GUIDANCE RELATED LEARNING - FIRST YEAR





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MY GOAL SETTING LESSON PLAN





AIMS

O

This lesson will:

- Explore the difference between a wish and goal.
- Explore how to set a meaningful, appropriate and challenging goal.
- Explore how to make a goal S.M.A.R.T.

OUTCOMES



At the end of this lesson students will be able to:

- Distinguish between a wish and goal.
- Identify what they want to accomplish (goal).
- Identify how to set a S.M.A.R.T goal.

LINKS TO JUNIOR CYCLE KEY SKILLS

- gos
- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge).

LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Bring an idea from conception to realisation.



LINKS TO WHOLE SCHOOL GUIDANCE

Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept (3 Stars and a Wish).
- Interact effectively with others (face-to-face: discussing goal with peer).
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.



MATERIALS NEEDED FOR THIS LESSON



BY TEACHER

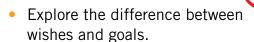
- PowerPoint
- Worksheets

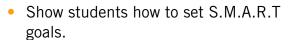


 Worksheets (on-line or hard copy)

AIMS

This lesson will:





 Encourage students to identify a goal they want to achieve, take ownership of this goal and the process involved in achieving them.

OUTCOMES



At the end of this lesson students will be able to:

- Distinguish between a wish and a goal.
- Identify a goal they want to accomplish.
- Know how to turn their goal into a S.M.A.R.T goal.



OPENING 'THE HOOK'

Tell the students they are all uniquely talented. Some students are good at sport, others are good at art, music, being kind, being a good brother/sister etc. Today we are going to look at some of the things we do well and we are also going to look at something in our lives we would like to improve or something new we would like to achieve. We are going to learn how to set a 'goal' to achieve this.





STUDENT ACTIVITIES

The lesson opens with "3 Stars and a Wish" Activity. In the introduction the teacher reminds the students that they all have positive qualities (to build self-esteem). In this activity they will identify three things they are already doing well and identify one thing that they want to work on/achieve (the wish); they will write this down in the Worksheet.

Students complete "My 3 Stars and a Wish" Worksheet and in pairs they talk to the person beside them about HOW they became so good at these "Stars." Next they come up with a "Wish" - something they want to achieve.

Teacher asks "What is the difference between a Wish and a Goal?"

Teacher asks students: 'Now that you have moved from primary to post primary school, what goals might you have for post-primary school'

Teacher gives definition of a goal and clarifies the difference between a wish and a goal. Students give feedback on the difference between a Wish and a Goal and their goals for Post-primary School.

Teacher tells students that the class today will be about goal setting.

Teacher asks students to work in pairs to discuss the purpose of setting goals (feedback is recorded on the board).

(Some of the reasons for setting goals:

1. You take control of your life

A goal is like a GPS in life. It gives you direction and helps you choose where to go in life. It makes you envision your ideal future and helps you turn it into reality. When you have achieved the goal, you improve your life and become a better version of yourself.

2. You focus on the important things

Goals help us to sort out what is important and what isn't. You will only focus on the things that you want to achieve and spend precious time on them.

In pairs the students discuss the purpose of goal setting and give feedback to the teacher.

BODY OF LESSON continued

TEACHER ACTIVITIES

STUDENT ACTIVITIES

3. You will make good decisions

Goals help you identify and establish your priorities and make the right choices based on the long-term view of what is most important to you.

4. You can finish the task efficiently

You will focus and concentrate your time and energy on the task. This will keep away all the distractions which will make you more efficient.

5. You will be self-confident and enthusiastic

When you set a goal and measure the achievement, you are able to see what you have done and what you are capable of. This process of achieving goals gives you confidence, enthusiasm, and a belief in yourself.

6. You will make progress

After you have achieved one goal, you will try to achieve higher goals. When you look back you will see all of the progress you have made.

7. You are closer to success

Goals are the starting point of success. A good start makes for half the success.)

Teacher tells students the story of "Edmund's Goal" to demonstrate the difference between wishes and goals.

Students listen to the story of "Edmund's Goal".

After the story the teacher asks students to discuss the following in pairs:

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Students discuss the similarities / differences between the role models.



