

UNIT 4 : Behavioral Change and Motivational Techniques

GRADE LEVEL: 8-12

TIME RANGE: No less than 15 days

GRADING PERIOD: ANY

8LESSON/UNIT PLANS

UNIT: 4

TOTAL LESSONS: 6 out of 15 LESSONS

OBJECTIVES:

1. Discuss the importance of psychosocial lifestyle factors such as locus of control, social support, and self-esteem in deciding on a fitness program;
2. Describe several techniques that researchers have demonstrated to be effective in helping people achieve their fitness goals;
3. List several means of improving the chances of maintaining a physical fitness program once one has been started; and
4. Modify a physical fitness program in the face of obstacles so that it need not be interrupted.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete an assessment of your Locus of Control
3. Prepare a strategy plan to achieve your fitness goals that covers the below areas:
 - a. Goal setting
 - b. Periodically assess
 - c. Behavioral change techniques
 - d. Social support
 - e. Contracting
 - f. Reminder system
 - g. Gradual programming

- h. Tailoring
- i. Reinforcement ideas

Service-Learning Activity for Principles of Exercise

Volunteer at a community center, YMCA, or other type of community center by offering to conduct a workshop to help people engage in a physical fitness program. If you can't conduct a workshop you can develop a brochure that identifies the benefits of being active, or conduct a presentation to the class that covers these ideas.

LESSON 1:

Discuss the importance of psychosocial lifestyle factors such as locus of control, social support, and self-esteem in deciding on a fitness program.

LESSON FOCUS:

Complete an awareness inventory that describes, defines and discusses the above objectives.

LESSON PLAN:

1. As a warm-up conduct a 10-15 minute instant activity that gets the students moving throughout the gym and prepares them for the main physical activity.
2. Have students complete an awareness inventory that describes, defines and discusses the above objectives. See below Awareness Inventory
3. After students complete the wellness inventory share the answers with them and discuss each question with the class.
4. After completing the inventory and brief discussion conduct the pacer run with the students again. This is the partner pacer run.
5. Partner Pacer Run: Use the Pacer CD.
 - a. Divide students into groups of 2.
 - b. Partners stand together from front to rear across the start line at the beginning of the Pacer Run.
 - c. The first partner begins the pacer run while their partner stands at the line.
 - d. The first part completes two lengths of the pacer run returning to stand behind the partner like in a relay.
 - e. The next partner begins the 3rd and 4th lap and this continues until they no longer can perform any laps correctly.
6. For additional information on motivation and support refer to the following Website: <http://www.thewalkingsite.com/motivation.html>



Awareness Inventory

Name _____ Date _____

Check the space by the letter T for the statements that you think are true and the space by the letter F for the statements that you think are false. The answers appear following the list of statements. This chapter will present information to clarify these statements for you. As you read the chapter, look for explanations for the reasons why the statements are true or false.

- T___ F___ 1. Locus of control refers to how much control you have over events that affect your life.
- T___ F___ 2. If you are socially isolated you are more likely to exercise regularly.
- T___ F___ 3. Body cathexis refers to how highly you regard your physical self.
- T___ F___ 4. When you write a contract to encourage the adoption of a regular program of exercise, the punishments that you will apply if you do not exercise will be more effective than the rewards that you will apply if you do exercise.
- T___ F___ 5. In planning your exercise program you should increase your performance goals gradually.
- T___ F___ 6. Just thinking about exercising can help you to begin exercising regularly.
- T___ F___ 7. Behavioral change theories are useful for explaining why you do or do not exercise, but they are not useful in helping you begin to exercise in the first place.
- T___ F___ 8. If you believe that you are susceptible to a serious illness or disease if you are physically inactive, you will most likely exercise regularly.
- T___ F___ 9. Monitoring your exercise behavior and progress, such as how much weight you can lift, is too compulsive and may interfere with your achieving your exercise goals when you become discouraged about not improving quickly enough.
- T___ F___ 10. Because you can conduct isometric and isotonic contractions in a limited space, the activity is a good one to perform in your dormitory room or apartment.

