

MAP TO MY GOAL

OBJECTIVE: Students will be able to set steps to get to one of their goals so that they can feel motivated.

WARM UP

Greet your students and ask them to close their eyes. Tell them to imagine they are going to run a race, that it is early in the morning and the weather is cool, that people are shouting and there is music. Tell them to concentrate on their feelings and thoughts. Tell them to open their eyes and ask some volunteers to share their thoughts.

STEP BY STEP

- 1 Ask students to look at the maps in their printed handouts. Brainstorm health or school goals from the students and write them on the board. Ask them to choose one individually and write it in the space provided inside the sun in the printed handout. Then tell them to think about how to achieve a goal. You may start a brainstorming session where volunteers can make suggestions. Listen to them and write some of their suggestions on the board. Give them some time to organize the steps they need to follow to get from the starting point in order to accomplish their goal. When they have defined the necessary steps, they can write them in the spaces provided in the map. Walk around and offer help with any vocabulary they may need.
- 2 Allow students to work in small groups. Ask them to exchange their maps and make suggestions to their partners. Ask them: *Do your partners have more ideas to complete your map?* Give them some time to talk about their ideas and to improve their maps.
- 3 Ask them: *What will you do today to get to your goal?* Ask some volunteers to share their steps. Remind them to save their maps and check on them periodically to verify their progress.

WRAP IT UP

- 4 *When do you follow steps? How do you feel when you have clear steps to follow? How do you feel when you don't have a clear plan?*

Ask students to discuss the questions in pairs. Give them some time and then ask them to discuss with another pair. Ask some volunteers what they learned from each other. Guide them to share if having a plan gives them more confidence regarding the possibility of reaching their goals. Remind them that to reach a goal, one must first make a plan and take the necessary steps to reach it. Planning and taking action are the key to achieving goals, and seeing the immediate next step makes it easier than seeing just the goal. Encourage students to make and follow goal maps not only for their health or school goals, but also for goals they want to achieve in other areas of their lives.

TEACHING TIP It's important to provide students with opportunities to practice mapping their goals. Students who believe they can reach their goals will be more motivated and put reasonable effort into it. This means that if they feel they are competent in something, they will look forward to succeeding. Provide moments for all your students to feel confident and motivated to learn.

MY FUTURE SELF-PORTRAIT

OBJECTIVE: Students will be able to set long-term goals so they can learn how to make good decisions for the future.

WARM UP

Encourage students to close their eyes and instruct them to picture themselves in five years. Invite them to share their answers as you acknowledge their ideas and let them know this activity will help them advance towards their long-term goals.

STEP BY STEP

- 1 Divide the group into pairs and make sure they have paper or their printed handouts to work with. Brainstorm long-term goals such as: what they want to do when they finish school, if they want to go to college, if they want to travel, if they want to have a home, etc. Write their ideas on the board. Give them time to write their goals on the left column of the table in their printed handouts. Walk around helping with vocabulary they may need.
- 2 Now tell them to ask their partners about their plans. Give them time to ask and write the information on the right column of the table. Ask volunteers to share their goals with the class. Encourage most of them to participate.
- 3 Ask them to take out their colors to draw themselves as they would like to be in five years in the space provided in the printed handout. If they feel they can't draw, they can use cutouts from magazines to portray themselves. Tell them to visualize themselves in five years and then write in the spaces provided what their achievements will be, how they think they will feel, which actions they will perform, and who will be with them. Walk around and answer any questions they may have. If you notice anyone struggling, offer advice or suggestions.

- 4 Ask them to get into small groups to make a collage with all their portraits. Ask them to write any additional information they think necessary, like name, skills, goals, etc.
- 5 End the activity as a class. Display the collages around the classroom and remember to make positive and reassuring comments about them.

WRAP IT UP

- 6 *What are you good at now that can help you reach your long-term goals? What long-term goal is very important for you? Why? What do you like the most about your future self-portrait?*

Ask students to discuss the questions in small groups, ideally with different classmates. Give them some time and then ask them to discuss with another group. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Ask them if they learned something new about themselves. Encourage them to reflect on how defining their goals will give them a direction to follow.

TEACHING TIP When teaching how to set and achieve goals, it is important that you give examples by using your own goals, so you can inspire them. Remember that goals should be memorable, specific, measurable, attainable, relevant, and should have a deadline; goal setting is a strategy to make things really happen.

I CAN!

OBJECTIVE: Students will be able to build their own action plan to reach a goal, taking into consideration their qualities to overcome obstacles.

WARM UP

Ask students if they have ever ran a race with obstacles or if they have watched one. Ask how the runners jumped the obstacles. Then explain that to be able to jump, they train. Runners know there are going to be obstacles and they prepare to be ready to jump over them so they will get to the end.

STEP BY STEP

- 1 Get students into pairs. Elicit different kinds of health or school goals, such as arriving early, improving grades, exercising, etc. Write them on the board so students will have a reference when they make their own lists. Tell them to write their goals in the space provided. Walk around and help with any vocabulary they may need.
- 2 Have them go to the printed handout and elicit from them what it is and how to fill it in. Tell them to choose a goal from the ones on their list to write it down in the space provided. Tell them to discuss with their partner about possible obstacles they might find on their way and to write them in the spaces provided. Once they have identified possible obstacles, explain that for each obstacle they will write a quality that will help them overcome it. Tell them to think in pairs which of the qualities they possess will help them face the obstacles, and to write one next to each obstacle.
- 3 Allow students some time to write conclusions explaining how they will use their qualities to overcome each obstacle. Draw their attention to the example provided in their handout and provide further examples yourself so that they

know what is expected of them. For example, you could say: *My goal is to exercise, but I am always tired after school. However, I am very persistent and I have a lot of friends. I can ask a friend to exercise with me.*

- 4 Now ask them to share their printed handouts with the partner they have been working with in order to help each other by suggesting more qualities their partners know they have. For example: *Arriving early is difficult, but you are organized, so you can prepare your things the night before to help you next morning.* Emphasize that it is important to let their classmates realize all the good qualities they have.

WRAP IT UP

- 5 *How can this activity help you overcome your obstacles? Do you consider that asking for help is useful for reaching your goals? Why? Do you think some ideas you have about yourself are not realistic? Why?*

Ask students to discuss the questions. Give them some time and then ask them to discuss with another pair. Ask some volunteers what they learned from each other. Take some time to comment the fact that sometimes we do not perceive some of our own qualities, and others can help us with a different perspective. Ask them if they learned something new about themselves. Remind them that no matter how difficult some obstacles may seem, if they focus on their abilities and qualities, it will be easier to overcome them.

TEACHING TIP Always remember to provide students with opportunities to share their experiences. Self-esteem and self-confidence are important when planning their goals so they can keep themselves going even when they don't know what to do, so they can finally achieve their goals.