

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.**

Class Trip Requirements	Student's Progress
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")