Answers: 1-F, 2-F, 3-T, 4-F, 5-T, 6-T, 7-F, 8-F, 9-F, 10-T

LESSON 2:

Discuss the importance of psychosocial lifestyle factors such as locus of control, social support, and self-esteem in deciding on a fitness program.

LESSON FOCUS:

Complete an assessment of your Locus of Control

LESSON PLAN:

1. Explain and conduct an instant activity or the pacer test/run as a warm-up to the activity. This should take approximately 15-20 minutes.
2. Have students complete an Analyze Yourself/Assessing Your Locus of Control that describes, defines and discusses the above objectives. See below Analyze Yourself.
3. After students complete the assessment share the answers with them and discuss each question with the class.
4. Discuss and explain below Psychosocial factors to consider to participate in physical activity.
 - a. Locus of Control: People that believe they can control events in their lives. People who believe in this possess an internal locus of control, or internality. An internal locus of control is important if you are serious about becoming physically fit and maintaining that level of fitness. External locus of control believes that the course of their lives is a matter of luck, fate, chance, or the actions of powerful others.
 - b. Social Isolation: We all need to interact with other people. Researchers have found that the social support we have helps prevent us from getting ill and enhances the quality of our lives. Conversely, not having significant others with whom to share our joys and sorrows causes ill health or social isolation. If you find that you need to improve your social network, structure your fitness program accordingly. Consider joining an exercise club, a health spa, the YMC, or the Jewish Community Center.
 - c. Self-Esteem: What you think of yourself, whether that perception is accurate or not, influences your fitness, health, and wellness. If you don't think highly of yourself, you might not believe that you can

become fit. You may lack confidence, see yourself as genetically inferior, or think you have so far to go that beginning a fitness program is futile. Having friends who encourage you can be an important part of achieving your fitness goals.

5. Set-up 6-10 circuit training stations that will get students into their training heart rate zone. Provide music that is a fast beat to motivate the students and it is recommended that students can bring in their own music if it is clean and free of inappropriate content. How to use the above PRE instead of the usual duration at each station that you have done in the past (i.e., 20-30 seconds at each station) make the station longer for 30-40 seconds before rotating to the next station.
6. The circuit training activity should last from 20-30 mins.
7. For additional information on motivation refer to the following website:
<http://www.selfesteemawareness.com/fitness-exercise-health.htm>



Analyze Yourself

Assessing Your Locus of Control

Name _____ **Date** _____

Instructions: For each pair of statements, circle the item that best describes your beliefs.

1. **a.** Grades are a function of the amount of work students do.
b. Grades depend on the kindness of the instructor.
2. **a.** Promotions are earned by hard work.
b. Promotions are a result of being in the right place at the right time.
3. **a.** Meeting someone to love is a matter of luck.
b. Meeting someone to love depends on going out often to meet many people.
4. **a.** Living a long life is a function of heredity.
b. Living a long life is a function of adopting healthy habits.
5. **a.** Being overweight is determined by the number of fat cells you were born with or developed early in life.
b. Being overweight depends on what and how much food you eat.
6. **a.** People who exercise regularly set up their schedules to do so.
b. Some people simply don't have time for regular exercise.
7. **a.** Winning at poker depends on betting correctly.
b. Winning at poker is a matter of being lucky.
8. **a.** Staying married depends on working at the marriage.
b. Marital breakup is a matter of being unlucky in choosing the wrong marriage partner.
9. **a.** Citizens can have some influence on their governments.
b. Citizens can do nothing to affect governmental functioning.
10. **a.** Those skilled at sports are born well coordinated.
b. Those skilled at sports work hard learning the skills.
11. **a.** People with close friends are lucky to have met people with whom to be intimate.
b. Developing close friendships takes hard work.
12. **a.** Your future depends on whom you meet and on chance.
b. Your future is up to you.
13. **a.** Most people are so sure of their opinions that nothing can change their minds.
b. A logical argument can convince most people.
14. **a.** People decide the direction of their lives.
b. For the most part, we have little control over our future.
15. **a.** People who do not like you simply do not understand you.
b. You can be liked by anyone you choose to have like you.
16. **a.** You can make your life a happy one.
b. Happiness is a matter of fate.
17. **a.** You evaluate feedback and make decisions based on it.

