

# Setting Out to Achieve Goals

*Goal setting is a skill that is necessary for future growth. Children must learn to identify smaller steps that build toward accomplishing larger goals and to identify people they can turn to for support in achieving their goals.*

## SEL COMPETENCY

Self-management

**SKILL** goal setting

## MATERIALS

- ✓ Discovering Projectable 2.5.1
- ✓ Connecting Projectable 2.5.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

## CLASSROOM CONFIGURATION

- 1 whole group 2 whole group  
3 pairs 4 small groups

## OBJECTIVES

- Children will
- ✓ set goals for the year.

## ★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

### SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.2.2, SL.2.3

### SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.2.4, SL.2.5, SL.2.6

## 1 DISCOVERING 8 MINUTES

Lesson Link

ACTIVITY 1

Begin class by stating that today's lesson is about goal setting and will build upon the previous lesson by taking what children have learned about what motivates them to set and accomplish goals. Tell children to think about the things they have accomplished in their lives and how motivations helped them in achieving those goals. These can be things such as learning a new task at school, perfecting a new sport, learning to play a new game, or mastering any other challenging activity. Allow children one minute to discuss these goals with one another. Then ask them to think about goals they want to accomplish during 2<sup>nd</sup> grade. Show **Discovering Projectable 2.5.1** to help children brainstorm things they want to accomplish this year.



**ASK:** *What are some things you want to accomplish by the end of the school year?*

Allow volunteers to share their thoughts with the class. Tell children that in this lesson you will talk more about setting goals and identifying steps to accomplishing them.

## 2 CONNECTING 10 MINUTES

INSTRUCTION

Tell children that goals can sometimes seem too large or too overwhelming. Explain that goals can be broken down into attainable steps to reach the main goal.

**ASK:** *What are some ways you can plan for a large goal?*

Allow volunteers to share their ideas with the class. Sample responses could include saving money to buy a new toy or game or practicing dance steps to perform in a recital.

## Introduce Steps to Success

Tell children that breaking a large goal into manageable chunks can help keep you motivated to continue working until you've achieved the goal. Show the Steps to Success projectable (**Connecting Projectable 2.5.2**) and point out how large goals can be broken down into smaller steps. Explain that by focusing on each step they can take steps toward their success.



## Steps to Success

- Set a realistic goal.
- List steps you will take to reach your goal.
- Celebrate your success.

## SKILLS Progression



**LAST YEAR**, children identified goals and steps needed to accomplish them.



**THIS YEAR**, children work with partners to build accountability in accomplishing goals.



**NEXT YEAR**, children will demonstrate the ability to set goals and will identify the skills needed to meet them.

## Model the Steps to Success

Model the Steps to Success method for the children by using each bullet point in an example a 2<sup>nd</sup> grade child would likely choose, such as learning how to type on the keyboard.

**SAY:** *When I was younger, I really wanted to type on the keyboard. My school didn't teach typing skills, so I asked my mom if she could help me. She helped me set smaller goals, or steps. First, she told me to learn the home row keys. I placed my fingers on the home row keys. My mom called out just one letter per day, but then I would also practice the other letters I learned. I started with the letter J. I pressed J for ten minutes with my right index finger. The next day I pressed the letters J and F with two different hands. I was so proud of myself. Each day was a new letter and a new step toward learning how to type. When I accomplished my goal, I typed a letter to my mom and printed it. When I gave it to her, I was so proud of myself.*

**ASK:** *How can breaking a goal into smaller steps help?*

## 3 PRACTICING 15–20 MINUTES

### ACTIVITY 2

### Explain the Goal Setting activity

Tell children that they will work with a partner to identify two goals that they have and list the steps they need to take to achieve their goals.

### Children practice goal setting

Have children choose their own partners to work in pairs. Tell them to work with their partner to each identify two goals that they are working toward. Have children write their goals on the Practicing page in the Student Journal. Then have pairs discuss and make notes about steps they should take to reach their goals. Allow children to use crayons, markers, or colored pencils to create visual cues to remind them of these steps. Remind children of the process in goal setting:

- Set your goals.
- List the steps.
- Celebrate!

