

Modil Tit

Kourikoulom Aprantisaj Emosyonel sosyal

Anviwonman Objektif &dekouvri enspirasyon

SEL Sije: Anviwonman Objektif ak Pran Desizyon

Lesson at a Glance

Level: PRI (K-2)

<i>Paj 1</i>	<i>Paj 2-3</i>	<i>Paj 4</i>	<i>Paj 6 - 10</i>	<i>Paj 11</i>	<i>Paj 12 - 14</i>	<i>Paj 15</i>
Leson bese	Sou Anviwonman Objektif &dekouvri enspirasyon	Vokabile	Aktivite pwofese Gid	Ekstansyon lide	Zouti pwofese	Egzamen

Objektif Leson yo

Elev yo ap kapab defini objektif yo, idantifye avantaj yo, epi aprann kijan pou yo mete Specific, Measurable, Attainable, Relevant et Timely ("S.M.A.R.T") objektif. Yo pral bay ak enfomasyon ak egzesis yo konprann pwosesis anviwonman objektif la ak toujou pratik anviwonman ak travay nan direksyon pou objektif yo.

Aktivite Snapshots

Leson sa a enkopore aktivite sa yo, enfomasyon ak Zouti Pwofese yo.

Tit	Kalite aktivite	Tan apwoks.	Resous ak Materyel
Aktive Panse: Entwodwi modil la: Ki sa ki se yon objektif?	Gade Opsyon: Antye gwoup diskisyon	10 minit	-Sou Anviwonman Objektif & Dekouvri Enspirasyon p.2-3 -Vokabile p.4 -Aktive Panse p.5 -Aktivite Lid p.6 - Zouti Pwofese: Enstriksyon elev p.12
Aktivite 2: Objektif kout ak objektif alontem	Patne pale ti gwoup	15 – 20 minit	-Aktivite Lid p.7-8 -Pwofese Zouti: Enstriksyon elev p. 13
Activity 3: Types of Goals	Whole group discussion	15 – 20minit	-Aktivite Lid p. 9-10 -Pwofese Zouti: Enstriksyon elev p. 14
Lide ekstansyon	Gade lide	Varies	-Ekstansyon Lide p. 11

Aplikasyon pou & Avantaj

Pa mete objektif, elev yo ka dekouvri, plan ak selebre reyalizasyon yo. Benefis nan anviwonman objektif se elev yo ap aprann sou kapasite pwop yo, devlope konfyans yo, epi adopte yon ladres lavi benefisyè.

Tout sou Anviwonman Objektif &dekouvri enspirasyon

Leson Deskripsyon

Le yon timoun pa mete efo a ke yo gen potansyel pou, pwofese yo ka grandi fwistre. Nan anseye kijan pou yo fikse bi ak reyalize yo, yon etap alafwa, yon timoun kapab jwenn konfyans ak enspirasyon yo bezwen pouse tet yo pou yo reyalize plis nan lavi. Poukisa fikse objektif nan laj sa yo byen bone? Le elev yo konprann (atrave leson an kwasans) ke entelijans yo pa limite, anviwonman objektif yo ap bay roadmap la nan devlopman yo ak sikse. Elev yo ap angaje yo nan diskisyon ak prezantasyon ki pral ede yo pratike ki ap travay nan direksyon objektif yo. Yo pral we yon foto kle sou enpotans ki genyen nan anviwonman objektif ak tout bagay ki vini ansanm ak li. Objektif la se jwenn yo panse, planifikasyon ak pran aksyon reyalize rezilta yo.

