



LESSON 3

Using MyPlate and Daily Food Plans to Improve Eating and Physical Activity Habits

Student Learning Objectives:	National Health Education Standards:
<ul style="list-style-type: none"> Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers. 	<ul style="list-style-type: none"> Self Management
<ul style="list-style-type: none"> Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers. 	<ul style="list-style-type: none"> Goal Setting

Lesson Synopsis

Review benefits of healthy eating and being physically active. Explain how to set goals. Analyze students' two-day nutrition and physical activity logs to determine how they compare to their MyPlate plans. Set personal goals to improve healthy eating and physical activity. Identify potential barriers to reaching goals and solutions to remove the barriers. Check personal goals to make sure they have the four characteristics of a good goal.



Activity	Time	Materials Needed
Introduction	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> Student Worksheet: "My Ideas for Healthy Eating and Physical Activity" Supplied by the Teacher <ul style="list-style-type: none"> Chart listing benefits of healthy eating and physical activity created in Lesson 1 Pens or pencils
Input	10 minutes	Teacher Manual Resources <ul style="list-style-type: none"> Slide Master: "Two Types of Goals" Slide Master: "Four Characteristics of Good Goals" Slide Master Set: "Sample Goals" Supplied by the Teacher <ul style="list-style-type: none"> Slides Projector
Application	27 minutes	Health Education Resources <ul style="list-style-type: none"> Pamphlet Set: "Steps to a Healthier You," twelve per classroom, Michigan Model for Health Clearinghouse Pamphlet: "Finding Your Way to a Healthier You," twelve copies, Michigan Model for Health Clearinghouse Teacher Manual Resources <ul style="list-style-type: none"> Student Worksheet: "Two Days in My Life," completed following Lesson 1 Student Handout: "_____ Calorie Daily Food Plan" or "My Daily Food Plan" from MyPlate website, from Lesson 2 Slide Master: "Evaluate My Intake" Slide Master: "Evaluate My Activity" Teacher Reference: "Getting Rid of Barriers"

Application (continued)		<ul style="list-style-type: none"> • Teacher Reference—Assessment: “Assessment Rubric: Two Days in My Life, Evaluate My Intake, and Evaluate My Activity,” from Lesson 1 • Student Self-Assessment Rubric: “Two Days in My Life, Evaluate My Intake, and Evaluate My Activity,” from Lesson 1 • Teacher Reference—Assessment: “Assessment Rubric: My Ideas for Healthy Eating and Physical Activity” • Student Self-Assessment Rubric: “My Ideas for Healthy Eating and Physical Activity” <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Slides • Projector • Writing paper • Pens or pencils
Closure	3 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Slide Master: “Four Characteristics of Good Goals”
TOTAL	45 minutes	


Preparation

- Prior to the Lesson**
- **Decide if you want to assess** student progress. Two rubrics are provided for your use. One rubric, “Assessment Rubric: Two Days in My Life, Evaluate My Intake, and Evaluate My Activity,” is found at the end of Lesson 1 where the activity was initiated. The second rubric, “Assessment Rubric: My Ideas for Healthy Eating and Physical Activity,” can be found at the end of this lesson.
 - **Decide if you want students to assess** their own progress. **Duplicate** one or both rubrics for students if you plan to use them. One rubric, “Two Days in My Life, Evaluate My Intake, and Evaluate My Activity,” is found at the end of Lesson 1 where the activity was initiated. The second rubric, “My Ideas for Healthy Eating and Physical Activity,” can be found at the end of this lesson.
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- For Introduction**
- **Duplicate** the student worksheet, “My Ideas for Healthy Eating and Physical Activity,” for each student.
 - **Display** the chart listing the benefits of eating healthy and getting 60 or more minutes of physical activity daily that was created during Lesson 1.
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- For Input**
- **Prepare slides** of the slide masters, “Two Types of Goals,” “Four Characteristics of Good Goals,” and “Sample Goals.”
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- For Application**
- **Prepare slides** of the slide masters, “Evaluate My Intake” and “Evaluate My Activity.”
 - **Decide how you will divide** your class into six groups.
 - **Review** the resource pamphlets listed.
 - **Prepare two charts:**
 - Write “Healthier Eating” at the top of one chart. Under the heading, on the left side write “Barriers” and on the right side write “Solutions.”
 - Write “More Activity” at the top of the other chart. Under the heading, on the left side write “Barriers” and on the right side write “Solutions.”

