



# Engage

*Lesson Guides*

# ★ Lesson 1 - Understanding Goals ★

## **Learning objective:**

- \* Children understand what a goal or a target is.
- \* Children understand why goals help us.
- \* Children understand how we can use goals.

## **Learning approach:**

After playing the interactive story we recommend de-briefing this with the children using the following questions and any others you'd like to add:

- \* What goal did Ernie set?
- \* How did setting the goal help Ernie?
- \* How do you think Ernie felt when he achieved his goal?

We encourage you to position goals as the following:

- \* Goals are things that we want to do or make happen
- \* We can decide on what our goals are
- \* When we have goals we can get more done

When you feel the children understand what goals are we encourage you to have a conversation with the children about examples of goals that you already set at school and home. E.g. if you have a garden area a goal could be 'helping our plants to grow' or 'learning to write letters'.

Explain to children that even if these aren't called goals this is what they are, you are trying to do something on purpose and that is a goal.

## Top Tips:

- \* At this stage it is just important to get children to understand that goal setting is all around them and that they can choose what goals they focus on.
- \* We encourage a conversation with the parent about goal setting, how do we use it and why is it important.
- \* Use as many examples of goals in your your school or classroom as you can as this will help to bring it to life.



"A goal should scare  
you a little and excite you a  
lot!"





## Lesson 2 - Setting Goals



### Learning objective:

- \* Children understand they can set their own goals.
- \* Children understand how to set a goal and can think about which goals they want to set.

### Learning approach:

In this lesson the focus is on introducing our very simple goal setting approach. We recommend that you use this approach in small groups or as a class. Our goal setting approach is summarised on the goal setting poster but it consists of:

- \* **Choose a goal** - what do you want to do?
- \* **Describe success** - what will happen when you have done it?
- \* **Ask for help** - what help do you need to do it?

For each of these stages, we suggest you describe what this stage is and why it is important. When you feel the children are comfortable with this we suggest you set a goal as a class for example: keeping the story area tidy, you would use the goal setting approach to explain this e.g.

**Choose a goal:** Keep the story area tidy

**Describe success:** Story area is tidy every day

**Ask for help:** all children need to help to keep it tidy

It is important to break down the goals in this way so that the children can process them and feel a sense of achievement at being part of making it happen,

We suggest in the first lesson you come up with a goal that is achievable in one day so that you can review it at the end of the day while their ideas are fresh. This approach can then be used throughout the day, at the start of each day or however you choose to use it.

### **Top tips:**

- \* The more you use this goal setting approach the more the children will develop a habit of goal setting.
- \* Getting the children to select their own goals is so important, at the start you may need to help them but at time goes on try and transition to the children's ideas.
- \* We recommend talking to parents about the goals they have set for themselves while at school, this helps parents to mirror this approach at home too.

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"Set a goal that makes you  
want to jump out of bed in  
the morning!"

~

## ★ Lesson 3 - Reviewing Goals ★

### **Learning objective:**

- \* Children learn to notice all of the things they achieve.
- \* Children develop a habit around celebrating their successes through goal setting.

### **Learning approach:**

Like all carpet time reflection sessions we suggest that this activity happens towards the end of the day and happens after the other activities in this module.

We suggest asking all of the children to come to the carpet and get comfortable.

We then ask that teachers lead by sharing the goals they have achieved that day and also mention if they didn't achieve a goal and why. It is important children see that we don't always reach our goals but that as long as we have tried our best that is OK.

We also recommend that teachers talk about this using the framework, i.e. what was the goal, what did success look like and what help did they need.

Then, we ask teachers to think about what goals the class has achieved or worked on and again notice the children that have tried hard (whether they achieved the goal or not.)

Finally, if the children can be invited to share any goals that they have worked on then that is really helpful too. Some children may need a little prompting with this.



## Top Tips:

- \* Try and do this exercise directly after the story as this will allow for you to make links to the key learning points in the story which will further embed the lesson.
- \* Try and tease out how the children felt when they were working on their goal whether they were successful or not, this is really helpful.

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"A goal without a plan is  
just a wish!"

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