Modil Rasyonel

Kou sa a pral montre elev yo enpotans ak vale anviwonman objektif. Li esansyel ke timoun yo konsyan de ak pratike planifikasyon, oganize ak konsantre lavi yo sou direksyon pozitif. Timoun yo dwe ankouraje pa ansyen yo pou fikse bi yo paske li ka amelyore konfyans yo, bati pwop tet yo estim, ede yo konsantre yo epi pran pi bon desizyon. Anviwonman objektif yo kapab motivasyon pou timoun yo reyalize pi piti objektif chak jou. Pakonsekan, li enpotan pou timoun yo anseye enpotans anviwonman objektif ak fason li ka reyalize. Se anviwonman objektif ki konekte nan tout pati nan lavi nou jan li ka ede emosyon diferan oswa kote nou fe efo yo dwe nan lavi. Pou egzanp, se anviwonman objektif ki konekte nan bati konfyans ak pwop tet ou-estim paske sa yo se santiman fo ak pozitif ki rezilta nan li. Li se yon ti jan fasil prezante sije sa a kom timoun yo tet yo se natirel nan objektif anviwonman. Yo tout gen rev nan "ki moun yo vle yo dwe" le yo grandi ak sa a ka itilize kom komansman an nan anviwonman objektif pou yo. Se ta dwe devwa nou pou ankouraje timoun yo pou devlope lide yo nan kwayans fo soti nan etap bone pou yo ka rev gwo epi konnen ke tout bagay ka reyalize si yo travay ase difisil. Apre S.M A.R.T. apwoch la se yon bon fason yo ka resevwa timoun yo te komanse epi li ede yo panse nan objektif pwop yo ak ki jan yo ka fe seten etap yo ka resevwa la. Yon etid pa sikolog Gail Matye te montre ke si objektif moun yo ekri, yo te 33 plis sikse nan reyalize objektif sa yo soti nan moun ki jis panse a rezilta nan tet yo. Li esansyel ke timoun yo aprann kijan pou yo resous le yo objektif yo dirije yo. Se devlopman nan sevo fotman afekte pa eksperyans timoun yo ak moun ak mond lan. Anviwonman objektif ki soti nan jen kontribye nan devlopman sante paske li bay timoun yo ekspoze a aprann ak sikse. Pwochen enplikasyon objektif yo pral genyen pou timoun yo seke li ap ede bay yon chemen kle pou sikse, anseye yo jesyon tan ak preparasyon, ogmante motivasyon, pwogre mezi, bay konsantre ak objektif, ranfose konfyans pwop tet ou ak bay pwoblem ak fason pou amelyore.

Feedback bay Elev yo

Pwofese yo ta dwe raple elev yo ke li pi bon yo analize sa ki te ale mal, poukisa yon bagay ki difisil epi mete yon objektif reyalis pase yo santi yo dekouraje. Li posib pou timoun yo pa reyalize objektif yo, men li enpotan pou di yo ke yo ap toujou aprann lesou enpotan, planifikasyon ak estrateji sou wout la.

Konsej itil

- Fe S.M.A.R.T objektif yo ak pi bon pesonel ("PB") objektif pou elev yo afiche yon kote nan salklas la pou yo ak elev parey yo ka toujou kenbe tras epi kenbe chak lot responsab.
- Eseye ak rekonpanse elev yo pou objektif konple yo kenbe motivasyon yo moute, li pa menm bezwen two gwo oswa che, si yo ranpli yon etap nan yon objektif oswa yon objektif PB yo jwenn pou yo ale nan rekreyasyon byen bone oswa jwenn yon fich, Le sa a, si nan tout objektif rekonpans posib ak yon bagay yon ti jan pi gwo tankou yon jwet oswa egzansyon nan kek travay.

Pwen yo kouvri

Le yo anseye elev yo sou objektif-anviwonman asire yo:

- Fe yon plan
- Eksplere resous yo
- Fe responsab / bato sou li
- Pran nenpot fidbak nesese

Pwofese Feedback

Tanpri bay Sur sou nenpot ki ajisteman te fe konsenan itilizasyon aktyel la nan kontni an. Santi yo lib yo pataje panse ou, sijasyon, ak kritik konstriktif. Imel fidbak ou a: info@mylearningtools.org



Vokabile

Kisa yon objektif ye? Kisa sa vle di pou gen yon objektif?

Yon objektif se yon bagay nou mete nan espwa pou konplete li avek sikse. Yon objektif ka ranje nan yon ti travay nan yon aktivite lavi-chanje. Se yon bagay nou vle akonpli fe yon diferans nan lavi nou.