BODY OF LESSON continued



STUDENT ACTIVITIES

After reflecting on and discussing above with their partner the teacher facilitates a classroom discussion on the feedback. Students give feedback to the class.

CLOSING LESSON



Teacher closes with asking the students what is the difference between a wish and a goal. Teacher reminds students of the definition and closes the class.

Finally, the teacher re-examines the lesson's aims.

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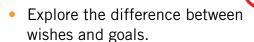
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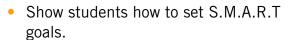


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MY GOALSETTING



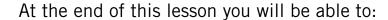
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OUTCOMES



- Distinguish between a wish and goal.
- Identify what you want to accomplish (goal).
- Identify how to set a S.M.A.R.T goal.



WARM UP ACTIVITY 3 STARS AND A WISH



First, you must think of 3 "Stars", or things you already do well.



This can be anything from running fast to solving a maths problem to comforting a friend when they're feeling sad.



In pairs talk to the person beside you about HOW you became so good at these "Stars".

Did you have to practice? Did it take time to learn? Next, come up with a realistic "Wish". The "Wish" is something that you need or want to work on or something new you want to be able to do (a goal).

Your wish might be something you would like to achieve or work on now that you are in post-primary school.

WHAT IS A GOAL?

Based on that activity please talk to the person beside you about what you think a 'goal' is.

What is the difference between a 'wish' and a 'goal'?

Now that you have moved from Primary into Post-primary school, what goals might you have for Post-primary School?

DEFINITION

- A "Goal" is a desire/wish that is put into action through a plan.
- A Goal is like a target or something you "shoot for".



WHAT IS THE DIFFERENCE BETWEEN A WISH AND A GOAL?



A Goal isn't chance; it's choice.

Effort is Key.



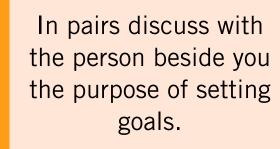
A wish is a desire, hope, or longing for something or for something to happen while a goal is a result of choosing to take steps that will lead to the fulfilment of that wish.

It involves ACTION!!

TODAY WE ARE GOING LEARN HOW TO SET GOALS!



WHY SET GOALS?





HOW CAN I CHANGE MY WISH INTO A GOAL

We need to get

S M A R T

...but first let me tell you a little story about how to achieve your goals using the **S.M.A.R.T** technique.



