

Setting Goals

The **BIG** Idea

- How can setting goals improve my schoolwork?

AGENDA

Approx. 45 minutes

I. Warm Up: I believe I can fly! (10 minutes)

II. Making a Plan (15 minutes)

III. What's Your Goal? (15 minutes)

IV. Wrap Up: Don't Go It Alone! (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 4-8, Seventh Grade Goals

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Setting Goals 1
- Facilitator Resource 2, Lizanne's Steps
- Facilitator Resource 3, Lizanne's Steps (Answer Key)
- Facilitator Resource 4, Lizanne's Plan

MEDIA:

- Reading Rainbow, Ruth's Law Thrills a Nation, "Flying Solo" segment featuring Lizanne (available at www.roadstosuccess.org/materials/video)

Copies of Academic Resource List (see Preparation)

Planner/agenda

Overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize the need to plan to reach a goal.
- Consider a list of good study habits and choose one as a short-term goal achievable within one month.

OVERVIEW

In this lesson, students will discover the value and the process of setting goals. They'll begin by watching a Reading Rainbow segment featuring Lizanne Neptune, a 17-year-old teenager from Brooklyn (originally from Trinidad) who has already realized her childhood goal of being a pilot. Then they will discuss the importance of making a plan to reach your goals, and work in pairs to organize a plan that Lizanne may have followed to become a pilot. Next, students will reflect on their own study habits and set a goal for improving one during the following month. Finally, students will identify two people who can offer support and encouragement as they work towards their goals.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2 , Lizanne's Steps**
 - **Facilitator Resource 3, Lizanne's Steps (Answer Key)**
 - **Portfolio pages 4-8, Seventh Grade Goals**
- Copy and laminate **Facilitator Resource 4, Lizanne's Plan** (one class set)
- For the **Warm Up**, reserve DVD player or visit www.roadstosuccess.org/materials/video to download video.
- Download the Reading Rainbow Ruth Law Thrills a Nation "Flying Solo" segment from the Roads to Success website so that it is ready to go when you introduce it.
- In advance of teaching this lesson, research what resources are available in your school and community for students who may need additional academic support. The school counselor might have suggestions. Create a list of resources to distribute to students and review during the discussion of study skills and setting goals. (Make sure to get school administration approval on any outside resources that you would like to include.)
- For **Activity II, Making a Plan**, you will need to cut out sets of **Facilitator Resource 2, Lizanne's Steps**, one set for each pair of students in a single class. Place each set in a plastic bag. [Many students this age will find it difficult to sequence events without having an opportunity to physically manipulate the steps.]

- ❑ In this lesson, students will determine a study habit they want to improve. For the next month, you will need to check in with the students once a week during the **Warm Up**. Students will fill out the reflection on **Portfolio pages 4-8, Seventh Grade Goals** for the appropriate check-in date. After this first month, students should have monthly check-in dates concerning their study habits.
- ❑ Record the goal setting check-in dates on your calendar as a reminder to revisit goals with your students.

BACKGROUND INFORMATION

If your students are from a part of the country where there are few immigrants, you may wish to explain that Lizanne is from Trinidad, and speaks with an accent that may be unfamiliar to them. Express your confidence that they won't have difficulty understanding her after a few minutes of listening. Students may correctly point out that there are no opportunities for high school students to learn to fly where they live. You may confirm that this is certainly an obstacle. In this class, they'll learn creative ways to overcome such obstacles.

IMPLEMENTATION OPTIONS

*(You may choose to present the **Warm Up** activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.)*

SAY SOMETHING LIKE: Today you are going to watch a video clip about a teenager who set a goal for herself and achieved it. Before we see the video, I want you to make a few predictions. Answer the questions below to the best of your abilities. If you are unsure of an answer, write down your best guess.

Questions:

1. What kind of job responsibilities does an airplane pilot have?
2. How does someone train to be a pilot?
3. At what age might someone become a pilot?

[Give the students 3 minutes to answer these questions. Call on students to volunteer their an-

swers. Then continue the **Warm Up** as written.]