Yon objektif kapab anyen epi yo ka varye de moun a moun depann sou bezwen yon moun oswa zon ke yon moun vle amelyore sou. Gen kek objektif ki gen dwa paret senseman oswa trivial pou kek moun e gen dwa siyifikan pou lot moun. Li enpotan pou nou pa jije objektif yon moun paske gen diferan bagay ki enpotan pou yo.



Objektif yo kapab yon fason etonan pou selebre yon sikse. Mete nouvo objektif tou pemet elev yo chita epi reflechi sou sa yo bezwen oswa ou vle nan lavi. Kisa yo vle akonpli? Ki zon nan yo ta renmen amelyore? Kreye objektif pemet elev yo poze kesyon sa yo epi yo komanse pwosesis la nan travay nan direksyon pou reyalizasyon vle yo.

Objektif yo ka gwo oswa piti, epi li se yon bon lide pou ankouraje elev yo gen tou de. Pi piti objektif kapab yon fason fasil pou santi efe pozitif ak motive nan ranpli yon objektif, ansanm ak gratifikasyon enstantane, pandan yo ap pi gwo oswa plis konpreyansif objektif alontem, ka pran pi plis tan epi mande plis konsantre, men objektif la ka kenbe plis siyifikasyon nan elev la.



Kisa enspirasyon ye?

Enspirasyon se yon santiman nan eksitasyon ou jwenn nan men yon moun oswa yon bagay, ki ka ba ou nouvo lide ak kreyatif.

Enspirasyon ba ou ankourajman jan ou ka aplike lide espesifik nan lavi ou pou grandi kom yon moun.



Activate

Purpose

- SEL skills have practical applications for students' lives. Before jumping into a new module with students, introduce the goals and rationale for the module.
- Dedicate time at the beginning of each new module to share and discuss the relevant vocabulary.

Prep

- Familiarize yourself with the All About information, goals and objectives, and the suggested Vocabulary terms.
- Add module objectives/learning targets to typical routine or set-up.
- Decide how you will approach the Activate Thinking activity. Suggestions are listed below.



Activity Suggestions

Primary

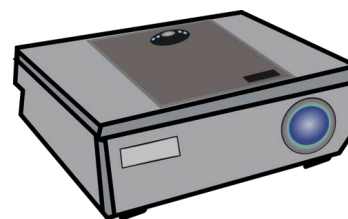
- Discuss and read the module objectives/learning targets with students.
- Ask students what they already know about the module concepts. Listen and talk through any misconceptions.
- For any emotion vocabulary terms, ask students to 'show' the emotion.
- Discuss the main vocabulary concept. Make a bubble chart and write down student understandings.
- Have students create drawings, symbols, or motions to visualize vocabulary terms.
- Begin a KWL chart to use throughout the module.
- Relate module concepts to similar concepts within students' experiences and knowledge.





Prep

- Carefully read the information dedicated to All About Setting Goals & Discovering Inspiration p. 2-3.
- Make the Teacher Tool: Student Instructions for Activity #1 p.12 accessible for students (via projector, hand copies, online host, etc.).



Activity

Instruct: Discuss with students the definition of a goal from the Vocabulary page. Explain that today the students will be able to understand why goals are important and how it can bring out good attributes that they possess within themselves. After, engage in another discussion by asking the students “What is one goal they will make for themselves right now?”. Students can be asked to raise their hand if they would like to contribute to the discussion.



Model: Before beginning the activity, create a sample goal for yourself to demonstrate what the question is asking of them. For example, you can say “A goal I have for myself is to keep finding ways to be a better teacher.”

Rehearse: Allow students 5-10 minutes to raise their hand and share what their goals may be.

Feedback: Ensure that setting goals is a clear topic to the students and if they are having trouble creating goals for themselves, reassure them and direct them to examples for themselves. This can be as simple as “Going to bed at 8 at night to ensure I do not feel sleepy in class.”



Activity
Guide



Prep

- Carefully read the information dedicated to All About Setting Goals & Discovering Inspiration p. 2-3.
- Make the Teacher Tool: Student Instructions for Activity #2 p.13 accessible for students (via projector, hand copies, online host, etc.).



What to explain before

Short-term Goals:

Short-term goals are great introduction goals for students not familiar with consistent goal setting, as well as, younger students. It can allow the student to feel instantly gratified once the goal is achieved and motivate them to pursue, longer, more comprehensive goals.