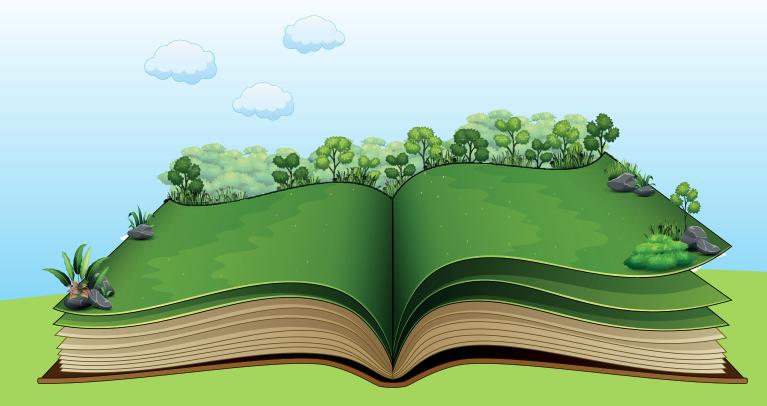
EDMUND'S GOAL



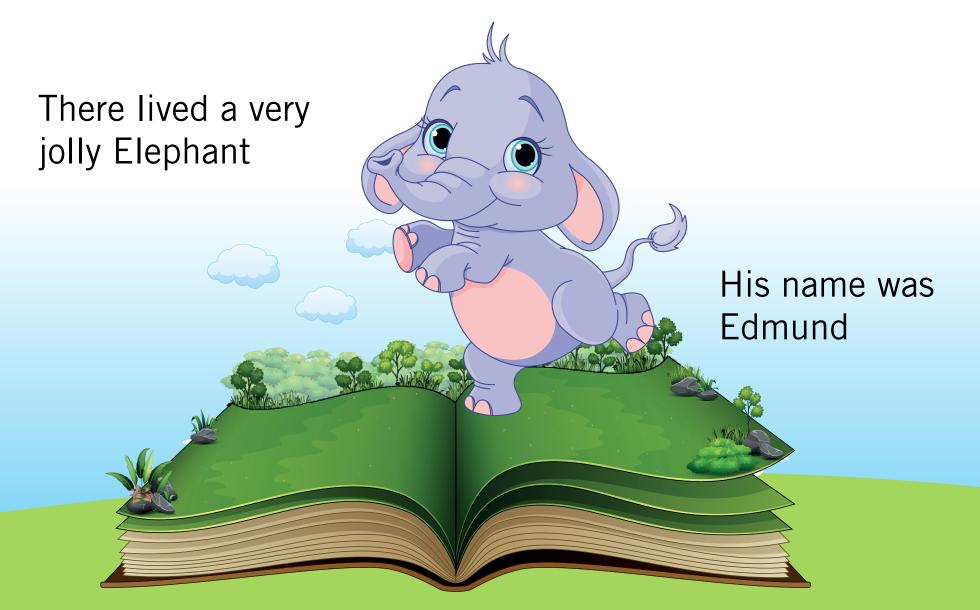
HOW AN ELEPHANT MADE HIS DREAM COME TRUE

EDMUND'S GOAL....

Many years ago, in a distant land...



EDMUND'S GOAL....



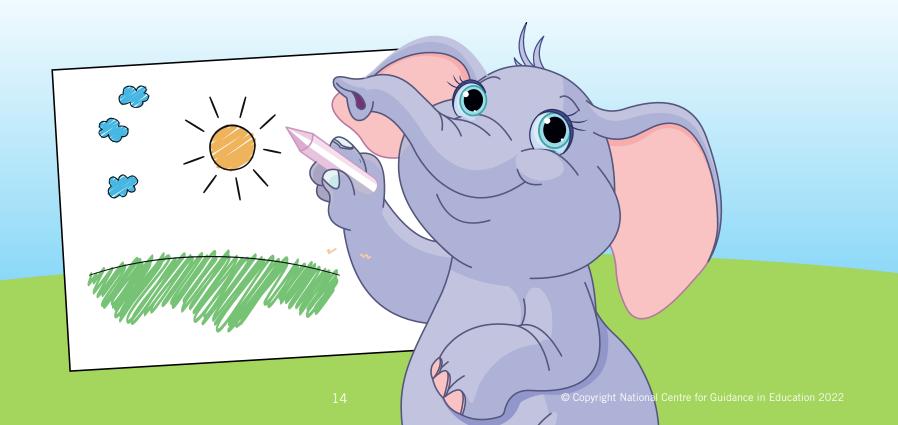
EDMUND'S GOAL....

Edmund had a wish....



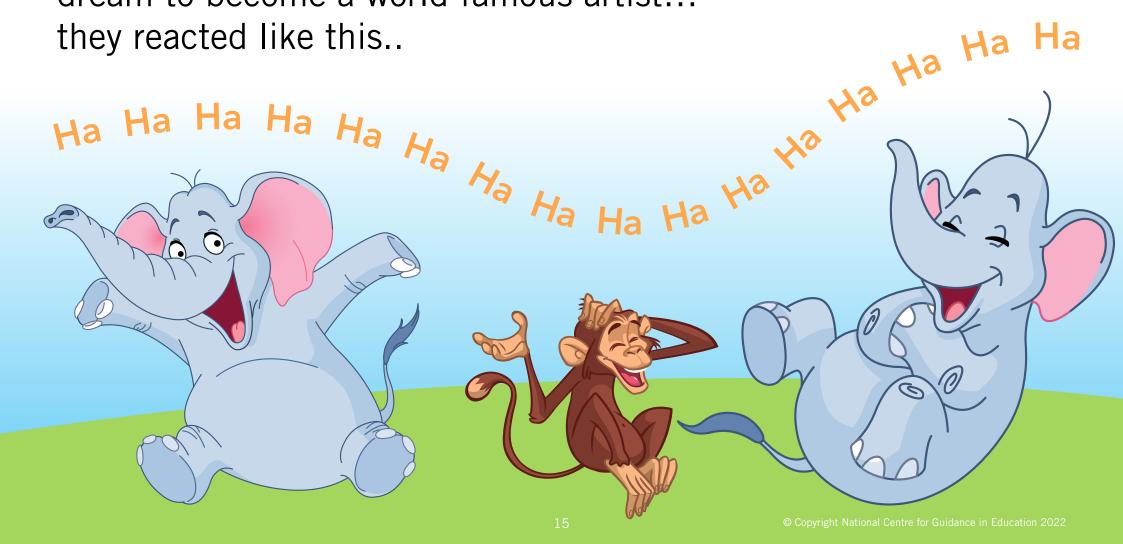
EDMUND'S GOAL....

