

# SETTING GOALS

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## Lesson Descriptions

### **Setting Goals I: Setting Goals I**

*How can setting goals improve my schoolwork?*

### **Setting Goals 2: Setting Goals II**

*What do I do when a roadblock gets in the way of reaching my goals?*

# PLANNING PYRAMID

## GRADE 7, Unit 2, Setting Goals



**Some Students Will:**

- Seek further help in remedying academic deficits.

**Most Students Will:**

- Identify an adult with whom they can check in re: completing their goals.

**All Students Will:**

- Use a checklist to evaluate own study habits.
- Choose one study habit for improvement, and set a goal one month away.
- Identify possible roadblocks to reaching their goals, and steps to overcome them.

## Goal-Setting Tips

**Roads to Success** is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

### Did you know?

A best-selling book, "The 7 Habits of Highly Effective Teens," by Sean Covey, gives 7 simple rules for teen success.

Number 2:

Begin with the end in mind.

(Set goals.)

Olympic athletes do it. So do restaurant managers and weight-watchers. Successful people set goals, whether it's gold medals won, burgers sold, or pounds lost.

Goal-setting is a skill that's at the heart of the Roads to Success program. It's the reason we encourage students to explore careers, consider their options after high school, and describe their future plans.

You can help your kids learn to set goals by showing them how you do it—from daily chores (like bill-paying and housecleaning) to long-term projects (like saving for a big purchase or planning a family vacation.)

Here are some goal-setting tips to share with your kids:



1. **Write your goal down.**
2. **Be positive.** (For example, "I'll get a C or better in math" rather than "I won't fail math.")
3. **Be specific** so you can tell if you've kept your promise to yourself. ("I'll go to the gym from 5-6 p.m. every Monday, Wednesday, and Friday.")
4. **Give yourself a deadline**, and make it close enough so you're

inspired to get going.

5. **Get help**, even if it's just someone to report your progress to. (Professional athletes have coaches, why shouldn't you?)
6. If you've worked on the same goal in the past and haven't been able to follow through, try to think about what went wrong. **Make smaller goals to stay focused.**
7. **Track your progress.** If you don't succeed at first, change your plan and try again.

"What do you want to do? How can I help you reach your goal?" These are two of the most important questions a parent or teacher can ask.

## Grade by Grade: Goals in the Classroom

In Grade 7, Roads to Success students identify concrete steps they can take to get better grades.

- Attend school every day.
- Arrive on time.
- Write down home-

work assignments.

- Complete projects and assignments.
- Ask for extra help if needed.
- Participate in class.
- Set aside a time and place to study.

Each month, students, identify one area they'd like to improve. Four weeks later, they check in to see if they accomplished their goals.

For more info about the program, visit us at [www.roadstosuccess.org](http://www.roadstosuccess.org).



## 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 <http://www.roadstosuccess.org/documents/Flying%20Solo.wmv>)

- 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 their 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 <http://www.roadstosuccess.org/documents/Flying%20Solo.wmv> 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 three minutes to answer these questions. Call on students to volunteer their

answers. 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 to 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 **Faciliator Resource 4, Lizanne's Plan**. Display **Faciliator 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 eighth 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 pages 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?

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2. How does someone train to be a pilot?

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3. At what age might someone become a pilot?

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## 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.

 <b>8th grade</b>   <b>12th grade</b>	

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?

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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.)

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

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**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.

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

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

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**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.

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

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

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**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.

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

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

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**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.

