

## SETTING SMART GOALS

**OBJECTIVE:** Students will be able to recognize the characteristics of a SMART goal, and they will write one for a future team project.

## WARM UP

Greet the class. Write the words *SMART Goals* on the board. Then elicit from students what they think SMART means or if they have heard of that before. Write the most relevant answers on the board. Then explain that SMART is actually an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-based. Compare the characteristics the students mentioned to the ones included in the acronym. Are they similar or different? Discuss with the class.

## STEP BY STEP

- 1 Ask a student to read the instructions. Elicit answers from the students and write them on the board. Encourage them to think of all school projects (from the little ones, like doing an exercise, to the big ones, like organizing a presentation or exhibition). Make them realize how much they have worked together to achieve goals.
- 2 Have students do the first part of the activity individually. Then get them into pairs. Allow them some time to discuss whether their goals were SMART or not, and why. Invite them to analyze each part of the acronym and guide them to realize what was missing or what they were doing without being aware of it. Encourage them to speak in English as much as possible. Walk around monitoring and helping if necessary.
- 3 Make sure all the students have a copy of the handout or a piece of paper where they can write. Have a volunteer read the instructions. If necessary, clarify any doubts about the meaning of each of the letters of the acronym. Set a specific time limit. Have students complete their handout in small groups.

Make sure those groups actually have a goal or school project in common, so the activity is worthwhile for them. You can ask teachers from other subjects beforehand about the projects they have assigned, for example. When they finish, ask them to share their handouts with another group so they receive feedback. Monitor, and help if necessary.

## WRAP IT UP

- 4 *What are, in your own words, the characteristics of a SMART goal? How can you make sure your goals are SMART when working in a team? What would happen if your goals were not SMART?*

Take this opportunity to help students make sure they have appropriated the knowledge by retelling what they have learned in their own words. Read questions and elicit answers from students. Write them down on the board. When you finish, encourage them to write their answers on a separate sheet of paper to keep as evidence of their work.

**TEACHING TIP** Before trying this activity with students, write a SMART goal yourself to see what the challenges might be. Then, after you finish the activity, whenever you start a project in which students have to work in teams, encourage them to set and write a SMART goal to follow so that they put into practice what they learned. If you have the opportunity to do so, talk with other teachers so they encourage students to do the same. Remind students that setting SMART goals will help them not only at school but throughout their lives in any project they want to start.

## COLLABORATION AT SCHOOL

**OBJECTIVE:** Students will be able to recognize different attitudes they need to observe in order to collaborate at school in a positive way.

## WARM UP

Greet the class. Write the word *Collaboration* on the board. Elicit from students what they have learned about collaboration throughout the school year and write down some of their ideas. Then encourage them to write what collaboration is in their own words on a separate sheet of paper to keep as evidence of their work. Elicit some definitions from some students to check as a class.

## STEP BY STEP

- 1 Ask a volunteer to read the instructions. Draw three columns on the board and write the following: *Activity*, *Positive Attitudes*, and *Negative Attitudes*. Elicit from the students different activities they do at school in which they collaborate, and also positive or negative attitudes they have had towards them. Write them down in the correct columns. Talk about how those attitudes can positively or negatively affect their work.
- 2 Get students into small groups. Have them read the attitudes suggested. Ask them to decide if those attitudes are similar to the ones they mentioned or not and why. Then have them discuss which one they think is the most important and why. After that, ask them to rate the attitudes from 1 to 6. Set a time limit to do the activity. Encourage them to speak in English as much as possible. Walk around monitoring and helping if necessary. If your class is really interested in the topic and their level is more advanced, you can ask them to come up with other attitudes that they would consider more important than the ones suggested.
- 3 Allow students to work in the same groups. Give each group a sheet of construction paper. Invite them to make a poster to promote the attitude that they considered the most important as if they were selling a product. Encourage them to be creative and try to communicate a message. Set a specific time limit so the activity does not take too much time. When they finish, have them share their posters with the class. Help with vocabulary if necessary.
- 4 *Do you always have the correct attitudes for collaboration? Why or why not? If your answer is no, how do you think you could change those negative attitudes into positive ones? How do you think learning to collaborate at school will help you in the future?*

## WRAP IT UP

- 4 *Do you always have the correct attitudes for collaboration? Why or why not? If your answer is no, how do you think you could change those negative attitudes into positive ones? How do you think learning to collaborate at school will help you in the future?*

Have different students read the questions. Elicit answers from different students. Write them down on the board. When you finish, encourage them to write their conclusions on a separate sheet of paper to keep as evidence of their work.

**TEACHING TIP** Encourage students to display their posters in a visible place as a reminder of the attitudes they have to observe when collaborating in school. It is important that students put into practice what they learn, otherwise they might forget it. You may decide to ask the students to “inherit” their posters to the next generation of students. This will make them feel that their work is important and that other people will benefit from it.

## HELPING OTHERS

**OBJECTIVE:** Students will be able to recognize different attitudes they have to observe in order to help someone or receive help from someone at school, at home, or in their community.

## WARM UP

Show different pictures of people helping in different situations (preferably at school, at home, and in their community). Elicit from students feelings, attitudes, or skills they see in those pictures. Write them on the board. Then talk about why they think helping others is important. Finally, have them write their own definition of “helping” in pairs. Have some students share their definitions with the class.

## STEP BY STEP

- 1 Get students into pairs and ask them to read the instructions. Have them share their previous experiences either helping or receiving help. If you consider it necessary, have them write their ideas on a separate sheet of paper. When they finish, have them sit down with another pair and share what they wrote. Encourage them to speak in English as much as possible. Walk around and monitor.
- 2 Make sure all the students have their handouts for this activity. Have a volunteer read the instructions. Clarify any doubts about what they have to write in each space, and let them complete their handout individually. Set a specific time limit. Monitor and help with specific vocabulary or structures they need.
- 3 Get students into small groups and read the instructions. Set a specific time limit for them to do this activity. If the class is more advanced and you have time, you can ask them to draw columns to write their ideas about helping at home, at school, and in their community in the space provided. Walk around monitoring the activity and offering help if necessary. If the level of the class is not as high and or you do

not have enough time, consider asking them to write about one situation only (either home, school, or community). You can have them write about the other situations for homework. Remind them they can use dictionaries if they need help.

## WRAP IT UP

- 4 *Are helping others and receiving help similar experiences? Why? What attitudes do you consider essential if you want to help others? What attitudes are vital when you receive help from others? What is something specific you will do next time you offer help? What is something specific you will do next time you receive help?*

Consider taking a minute to discuss the concept of empathy with them. Remind them that empathy means understanding how someone feels because you can imagine what it is like to be them. Now that they have reflected on receiving help, they can imagine how someone else will feel when they offer to help, for example. Encourage them to be empathetic when offering and receiving help. When the discussion ends, encourage them to write their conclusions on a separate sheet of paper to keep as evidence of their work.

**TEACHING TIP** If possible, set specific chores students can do to help you or help others while they are in class (such as tidying up spaces, being in charge of common materials, etc.). Allow them to choose the chores they want to do according to their skills or select them randomly. Encourage them to put into practice what they learned during this lesson when doing their chores.