Title: Goals, Goals, Goals

Grade: 1

Career Development Model:

 Career Planning & Management

Nebraska Career Readiness Standards:

- Communicates effectively & appropriately
- Contributes to employer & community success
- Uses critical thinking
- Demonstrates innovation & creativity
- Utilizes technology
- Manages personal career development

Objective:

- Students will articulate the goal setting process and the benefits of goal setting.

Materials and Supplies Needed:

- Ball
- Timer

Class Instructions:

1. Have students arrange themselves into a circle. Begin the lesson by asking each student to find one feeling word to describe how they are feeling today. Demonstrate by calling the name of a student and throwing a ball to that person. As the student receives the ball, they say how they feel. They then choose another person, speak their name, and throw the ball to them. The ball will be passed around the circle until everyone has had their name called, received the ball and said how they feel. After the demonstration, look at the time and start the activity again. Check the time as the activity finishes and calculate how much time it took for the ball to go to everyone. Tell students how much time it took for everyone to receive the ball and ask if they think they could pass it to everyone more quickly. Present it as a challenge and they will say "yes."

2. Explain that today's lesson will focus on the goal-setting process and the benefits of using goal setting. Ask students for a definition of "goal."

3. Present the steps of the goal-setting process. Important goal-setting steps include:

a. Setting a goal.
    b. Looking at options to meet the goal.
    c. Establishing a plan.
    d. Thinking about rewards for reaching the goal.
    e. Monitoring progress toward the goal.
     f. Evaluation progress, which may result in adjusting the goal or plan or both.

4. Ask students, what the goal can be for our game. Example, we think we can pass the ball around to everyone in __ minutes. Explain that the activity will only require that every student in the class touch the ball. The students' job will be to work together as a team to accomplish the class goal of having everyone touch the ball in __ minutes. Try to get a consensus that will be the class goal. Do they think they can reduce the time to 3 minutes? 2 minutes? 1 minute? Help them agree on a goal, pointing out that they can always set a more difficult goal later.

5. Now for the other steps in the process. What are the options in how to reach the goal? What plan will help them reach their goal? Have them brainstorm options as they work toward a plan. How can they reduce the time it takes to have everyone touch the ball? No rules except everyone must touch the ball and no one should get hurt. Don't hint, but they could rearrange how they stand, move from a circle to a line, stand closer together, stop calling out names as they toss the ball, stop throwing the ball and start passing it, etc. Help them pick a plan to try first, saying things like, "What plan are you going to try first?" or "OK, your first plan is to…." or "Let's try one of these plans and I will keep the time." Generally, classes will set a goal, try a new plan for reaching it, realize they are still improving and set a more difficult goal. They will try a new way of attacking the problem (a new plan) and try again. They may repeat the process of setting a goal, considering options, making a plan, trying the plan, measuring success, and evaluation as many as ten times in fairly short order.

6. Process after each attempt to set a goal, make a plan, and try out the plan/improve the time. What worked about this idea? What didn't work about the plan? Want to try one of the other ideas that was suggested? Help them celebrate reaching their goal each time and help them stay reminded of the process they are following. Ask how it feels to set a difficult goal and then reach it (the good feeling in this case is the reward).

7. After they set and reach a goal and you do the processing, ask "Are you happy with that goal? Do you think it's possible to do it any faster?" Encourage them to set a new goal, using the same brainstorming and creativity they used to reach the first goal. Each time they set a new goal, have them consider the options, make a plan and monitor progress as you time them. Encourage them to be accepting of

mistakes (ideas that don't work out very well) and listen to each other. Anyone might have a terrific idea but if they can't be heard…

Credits/Sources:

LearnNC, www.learnnc.org

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