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

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

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## Setting Goals II

### The **BIG** Idea

- What do I do when a roadblock gets in the way of reaching my goals?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Life's Roadblocks (5 minutes)
- II. Tre's Disappointment (10 minutes)
- III. Facing Challenges, Finding Solutions (15 minutes)
- IV. Preparing for Roadblocks (10 minutes)
- V. Wrap Up: Staying on Course (5 minutes)

### MATERIALS

#### **PORTFOLIO PAGES:**

- Portfolio pages 4-8, Seventh Grade Goals (from last week's lesson)
- Portfolio page 20, Grade 7 Skills Checklist (Setting Goals Skills only)

#### **STUDENT HANDBOOK PAGES:**

- Student Handbook page 5, Tre's Disappointment
- Student Handbook page 6, Tre's Challenges
- Student Handbook page 7, Personal Roadblocks and Detours

Newsprint or blackboard

Highlighters (optional)

### OBJECTIVES

During this lesson, the student(s) will:

- Identify common challenges faced by students, and come up with possible solutions.
- Identify a personal challenge and possible solutions.

## OVERVIEW .....

In this lesson, students will explore roadblocks or challenges that people face as they try to achieve their goals, and discuss possible solutions. They'll begin by identifying places where one young person did not follow the steps needed to participate in a special class trip. Then they'll work together to look at specific challenges he faced and what he could have done to solve each one. Finally, they will identify a possible challenge to their own goal and work with a partner to come up with ways to overcome it.

## PREPARATION .....

1. List the day's **BIG IDEA** and activities on the board.
2. The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 4-8, Seventh Grade Goals (last week's lesson)**
  - **Student Handbook page 5, Tre's Disappointment**
  - **Student Handbook page 6, Tre's Challenges**
  - **Student Handbook page 7, Personal Roadblocks and Detours**
3. Have an appropriate recent or childhood disappointment from your own life experience ready to share in the **Warm Up**. This could be an experience in which the setback resulted from at least one thing that was in your control – in other words, a setback that you could have avoided with planning or hard work. It could also be an experience in which the setback was out of your control, what you did to “revise” your goal, and what you learned from it.



## IMPLEMENTATION OPTIONS .....

In **Activity II**, you may choose to make the following adaptations to assist struggling students:

- Read **Student Handbook page 5, Tre's Disappointment** as a class instead of in pairs or groups. Display the reading on an overhead and underline the key information in the passage.
- Allow students to use highlighters to identify the important information in the reading.
- Using chart paper or an overhead, you can create a T-Chart listing the setbacks that were in his control and those which may have been out of his control.

In **Activity III**, you may reduce the number of solutions on **Student Handbook page 6, Tre's Challenges** for struggling students.

## ACTIVITY STEPS

### I. Warm Up: Life's Roadblocks (5 minutes)

1. [Direct students' attention to **Portfolio pages 4-8, Seventh Grade Goals** (from last week's lesson). Give the students three minutes to fill out the three reflection questions for "Check-In Date 1."]
2. **SAY SOMETHING LIKE:** Hello, everyone. Last week, we talked about setting goals and making a plan to reach them. We identified high school graduation as a long-term goal and set one short-term goal – improvement of one study skill by the end of the month. Raise your hand if you were able to stick to your goal this week. [Have one or two students share what they did. Ask if they had any challenges in meeting the goal and what they did to overcome it. Then ask one or two volunteers who did NOT complete a step towards their goal what problem or roadblock they faced.]

**SAY SOMETHING LIKE:** Sometimes even with the best planning, we'll face unexpected roadblocks – things that get in between us and our goals. That's what we're going to talk about this week – what to do when something blocks our path towards a goal and what we can do to overcome it.

3. **SAY SOMETHING LIKE:** I'd like you to think of a time when you have really wanted something, and thought you were going to get it, only to be disappointed. [Briefly share a childhood or recent disappointment from your own life to convey feelings and emotions associated with disappointment.]

### II. Tre's Disappointment (10 minutes)

1. **SAY SOMETHING LIKE:** Of course, disappointment is a part of life – and sometimes setbacks are out of our control. But there are also times when we're responsible for our own setbacks. Maybe we didn't plan ahead or do what needed to be done to reach our goal. We're going to read about a ninth grader who had a big disappointment, and identify some things he could have done to avoid it.

[Have students turn to **Student Handbook page 5, Tre's Disappointment**. Have students work in pairs or teams of four to read the story, then review the chart. Have groups first identify the requirements that Tre did not meet. Then have them consider which setbacks were in his control and which ones may have been out of his control. (See **Implementation Options** for suggestions.)]

