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| **LEAD – Lesson 5 Setting Goals – PART 2**  **Materials Needed**: | |
| **Welcome** | Phone, speaker, classroom binder, name tags, snacks, attendance list, markers/pens, clipboards, hand sanitizers, masks |
| **No hands!** | N/A |
| **Goal Setting** | Journals, SAT worksheet, Goals wheel, Weekly challenges |
| **Soccer** | Puggs, cones, balls |
| **Charades** | Bowl with paper, or charades game |
| **Extra Time** | Boardgames, decorating supplies for notebooks |

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| Objectives |
| Participants should be able to:   1. Participants should be able to name, walk through an plan an individual goal for their future.   Coaches:   1. Connect on a deeper level with students...keeping most of the character lesson at the table. Help them walk through goals and feel like they are capable |

**Welcome Students – 20 min**

Before students enter...

1. Set up check-in materials at the door. Check-in materials = Attendance list, name tags, notebooks, markers/pens, snacks and drinks.
2. Have music playing.

**Coach #1:** Leads check-in by greeting students, checking them in on the attendance list and ***writing nametags at the tables***. Offer them a notebook and snack. Invite them to find a seat wherever they are comfortable.

Coach #2: Write on whiteboard, “What is a location you want to travel to?”

**Remaining Coaches:** Prepare the room by moving desks/chairs into groups of four-five. As students enter‘Welcome them Back’ and introduce yourself to new folks, helping verify they’re in the right room.

**STUDY HALL:**

**N/A**

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*Transition:*

Last time we met, we started talking about our goals…today we’re going to dive a little deeper and walk-through steps to reaching some of our goals…but first we’re going to start with a game in your groups, let’s head outside!

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**ICE BREAKER: No hands! – 15 min**

Participants will learn that success in this game requires communication and teamwork.

Take your team outside!

**Lead Coach** (15 minutes)

1. First everyone will get into pairs of 2.
   1. They will sit on the ground back-to-back and link arms.
   2. Once we say go, students must work together to stand up without unlocking arms.
   3. Might take a few tries...what works? What doesn’t work?
   4. Now join another pair...is it possible with four? More than four?
   5. Challenge other groups!

**Goal Setting Part 2: 20-30 min**

Students are all given their/or a notebook for them to write in for this exercise. Leads will walk around and pass out notebooks to each table.

**Table Coaches**:

“Remember talking about goals last week? Now we are going to keep digging deeper to lay out what reaching that goal could like...and what it will take!

Coaches, you have worksheets on your clipboard that the student will work on and then put in their journal for safe keeping. TRY your best to have the student select a goal that they can accomplish within the next month or by the END of the program.

Worksheet #1: **Who? How? When?**

1. What is your goal?
   1. Help students name a goal that they want to accomplish in the next month. Maybe they can choose one that they wrote last week in their journal?
2. How are you going to get there?
   1. What are the steps to get there?
   2. How long is will each step take?
3. Who can help you get there?
   1. Who can you talk to? Get advice from? Learn from?
4. Why do you have this goal?
   1. What is keeping you going? What is motivating you?

Worksheet #3: **Every Step Counts!**

Once students identify the why and how, you can move onto....name the steps that they will take to reach that goal.

Do you think you could reach a goal without a plan?

Do you know how to make that plan?

If there was a paper with a set of stairs in front of you, what would baby steps towards that goal look like...

1. On the stairs worksheet, there are lines to fill in each step that is needed to reach a goal.
   1. On each step of that mountain, you must write what the next step towards reaching the bigger goal would be...
   2. For example: if you are trying to buy a car... you have to get a job, you have to understand and manage your finances, save money, research ow to take care of a car, purchase, loans, car insurance, it never ends! : )
   3. Walk with students as best you can 1:1 through their goal that they want to reach.
2. If your student is understanding the concept and walking their goal out, move to asking about problems that they may face.
   1. Follow up with, asking questions about what they would do if they failed or if something didn’t go the way they planned?

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**BREAK: 5 min** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly Challenge:**

1. Who is someone that you look up to?
   1. Your challenge is to tell them how much you appreciate them.
2. What is a weekly challenge YOU want to set for yourself?
   1. Look at your goals in your journal and come up with a small challenge for yourself. We’ll be checking in next week on these!

**Closing: 4:55pm**

We will see you next week, same time same place!

**Coaches:** Begin cleaning the room, and moving desks back to where they were if needed.

Stay after to debrief.

Worksheet Examples:



