

Goal Setting and Achievement

Grade: 4 Suitable for grades 3, 4 & 5

Subject: Career Education

Time: 6, 40 Minute Lessons

Unit Overview:

This unit was designed to teach children the strategies for successful goal setting and achievement, while exploring some of the healthy mental processes that will help along the way.

Lesson Outline

Lesson 1: Introduction

Objectives: Students will be introduced to some of the key components of personal success, including confidence, planning, and perseverance, through the use of storytelling.

Lesson 2: Three Stars and a Wish

Objectives: Students will begin to explore their own personal strengths and set a personal goal.

Lesson 3: Setting S.M.A.R.T. Goals

Objectives: Students will use the S.M.A.R.T. method of goal setting to write out their chosen goal in detail.

Lesson 4: Planning for Success

Objectives: Students will create a step-by-step action plan for achieving their goal.

Lesson 5: Positive Self-Talk

Objectives: This lesson's focus is on building self-confidence and fostering higher self-esteem. Students will explore the power of positive self-talk and create a visual reminder of reasons for taking pride in what they do and who they are.

For more on how self-talk or "inner dialogue" affects the way we behave, the choices we make and the way we feel about ourselves and the world around us, refer to the *Established Belief* section of our free online guided imagery course for educators and school staff, found at rosywindow.com/courses

Lesson 6: Recognition and Reflection

Objectives: Students receive an award for their achievement, and will take time to look back at the goal setting process. As student write about their experience, they will reflect on what they have learned and gained from this process, as well as what they might do differently next time.

Note: Before completing lesson 6, you may need or want to include several lessons where students simply check-in with their goals. Students can share with a partner or small group each time – adding an accountability factor, or students can write about their progress in a journal.



Learning Standards: From Grade 4 British Columbia Curriculum**Career Education****Big Ideas:**

1. Exploring our strengths and abilities can help us identify our goals.
2. Family and community relationships can be a source of support and guidance when solving problems and making decisions.
3. Good learning and work habits contribute to short- and long-term personal and career success.

Curricular Competencies:

1. Set realistic short- and longer-term learning goals, define a path, and monitor progress.
2. Make connections between effective work habits and success.
3. Appreciate the influence of peer relationships, family, and community on personal choices and goals.

Content:

1. Personal Development
 - a. Goal Setting Strategies
 - i. Review and identify the steps required to help achieve short-term and long-term goals
 - ii. S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely)
 - b. problem-solving and decision-making strategies
 - c. Emergent Leadership Skills
 - i. communication, motivation, direction, support, initiative, etc.

Guided Imagery in the Classroom: A Brief Overview**What is Guided Imagery?**

Guided Imagery, like guided meditation, uses suggestions, stories and metaphors to guide the mind through sensations and visualizations in order to bring about a desired physical and/or emotional response, for example, to calm anxiety or to build self-esteem.

How the Resources Work

The storybook, *Shelly the Not So Sure-Footed Stone Sheep*, is a carefully designed mental health resource for children, with its own theme and purpose. As the story is read and the pictures are enjoyed, ideas such as, planning, perseverance, and self-esteem are introduced. The accompanying guided imagery written scripts, and video, and audio recordings, guide students through a relaxing and imaginative scenario where they revisit the positive concepts from the story. During the guided imagery, students will make personal and meaningful connections to the positive strategies, and concepts. Not only does listening to the guided imagery reinforce student's learning, but guided imagery, in and of itself, is an excellent way to help students settle into a state of calm, and focus, the ideal physiological, and psychological states for learning.

While listening to the guided imagery written scripts, or recordings, students can either be simply sitting quietly, or participating in a calm, and quiet independent activity, such as drawing, coloring or playing with sensory items. Each guided imagery script comes in a video form as well, and students can be invited to watch, or close their eyes and listen.



Resources:

Certificate of Achievement (Printable Resource): To be awarded to students as a visual reminder of their success.

Looking Back (Printable Resource): Guided self-reflection on the process and final result of setting and working toward a personal goal.

My Goal (Printable Resource): Setting goals the “S.M.A.R.T.” way.

My Plan (Printable Resource): Create a step-by-step plan for achievement.

Positive Self-Talk (Printable Resource): Building self-confidence and promoting positive inner dialogue.

Shelly the Not So Sure-Footed Stone Sheep (Book): A story of self-esteem, self-efficacy and setting and achieving your goals.

