

Design Your Last Month

Grade 8 - Health & Physical Education

Design Your Last Month

☆ Learning Goals (WALT)

- We are learning to set a realistic personal fitness goal and design a plan to reach it.
- We are learning to monitor our own progress and adjust when something isn't working (Self-Directed Learning).

☑ Success Criteria

- I can write a goal that is specific enough to test.
- I can plan three weekly actions that move me toward the goal.
- I can name what I will change if the plan isn't working.

🌐 Career Connection

Personal trainers, athletes, and anyone who has learned a skill on their own knows this: the plan is not the goal. Adjusting the plan is the skill. Every professional who keeps improving after school ends has learned to direct their own learning.

Overview

Students design a four-week personal fitness or wellness plan for the last month of school. They identify one specific goal, choose three weekly actions to work toward it, and build in a weekly self-check. The lesson teaches the planning process - not a specific exercise routine.

Materials

Planning template (generated worksheet), pencils.

Three-Part Lesson

MINDS ON (10 MIN)

Think-pair-share: name one thing you got better at this year - in school or outside it. What did you actually do to get better? Did you have a plan, or did it happen by accident? Brief class discussion: what's the difference between improvement that happens and improvement you make happen?

ACTION (30 MIN)

Students complete their four-week plan using the worksheet. The plan has four components:

1. My goal - one specific, measurable statement ("I want to be able to run for 10 minutes without stopping by June 25").
2. My three weekly actions - what I will do, when, and for how long.
3. My self-check question - one question I'll ask myself each Friday ("Did I do all three this week? If not, why not?").
4. My adjustment plan - what I'll change if the plan isn't working after week two.

Teacher circulates and conferences briefly with each student. Key coaching question: "Is your goal specific enough that you'll know for sure on June 25 whether you reached it?"

CONSOLIDATION (5 MIN)

Students share one goal with a partner - not for feedback, just for accountability. Partner writes the goal on a sticky note and keeps it. They'll return it on June 25.

Differentiation

- Scaffolded: Goal and action fields are partially pre-filled with examples - student selects and adjusts rather than creating from scratch.
- Standard: As written.
- Extension: Student adds a reflection column to their weekly plan - writing two sentences at the end of each week about what they learned about themselves as a learner, not just whether they hit the target.

✓ Exit Ticket

What's the hardest part of following a plan you made yourself?