[When the students have completed this task, have them stay in their groups. Briefly review the requirements that Tre failed to meet. Identify which ones were in his control, like his grades, and which ones could have been out of his control, like turning in the deposit on time.]

### III. Facing Challenges, Finding Solutions (15 minutes)

1. **SAY SOMETHING LIKE:** So, what happened with Tre? If Tre was so excited about this trip, why didn't he meet the requirements? Like all of us, Tre faced some roadblocks along the way. Turn to **Student Handbook page 6, Tre's Challenges**. [Display this sheet using an overhead projector or written in large print on chart paper.] In the left-hand column, you'll see the challenges Tre had meeting the requirements (in his own words). I'd like you to work with your groups to write one thing he could have done to solve each problem. Let's practice the first one together. [Have a volunteer read the first challenge aloud. As a class, brainstorm possible solutions and record these responses.]
2. [Give the pairs 10 minutes to complete their solutions. (See **Implementation Options** for suggestions.) Then have groups share their solutions with the class. When you reach the last challenge, "I lost track of all the requirements," explain that this is a problem that many people face when reaching a goal – keeping track of everything there is to do! As students share their solutions, write them on the board. Be sure to include ideas such as:
  - Put the list in a visible place – like on the fridge, above your bed, or inside your locker.
  - Put important dates on a calendar.
  - Share the list with your parents or someone who can help you keep track.]

[You may wish to share some of your own strategies for keeping track of things to do, and staying on a schedule.]

3. **SAY SOMETHING LIKE:** Something else that Tre could do – and something we all should do – is get help from friends, family, teachers, and other adults who care about him. We ended last week by writing down the names of two people who could support you as you work to reach your goals. Remember, these people can also offer support when you face challenges. Who are some people that Tre could have talked to? What could they have done to help?

#### IV. Preparing for Roadblocks (10 minutes)

1. **SAY SOMETHING LIKE:** As some of you saw this past week, we're all going to run into roadblocks as we're trying to meet our goals. But these roadblocks don't have to stop you. You just need to find a way around them – just as you did for Tre.
2. **SAY SOMETHING LIKE:** What roadblocks do you face? What keeps you from reaching your goals? I'd like you all to turn to **Student Handbook page 7, Personal Roadblocks and Detours**. [Display this sheet using an overhead projector.] You're going to complete the sentence, "I would (name the goal) but..." You're going to identify a roadblock you have faced – or think you might face – as you try to reach your goals. Maybe, like Tre, you have a hard time finding a place and time to study. Or maybe you have a hard time keeping track of things you need to do.
3. [Model the activity using your own example, or something like: "I would do better in science, but there's no quiet place for me to study." Present the roadblock to the class and then brainstorm ways to get around this obstacle. Record their responses on the overhead.]
4. [Give students about five minutes to complete the activity.]
5. [Next, pair up the students. Have the partners decide who goes first and have the pairs alternately present their challenge. Then the partners should work together to come up with different ways they might overcome the challenge or get around the roadblock. Let them know that if they get stuck, that is, neither they nor their partner can come up with options for addressing the challenge; they are to both raise their hands and you will come over to help them.

Try to strike a balance by allowing students to come up with their own solutions and making sure they don't get frustrated by dealing with the challenge for too long.]

#### V. Wrap Up: Staying on Course (5 minutes)

1. **SAY SOMETHING LIKE:** Keep in mind that roadblocks and challenges don't have to stop you from achieving your goals, but sometimes they can make you feel as though you'd like to give up. What kinds of things can help you to not become discouraged when you start to feel like you'll never reach your goal? [Ask a few volunteers to share their thoughts. For example:
  - It takes time to reach your goal; sometimes you need to be patient, and remember it's a long road.