After the activity, bring the class back together and review the importance of setting goals.

### Reflecting

Children use their journals to reflect individually and as a class on what they learned in this lesson.

<b>What?</b>	What are the Steps to Success?
<b>So what?</b>	How do you think the smaller steps help you meet your goal?
<b>Now what?</b>	How do you think setting realistic goals will help you in the future?

## 4 APPLYING 5 MINUTES

Invite children to share their goals and Steps to Success with the class. Tell them that one way to remain focused on goals is to have a partner to support them. A partner can help each step of the way by giving encouraging words and

## Community Connection

Have each child use one of the goal metaphors discussed in the Art activity to create encouragement cards. Have children draw the illustration on one side of the card. Then have children interview each other or other children in the school and write a goal the person they spoke to has achieved. Display the cards throughout the school to encourage the children to continue working toward their goals.

## Family Connection

Send home the Family Connection take-home worksheet entitled **Steps to Success**. Encourage children to reflect on their family goals and what they did or are doing to achieve them.

## Applying Across the Curriculum

**ART** Have children discuss different ways to show visually reaching goals. Discuss metaphors such as targets and finish lines and how these relate to goals. Ask them to work together to create posters or a bulletin board with these images along with motivational sayings.

**PHYSICAL EDUCATION** Have children create activity goals, such as numbers of pushups completed or laps run or walked around the gym. Tell them to use the Steps for Success to help them identify their goals and the steps they will need to take to achieve them. Encourage children to motivate one another to reach their goals and to celebrate with one another when the goals are met.

## Reflecting Resource:

Student Journal p. 24

**Reflecting** Reflect on what you've learned about goal setting in this lesson.

**What?** What are the Steps to Success?

**So What?** How do you think the smaller steps help you meet your goal? How do you feel about your own goals?

**Now What?** How do you think setting realistic goals will help you in the future?

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## Applying Resource:

Student Journal p. 25

**Applying** Friends and family can help you achieve goals. You can help others achieve goals. Draw and label a picture of people who might support you in reaching a goal. Then draw and label a picture of someone you can help support in reaching a goal.

People that can help support me to reach a goal:

People who I can help support to reach a goal:

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reminding the child of the importance of the goal and of past successes. Invite children to ask one or more fellow classmates to act as supporters to help them remain focused on their goals. Have them discuss ways they can help each other using positive and motivating words and actions.

Have children complete the Applying page in the Student Journal to reflect on the ways they can find support to reach their goals.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Take some time to consider how well the children used the goal-setting activity to learn how to identify realistic goals that can be accomplished over the course of the year. Ask the children questions about the steps they will take to achieve their goals.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Review children's responses to the questions on the Student Journal Applying page. Make sure there is a clear connection between their goals and the people who can help them achieve the goals. Also see if the children are serving as good support systems for one another.

## BUILDING SKILLS BEYOND THE LESSON

### Move Around!

#### REINFORCEMENT

**PRACTICING** Use masking tape to tape off sections of the floor into hopscotch squares. Then have children say the steps outlined in the Steps to Success activity as they hop on each square toward their goal.

### Create a Poster!

**PRACTICING** Have children create target posters to highlight their goals. In the center, or bullseye of the target, have them write their goal. In the circles around the target, have them write the steps they are taking to move toward their goal. Invite the children to create a paper-doll cutout to resemble themselves and use it to show their progress on the target.

### Write a Song!

#### ENRICHMENT

**PRACTICING** Have children work together to create an original song about Steps to Success. Children's songs should mention setting realistic goals, taking steps to reach those goals, and celebrating success. Provide them with classroom instruments and invite them to teach the song to the class.

### Write a Letter!

**APPLYING** Have children imagine that their partner has just told them they're giving up on achieving their goals. Ask them to write a letter to their partner to encourage him or her to keep taking steps toward attaining the goal.