Examples of short-term goals for students:

- Reading one chapter of a book each day, for two weeks straight.

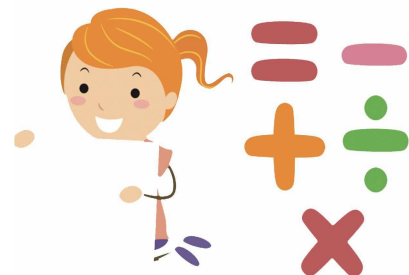
This is a great goal to motivate a student to spend more time reading, on their own, without the prompt of a teacher or parent telling them to. Two weeks is enough for the student to get into the habit of reading every day, but also seems attainable and unimimidating.

- Practicing addition for an hour every day, one week before the test.

This is an excellent example of a goal aimed at improving a student’s studying skills, which in turn, will help the student perform better on test day.

1 2 3 4 5

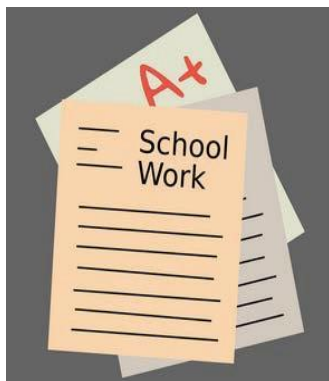
6 7 8 9 0





Long-Term Goals:

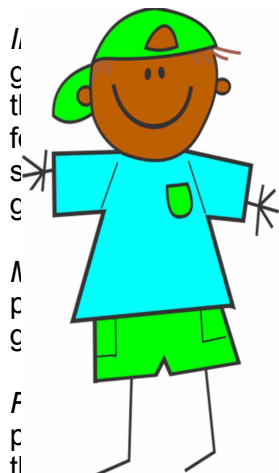
Long-term goals are ones that students can set that are more complex and require more time to achieve when compared to short-term goals. A long-term goal does not offer instant gratification and requires dedication and perseverance on the part of the student. The benefits of a long-term goal is the student is able to achieve big goals or milestones, in which that student might have been struggling to achieve.



Examples of long-term goals for students:

- Improving a subject grade over the course of the school year. Improving the overall grade of a subject is not always as straight-forward as it seems, especially if it is a subject that the student has struggled with in the past, but it is important for the student to know that the goal can be achieved over time with hard work and dedication.
- Become an honor-roll student. This is another example of a goal that a student can attempt that will motivate the student to perform better in class. The goal would require the student to pay more attention in class, study, and work harder than they previously had.

Activity



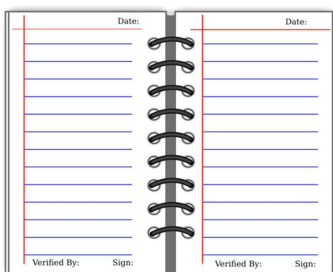
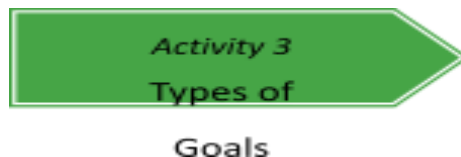
students the definition of short-term & long-term goals and that there are different types of goals and how to set them. Divide the students in groups of 4-5 and have each draw a picture of them achieving either a short-term goal in school. After, one person from each group will present their drawing.

During the activity, draw a picture of you as a student that this is an example of a long-term goal. You may have good ideas on what to draw.

Students have 10-15 minutes to draw their goals on a piece of paper. The last 10 minutes will be spent sharing their goals to the class.



Discussion: After, discuss with the class what they learnt and what is the difference between short-term and long-term goals.



Prep

- Carefully read the information dedicated to All About Setting Goals & Discovering Inspiration p. 2-3.
- Make the Teacher Tool: Student Instructions for Activity #3 p.14 accessible for students (via projector, hand copies, online host, etc.).
- Prior to the day when you plan to carry out this lesson plan, tell students to bring a notebook or journal if they have one.