Edmund loved to draw.....
On paper...
on cardboard...
and even on the walls at home!



EDMUND'S GOAL....

Now, when Edmund's family and friends heard about his dream to become a world famous artist... they reacted like this..



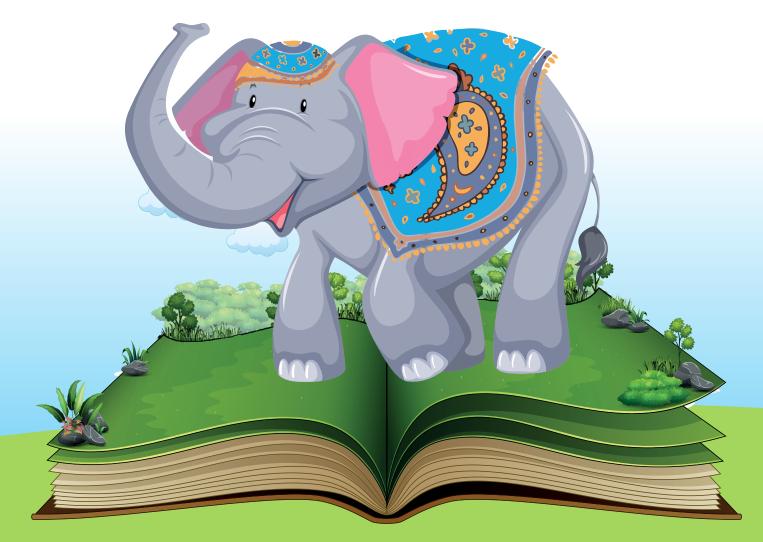
EDMUND'S GOAL....

Edmund was upset by this



EDMUND'S GOAL....

However Edmund had a fairy god-mother called Doris.



EDMUND'S GOAL....

Like Edmund, Doris was very artistic....
She liked to wear nice bright clothes and loads of jewellery



EDMUND'S GOAL....

Doris told Edmund

"If you want to be a world famous artist you have got to be smart!"



EDMUND'S GOAL....

So..... Edmund started reading more books!!

EDMUND'S GOAL....

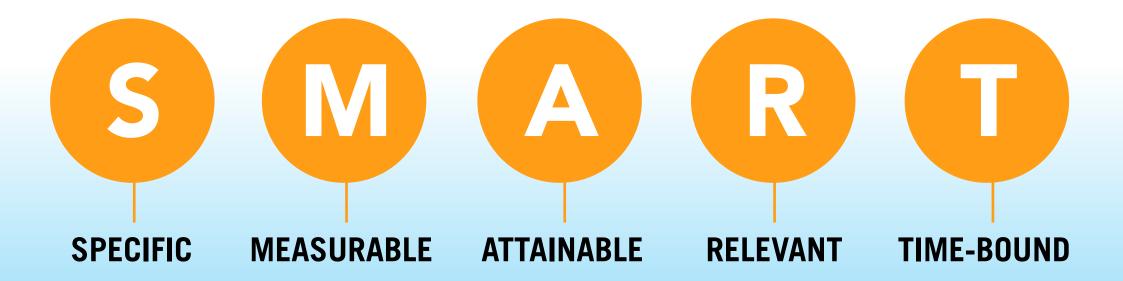
Doris said

"not that sort of smart Edmund! S.M.A.R.T"



EDMUND'S GOAL....

Doris told edmund to achieve his goal it must be S.M.A.R.T





SPECIFIC

Specific means that your goal is detailed and exact.



MEASURABLE

Measurable
means that you
can track your
progress and
know exactly
when your goal
is met. It usually
involves numbers.



ATTAINABLE

Attainable means that your goal is reasonable and that it is not out of reach for you.



RELEVANT

Relevant means that your goal is worthwhile. It is something important to you.