(continued)

- b.** You tend to be easily influenced by others.
- 18. a.** If voters studied candidates' records, they could elect honest politicians.
 - b.** Politics and politicians are corrupt by nature.
- 19. a.** Parents, teachers, and bosses have a great deal to say about your happiness and self-satisfaction.
 - b.** Whether you are happy depends on you.
- 20. a.** Air pollution can be controlled if citizens become angry about it.
 - b.** Air pollution is an inevitable result of technological progress.

Scoring

To determine your locus of control, give yourself 1 point for each listed response:

**1-a, 2-a, 3-b, 4-b, 5-b, 6-a, 7-a, 8-a, 9-a, 10-b, 11-b,
12-b, 13-b, 14-a, 15-b, 16-a, 17-a, 18-a, 19-b, 20-a**

Scores of 10 or above indicate that you believe you are generally in control of events that affect your life (an internal locus of control). Scores below 10 indicate that you believe you generally do not have control of events that affect your life (an external locus of control).

From *Physical fitness and wellness, third edition*, by Jerrold S. Greenberg, George B. Dintiman, and Barbee Myers Oakes, 2004, Champaign, IL: Human Kinetics.

LESSON 3:

Describe several techniques that researchers have demonstrated to be effective in helping people achieve their fitness goals.

LESSON FOCUS:

1. Prepare a strategy plan to achieve your fitness goals that covers the below areas:

LESSON PLAN:

1. Explain and conduct an instant activity or the pacer test/run as a warm-up to the activity. This should take approximately 15-20 minutes.
2. Discuss the below principles of goal setting with the class.
3. Finding motivation to train or stick with exercise on a regular basis isn't always easy. Demanding schedules, burn-out, and illness are just a few of the things that may interrupt your fitness routine. However, sometimes motivation can be found by following a very simple formula. Goal setting based upon the S.M.A.R.T. approach, is a simple technique that provides structure for your training program. Many athletes and coaches successfully use this formula to set both short and long-term training goals.

The S.M.A.R.T. principle

1. **Set Specific Goals.** Research shows that specific goals are the most motivating. A specific goal is to reduce your 5K time by 30 seconds within 6 months. Many people just say they want to get faster. This goal is far too general to really motivate you in your training.
2. **Set Measurable Goals.** Simply saying that you want to get faster is not enough detail. You need to be able to chart and document progress toward your goal. One way to measure your progress is to document your performance at set intervals. In the above example you may want to time your 5K performance once a month so you have a good measurement.
3. **Set Adjustable Goals.** This means your goals are flexible enough to accommodate unexpected challenges without becoming obsolete. An injury may force you to modify your goal. If your goal is to run a certain marathon and you are injured, you may need to change your goal to do the half marathon, or some other event. An injury doesn't need to mean you abandon

all your plans. At the same time, you may find you are progressing quickly and need to raise your goal.

4. **Set Action-Oriented Goals** Another important aspect of goal-setting to keep them focused on personal action. Don't forget to consider not only what you want to achieve, but *how* you plan to achieve it.
5. **Set Realistic Goals.** Start where you are, and increase your goals accordingly. If you haven't ever run a 5K it's probably not a wise goal to say you want to run a marathon. While that may be your long-term goal, in the short-term you may want to shoot for the 5K and 10K and half marathon on the way to your marathon goal. This sort of progression is healthy and realistic. Also, keep in mind that as you become more and more fit and near your full potential the room for continued improvement gets smaller. Similarly, if your goals are too simple, you won't feel much satisfaction by attaining them. Only you truly know what is realistic for you.
6. **Set Time-based Goals.** Look again at first example: reduce your 5K time by 30 seconds within 6 months. This is specific and time-based. Without a time line there is a tendency to procrastinate or get bored. You may also need to set interim goals with shorter timelines to keep you on track. Consider the previous example of working up to a marathon by completing shorter distances first. each of those because a separate goal with a shorter timeline. In general, goals that stretch out beyond 6 months are too long to keep you interested and motivated. Try to re-evaluate your goals every 2-3 months.