What to discuss before

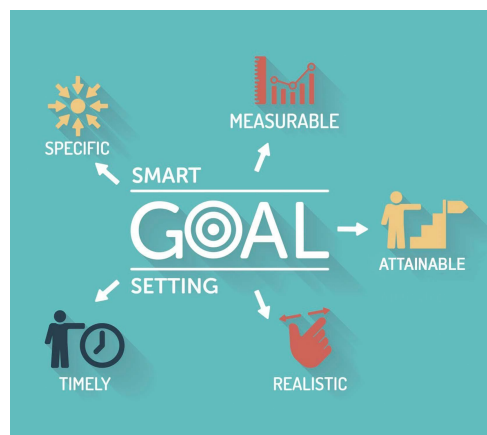
How are goals applied?

There are many different types of goals; Personal Goals, S.M.A.R.T Goals, Performance Goals and Learning Goals.

Personal Best (PB) Goal: Specific challenging, competitively self-referenced targets towards which students strive.

S.M.A.R.T Goal:

- Specific
- Measurable
- Attainable
- Realistic
- Timely goals. Commonly used in some school and office settings today.



Performance Goal: A goal that focuses on completing tasks, knowing information, performing a skill or ability, and ranking one's performance



Learning Goal: a goal that focuses on overall learning, specifically how mastery of a skill or concept will develop understanding and ability to additional learning and challenges.



What's the difference?

Students who set learning goals focus on gathering a deeper understanding from which students can draw conclusions, connect ideas, and build relationships to new skills and concepts. Learning oriented goals help students develop grit and dedication to learning over time, as opposed to **performance goals**, which are more about proving intelligence or ability on isolated tasks.

Points to Cover

- Define S.M.A.R.T goals, explain what it is and what a proper S.M.A.R.T goal isn't.
- What a PB goal is and why it is different from other goals.
- Why it is good to set learning goals and performance goals, and how these fit into S.M.A.R.T goals.



Activity

Instruct: Discuss with the students the different types of goals and give them examples to the different types. Explain that they will be doing a fun activity where they come up with two “stars” or things that they are good at. They can write this in a notebook. It can be anything from a subject in school, a game or just a quality they possess that makes them a good friend. When they have their two stars, tell them to make a wish to complement the stars. Their wish would be something they need to work on or would like to get better at doing. They are allowed to pick any goal, once it is meaningful and important.



Model: Before beginning the activity, tell them of two of your own stars to demonstrate how to do the activity.

Rehearse: Allow students 15 minutes to write a sentence or two or draw their stars.

Feedback: If students are having a hard time with this activity, give them examples of simple goals. Make them aware that this activity will help them see the importance of different types of goals and it will make them believe they have what it takes to succeed at anything.



Additional Resources

More information on this activity can be found on this page. This activity can also be altered if any ideas come to mind when reading the game. It's called "Play 3 Stars and a Wish"

<https://positivepsychology.com/goal-setting-students-kids/>

Extension

Purpose

- As you explore the module activities with students, you will find that some students need to spend more time on an SEL skill or additional help understanding the information presented.
- Allow time within each module to target instruction for students that need additional support.

Prep

- Identify which student(s) need additional support.
- Plan time for a small group intervention, 15 – 20 minutes.
- Explore Extension Ideas below to determine which match areas targeted for intervention or to extend student learning.



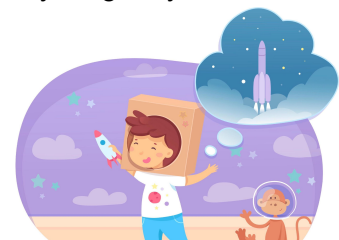
Goal Plan

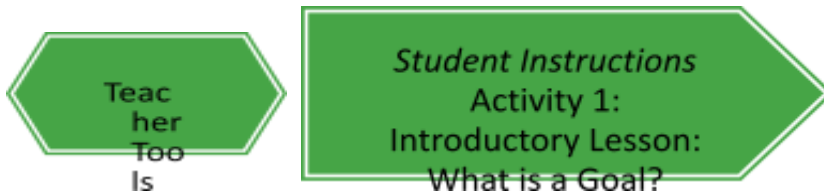
Working on my Goals

Create a "My Goals Worksheet" to encourage students to think more about their goals and their plan to achieve them. The link at the bottom provides a worksheet they can fill out. There is a box at the top of the worksheet that they can identify their goals and then a box with a target date for that goal. They can then identify three actions that will help them reach their goal. These actions should be relevant and realistic actions that can lead to completing the goal at their target date. Their goals can be anything. At the end of the worksheet, there is an area to explain how they will know they have achieved their goal. Also, they will be prompted to write 2 things that will help them stick to reaching their goal.

