

I Have Goals!

Integration: Health (Personal Health, Mental/Emotional Health); Language Arts

Grade Levels: 4-6

Time: 1-2 class periods

Materials:

- Story: *Ann's and Liv's Goals*
- **Steps to Achieving a Goal** (teacher made poster)
- *My Goal* handout
- Learning Logs or Journals (optional)

Objectives:

Students will:

1. Understand the concept of goals and the steps to achievement.
2. Describe Ann Bancroft and Liv Arnesen's goals for their Antarctic Expedition.
3. Demonstrate the use of a step-by-step process to achieve a personal goal.

Lesson:

Full group

1. Ask students the following questions to begin a discussion of goal setting.
 - a. What is a goal? (A goal is something you want to achieve. It can be big or small, for the future or for today.)
 - b. Why are goals important? (They help you have the kind of life you want, and give you control over your life.)
 - c. What is the difference between short-term and long-term goals? (Short-term goals can be achieved in the near future, such as setting a goal to help set the table for dinner. A long-term goal is achieved far in the future, such as setting a goal to go to college.)
2. Read to students or have them read the story about the goals of Ann Bancroft and Liv Arnesen and their Expedition across Antarctica.
 - a. Have students answer the following questions:
 - What are Ann and Liv's goals?
 - When did they decide on these goals?
 - Were these short-term or long-term goals?
 - What steps did they take to achieve their goals?
3. Initiate a discussion of goals set in the classroom.

4. Have students brainstorm different goals that they may have. They can be short-term or long-term goals. They can be related to school, to family, to friends, to health, etc. Give students about 3 minutes to develop examples. Write every response on the board or on a chart.
5. Tell students that there are important steps that must be taken to achieve a goal. Sometimes we take these steps and we don't even realize it. If we make sure that these steps are completed, we are more likely to achieve our goals.
 - a. Hang the **Steps to Achieving a Goal** on a sign for the class:
 1. Decide on a goal.
 2. Think of the first few steps (brainstorm).
 3. Take the first step.
 4. Evaluate and move on.
 - b. Discuss each of the steps

First, define what the goal is and whether it is a short-term or a long-term goal. Also it is important to set goals that are realistic (setting a goal to be a millionaire by next week is not a realistic goal!).

Brainstorm some of the steps necessary to achieve the goal.

Take the first step on the list.

Evaluate the results of the first step. Decide if you were successful. If you were, move on to the next step and repeat the process. If you were not successful, decide why and if your plan needs changing.
6. Tell students that when they are setting a goal, they should also set a realistic time that each of the steps should be completed in. For example, they should not expect to save a large amount of money in one week.
7. Divide students into "Goal-Setting Partners" or have them choose the partners themselves. The following work can be recorded in the students' learning logs (journals) or on a separate worksheet called *My Goal*. Explain to students that when you write down your goals you are more likely to achieve them.
 - a. Have each student decide on a short-term goal that would like to achieve.
 - b. The partners should brainstorm together the steps each needs to take to achieve their individual goal.
 - c. Each partner should place these ideas into a list of steps they will take to achieve the goal.

Goal-setting partners should offer feedback on the step and the time it will take to complete each.
 - d. Give students time in the future to meet with their partners to evaluate each other's progress and to offer ideas and encouragement.
8. If students are having problems choosing a goal offer examples:

▪ Brush and floss teeth more regularly	▪ Be a good friend
▪ Increase physical activity	▪ Clean up your room
▪ Help out at home	▪ Finish all or your homework

- Study harder for a test
 - Save more money
 - Wear a safety belt in the car
9. After a week or two, bring the class back for a discussion of goal setting. Discuss the progress the students have made toward their goals and the difficulties they have had. Allow students time to offer each other suggestions and encouragement for achieving their goals.

Assessment:

Teachers will assess:

1. Student's ability to complete the process of planning for goals with their Goal-Setting Partner.
2. Student's understanding of goal setting and their ability to set and achieve goals.