Goal setting is an art as well as a science, but if you make sure your goals follow the S.M.A.R.T. formula, you will find you are more likely to stay motivated and reach goal after goal.

1. Have students complete the below Personal Fitness Contract.

Personal Fitness Contract

I, _____ (your name), desire to improve my physical fitness because
_____ (the reason). I have decided I will _____
(your goal) by _____ (date). If I achieve this goal, I will reward myself by _____
_____ (the reward). If I do not achieve my goal, I will punish myself by _____
_____ (the punishment).

_____ (your signature) _____ (today's date)

_____ (witness signature) _____ (today's date)

LESSON 4:

List several means of improving the chances of maintaining a physical fitness program once one has been started.

LESSON FOCUS:

Employ strategies for beginning or maintaining an exercise program.

LESSON PLAN:

1. Explain and conduct an instant activity or the pacer test/run as a warm-up to the activity. This should take approximately 15-20 minutes.
2. Distribute the Discovery Activity 4.1 and students complete the activity individually.
3. After students complete 4.1 activity, have them pair-up with another student and share their answers with each other.
4. If time permits, conduct your main activity and cool down for this lesson.



Discovery Activity 4.1

Employing Strategies for Beginning or Maintaining Your Exercise Program

Name _____ **Date** _____

This chapter has presented many techniques for starting an exercise program or maintaining one once it has been started. Now it is time for you to discover how to apply these techniques and strategies in your own life. If you have been exercising regularly but want to make sure that you continue to do so, answer the following questions with that goal in mind. If you do not exercise regularly but desire to do so, answer the following questions with that goal in mind.

- 1.** How can you use social support to start or maintain your exercise program?

- 2.** How can you use contracting to start or maintain your exercise program?

- 3.** How can you use reminder systems to start or maintain your exercise program?

- 4.** How can you use gradual programming to start or maintain your exercise program?

- 5.** How can you use tailoring to start or maintain your exercise program?

Discovery Activity 4.1 *(continued)*

6. How can you use chaining to start or maintain your exercise program?

7. How can you use the covert techniques of rehearsal, modeling, and reinforcement to start or maintain your exercise program?

8. How can you use the stages of change theory to start or maintain your exercise program?

9. How can you use the health belief model to start or maintain your exercise program?

10. How can you use material and social reinforcement to start or maintain your exercise program?

LESSON 5:

Modify a physical fitness program in the face of obstacles so that it need not be interrupted.

LESSON FOCUS:

Adjust your physical fitness program.

LESSON PLAN:

1. Explain and conduct an instant activity or the pacer test/run as a warm-up to the activity. This should take approximately 15-20 minutes.
2. Distribute the Discovery Activity 4.2 and students complete the activity individually.
3. After students complete 4.2 activity, have them pair-up with another student and share their answers with each other.
4. After students have completed at least 1-2 weeks of their personal fitness program have them re-evaluate their plans.
5. Have students share and discuss their re-evaluation plans from the obstacles that they have faced during their plans.
5. If time permits, conduct your main activity and cool down for this lesson.



Discovery Activity 4.2

Social Support Assessment

Name _____ Date _____

In this chapter we discussed the value of having relationships with other people for emotional support, informational support, advice, and even financial support. Do you have sufficient social support? Using the following scale, place the letter in the blank provided that represents your feelings about these statements.