LESSON PROCEDURE



Introduction: Review benefits of healthy eating and being physically active.

5 minutes

Instructional Steps	Script and Detailed Directions
Review benefits of healthy eating and physical activity using the student worksheet, “My Ideas for Healthy Eating and Physical Activity,” and the chart created from students’ ideas in Lesson 1. 	Distribute the student worksheet, “My Ideas for Healthy Eating and Physical Activity,” to each student. Display the chart listing the benefits of healthy eating and physical activity. <i>In our first lesson, we identified many benefits of healthy eating and getting 60 or more minutes of physical activity daily. Please read over the benefits and pick your top two or three benefits. Once you have them, write them down on your worksheet.</i> <i>Share the benefits your recorded with a neighbor.</i>
Introduce this lesson on goals for improving eating and physical activity.	<i>In order to enjoy these benefits, you will need to use what we know about eating healthy and being physically active.</i> Redistribute the folders if you collected them.

Input: Describe the characteristics of a good goal.

10 minutes

Instructional Steps	Script and Detailed Directions
Describe the characteristics of a good goal, using the slides, “Two Types of Goals” and “Four Characteristics of Good Goals.” 	<i>We’ve learned what we should eat and how much physical activity we should get. We’ve also listed the benefits of making these healthy choices. By setting personal goals, we can enjoy these benefits.</i> Display the slide, “Two Types of Goals.” <i>There are two types of goals: long term and short term.</i> <ul style="list-style-type: none"> • A long-term goal takes a month or more to achieve. • A short-term goal takes less than a month. A series of short-term goals can move us closer to reaching a long-term goal. Display the slide, “Four Characteristics of Good Goals.” <i>A good long- or short-term goal has four characteristics.</i> <ul style="list-style-type: none"> • It helps you stay healthy, follow values, and respect people and rules. • It is realistic. • It is worth achieving. • It is clearly defined.
Analyze two sample goals using the slide, “Sample Goals.” 	<i>Let’s look at a couple of sample goals and analyze them to see if they’re good goals.</i> Display goal #1 on the slide, “Sample Goals.” <i>Goal #1: I want to stop drinking soda.</i>

If this is a good goal, it has four characteristics. Give me a thumbs up if you think it has each characteristic as I read them.

Read each characteristic and allow students to signal their responses. Then discuss each characteristic as needed:

- It helps you stay healthy, follow values, and respect people and rules.
Answer: Yes.
- It is realistic.
Answer: Perhaps, but without details, it is impossible to tell.
- It is worth achieving.
Answer: Yes, if the person wants it.
- It is clearly defined.
Answer: It includes no details, such as a deadline.

This is not a good goal.

Display goal #2 on the slide, "Sample Goals."

Goal #2: I will stop drinking soda in the next two weeks.

Here's another goal. Give me a thumbs up if you think it has each characteristic as I read them.






Read each characteristic and allow students to signal their responses. Then discuss each characteristic as needed:



- It helps you stay healthy, follow values, and respect people and rules.
Answer: Yes.
- It is realistic.
Answer: Yes.
- It is worth achieving.
Answer: Yes, if the person wants it.
- It is clearly defined.
Answer: Yes. It includes a deadline.

This is a good goal. Describing the tasks will create a plan for reaching this goal. The tasks are the steps we take toward reaching our goal.

