

Sample [Health Education] Instructional Plan**Enduring Understanding**

By the end of this lesson, students will be able to name their own personal weaknesses and how to work with their weaknesses to achieve greatness. Students will be able to advocate for themselves and others in a positive way. Students will be able to set personal goals and identify ways to encourage others to achieve their goals.

Hope Givers Video Segment

In Season I: Episode 5 “Mark Lucas,” students will meet Mark Lucas, an Alabama native who has learned how to achieve his goal of becoming a rock star while facing cortical dysplasia. Mark thought he would have to give up on his dreams after his diagnosis, but instead he embraced his challenges while helping others achieve their goals. Mark is now the founder and owner of The Music Room which helps individuals with disabilities explore music and fall in love with music. Mark’s goals may have changed, but he is still a rock star in the eyes of everyone he is helping.

Standards Alignment**National HE Standards:**

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Georgia HE Standards:

HE6.6 Students will demonstrate the ability to use goal-setting skills to enhance health.

c. Develop a plan to achieve a personal health goal.

HE6.6 Students will demonstrate the ability to use goal-setting skills to enhance health.

d. Explain how personal health goals can vary with changing priorities.

HE 6.8 Students will demonstrate the ability to advocate for personal, family, and community health.

b. Identify strategies that will support others in positive choices regarding their health.

HE6.8 Students will demonstrate the ability to advocate for personal, family, and community health.

c. Collaborate with others to advocate for healthy lifestyles and/or choices.

Instructional Design**Teaching With the End in Mind:**

At the end of this lesson, students will be able to set goals and understand how goals can change over time. Students will be able to advocate for their own goals and encourage others to achieve their own goals.

Key Concept(s) to be Covered:

goal setting, advocacy, challenges, disabilities, and encouragement

Introduction to the Lesson:

Begin by talking to students about goals in life. Ask for students to provide examples of their goals. Ask students what happens when their goals do not happen the exact way they planned (for example – a student says he/she wants to become a professional athlete; ask the student what would happen if they were injured and could no longer play).

Host a class discussion around the idea that goals can change but should not be ignored just because an obstacle stands in the way. Introduce the idea of perseverance and continuing to achieve even when times are tough. Ask students for examples of times when they had to change their plans/goals because of an obstacle. Ask students how they felt when they achieved those goals (looking for answers to focus on being proud of themselves and proud of what they accomplished).

Hook (Instant Activity):

Stephen Hawking was quoted by the New York Times in 2011 as saying, “My advice to other disabled people would be, concentrate on things your disability doesn’t prevent you doing well, and don’t regret the things it interferes with. Don’t be disabled in spirit, as well as physically.” Stephen Hawking had a brilliant mind but faced physical disabilities that changed the way he achieved his goals. While he may not have been able to achieve his goals in a traditional way, he did not let his disabilities stand in his way. Everyone has something they do not do well, but those things cannot interfere with the things you do well. Use the attached handout titled My Best Me to list everything you do well and everything you enjoy in your life. There are guiding topics on the handout but add additional topics or strengths that may not fit in the boxes provided.

Content, Learning & Instructional Strategies:

- Introduction class discussion
- Hook/Instant Activity
- Watch Hope Givers episode 5 – Mark Lucas
- Recap the video
 - Focus on Mark Lucas persevering and continuing to achieve his goal of becoming a rock star.
 - Ask students to think about how Mark not only achieved his goal but used his challenges to help other people with disabilities achieve their goals as well.
 - Ask for examples of how Mark’s advocacy for people with disabilities made a positive impact on others.

Learning Activity(ies):

Part 1: Goal Setting

Students will use the attached *My Goals* handout to create goals. Remind students that everyone has obstacles, but those obstacles should not be used as an excuse to not achieve a goal. Be careful to not give students too much guidance, as these goals should be personal and reflect individuality.

Part 2: Advocacy

Once a student has created their own goals, have students brainstorm ways to encourage others to achieve their goals. For example, Mark was not able to perform on stage every day as a rock star due to his medical diagnosis, but he was able to become a rock star to others. Ask students to think about how they could help others achieve a goal that is similar to their own goal. Example: A basketball camp offered to individuals who could not play on a traditional basketball team or an art gallery display artwork created by individuals who overcame an obstacle to create the works of art

Closing/Conclusion to the Lesson:

Print the student goals on cardstock, color paper, or laminate the handwritten goals handout. Place the work in a safe place for students to revisit often (notebook, folder, etc.). Throughout the course, remind students to revisit their goals and celebrate their successes.

Evidence of Student Success

Students can reflect on their goals and explain their successes and their areas for improvement. Student reflection can help drive future goal-setting activities.