TIME-BOUND

Timely
means your
goal will be
accomplished
within a given
timeframe.

MY GOALSETTING

EDMUND'S GOAL....

So! Edmund went away and thought about his goal again.



His goal to be a World Famous Artist was not a **S.M.A.R.T** goal.







"I want to learn how to draw"



Edmund made his dream more **measurable**

"I want to pass my drawing exam"



Edmund made his dream more achievable



"Ok. Maybe not world-famous ... yet ... just an artist."



MY GOALSETTING

EDMUND'S GOAL....

Edmund made his dream more **relevant**



"I get great joy out of being creative; I really love it and would like to be an artist when I am older"



Edmund made his dream more time-focused



"I want to get at least 70% in my drawing exam in May."



So this:

"be a world famous artist"

Had become this:

"get at least 70% in my drawing exam in May!"

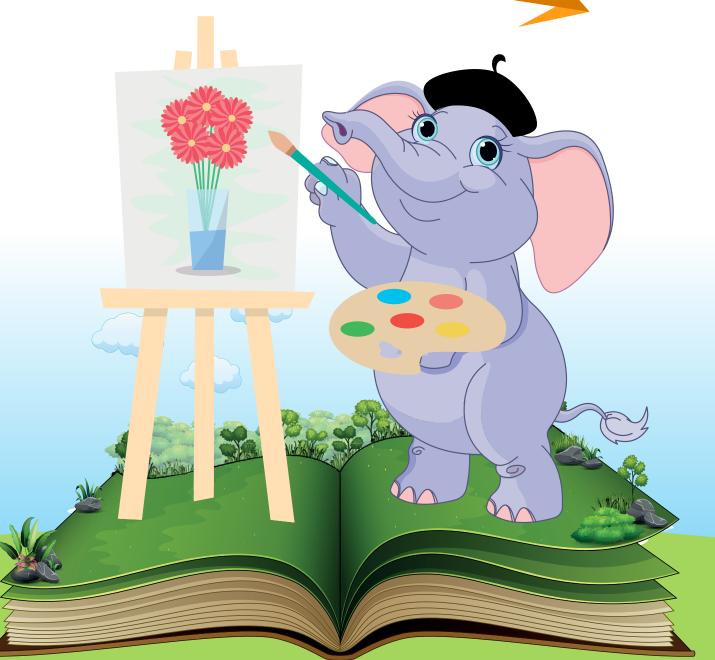


Anyway, just thinking about his dream like this made Edmund feel like he could do it

I can do it



And with time, he did indeed achieve his dream.



OVER TO YOU...



With the person beside you discuss the following:

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REVIEW

Can you...

- Distinguish between a wish and goal.
- Set a meaningful, appropriate and challenging goal.
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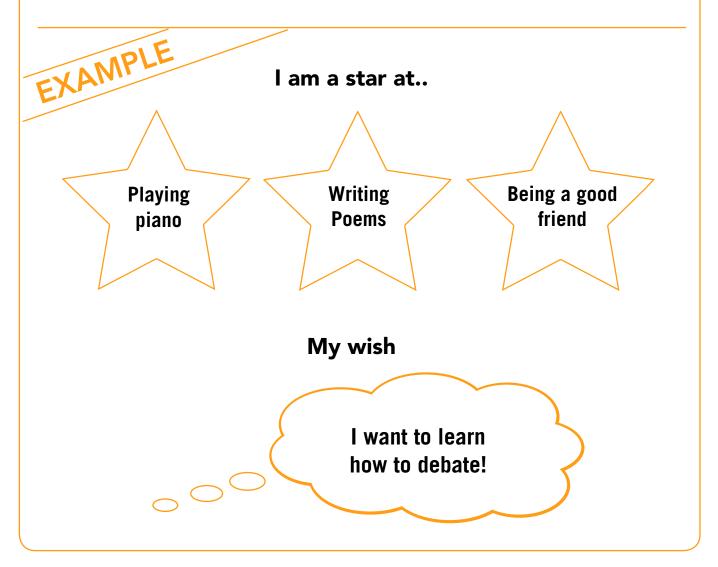
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MY GOAL SETTING

3 STARS AND A WISH

- Come up with 3 "Stars", things you do well
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