Application: Compare personalized Daily Food Plans to students' two-day eating and physical activity logs and set goals for improvement. Identify potential barriers to reaching goals and solutions to those barriers.

27 minutes

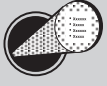


Instructional Steps	Script and Detailed Directions
<p>Compare personalized Daily Food Plans to students' two-day logs on eating and physical activity, using the slides, "Evaluate My Intake" and "Evaluate My Activity," and the student worksheet, "Two Days in My Life," from Lesson 1.</p> 	<p>Now it's time to use your homework assignment from Lesson 1, the log of your food intake and physical activity, to see how closely you match your Daily Food Plan and MyPlate recommendations.</p> <p>Display the slide, "Evaluate My Intake."</p> <p><i>Look at your log and your Daily Food Plan and answer these questions on a piece of paper. The term "added sugars" refers to sugars and syrups that are added to foods or beverages during processing or preparation. This does not include naturally occurring sugars such as those that occur in milk and fruit. Examples of food and beverages with added sugars are: regular soft drinks, candy, cakes, cookies, pies, fruit drinks, sweet rolls, many desserts.</i></p> <p>Display the slide, "Evaluate My Activity."</p> <p><i>Look at your log. Remember that the MyPlate website recommends 60 minutes of physical activity daily. Answer these questions on a piece of paper. Moderate-intensity physical activities are those that increase your heart and breathing rates, but you can still talk normally. Another way to define this level of activity is to monitor how your body feels, such as sweating, tired muscles, faster heart and breathing rates. We'll talk more about this in a later lesson.</i></p> <p>Use the pamphlet sets, "Steps to a Healthier You," and the pamphlets, "Finding Your Way to a Healthier You," as references if needed.</p>  <p>Use one or both of the teacher assessment rubrics or have students use one or both of the self-assessment rubrics if you want to assess students' progress.</p>   <p>Refer to the Appendix E, Ethnic Food Plates, and mention foods commonly eaten in other cultures for each food group. This is particularly important if you have a diverse student population. It is critical to include all students in the discussion of healthy eating. It can also increase students' awareness of other food possibilities.</p>
<p>Identify four areas that could be improved and two goals for improvement using the student worksheet, "My Ideas for Healthy Eating and Physical Activity."</p> 	<p><i>Now, think about your answers and identify four areas that could be improved upon. Record them on your worksheet.</i></p> <p><i>It is always wise to make changes in small steps, so narrow down your ideas to two goals. Decide on one goal you would like to reach to improve your healthy eating, and one goal you would like to reach to improve your physical activity. Record them on your worksheet.</i></p>

<p>Brainstorm potential barriers to reaching goals for healthier eating and increased physical activity.</p>	<p><i>Whenever you set a goal, it's a good idea to anticipate potential barriers to reaching your goal. Let's think about things that might come between you and your goals.</i></p> <p>Display the chart titled "Healthier Eating." Have the students brainstorm potential barriers to improving eating. Record their ideas on the left side of the chart.</p> <p>Display the chart titled "More Activity." Have the students brainstorm potential barriers to increasing physical activity. Record their ideas on the left side of the chart.</p>
<p>Divide the class into six groups and assign group roles.</p> <p>Brainstorm potential solutions to barriers to reaching goals for healthier eating and increased physical activity. Use the teacher reference, "Getting Rid of Barriers," for additional ideas.</p> 	<p><i>Just because these barriers might appear, that doesn't mean we can't get around them and reach our goals. Let's work out some solutions in case we encounter barriers.</i></p> <p>Divide the class into six groups. Assign a recorder and spokesperson for each group.</p> <p>Assign three groups to brainstorm solutions to the barriers to healthier eating. Assign the other three groups to brainstorm solutions to the barriers to increasing physical activity. Ask the recorders to note their group's ideas.</p> <p>After five minutes, have the spokespersons share their group's ideas. Record the students' ideas on the right side of the charts. Ask if anyone has an additional idea to add.</p> <p>Use the teacher reference, "Getting Rid of Barriers," to augment your students' ideas.</p>
<p>Identify potential barriers and solutions for personal goals using the student worksheet, "My Ideas for Healthy Eating and Physical Activity."</p> 	<p><i>Look at your personal goals for healthier eating and increasing physical activity. Consider which potential barriers you might experience and record them on your worksheet, along with the solutions that will help you get around the barriers.</i></p>

Closure: Check personal goals to make sure they have the four characteristics of a good goal.