For **Activity II, Making a Plan**, to assist struggling students, you may reduce the number of steps or order the steps as a class.

To help students remember their goals from week to week, you can provide take-home reminders for students to display their goals.

ACTIVITY STEPS

I. Warm Up: I believe I can fly! (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Today, we're going to explore – and even practice – a skill that everyone needs: how to set and achieve a goal.

[Ask volunteers to explain what goals are and use student responses to define a goal as “something a person wants to do, accomplish or become.”]

[Refer to the **Big Idea** of today's lesson: setting goals to improve schoolwork.]

2. [Tell students they are going to watch a video clip about a teenager who set a goal for herself and achieved it. Before you begin the video, ask the following questions:
 - What kind of job responsibilities does an airplane pilot have?
 - How does someone train to be a pilot?
 - At what age might someone become a pilot?]
3. [Play the Reading Rainbow segment featuring Lizanne Neptune, a 17-year-old female high school student from Crown Heights, Brooklyn, who as a child dreamed of flying a plane, and is now a licensed pilot.]
4. [After watching the video clip, ask the following questions:
 - What steps did Lizanne take to get her pilot's license?
 - What role did her mother play in her success?
 - If her mother hadn't been willing or able to cheer her on, where could she have found help from an adult?]

II. Making a Plan (15 minutes)

1. **SAY SOMETHING LIKE:** How many of you have dreams like Lizanne's – things you seriously want to do or become in the future? What is the difference between a “dream” and a “goal”?
2. [Build on student responses to clarify that our dreams become our goals when we decide to seriously pursue them. And our goals can become reality when we plan for the future, work hard, stay the course, and get the help needed to succeed.]
3. **SAY SOMETHING LIKE:** Let's take Lizanne as an example: She decided to pursue her dream of becoming a pilot, so this became her goal. To achieve her goal, she needed

to make a plan and follow through with it.

A written plan is critical to achieving your goals. A plan can help you think through where you're going and all the steps you need to get there. It can serve as a road map to make sure you're heading in the right direction. It's also a good way to know if you're straying off course, or tell you if you need to change your direction because of roadblocks along the way.

Finally, a plan can help you focus your life and give you inspiration to reach your goal. Depending on your goal, it may feel like a long way off. A plan will keep you focused and motivated — knowing that with each step in your plan, you're one step closer to achieving your goal.

4. **SAY SOMETHING LIKE:** The first thing anyone should do when making a goal is to list all the things he or she needs to do or learn to achieve that goal. The next step is to put these things in a logical, realistic order to come up with a plan.

[Assign students to pairs and give each pair a plastic bag with strips of Lizanne's steps. (See **Preparation.**) Give each student a copy of **Facilitator Resource 4, Lizanne's Plan**. Display **Facilitator Resource 2, Lizanne's Steps** using an overhead or written in large print on chart paper.]

You're going to work in pairs to help put together Lizanne's plan for becoming a pilot. Each pair has been given a bag with eight slips of paper. Each of these slips of paper lists one step in her plan. [Direct the students' attention to the overhead and point out the eight steps in Lizanne's plan. Explain that the steps on the overhead projector are not in a correct order.]

You and your partner are going to arrange these steps in a logical order. There is not one perfect order for these steps. While some steps must happen before others, there is likely to be more than one correct solution. Notice that her plan begins when she's in 8th grade, and takes several years to achieve. Once you and your partner have agreed on an order, raise your hand to show that you're done. We will then come back together as a class to discuss these steps.

5. [Give the students about five minutes to complete the activity.]
6. [Have the students talk about the way in which they ordered **Lizanne's Plan**, and the

reasons for ordering the steps as they did. Make sure to stress again that there is not one perfect order for these steps. After this discussion, ask students to put their strips back in their plastic bag. Have a volunteer collect each pair's bag.]

SAY SOMETHING LIKE: Some of these steps, like “Find out the entrance requirements and cost of the lessons,” don't sound very exciting, do they? Why do you think Lizanne was motivated to do this step? [Allow students to respond and help them to see that each step was getting Lizanne one step closer to her goal.]