<https://0.tqn.com/z/g/specialed/library/goal2.pdf>

Provide students with cardstock paper and markers. Ask them to draw anything they dream of doing or having in their life. Have them design a card to show their parents/guardian.





Define

What is a goal?
What is inspiration?

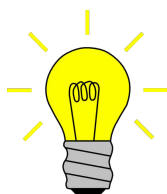


Listen

Listen well as I explain the activity. I am going to ask a question and you will raise your hand if you want to share your answer.

Discuss

Why are goals important to make?

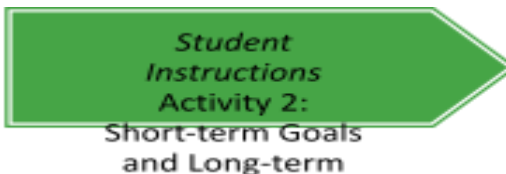


Quote of the Day

"I DIDN'T GET THERE BY WISHING FOR IT OR HOPING FOR IT, BUT BY WORKING FOR IT." – ESTEE LAUDER



Teacher Tools



Define

What is a short-term goal?
What is a long-term goal?



Listen

Listen well as I explain the activity. I am going to divide the class in groups of four. Each of you will then draw a picture of you achieving a short-term or long-term goal. Then one person from each group will share their goal with the class.

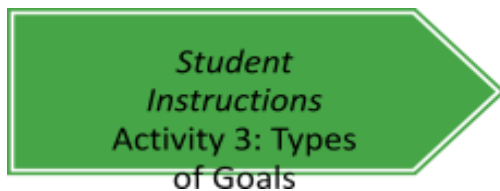
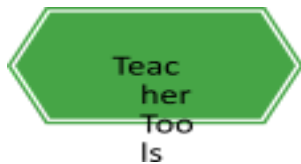
Discuss

What is the difference between short-term and long-term goals?



For More Information

For more information see this link to read more about setting your goals.
<https://proudtobeprimary.com/goal-setting-for-kids/>



Discuss

What are goals you have for yourself?



Listen

You will be doing an activity where you come up with two “stars” or things that you are good at. You can use your notebook or a paper. When you have your two “stars,” you are then going to make a wish to complement the stars. It can be anything, just be creative.

Share

If you wish, share with the class your stars and wish.



Fascinating Fact



Dopamine, a neurotransmitter, is naturally produced by our brain and helps us feel good and plays an important role when it comes to feeling rewarded and motivated after achieving a desired goal, meaning our brains are designed for goal setting!



A green arrow pointing to the right, with the word 'Quiz' written in white text inside it.

1. Goals can help you_____
A.) feel good about yourself
B.) complete something meaningful
C.) get better grades
D.) All of the above

2. A long-term goal_____
A.) is impossible to achieve
B.) is not worth the effort
C.) takes dedication and hard work
D.) is quick and easy

3. The “S” in S.M.A.R.T stands for_____
A.) Specific
B.) Sad
C.) Special
D.) Study

4. The “R” in S.M.A.R.T stands for_____
A) Relevant
B) Right
C) Realistic
D) Rest



End of Design

Quiz Key:

- 1) D
- 2) C
- 3) A
- 4) C

Module Layout & Design ideas for designer:

Resous ak Referans Itilize

<https://www.ccswf.org/news/why-is-goal-setting-important-for-children-0>

<https://www.melbournechildpsychology.com.au/blog/successful-goal-setting-for-children/>

<https://gradelearning.com/importance-of-goal-setting-for-students/>

<https://positivepsychology.com/goal-setting-psychology/>

<https://www.cdc.gov/ncbddd/childdevelopment/early-brain-development.html>