

Week 4

Goal Setting and Self-Reward





Week 4- Goal Setting & Self-Reward

Spiritual Component

- Begin the session by offering a prayer.

Physical Activity Component

- Include 10 minutes of physical activity before beginning the session, and 15 minutes at the end of the session.

Participant Handouts

- *"Goal Setting and Self-Reward"*
- *"Long-Term Physical Activity and Healthy Eating Goals"*

Learning Objectives

- To learn the steps to setting effective goals for ourselves, and why goal-setting is important.
- To set long and short-term physical activity and healthy eating goals.
- To understand the concept of self-reward and its impact on physical activity and healthy eating.

☞ Physical Activity Component ☞

Start with 10 minutes of physical activity (PA). Get moving and have fun!

Teaching content

☞ Review of Last Week's Material ☞

Plan to spend 5-10 minutes on this section

- Physical Activity and Healthy Eating Logs
- Encourage participants to share their feelings about their self-monitoring experiences. What did they learn? Did they identify areas they want to work on?

Begin the session by encouraging participants to share their thoughts, feelings and opinions throughout the session.

☞ Scripture ☞

"Ask, and it will be given you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened." *Matthew 7:7-8*

Offer this scripture to the participants, and ask how they feel it relates to goal setting for PA and healthy eating.

☞ Goal Setting ☞

Goal setting allows participants to define targets for their behavior, which is a critical step toward committing oneself and motivating oneself for change. Goal setting is a critical skill that can be used in many areas of participants' lives, and as a tool for changing many health behaviors. Participants will be given the chance to learn about the building blocks necessary for setting their goals, and will practice goal-setting skills on a weekly basis hereafter.

In this section, you will explore the participants' past experiences with goal setting, and teach them the importance of goal setting for PA participation and healthy eating. Using the principles of setting goals, you will help them improve their goal-setting skills.

☞ Learning How to Set Goals ☞

Plan to spend 25-30 minutes on this section.

Here are some suggestions for questions that may help to generate group discussion:

- Group exercises
 - "Tell me about a goal you have set for yourself. It can be in any area of your life."
 - "Why do you think it's important to set physical activity goals?"
- Learning material
 - Use the "*Goal Setting & Self-reward - Facilitator's Guide*" sheet that contains the "SMART" acronym to teach the principles for setting goals, including both short and long-term. Have participants offer examples of goals for each of the principles.

This section will allow participants to practice their goal-setting skills.

- Learning material
 - The "*Goal Setting & Self-Reward*" handout gives reminders about the principles of goal setting.
 - "*Long-Term Goals*" handout
 - Encourage participants to think about their long-term PA goals, and the action steps they will need to achieve them. There will not be enough time for participants to set long-term healthy eating goals during the session, so encourage them to do so outside of class.
 - Explain to participants that after this week, they will set goals every week for the remainder of the course. Each week they should set a PA and a healthy eating goal for the upcoming week, and specify the details of how, when and what they will do if they do or do not reach their goal.

Here are some suggestions for questions that may help to generate group discussion:

- Group exercises
 - "Who would like to share with the group your long-term physical activity goal?"
- Be sure to help participants modify goals that aren't consistent with the "SMART" system.

🌀 Self-reward 🌀

Plan to spend 10 minutes on this section. Though PA and healthy eating are both beneficial and rewarding, it is important to reward oneself for being active, eating a healthy diet, maintaining PA participation, and making progress toward and actually reaching one's PA and healthy eating goals. Incentives and rewards make people feel better about themselves and encourage them to continue to want to achieve their goals.

This section explores participants' experiences and preferences with self-reward.

Here are some suggestions for questions that may help to generate group discussion:

- Group exercises
 - "Why do you think it's important to reward yourself after reaching a goal?"

- "Tell me about some rewards that you would like to get for reaching your physical activity goals." [Be sure that rewards are not unhealthy, e.g., do not reward PA goals with a chocolate bar.]
- Learning material
 - Ensure that you have covered the what, when, why and how on the self reward section on the "*Goal Setting & Self-Reward -Facilitator's Guide.*" Ask if participants have any experiences about self-reward that they would like to share.
 - The "*Goal-Setting & Self-Reward'*" handout has information about the basics of self-reward for participants.

🌀 Homework 🌀

- Instruct participants to complete the "*Long-Term Goals*" for healthy eating outside of the session and add to their PA Goal sheets as needed. Participants should come to the next meeting with their long-term goals set.
- Encourage participants to continue to monitor their PA and healthy eating with their logs, included on the "*Goal Setting & Self-reward*" handout.

🌀 Physical Activity Component 🌀

End the session with 15 minutes of PA.



Goal Setting & Self-Reward

Facilitator's Guide

Remember to be **SMART** when you set your goals: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-oriented.

Specific- Goals should refer to a specific thing, rather than a general idea. An example of an unspecific goal would be, "I want to be fit." (How would you know when you are fit?) An example of a specific goal would be, "I will walk on Tuesday, Thursday and Friday for 30 minutes without stopping" or "I will drink low-fat milk instead of whole milk." The more specific, the better.

Measurable- You should be able to know whether or not you have achieved your goal. An example of an un-measurable goal is, "I want to be able to walk really fast." A measurable goal is, "I want to be able to walk around the block in 15 minutes" or "I want to eat 5 vegetables every day."