7. **SAY SOMETHING LIKE:** Lizanne reached her goal through good planning and hard work – but she also had an amazing opportunity: she lived near a special high school that offered classes to students interested in learning to fly. Of course, not every student interested in flying has this opportunity. But it's important to keep in mind that Lizanne was able to take advantage of this opportunity because she had shown that she could do the math and science she'd need to succeed in her high school flying program. Studying hard now means you can take advantage of opportunities in the future.
8. **SAY SOMETHING LIKE:** In the next activity, we're going to talk about how to reach one of your own life goals – graduating from high school. This is a goal that's within the reach of everyone in this class. This is a long-term goal – it's six years away! Today we're going to talk about short-term goals – the in-between steps that you can take now to make your long-term goal a reality.

III. What's Your Goal? (15 minutes)

1. **SAY SOMETHING LIKE:** Let's take a look at **Portfolio pages 4-8, Seventh Grade Goals** [first page]. This is a list of study habits of good students. The more of these habits you make a part of your life, the better you'll do in school. Guaranteed. Right now, I'd like you to take an honest look at how you approach your schoolwork.
2. **SAY SOMETHING LIKE:** Write today's date in the first box at the top left of the page, labeled “**Today's Date**”. [Illustrate using a transparency of **Portfolio page 4-8, Seventh Grade Goals** and the overhead projector.]
3. **SAY SOMETHING LIKE:** Then read each study habit, and put a check in the box that best describes your behavior.

N for never
 S for sometimes
 A for always

[Model this on the overhead projector.]

Remember, you're rating your performance right now, not what you think you should do or what you hope to do in the future. [Give students a couple of minutes to complete this task.]

4. **SAY SOMETHING LIKE:** Next, I'd like you to choose one study habit that you'd like to improve. This will be your goal for next month. Circle the goal in the column under today's date. [Demonstrate.]
5. **SAY SOMETHING LIKE:** For this first month, we are going to check in once a week. Let's write the first check in date in the second column. [Specify a class meeting date that's one week away. Then record the 2nd, 3rd, and 4th check in dates on the overhead. Instruct students to record these dates on their chart.]
6. Where else could we record these check-in dates to make sure we don't miss any of them? [Allow students to respond.] How many of you use a planner to record your homework and assignments? [Show of hands.] Many adults use planners or calendars to keep track of their appointments and tasks. [Instruct students to take out their planners/agendas. Then instruct the students to record the first four check-in dates into their planners or agendas. Record these dates in your own planner/agenda as well.]
7. [Refer students to the follow-up questions on **Portfolio page 6, Seventh Grade Goals** and give them a few minutes to complete it.]

[Ask students if they can think of anyone or anything that might be able to help them if they run into trouble trying to meet their goal. Then distribute the Academic Resource List (see **Preparation**). Encourage the students to take advantage of the help that's available to them. Tell them that you'll check in next week to see how well everyone is doing.]

IV. Wrap Up: Don't Go It Alone! (5 minutes)

1. **SAY SOMETHING LIKE:** Today we've talked about setting your goals and making a plan to achieve them. But before we end for the day, I want to point out another very

important part of reaching your goals – finding support from others. No matter how independent you are, you can always use the support of friends or adults to help you along the way. Maybe it's a friend who understands your dream and offers encouragement. Or maybe it's an adult who can give you ideas and advice – and checks in to make sure you're on track. Better yet, find a few different people to support as you try to reach your goals.

2. **SAY SOMETHING LIKE:** I'd like you all to write down two people you think could support you in reaching your goal. Next to each person's name, describe how you think that person could help. You don't need to turn this in or show anyone. But remember these people if you feel stuck or frustrated in the coming week. Let them know the goal you're trying to reach and how they might be able to help you. I think you'll be surprised how motivating it is to have people behind you! After all, they want to see you succeed!
3. **SAY SOMETHING LIKE:** You all did great work today, and I hope you're excited about meeting your short-term study goal in the coming week.

