

Goal Setting

4th-5th grades

Overview

In this build series, students will reflect on effective goal setting. They will discuss how they can achieve a particular goal and make predictions about the effect that achieving this goal might have on their lives.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

Goal Setting:

- Identifying personal achievements.
- Setting personal goals for achievement.
- Developing strategies to organize and prioritize.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *achieve, effectiveness, evaluate, goal, goal setting, persevere, planning, and predict.*
- Brainstorming areas of personal life, education, and professional life that are enhanced by effective goal setting.
- Providing students with a particular scenario or goal to be achieved and brainstorming as a class various strategies for achieving that goal.
- Reading fiction and nonfiction texts or watching videos that feature people setting and meeting goals. It is a good idea to include biographies or profiles of role models including accomplished scientists, athletes, artists, or community members.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

Vocabulary:

- achieve:** to perform or carry out with success; to accomplish something
- effectiveness:** having the wanted or expected result
- evaluate:** to examine something; to judge its value, quality, or importance
- goal:** something that somebody wants to achieve
- goal setting:** establishing a specific goal to be achieved
- persevere:** to keep going even though there are problems or it is difficult
- planning:** intending to do something or make arrangements to reach a goal
- predict:** to say what might happen in the future

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

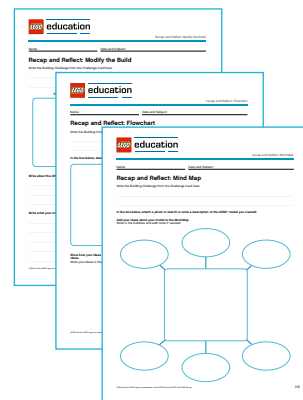
Extensions

After completing the build series, encourage further learning by:

- Writing a five-step plan to achieve a goal within a particular time frame and outlining ways to evaluate progress. (Language Arts)
- Researching the goal of a personal hero, role model, or historical figure and how he or she achieved that goal. (Social Studies, Science)
- Creating a personal service announcement outlining advice on how to achieve a goal, integrating key vocabulary. (Dramatic Arts, Language Arts)
- Completing a word study and creating a classroom “word wall” with goal-setting vocabulary such as *evaluate*, *persevere*, and *predict*. (Language Arts)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Goal Setting

1 Think about



These four building tasks will help you express your thoughts and ideas about goals and how they can be achieved.

Build: Build a model that represents a goal you have.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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2 Remember



Now that you've thought about a specific goal you have, it is useful to recall a time when you have achieved an important goal in the past.

Build: Build a model that represents how you achieved a goal like this in the past.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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3 Imagine



Now you will use your imagination and creativity to think about how achieving this goal would affect you in daily life.

Build: Build a model that represents how achieving this goal would affect your life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents your plan for achieving a goal like this.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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