**Goal Setting: My Success Plan – 6th Grade**

**Summary**

Sometimes the thought of going to high school or transforming oneself into a college-bound student may feel overwhelming. This lesson introduces the idea of goal setting as an important tool that students can use to plan their futures. Students will articulate their own goals and create action plans that will help them stay on track and meet their goals. Students should revisit their action plan mid-year and at the end of the school year.

**Grades**

* 6

**Content Modules**

* Student Success Skills

**Objectives**

Students will:

* Explain the difference between long-term, short-term, personal, and academic goals.
* Identify long-term and short-term goals they would like to accomplish.
* Create action plans for accomplishing goals.

**Length**

2 Sessions

**Additional Resources**

* [My Success Plan.pdf](https://www.6to16.org/files/attachments/a3e717ceade8f723afb25383a6b390f4.pdf)

**Related E-Learning**

* [How to Set a Goal](https://www.6to16.org/elearning/activities/138)

**Materials and Resources**

**Offline:**

* 6to16 Notebook
* My Success Plan
* Chart paper or poster board (for each class)
* Goal Setting Sheets (6-8th Grade)

**Online:**

* How to Set a Goal e-Learning Activity

**Prep-work**

**Teacher’s Note*:****Lesson 1 must be conducted in a computer lab. If a computer lab cannot be secured, a projector for your computer screen is necessary.*

**Higher-Level Thinking Skills**

Synthesis, Reflection

**Vocabulary**

Short-term goal, Long-term goal, Academic goal, Personal goal, Professional goal

**Assessment(s)**

**My Success Plan**: Students will create an action plan for achieving their short-term and long-term goals in middle school.

**Session 1**

**Do Now (10 minutes)**

1)  Write the following questions on the board for students to answer in their **6to16 Notebooks**:

* What is a goal?
* What are some examples of goals?
* Why do we need goals?
* What’s the difference between an academic goal, a personal goal, and a professional goal?

2)  Provide some context for goal-setting by using this brainstorming approach:

Lead students in a free-association activity to uncover their ideas about goal setting.  Use a word-web or mind map approach to document the discussion on the board. Start the web by writing “Goals” in the center of the board. Ask students to share their answers to the Do Now questions to provide ideas to fill out the web into the three areas listed below. Circle goals that fit into more than one category and star those short-term goals that will help them get into college.

1. Academic goals
2. Personal goals
3. Professional goals

**Class Activity (35 minutes)**

e-Learning Activity

1)  Direct students to explore the **How to Set a Goal e-Learning Activity** on 6to16 Online. This activity introduces the idea of goal setting as well as strategies for identifying goals and tracking their progress toward achieving their goals.

2)  After students have completed the **How to Set a Goal e-Learning Activity**, facilitate a class discussion around what they have learned. You may use the following as discussion questions:

* What were some of the long-term goals listed in the activity?
* What were the short-term goals the characters had to accomplish to achieve their long-term goals?
* What were some of the obstacles the character encountered on his way to college and how did he overcome these obstacles?

**Session 2**

**Class Activity (45 minutes)**

1)  Explain that goal setting is an important tool for navigating one’s way through school and life in general.  Remind students of the three different kinds of goals taught in the first lesson: Personal, Professional, and Academic. Elicit student examples of each.

2)  Distribute the **My Success Plan** handout to the class.

3)  Explain that students will use their **My Success Plan** as a resource for setting goals and monitoring progress toward those goals. You can also reinforce the following points regarding the importance of goal setting:

* Goals provide a “destination” that help people know where they want to go and what they want to achieve (i.e., High School and College.)
* Break down goals into “building blocks” (i.e., short-term goals and action plans) by asking yourself, “What do I need to do in order to reach this goal?”

4)  Modeling - Using the **My Success Plan** handout, walk through the steps of setting a goal as a class. Model the activity with the students.

**Teacher’s Note**: *Example: A long-term goal of making a varsity sports team in high school. The short-term goals include joining the junior varsity team and practicing daily while in middle school.*

5)  Students should work independently to complete the **My Success Plan** handout.  Monitor students’ progress.

6)  Coach students through the questions as needed. Ask probing questions to help them consider the appropriateness of their choices such as:

* Why is this goal important to you?
* How will you know if you have achieved this goal?
* What steps will help you achieve this goal?
* How will achieving this goal help you in the future?
* What are your goals for high school?  How will they help you get through college?
* Who can help you achieve your goals (e.g., instructors, parents, coaches, mentors etc.)?

7)  Note the kind of questions and challenges that students face during the activity and revisit them during the class discussion. 

8)  After students complete the worksheet, have students share in groups of two or three.  Direct students to share their goals and explain how their action plan and short-term goals support their long-term goals.

9)  Encourage students to give their partner feedback. For example, ask students to provide at least one positive comment about the goal and at least one constructive comment about how they could improve their action plan.  Prompt them with the following questions, if appropriate:

* How can your partner monitor his or her progress toward meeting these goals?
* How can you help and support your partner as they work to achieve their goals?

Class Discussion

1)  Facilitate a class discussion by asking students to share their long-term goals.  Ask students to explain why the goals are important to them.

2)  As students share their goals, create a list of the long-term goals that students share on **Chart paper or a poster board**.

3)  Ask students to come up with a specific plan as to how they will monitor their progress, such as a weekly review of goals.  Ask students to think about how they can help one another monitor progress toward achieving their goals.

**Teacher’s Note:** *Keep the list of long-term goals generated by each class in a visible area of the classroom for reference throughout the semester and the school year.  If possible, keep a copy of their* ***Goal Setting Sheets*** *to pass along to their next teacher who will repeat this lesson in 9th and.*

**Homework**

Parent support: Encourage students to review their goals and worksheets with their parents, guardians, or mentors and ask for their parent’s support and guidance in helping them meet their goals.

Each student should write their long-term goal and short-term goals on a sheet of paper with their name. These short term goals could be represented visually (e.g., practicing a sport every day could be represented as a basketball).

Have students draw or cut out images that visually represent their goals.  Post them in the classroom or keep them in a three ring binder.  As students achieve their short-term goals, encourage students to cross them out and refocus on their other short-term goals.

**Additional Activities**

* Monitor progress and acknowledge and reward accomplishments: You may opt to have celebrations or incentives for students to mark progress toward accomplishing their goals. Ideas include: an end of semester meal together or a party and small gifts to give to individuals as they accomplish their goals or an award certificate and a small ceremony.
* Reflection paper: Reinforce the need to revisit one’s goals and assess progress toward those goals by having students write short reflection papers on a periodic basis.  They may journal about their progress and frustrations toward meeting their goals then revisit and revise their goals.  Reinforce the need to reassess goals and update action plans over time.