Attainable & Realistic- You should be able to reach the goals you set. An unrealistic, unattainable goal is, "I want to run a marathon in record-breaking speed" or "I will stop eating all fat in my diet." A realistic, attainable goal is, "I want to be able to walk a mile" or "I will eat fried foods only once a week." You are better off starting with goals you know you can reach.

Time-oriented- Goals should have a time frame attached to them so that you can determine if you have achieved them. A goal with no time frame would be, "I will lose 10 pounds," and a time-oriented goal would be, "I will lose 10 pounds in 5 months."

There are two time frames to consider when setting your goals: short-term and long-term.

Short-term goals should be small, fairly easy to achieve steps toward reaching your long-term goals. An example of a short-term goal is, "I will walk to the store once this week instead of driving" or "I will not have a chocolate bar as an afternoon snack this week."

Long-term goals require more effort and planning, and are harder to achieve than short-term goals. An example of a long-term goal is, "Six months from now I will be walking 30 minutes a day, 5 days a week," or "By Christmas, I will be eating the recommended amount of fiber on a daily basis."

The "*Weekly Goal*" sheets for both physical activity and diet ask the participant to indicate:

- How will they accomplish their goal?
- What will they do if they do or do not accomplish their goal?
- How satisfied are they with their attempt to achieve their goal?

The "*Long-Term Goals*" sheets allow participants to take a look at their desired outcomes in the future. Encourage participants to use the goal setting principles to set their long-term goals, and to include action steps to help them get on their way to achieving their goals. Goals can be as simple as "I want to be able to play soccer with my kids for 20 minutes without getting winded" or "I want to lose enough weight to see my toes." See the "*Long-Term Goals Facilitator's Guide*" for examples.

Self Reward

What is self-reward?

Self-reward is an incentive or reward you offer yourself when you achieve a goal.

Why is it important?

It is important to reward yourself when you accomplish your goals. Incentives and rewards make you feel better about yourself and encourage you to continue to be active and try to eat a healthful diet.

When do I reward myself?

- When you achieve a physical activity or healthy eating goal
- If you stick with your physical activity program
- When you make progress toward reaching your physical activity or healthy eating goal

How can I reward myself?

It doesn't need to be fancy or expensive, just something that you enjoy.

- Watch a half-hour of TV
- Take a luxurious bubble bath (with no interruptions!)
- Sleep in late
- Buy new exercise shoes or clothes
- Go to a movie
- Buy a new book
- Spend the day with family for a special trip or event
- Buy a new CD, tape, or record



Goal Setting & Self-reward

Participant Handout

Goal Setting

Remember to be **SMART** when you set your goals:

Specific: Goals should refer to a specific thing, rather than a general idea. Avoid goals like, "I will be more active" or "I will eat better," because they are too vague (How would you define "more" and "better"?)

Measurable: You should be able to know whether or not you have achieved your goal.

Attainable & **R**ealistic: You should be able to reach the goals you set.

Time-oriented: Goals should have a time frame attached to them so you can see if you have achieved them.

Short-term goals should be small, fairly easy to achieve steps toward reaching your long-term goals. **Long-term** goals require more effort and planning, and are harder to achieve than short-term goals.

Self-reward

What is self-reward?

Self-reward is an incentive or reward you offer yourself when you reach a goal.

Why is it important?

It is important to reward yourself when you accomplish your goals; it helps you feel better about yourself and your accomplishments and is also an incentive to work toward your goals!

When do I reward myself?

You can reward yourself when you reach or make progress toward a physical activity or healthy eating goal, or if you stick with your physical activity or healthy eating program.

How can I reward myself?

It doesn't need to be fancy or expensive, just something that you enjoy!

Physical Activity and Healthy Eating Log

Day	1	2	3	4	5	6	7
Minutes of PA	10 20 30						
# of fruits & veggies	1 2 3 4 5 6+						

"Delight yourself in the Lord; and he shall give you the desires of your heart." *Psalms 37:4*



Long-Term Goals Facilitator's Guide

The following are examples of long-term goals for physical activity and healthy eating and action steps to reach these goals.

Goal #1: Six months from now I will be walking 30 minutes a day, every week day

Action Steps

1. I will walk 10 minutes before work every morning.
2. My friend Mary and I can walk together for 10 minutes at my lunch break.
3. I will ask my oldest child to help get the lunches ready to go in the morning so I can have enough time to walk.

Goal #2: I want to lose 15 pounds in 8 months

Action steps

1. I will limit my fried foods to once a week.
2. I will increase my fruit and vegetable intake to 5 per day.
3. I will stick with my physical activity program.

Goal #3: By Christmas, I will be eating breakfast every day

Action steps

1. I will plan ahead when I grocery shop to include breakfast foods that I like.
2. When I make a healthy breakfast for the children, I will make enough for me to enjoy some as well.
3. I will try to make it a habit to get up 15 minutes earlier so I will have time for breakfast.



**Long-Term Physical Activity &
Healthy Eating Goals**
Participant Handout

Set long-term goals and include action steps that will help you to get on your way to achieving these goals.

Physical Activity Goal#1 _____

Action Steps

1. _____

2. _____

3. _____

Physical Activity Goal#2 _____

Action steps

1. _____

2. _____

3. _____

Healthy Eating Goal#1 _____

Action steps

1. _____

2. _____

3. _____

Healthy Eating Goal#2 _____

Action steps

1. _____

2. _____

3. _____

"Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God - this is your spiritual act of worship."

Romans 12:1.