3 minutes

Instructional Steps	Script and Detailed Directions
<p>Summarize the lesson, emphasizing the importance of working toward goals.</p>	<p><i>Now you have set two goals for yourself. In the coming lessons, you will decide what tasks to complete in order to reach these goals.</i></p>

<p>Assess goals to make sure they are good goals, using the slide, “Four Characteristics of Good Goals.”</p> 	<p>Display the slide, “Four Characteristics of Good Goals,” again.</p> <p><i>Look at your two goals and make sure each one has these four characteristics. If not, make the adjustments needed to make them good goals.</i></p>  <p>Remind students to bring in food packages and restaurant nutrition content pamphlets.</p>  <p>Ask students to bring foods to class that are under 100 calories so that classmates can try them. This is an extension activity in Lesson 6 and reinforces use of food labels. Be sure to follow your district’s policies related to food shared in the classroom.</p> <p>Collect the students’ folders or ask students to bring them to each class.</p>
<p>Introduce the next lesson on increasing physical activity.</p>	<p><i>In our next health lesson, we will explore ways to increase physical activity.</i></p>





My Ideas for **Healthy Eating** and **Physical Activity**

I am most impressed by these benefits of healthy eating and physical activity.

- _____
- _____
- _____

I have reviewed my Daily Food Plan and my notes on my intake and activity log. Four things I could improve upon are:

- _____
- _____
- _____
- _____



Healthy Eating	Physical Activity
One goal to improve my healthy eating: 	One goal to improve my physical activity:
What are some potential barriers to reaching my healthy eating goal? 	What are some potential barriers to reaching my physical activity goal?
What are some possible solutions to overcoming these barriers? 	What are some possible solutions to overcoming these barriers?





Two Types of Goals

- A **long-term goal** takes a month or more to achieve.
- A **short-term goal** takes less than a month. A series of short-term goals can move us closer to reaching a long-term goal.





Four Characteristics of a

Good Goal

It helps you stay healthy, follow values, and respect people and rules.

It is realistic.

It is worth achieving.

It is clearly defined.



Sample Goals

Goal #1:

- I want to stop drinking soda.





Sample Goals

Goal #2:

- I will stop drinking soda in the next two weeks.





Evaluate My Intake



First:

- Total the amount of food eaten for each of the five food groups.
- Circle foods that are high in fat or added sugar.

Next, answer these questions:

- What food group will I need to eat or drink more from?
- What are some examples of foods or beverages that I will enjoy adding?
- What food group will I need to eat or drink less from?
- What high-fat, high-sugar foods will I need to limit?



Evaluate My Activity



First:

- Add up the time spent in moderate or vigorous physical activities.

Next, answer these questions:

- If I was not physically active for 60 minutes or more, what will I do to increase the time I am active?
- If I was not moderately or vigorously physically active, what will I do to increase my activity level?
- What are some activities I will enjoy doing?



Getting Rid of Barriers



Barriers to Healthy Eating

Do Not Like Foods in One of the Food Groups

- Keep trying different foods in your least favorite food group. There are many different foods in each group.
- Try food from a different culture. Different spices and methods of preparation may change your opinion of a food group.
- Experiment with different spices or recipes to find some you enjoy.

Appeal of Fast Food

- Select healthy food and beverages at fast food restaurants.
- Carefully review the nutrition facts from fast food restaurants.
- Limit the number of times you will eat at a fast food restaurant each week.