Shelly the Not So Sure-Footed Stone Sheep, Guided Imagery Scripts: Guided imagery scripts can be found in print, audio and video forms, all available to print or stream from rosywindow.com

Story Questions (Printable Resource): Post reading questions for the story, *Shelly the Not So Sure-Footed Stone Sheep*, focusing on the setting and achievement of personal goals.

Three Stars and a Wish (Printable Resource): Self-assessment of three personal achievements and one area on which to improve. (Choosing a goal.)

Assessment:

- Students will be assessed using provincially suggested goals, criteria and performance standards pertaining to the grade and subject.
- Teachers are to use informal observation, guided questioning, and monitoring in conjunction with evaluation of student writing and projects.
- Student assessment can be based on the following:
 - Involvement in class/ group discussion, appropriate engagement during group work,
 - Written and oral: topic knowledge & language skills

Differentiation:

- The reading for this unit can be done as a class, with the teacher reading aloud, or individually, with each student responsible for their own reading.
- Reading can be done during class time, or in the case of individual study, students can be asked to perform the task as home reading.
- The number and length of lessons can be adjusted to suit the needs of the class. Given times are approximations and lessons can be divided into more than one session.

For Enrichment or Support:

- Teachers can limit the number of required answers for response/reflection worksheet questions.
- Required length of written responses can be extended or limited.
- **Before beginning**, review lessons and resources for possible vocabulary to review/introduce to students and include it in that lesson. For example, words such as, *achievement*, *accomplishment*, *mental health*. Some student explanations are provided for you, ex; lesson 1, Closing - on introducing guided imagery.



A note about when to use guided imagery scripts with lessons:

The guided imagery, or guided meditation audios, videos and written scripts can be listened to (or watched) while students work on simple projects like coloring, or to close a lesson. Repetition is beneficial when using these resources.

Lesson 1: Introduction

(40 Minutes)

Introduction

(10 Minutes)

1. Introduce the storybook, *Shelly the Not So Sure-Footed Stone Sheep*, noting that the main character's focus in this story is achieving a personal goal.
2. In partners, do a think-pair-share on the following statement: What is a goal?
 - a. Explain to students that in a moment they will be paired with a partner to come up for an answer to the question; *What is a goal?* (Be sure to take a moment to clarify that you do not meant the type of goal you score in sports.)
 - b. Divide students into groups of two and allow them 1-2 minutes to decide on an answer.
 - c. Invite each group to share their answer with the class.

Body

(20 Minutes)

1. Read the *Shelly* story aloud to the class, being sure to give them a heads up that they will be answering a couple questions about the story once you have finished.
2. Students complete the *Story Questions* printable resource.

Closing

(10 Minutes)

1. Share with students that the *Shelly* story is a mental health book for kids and introduce the idea of guided imagery: a type of story you listen to that guides your imagination through mental pictures and sensations (smells, feelings, etc.) to help people reach personal goals. These goals can be anything from feeling calmer and more focused to feeling happy and proud of yourself, to reaching your goal of being able to slam-dunk a basketball, and so much more!
2. Invite students to relax, either sitting comfortably or doing something quiet like drawing on their own and read for them, or play the recording of the Guided Imagery script included with your *Shelly* book.

Lesson 2: Three Stars and a Wish

(40 Minutes)

Introduction

(10 Minutes)

1. Together, as a class, brainstorm a list of personal achievements or reasons to be proud of yourself. Record student contributions on a large sheet of paper that can be displayed in the classroom after.

Body

(20 Minutes)

1. Introduce the *Three Stars and a Wish*, printout to students. Explain that they are to fill in the three stars with the 3 things they are most proud that they have accomplished or can do well. And that they are to choose one thing they would like to achieve or wish they could do better and add that to the 'Wish' cloud at the bottom of the page. Students are encouraged to choose a wish that is



most important to them as they will be turning that wish into a goal that they will then plan out and work toward achieving, just as Shelly did in her story.

2. While students work, play the *Shelly the Not So Sure-Footed Stone Sheep Guided Imagery Audio* softly in the background.

Closing

(10 Minutes)

1. Students choose a partner or small group of 3-4 to share their '3 stars and a wish', being sure to explain why they chose the 'wish' that they did.