A = strongly agree **B** = agree **C** = uncertain **D** = disagree **E** = strongly disagree

1. _____ Sometimes I feel all alone in the world.
2. _____ My friends do not invite me out as often as I would like.
3. _____ Most people today seldom seem lonely.
4. _____ Real friends are as easy as ever to find.
5. _____ A person who is friendly can always find friends.
6. _____ The world in which we live is basically a friendly place.
7. _____ There are few dependable ties between people anymore.
8. _____ People are just naturally friendly and helpful.
9. _____ I do not visit friends as often as I would like.

You have just completed a scale measuring a concept called social isolation, which is the lack of significant others (friends, relatives, and so forth) in whom to confide. To score this scale, record the number of points indicated for each of your responses:

Question 1: A = 4 B = 3 C = 2 D = 1 E = 0

Question 2: A = 4 B = 3 C = 2 D = 1 E = 0

Question 3: A = 0 B = 1 C = 2 D = 3 E = 4

Question 4: A = 0 B = 1 C = 2 D = 3 E = 4

Question 5: A = 0 B = 1 C = 2 D = 3 E = 4

Question 6: A = 0 B = 1 C = 2 D = 3 E = 4

Question 7: A = 4 B = 3 C = 2 D = 1 E = 0

Question 8: A = 0 B = 1 C = 2 D = 3 E = 4

Question 9: A = 4 B = 3 C = 2 D = 1 E = 0

The average score is 11.76 for male undergraduates and 14.85 for female undergraduates. If you scored below average, perhaps you should consider physical fitness activities that involve other people. In that way you will be responding to your need for developing a social network while at the same time becoming physically fit.

Source: From Dean, Dwight G. "Alienation: Its Meaning and Measurement," *American Sociological Review* 26 (1961): 753-758. Used by permission.
From *Physical fitness and wellness*, third edition, by Jerrold S. Greenberg, George B. Dintiman, and Barbee Myers Oakes, 2004, Champaign, IL: Human Kinetics.

LESSON 6:

Students will demonstrate how to conduct a physical activity workshop or to develop a brochure that identifies the benefits of being active.

LESSON FOCUS:

Service-Learning Activity for Principles of Exercise

Volunteer at a community center, YMCA, or other type of community center by offering to conduct a workshop to help people engage in a physical fitness program. If you can't conduct a workshop you can develop a brochure that identifies the benefits of being active, or conduct a presentation to the class that covers these ideas.

LESSON PLAN:

1. Explain and conduct an instant activity or the pacer test/run as a warm-up to the activity. This should take approximately 15-20 minutes.
2. Distribute the Discovery Activity 4.3 and explain to students how to complete the activity.
3. Explain to the students that 4.3 activity can be completed individually or with another partner.
4. Have students write out a plan on how they will implement these motivation techniques.
5. Have students share these techniques with the entire class.
6. If time permits, conduct your main activity and cool down for this lesson.



Discovery Activity 4.3

Service-Learning Behavioral Change and Motivation Techniques

You can learn more about theories of behavior change if you apply these theories, and you can help people in your community at the same time. Volunteer at a community center, YMCA, or Jewish Community Center by offering to conduct a workshop to help people engage in a physical fitness program. Although you might not be an expert in physical fitness or in helping people exercise in a healthy manner, you can work with staff at the agency at which you volunteer who are experts in these areas. In that way, you could work in a safe manner with various populations such as senior citizens, youth, or those who have traditionally been inactive. What you could bring to this setting is the knowledge of how to use behavioral change theories to help people achieve their fitness goals. For example, you could develop a questionnaire that identifies the program participants' stage of change and design appropriate interventions. Participants who have not thought about adopting regular physical activity (precontemplation) could be mailed flyers detailing the benefits of being active, or you could conduct a class session to present that material. For those who have thought about exercising regularly (contemplation), you could help move them to the next stage (decision or determination) by working with them to develop a plan for exercising. Even those who have been exercising regularly (maintenance) can benefit by your assisting them in organizing a group that exercises together at set times and days.

How else can you use the information you learned in this chapter to help those in your community be more physically fit and achieve higher levels of wellness?
