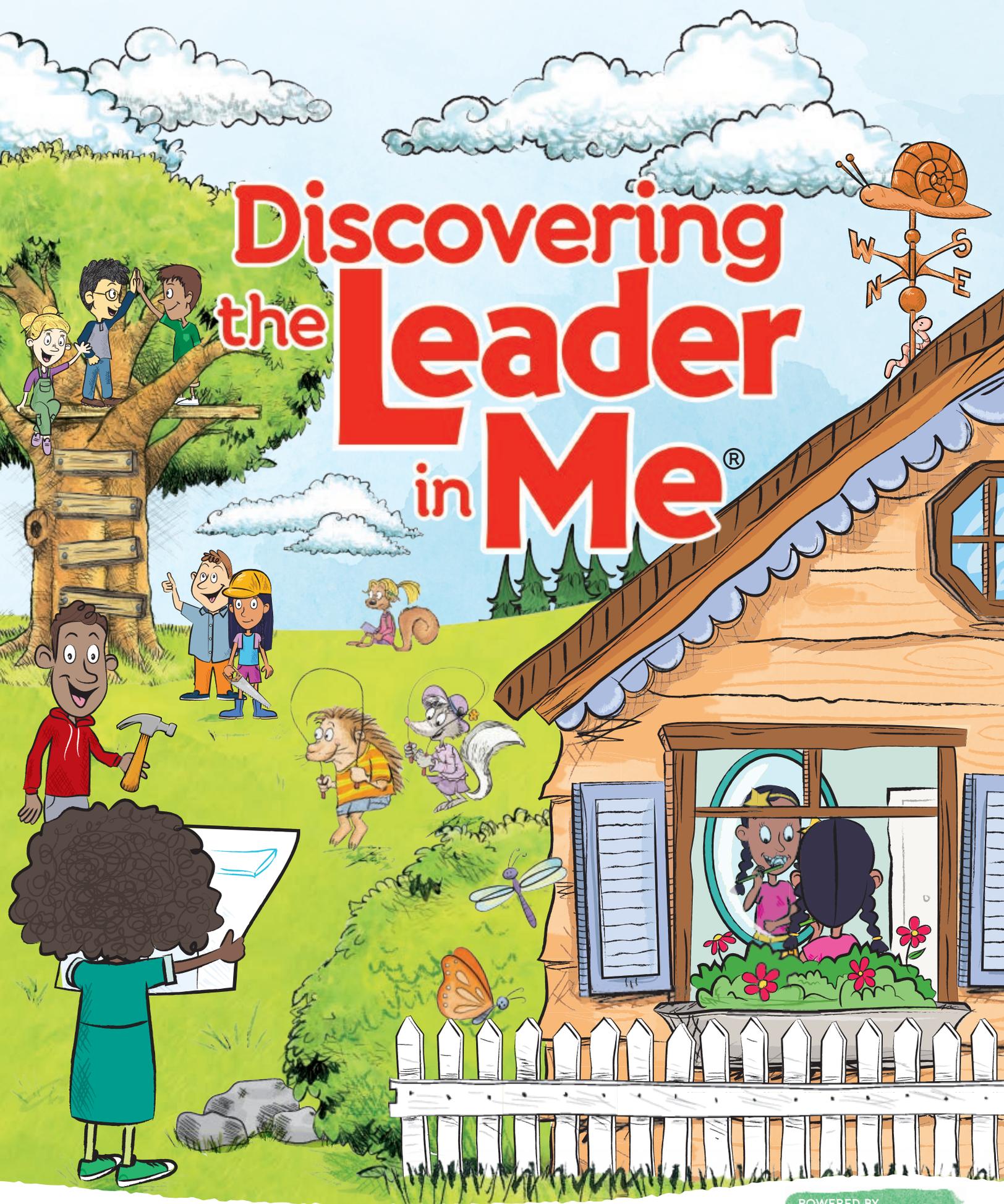


# Discovering the Leader in Me<sup>®</sup>



# Set Goals

Goals give leaders direction and motivation.



Goals must be **specific** and **achievable**.

**Circle** the goal on each line that is specific.

**Example:**

Read a lot.

**OR**

Read 10 minutes each night.

Help at home.

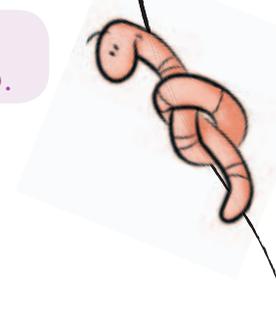
**OR**

Do dishes three nights.

Go to bed at 8 p.m.

**OR**

Get more sleep.



Goals must also be **achievable**. That means you can do it if you really try.

**Circle** the goal on each line that is most achievable.

Improve my spelling grade.