Lesson 3: Setting S.M.A.R.T. Goals

(40 Minutes)

Introduction

(10 Minutes)

1. Have students refer to their "wish" from last lesson, and share that they will be working with their wish to turn it into an achievable goal, starting first by breaking their goal down into S.M.A.R.T. Chunks

Body

(10 Minutes)

1. Distribute SMART Goal setting sheet and go over each letter and what it stands for.
 - a. S: Specific – What do they want to accomplish specifically.
 - b. M: Measurable – How will their goal be measured? What will be the indicators of progress and achievement?
 - c. A: Achievable: Is this goal realistic and do they have all of the capabilities and resources to achieve it.
 - d. R: Relevant: Why is this goal important to them? What will it mean for them to achieve their goal?
 - e. T: Timely: Is this a goal that can be reached in the desired amount of time? For the purposes of this unit, what is the deadline for reaching their goal and is their chosen goal big/small enough?

Closing

(20 Minutes)

1. Students work through SMART sheet while listening to the Shelly guided imagery audio in the background.
2. Teacher circulates to help and give feedback.

Note: This sheet should be done to the satisfaction of both student and teacher before moving on as it will play a large role in determining the students' success for the rest of the unit.

Lesson 4: Planning for Success

(40 Minutes)

Introduction

(15 Minutes)

1. Re-read *Shelly the Not So Sure-Footed Stone Sheep*, having students make mental notes of any steps Shelly followed, and tools or resources, or mental processes she used to reach her goal.
2. After reading, break students into small groups and have them record their findings on paper, computer or whiteboard. They can also refer back to their *Story Questions* sheet from lesson 1.



Body

(10 Minutes)

1. Meeting as a class, have each group take turns sharing one answer/idea while you record it on the board. Continue until all ideas have been shared, and add any you feel may be missing.
2. Pose the question: Which of these ideas do you feel were most important to Shelly's success and why? Take time to discuss, trying to steer the conversation toward the conclusion that having a plan, the necessary tools and a positive attitude is key in achieving your goals.
3. Introduce and distribute the *My Plan* worksheet.

Closing

(15 Minutes)

1. Students work on their own to fill out the *My Plan* worksheet, refereeing back to their SMART Goal from last lesson. Play Shelly Guided Imagery Audio in background.

Lesson 5: Positive Self-Talk

(40 Minutes)

Introduction

(20 Minutes)

1. Referring to last lesson, remind students that one of the important points Salma taught Shelly in achieving success, is to speak kind words to yourself.
2. Share with students the importance of self-talk, explaining that the way we speak to ourselves effects how we feel about ourselves and the way we behave. Saying unkind, discouraging or hurtful things to ourselves is no different than saying those things to a friend.
 - a. Start a group discussion with the following questions:
 - Would you ever tell your best friend that they were a loser for trying something new, and not being good at it right away? Why?
 - How would that make them feel? Do you think they would feel encouraged to try again or try other new activities?
 - What kind of effect do you think you have on yourself when you say those same types of things?

Body

(10 Minutes)

1. Have students work on their own to fill out the *Positive Self-Talk* sheet. Play the guided imagery audio in the background as you work.
2. When finished, have students check-in with their *My Plan* sheet and judge whether or not they are on track.

Closing

(10 Minutes)

1. Tell students that as important as it is to be encouraging and kind to yourself all of the time, treating yourself as you would your best friend or a loved one, it is also important to remind yourself of all of the wonderful things you do and are. There are so many reasons to take pride in themselves, just as discussed in the *Shelly Guided Imagery Audio*.
2. Have students take the *Positive Self-Talk* sheet home and put it in a place where they will see it often, such as on the wall in their room or in the bathroom by the mirror where they brush their teeth.

Note: Fill out one of these sheets for yourself! Having visual reminders of your successes and positive qualities helps to build confidence and foster higher self-esteem for everyone at any age.



Lesson 6: Recognition and Reflection

(40 Minutes)

Note: Before completing lesson 6, you may need or want to include several lessons where students simply check-in with their goals. Students can share with a partner or small group each time – adding an accountability factor, or students can write about their progress in a journal.

Introduction

(10 Minutes)

1. Congratulate students on achieving their goals and invite them to share how they have felt about the process. Any comments, questions or observations.

Body

(10 Minutes)

1. Have students fill out the *Looking Back* worksheet.

Closing

(20 Minutes)

1. Celebrate! Have an award ceremony and present students with their certificates of achievement.

For help with this lesson plan, more information, additional resources, or to give your feedback, please email us at educ@rosywindow.com