- Roadblocks shouldn't change your goals, but sometimes you may need to change your timelines.
  - You should still take pride and satisfaction in each step you accomplish to reach your goals – each step is an achievement!]
2. **SAY SOMETHING LIKE:** And there may even be times that you realize the goal you set is really something that is out of your reach. Maybe despite all your planning and hard work, you realize that you will not make the baseball team. Remember, there are times that setbacks will be out of your control. What are some things you can do when this happens?
- [Help students see that sometimes it's necessary to revise the timeline or scope of your goal to be more realistic – but it should still reflect their dreams and passions. For example, if they realize they will not make the baseball team, they should think about what other opportunities there are to play baseball. Maybe there are community leagues they could join. In the end, their dream was to play baseball – and there are other ways they can make that dream a reality.]
3. **SAY SOMETHING LIKE:** Great job today, everybody. You came up with some excellent solutions to some difficult challenges. I hope you'll take at least one of these ideas with you today and see if it helps you reach your goals.

### SKILLS CHECKLIST

Direct students' attention to **Portfolio page 20, Grade 7 Skills Checklist**. Have students complete the Setting Goals checklist.

### GOAL SETTING SKILLS

I can ...

Set a goal for myself and make a plan to reach it.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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## Tre's Disappointment

At the beginning of ninth grade, Tre and his classmates learned they would be going on a trip to Universal Studios in Orlando, Florida, at the end of the school year. Tre was very excited about the trip because he had always wanted to go to Universal Studios, and he had never been to Florida.

The ninth grade counselor gave the students a form that listed all the requirements for participating in the trip and told them he would be keeping track of their progress throughout the year in meeting the requirements. He also told them that if they had problems with any items on the list, they should contact him immediately.

A month before the trip, Tre got a note from the counselor telling him he would not be able to go on the trip. Tre had never been so disappointed in his life! When he calmed down, he looked over the form below that showed how he had failed to meet the necessary requirements. What went wrong?

The left-hand side of the chart below shows the list of things Tre and his classmates were required to do. The right-hand side of the chart shows the counselor's notes on Tre's progress in meeting the requirements.

- **Circle the requirements Tre didn't meet.**
- **Put the word "Tre" next to each requirement that was in Tre's control.**

<b>Class Trip Requirements</b>	<b>Student's Progress</b>
Signed parent consent forms by Nov. 1	Parent consent forms turned in Nov. 1
Class trip deposit by Dec. 15	Class trip deposit turned in Dec. 30
Student must maintain at least a C average in all subjects	Student has a C- in Math, and a D+ in Social Studies
Student may not have any disciplinary actions, suspensions, or excessive absences	Student has no disciplinary actions or suspensions; Student has four unexcused absences
Student must have completed health forms signed by their physician or school nurse by February	No health forms have been turned in
Final payment for trip due May 1	N/A (deadline has not yet passed)

## Tre's Challenges

Why didn't Tre meet the requirements for the class trip? Below are some of the challenges he faced in the months leading up to the trip. Read each challenge, then suggest one solution Tre could try next time he faces this challenge.

Challenge	Solution
My mom didn't get paid until Dec. 20, so I couldn't turn in the deposit on the 15th.	
I can't really study at home because there's no place that's quiet.	
I lost track of some of the requirements. I just forgot about them until it was too late.	
I got a 70 on my last math test. I'm really confused in class, but I'm embarrassed to ask questions.	
I've skipped school a couple times because my friends do it.	
I got an "unexcused absence" for two days that I was sick, but I just didn't get a note.	

## Personal Roadblocks and Detours

What roadblocks will you face on your road to achieve your goals? In the lines below, identify a goal you have and describe one challenge, or roadblock, you think you'll face. You can pick a goal from your seventh Grade Goal Setting chart that seems difficult or you may select a non-academic goal. Then work with a partner to come up with some possible solutions, or detours you could take, to get around this roadblock.

**I would** (name your goal) \_\_\_\_\_

\_\_\_\_\_

**but** (describe one big roadblock) \_\_\_\_\_

\_\_\_\_\_

**To get around this roadblock, I could:** (List some possible "detours")

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_