Appeal of Advertised Foods

- Read food labels rather than rely on the claims of advertisers.
- Save your favorite advertised food for a rare treat if it isn't a healthy choice.

Lack of Availability of Healthy Foods

- Find bus routes to larger stores with better food prices.
- Plant a garden at home or in a community garden area.

Lack of Resources to Obtain Healthy Foods

- Watch for sales at the grocery store.
- Collect food coupons from grocery store flyers, newspapers, or on the Internet.
- Find bus routes to larger stores with better food prices.
- Go to the local farm market.
- Plant a garden at home or in a community garden area.
- Talk to family members about food stamps and who qualifies.

Lack of Time to Prepare Foods

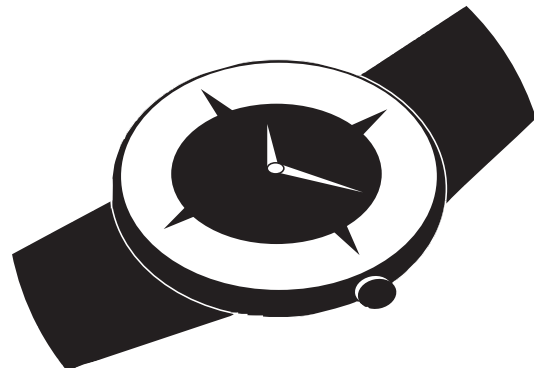
- Create some quick-fix nutritious meals and keep the recipes handy.
- Share the food preparation responsibilities with other family members.
- Cook more than one meal at a time and freeze a meal for another night.
- Assign each family member to prepare a meal one night a week based on his or her schedule.

Lack of Motivation

- Go online and search for healthy recipes.
- Become online buddies with others who are looking for quick ways to fix healthy meals.
- Keep a log of your progress. Reward yourself after reaching a goal.
- Watch television food shows. The host's enthusiasm can be contagious.

Lack of Support and Encouragement From Friends and Family

- Tell friends and family of your goals. Ask them to help support your efforts.
- Find friends who share your interest in eating healthy foods.
- Swap healthy recipes with friends.
- Form a food club with a friend or another family. Alternate serving dinner once or twice a month.





Barriers to Being Physically Active

Lack of Confidence in Ability to Be Physically Active

- Select activities requiring no new skills, such as walking, climbing stairs, jogging.
- Find a friend to teach you new skills.
- Take a class to develop new skills.

Lack of Self-Motivation

- Schedule physical activity for times in the day or week when you feel energetic.
- Convince yourself that if you give it a chance, exercise will increase your energy level and help you feel better about yourself.
- Plan ahead. Make an “appointment” for physical activity. Consider a time before school.
- Invite a friend to exercise with you on a regular basis.
- Join a physical activity or exercise class or club.

Lack of Time

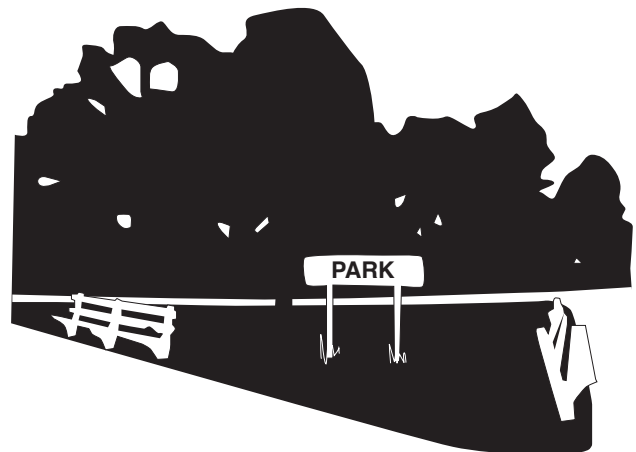
- Identify specific times you can be physically active. Be aware of your daily schedule and times when you could choose to be active.
- Walk, in-line skate, or ride your bike to school, a friend’s house, or the store rather than riding in a car.
- Choose to do something physically active when you socialize with friends, such as go in-line skating or hiking rather than see a movie.
- Walk the dog.
- Exercise while you watch television or a movie at home.
- Ask your parents to park farther away from a store and walk.
- Use the stairs rather than the elevator or escalator.
- Walk during lunch.
- Select activities that require minimal time and preparation.
- Play actively with children you are babysitting or with brothers and sisters.
- Volunteer to do household or gardening chores that involve physical activity.