DO NOW Setting Goals 1

Directions: You will have three minutes to read the questions below and write your responses.

Questions:

1. What kind of job responsibilities does an airplane pilot have?

2. How does someone train to be a pilot?

3. At what age might someone become a pilot?

Lizanne's Steps

These are steps in Lizanne's plan to become a pilot. Put them in an order that makes sense. The first step is deciding on your goal. The last is reaching your goal to make your dream come true.

Find out where flying lessons are given.

Get family and friends to help you raise the money to go to flying school.

Decide you seriously want to pursue your dream to become a pilot.

Ask your parents to help you apply to flying school.

Pass a flight exam with an instructor present in the plane.

Find out flying school entrance requirements and costs.

Successfully take off and land a plane flying solo.

Pass an exam about the parts of the airplane and principles of flying.

Lizanne's Steps (Answer Key)

The steps below are arranged in one possible order that makes sense. While some steps clearly must happen before others, there are likely to be multiple correct solutions.

Decide you seriously want to pursue your dream to become a pilot.

Find out where flying lessons are given.

Find out flying school entrance requirements and costs.

Ask your parents to help you apply to flying school.

Get family and friends to help you raise the money to go to flying school.

Pass an exam about the part of the airplane and principles of flying.

Pass a flight exam with an instructor present in the plane.

Successfully take off and land a plane flying solo.

Lizanne's Plan

Lizanne didn't just become a pilot — she made a plan and worked hard to reach her goal. Your teacher has given you the steps in her plan. Arrange these steps in order to show how Lizanne reached her goal of flying.

 8th grade   12th grade	

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



SEVENTH GRADE GOALS

Every month, you will pick **one** habit that you want to improve. For the first month we will be checking in every week. For the rest of the year we will be checking in once a month. If you have a “no,” your goal is to make it a “sometimes.” If you have a “sometimes,” your goal is to make it an “always.” Once you’ve reached one goal, you can move on to another. By the end of the year, you’ll be a super student (if you’re not already)!

N= No S= Sometimes A= Always

STUDY HABITS	Today’s Date		Check In Date 1		Check In Date 2		Check In Date 3		Check In Date 4		Check In Date 5	
	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?												
2. Do I arrive at school on time?												
3. Do I come to class prepared?												
4. Do I write down homework assignments in the same place, every day?												
5. Do I stick with a class assignment or task until it is done?												
6. Do I ask a teacher or another student for help when I don’t understand something?												
7. Do I take part in class discussions or activities?												
8. Do I complete all class assignments and projects?												
9. Do I complete all homework assignments and projects?												
10. Do I always check to see if I have all of my materials before I leave school?												
11. Do I look at my notes every day in order to review what I have learned?												
12. Do I have a time and place when I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



SEVENTH GRADE GOALS

Every month, you will pick one habit that you want to improve by the next check-in date.

N= No S= Sometimes A= Always

STUDY HABITS	Check In Date 6		Check In Date 7		Check In Date 8		Check In Date 9		Check In Date 10		Check In Date 11	
	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?												
2. Do I arrive at school on time?												
3. Do I come to class prepared?												
4. Do I write down homework assignments in the same place, every day?												
5. Do I stick with a class assignment or task until it is done?												
6. Do I ask a teacher or another student for help when I don't understand something?												
7. Do I take part in class discussions or activities?												
8. Do I complete all class assignments and projects?												
9. Do I complete all homework assignments and projects?												
10. Do I always check to see if I have all of my materials before I leave school?												
11. Do I look at my notes every day in order to review what I have learned?												
12. Do I have a time and place when I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												

Follow Up Questions:

1. What study habit did you pick to work on?

2. What difficulties do you imagine that you might have in improving this study skill? (For example, forgetting to bring home your homework or getting distracted by your friend in math class.)

3. Who or what do you think can help you meet your goal of improving this study skill?

Check-In Date 1

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 2

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 3

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 4

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.