Student Learning Supports

Ideas for Differentiation:

- Provide written material in languages other than English.
- Incorporate different communities in your instruction. Ask students to share how they may think about a topic differently to pull information from various sources.
- Provide students with both written material and visual material.
- Break down work into smaller portions for students with accommodations.
- Utilize small group time to provide more one-on-one instruction for students who need extended learning.
- Pass out handouts/guided notes as needed for students.
- Students that may not have mastered their goal should have time to adjust the goal. Remind students that meeting or failing to meet the goal is not the end of the road. Goal setting is more about how to respond in different situations and the perseverance needed to achieve a goal. Students that may have met or exceeded the goal should also revisit the goal. Was the goal too simple and how could a more challenging goal push them in the future?

Opportunities for Extension:

- Students could also explore SMART goals. SMART goals provide a template for a more detailed goal with steps to help writing a stronger goal.

Additional Resources

- [The Music Room Website](#)
- <https://www.mindtools.com/pages/article/smart-goals.htm>
- <https://youtu.be/1-SvuFIQjK8>
- <https://youtu.be/U4IU-y9-J8Q>
- <https://youtu.be/yA53yhiOe04>
- <https://www.hopkinsallchildrens.org/Healthy-Weight-Toolkit/Tools/SMART-Goals>
- <https://positivepsychology.com/benefits-goal-setting/>

Attachments:

- My Goals Handout
- SMART Goal Power Point Example
- Coping Skills for Kid Grounding Your Body and Mind

In your own words, explain why it is important to set goals.

My Goals

Write your own goals. Remember, everyone has obstacles in life, but those obstacles should not stand in your way. You can always achieve your goals in life.

You should be able to reach your goal in the time listed for each box.

9 Week Goal

18 Week Goal

School Year Goal

High School Goal

After High School Goal

Life Long Goal

SMART Goals

EQ: How does setting goals enhance my health?

I Can: I can evaluate and set goals related to personal health practices.



SETTING GOALS

Setting S.M.A.R.T. goals helps us succeed by giving us a Specific, Measurable, Attainable Realistic, and Timely plan for improving. Let's take a look at each part of the S.M.A.R.T. goal setting process .



S.M.A.R.T. Goals



Specific

State exactly what you will do
and how you will accomplish it.



Measurable

Include a precise way to
measure progress.



Attainable

Set a benchmark that you
can achieve.



Realistic

Consider barriers and strengths
with what you hope to achieve.



Timely

Set a timeline for achieving your goal that is reasonable.



LESSON REVIEW



1. S.M.A.R.T. goals provide a plan for improving and achieving success.
2. Goals are essential for life-long success in areas such as college and career readiness and more.
3. Mistakes and failure can be tools for getting better in any area of life.

Grounding Your Body and Mind

STRONG⁴LIFE™



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

Why practice grounding?

Grounding is a relaxation exercise that can be used at any time to focus on the present moment rather than our worries, which helps calm our bodies and minds. Grounding exercises can improve concentration, decrease anxiety, and enhance decision-making and problem-solving skills.



It is difficult to learn something new when we are anxious, angry or distracted.

Teaching and practicing coping skills when everyone is calm gives us a variety of tools we can use to manage our feelings and reduce stress.

How to practice grounding

- 1 Find a comfortable place to sit or lie down and, if you feel comfortable, close your eyes.
- 2 Take several slow, deep breaths in through your nose and out through your mouth.
- 3 Use your five senses to notice the following:



5 things you can see around you.

Maybe it's a book, a painting or a chair.



4 things you can touch around you.

Maybe it's a dog, your desk or your leg.



3 things you can hear around you.

Maybe it's a ticking clock, a car alarm or a dog barking.



2 things you can smell.

Maybe it's the scent of soap or lotion on your hands, air freshener or freshly cut grass.



1 thing you can taste.

Maybe it's the drink or the snack you just had.

- 4 Notice how your body feels. Are you relaxed? Is your mind calmer?



Did you know that many athletes and performers use coping strategies like these before big games and performances to help them relax and focus?

Make grounding work for you

This strategy can be modified to meet your child's needs or based on how much time is available.



Focus on fewer things or fewer senses. Instead of using all five senses, ask your child to name only three things they see or three things they can touch and two things they hear.



Focus on a specific color. Ask your child to name five or ten green objects they see around them.



Focus on specific details. For kids who need more specific instructions, ask them to look around and name three objects that are round, two things that are soft, one thing that makes noise, etc.



Coping strategies, like grounding, are also helpful for adults. Practicing coping strategies is a great way to take care of yourself, be more present and model healthy ways to manage stress.

For more coping skills ideas, visit Strong4Life.com/coping

This is general information and not specific medical advice. Always consult with a doctor or healthcare provider if you have questions or concerns about the health of a child.

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