

Asking for Explanations

Purpose of Activity:

- To help students understand the benefits of goal setting and evaluating the effects life choices have on life goals
- To encourage and to elucidate the importance of having an understanding of the effects choices regarding health have on the outcomes of our goals and lives

Comprehensive Health Standards:

Standard 3: Emotional and Social Wellness in Health

Set goals, and monitor progress on attaining goals for future success
(CH09.HS.S3.GLE2)

Standard 4: Prevention and Risk Management

Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs
(CH09.HS.S4.GLE1)

Guiding Question(s):

- How do the decisions I make today affect the life I lead tomorrow?
- Why is it important to understand and/or inquire about the effects healthy and unhealthy choices have on my future?

Time Guide:

Total Predicted Time: 70 minutes

- Examine healthy fact sheet -- 15 min
- Discussion regarding goals/goal setting/reaching goals -- 10 min
- Poster creation -- 30 min
- Closing discussion/hang posters in class room -- 15 min

Setting the Stage:

Open a discussion with students about knowledge and power; inquire about what it means to know something and what it means to really understand something. Ask students about the goals they have set and/or accomplished; ask them about what they would change/things they wish they had known before hand/what they would do differently. By reflecting on the past, the students gain a greater perspective on the future. Ask for student volunteers; have the volunteers give personal examples of goals they set and accomplished. Discuss the effectiveness of working with peers when setting goals, as a strong peer group helps promote the completion of goals. Finally, introduce the concept of asking for explanations: asking for more information regarding a subject one is uncertain about in order to make the best, most well informed decision.

Instructions for Asking for Explanations

1. Students will draw a symbol or representation of themselves in the present in the upper left hand corner of their paper--this is the "present"
2. Next, students will think about a life goal they have, and then draw a representation of this goal in

the bottom right hand corner--this is the “future”

3. Between the two drawings, students will draw a line from the “present” to the “future”, with an arrow pointing towards the future
4. Along the line students will write several “steps” they need to accomplish their goal; students can also draw symbols of these steps
5. In both the Upper right hand and lower left hand corners, students will write down the negative impacts that unhealthy ATOD habits have on the path towards the student’s goal
6. Posters will be hung up on the wall, and students can add additional ATOD information and other effects of ATOD upon their goals

Conclusion/Discussion Questions:

Students should walk away with a better understanding of the values of goal setting and how goals influence their daily lives. Students will learn the difference between setting a goal versus making a plan as well as the importance of thinking ahead and planning. The effects of personal health choices upon the successes or failures will be emphasized as students comprehend the consequences of healthy versus unhealthy choices.

- How can my goals change over time?
- Is it okay not to reach your goal? Why?
- Why is goal setting important?
- What are goals?
- How do we reach our goals?
- What are the benefits of having a “life plan?”
- What are the consequences of having a “life plan?”
- What do I want to be/do? (job, occupation, life role, purpose)
- Who do I want to be? (good guy, bad guy, mother/father, friend, leader, moral quality)
- How are you different now from who you were a year/week/month/ten years ago?

Adaptations:

- Have students research famous people (actors, athletes, politicians, scientists, etc...); Students will write a report of the goals their famous individual set, and the steps these individuals took to achieving their goals over the course of a few days (assignment is homework); if time permits, students will present
- Have students present their posters to the class
- Have students brainstorm ways of convincing their friends/family/peers to set goals; have them draw a picture or write a short response outlining their thoughts
- This lesson was designed to teach ATOD awareness and to exemplify how the use of ATODs can impact the success of future plans. Other components of health and decision making can be highlighted in the place of ATODs.