Lack of Encouragement, Support, or Companionship From Family and Friends

- Explain your interest in physical activity to friends and family. Ask them to support your efforts.
- Invite friends and family members to exercise with you.
- Plan social activities involving exercise, such as tennis, a 5K walk or run, or bike riding.
- Develop new friendships with physically active people.
- Join a group such as the YMCA or a biking club.

Lack of a Place (no parks, sidewalks, bicycle trails, or safe and pleasant walking paths convenient to homes or schools)

- Select activities that require minimal facilities or equipment, such as climbing stairs, jumping rope, and so on.
- Find inexpensive, convenient resources available in your community, such as community education programs, park and recreation programs, and so on.
- Join a group that walks in the mall.
- Volunteer to do household or gardening chores that involve physical activity.
- Use available school facilities, such as the swimming pool or track.
- Rent or purchase an exercise video or game. Be sure to select one that provides the opportunity for moderate to vigorous activity.





Do Not Find Exercise Enjoyable

- Invite a friend to exercise with you on a regular basis.
- Join a physical activity or exercise class or club.
- Walk, in-line skate, or ride your bike to school, a friend's house, or the store rather than riding in a car.
- Choose to do something physically active when you socialize with friends, such as go in-line skating or hiking rather than see a movie.
- Walk the dog.
- Exercise while you watch television or a movie at home.
- Ask your parents to park farther away from a store and walk.
- Use the stairs rather than the elevator or escalator.
- Walk during lunch.
- Invite friends and family members to exercise with you.
- Develop new friendships with physically active people.
- Visit new trails or parks to see what they have to offer.
- Try new activities, such as sledding, Pilates, or dancing.
- Find inexpensive, convenient resources available in your community, such as community education programs, park and recreation programs, and so on.
- Join a group that walks in the mall.

Appeal of Television and/or Computer

- Exercise while you watch television or during commercials.
- Set limits on the amount of time you will spend watching television, playing video games, or using the computer. The recommended limit is two hours a day of "screen time." Then, plan to exercise.
- Exercise during breaks from the computer.
- Do something physically active for 60 minutes first; then, watch television or use the computer.
- Rent or purchase an exercise video or game. Be sure to select one that provides the opportunity for moderate to vigorous activity.

Inclement Weather

- Select activities that are available regardless of the weather, such as indoor exercise classes, indoor swimming, calisthenics, stair climbing, jumping rope, mall walking, dancing, and so on.
- Find activities you enjoy in every season of the year, such as sledding or skiing in the northern winters.
- Volunteer to do household chores that involve physical activity.
- Rent or purchase an exercise video or game. Be sure to select one that provides the opportunity for moderate to vigorous activity.

Lack of Equipment

- See what equipment is available at the community center, YMCA, or school for you to use without charge or for a rental fee.
- Share equipment with other family members or friends.
- Ask for physical activity gear for gifts.
- Rent in-line skates, ice skates, or other equipment for a day.
- Rent or purchase an exercise video or game. Be sure to select one that provides the opportunity for moderate to vigorous activity.