Always have a perfect spelling test.

Win the singing contest.

Practice daily to be a better singer.

Read 25 sight words correctly.

Read every sight word correctly.

Study every night.

Be a top student.

**MY GOAL IS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write a goal that is **specific** and **achievable**.

**CHECK:**

Is my goal specific?

Is my goal achievable?

# Teachers Edition



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# Set Goals

Goal setting is a key concept of Habit 2: Begin With the End in Mind. Habit 2 reminds us that clear understanding of where we want to go is critical to getting there. Goals help students get where they want to go and become who they hope to be. Goals give us direction. In this lesson, students discover:

- Two elements of a good goal.
- What it means for a goal to be specific.
- What it means for a goal to be achievable.

## MAIN LESSON (25 MINUTES)

**Share a personal or professional goal you are currently striving to achieve. Point out the specificity of the goal. Also, share your reasons for feeling it is achievable.**

Goals give leaders direction and motivation. They are a wonderful tool to help you get where you want to go and become who you want to be. Good goals have two very important characteristics. They need to be specific and achievable. Let's talk about what specific means first.

**Guide students to page 26.**

Goals must be specific and achievable. "Specific" means that you say exactly what you mean.

**Read the example aloud and explain why "Read 10 minutes each night" is more specific than "Read a lot."**

Let's look at the next one.

Which is more specific: "Help at home," or "Do dishes three nights"?

**Continue with the last example.**

## Notes & Reflections

**Guide students to page 27.**

It is important that our goals be specific. They also need to be achievable. “Achievable” means you can do it if you really try.

**Read the example aloud. Go through each line as a class. Ask students to justify why they made their choices.**

Think about a goal you would like to achieve. Write it in the balloon. Remember, your goal should be specific—it says exactly what you mean—and achievable (you can do it if you really try).

**Have students work independently to write a goal. Then have students discuss their goal with a partner and check off the two questions.**

Goals are a wonderful tool to help you get where you want to go and become who you want to be.

### Notes & Reflections

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## Set Goals

Goals give leaders direction and motivation.

Goals must be **specific** and **achievable**.

**Circle** the goal on each line that is specific.

Example:

Read a lot.	OR	Read 10 minutes each night.
Help at home.	OR	Do dishes three nights.
Go to bed at 8 p.m.	OR	Get more sleep.

Begin With the End in Mind

Goals must also be **achievable**. That means you can do it if you really try.

**Circle** the goal on each line that is most achievable.

improve my spelling grade.	Always have a perfect spelling test.
Win the singing contest.	Practice daily to be a better singer.
Read 25 sight words correctly.	Read every sight word correctly.
Study every night.	Be a top student.

MY GOAL IS

GOAL

Write a goal that is **specific** and **achievable**.

**CHECK:**

Is my goal specific?

Is my goal achievable?

## SUPPLEMENTAL RESOURCES



### CLASS APPLICATION (20 MINUTES)

A soft ball or beanbag.

**Play “General to Specific.”**

**Invite students to stand in a circle.**

 I am going to say a general word. When the ball is tossed to you, say a specific example for the word. Then toss the ball to someone else and sit down. Everyone will get a turn.

 For example, if I say, “Food,” you could say, “Apple.”

**Continue with the examples below or other examples appropriate for your class.**

*(Examples: cracker, game, sport, team, school subject, recess game, vehicle with wheels, something you can ride.)*



### INDIVIDUAL APPLICATION (20 MINUTES)

A dry-erase board or piece of paper for each student.

**Have students write their goal on a dry-erase board or piece of paper. If using paper, post the goals around the room. Have students look for similarities, differences, and surprises. Have students get into small groups to share what they noticed.**

## SUPPLEMENTAL TOOLS



### FORMATIVE ASSESSMENT

In groups of three, have students reteach what they learned about setting goals.



### DIFFERENTIATION OPTIONS

- Play games with students needing additional instruction with general versus specific concepts. Students can select specific words from a hat and place them under provided general categories.
- Play a memory game in which they turn over cards containing general and specific words and try to match them correctly.
- Create a reference chart of various general categories and list specific words that belong in those categories as a whole group before playing the “General to Specific” game. Allow student to reference this chart when playing the game, as needed.
- Read various goals aloud and have students indicate if the goal is achievable for them personally using “yes” or “no” cards.



### LITERATURE SUGGESTION

*Stellaluna*, by Janell Cannon

While out searching for food, fruit bat Stellaluna and her mother are attacked by an owl. Stellaluna is separated from her mother and taken in by a family of birds. Stellaluna focuses on what is within her Circle of Control and does her best to fit in with her new family. In the end, Stellaluna is reunited with her mother.



### TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about goals. Ask your child, “What is a specific goal you hope to achieve?”