TO TEACHER

##### Physical Activity Practicum

Students in Grade 12 are required to complete a minimum of 55 hours of moderate to vigorous physical activity. The physical activity practicum should reflect each student's personal physical activity or fitness goals. Determining requirements for the completion of the Grade 12 physical activity practicum and/or the physical activity plan is a local decision. Schools may choose to add other criteria that demonstrate regular activity participation (e.g., variety of physical activities, the addition of a new physical activity, activities that the student will choose to do when leaving high school).

#### REFERENCES



For more information on goal setting, refer to the following websites:

Manitoba Physical Education Teachers Association (MPETA). "Goal Setting: Personal Plan." *MPETA Resources to Support the Grades 11 and 12 Curriculum*. [www.mpeta.ca/resources.html](http://www.mpeta.ca/resources.html).

Time Thoughts. "Goal Setting: Why Should I Set Goals?" *Goal Setting*. [www.timethoughts.com/goalsetting/WhySetGoals.htm](http://www.timethoughts.com/goalsetting/WhySetGoals.htm).

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at [www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/).