Assessment Rubric: My Ideas for Healthy Eating and Physical Activity

Elements in the Lesson

- Read over the benefits and pick your top two or three benefits.
- Think about your answers to the “Evaluate My Intake” and “Evaluate My Activity” questions and identify four areas that could be improved upon.
- Decide on one goal you would like to reach to improve your healthy eating and one goal you would like to reach to improve your physical activity. Record them on your worksheet.
- Look at your personal goals for healthier eating and increasing physical activity. Consider which potential barriers you might experience and record them on your worksheet, along with the solutions that will help you get around the barriers.
- Look at your two goals and make sure each one has the four characteristics of good goals. If not, make the adjustments needed to make them good goals.

The following **holistic** rubric can be used for assessing student ability to identify the benefits of healthy eating and physical activity, identify areas to improve, set goals with the four characteristics of good goals, and identify potential barriers and solutions. The student has demonstrated the elements listed above through a written assignment.

To access an **analytic** rubric for this assignment or a **generic, holistic** rubric that can be used for any assignment, check the resources for Lesson 3 on the flash drive that came with your manual.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Benefits Description	Three or more benefits are extensively described.	Two or three benefits are described.	One or two benefits are described.	One benefit is described.	
Areas for Improvement	Four areas of improvement are identified in detail.	Four areas of improvement are identified.	Two or three areas of improvement are identified.	One area of improvement is identified.	



Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Healthy Eating Goal	One goal for healthy eating is identified with all four characteristics of a good goal.	One goal for healthy eating is identified with all four characteristics of a good goal.	One goal for healthy eating is identified and has some of the four characteristics of a good goal.	One goal for healthy eating is identified, but it has few of the four characteristics of a good goal.	
Physical Activity Goal	One goal for physical activity is identified with all four characteristics of a good goal.	One goal for physical activity is identified with all four characteristics of a good goal.	One goal for physical activity is identified and has some of the four characteristics of a good goal.	OR One goal for physical activity is identified, but has few of the four characteristics of a good goal.	
Barriers and Solutions	All barriers are identified for each goal. Complete and practical solutions are identified for each barrier.	Barriers are identified for each goal. Solutions are identified for each barrier.	Some barriers are identified for each goal. Some solutions are identified for most barriers. The solutions may not be relevant or practical.	Few barriers are identified for the goal. Few solutions are identified for each barrier. The solutions are irrelevant or impractical.	



My Ideas for Healthy Eating and Physical Activity

This rubric can be used for assessing your ability to identify the benefits of healthy eating and physical activity, identify areas to improve, set goals with the four characteristics of good goals, and identify potential barriers and solutions.

Review the rubric and circle the number with the statements that best represents your work for this assignment.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Benefits Description	I extensively described three or more benefits.	I described two or three benefits.	I described one or two benefits.	One benefit is described.	
Areas for Improvement	I identified and described four areas of improvement in detail.	I identified four areas of improvement.	I identified two or three areas of improvement.	I identified one area of improvement.	
Healthy Eating Goal	I identified one goal for healthy eating, and it has all four characteristics of a good goal.	I identified one goal for healthy eating, and it has all four characteristics of a good goal.	I identified one goal for healthy eating, but it does not have all four characteristics of a good goal.	I identified one goal for healthy eating, but it does not have all four characteristics of a good goal.	
Physical Activity Goal	I identified one goal for physical activity, and it has all four characteristics of a good goal.	I identified one goal for physical activity and it has all four characteristics of a good goal.	I identified one goal for physical activity, but it does not have all four characteristics of a good goal.	I identified one goal for physical activity, but it does not have all four characteristics of a good goal. OR I identified one goal for physical activity, but it does not have all four characteristics of a good goal.	
Barriers and Solutions	I identified all barriers for each goal. I identified complete and practical solutions for each barrier.	I identified barriers for each goal. I identified solutions for each barrier.	I identified some barriers for each goal. I identified solutions for most barriers. The solutions may not be relevant or practical.	I identified few barriers for each goal. I identified few solutions for each barrier. The solutions are irrelevant or impractical.	