

Objective

With adult support, students will be able to use criteria to identify a good class goal.

Vocabulary

Goal (n.) something you want to achieve in a certain amount of time



Bold—Teacher’s script
Italics—Anticipated student responses

Brain Builder (2 min.)



Let’s warm up our brains with a Brain Builder: Level 1 of Cards in Common!

Pair students. Play video and observe how many can successfully do the challenge.

Getting Started (3 min.)



Choose 2 goals for students to vote on later: keep part of our classroom tidy, learn fun facts about each other, show more kindness to each other, or a goal of your choice.

This is our first Second Step lesson. This year, we’ll learn how to set goals, understand emotions, build empathy, and solve problems.



We’ll start by learning how to set goals and make plans to reach them. A goal is something you want to achieve in a certain amount of time.

Think of a time you worked on a goal with other people. What was the goal and how did it go? Give think-time, then call on 2–3 volunteers to talk about their goals.

It’s easier to stay focused and work together when everyone understands the goal. Today we’ll set a goal that we can reach in 2 weeks.

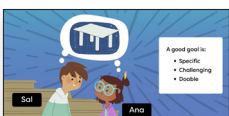
Practice (15 min.)



Let’s watch a story about 2 kids who set a goal together. Notice what they think about when setting this goal. Play video.

Their design challenge was to build a paper structure that holds as much weight as possible. After each question, give partners time to talk, then call on 1–2 volunteers.

- **What goal did Sal and Ana set to meet this challenge?** *Make a paper table that can hold at least 5 books.*
- **What makes this a good goal for them?** *They agreed on a design and how many books it should hold.*



A good goal is specific. That means you’ll know when you’ve reached it.

- **How will Sal and Ana know when they’ve reached their goal?** *When their structure holds 5 books.*

Practice, continued

A good goal is also challenging, but doable. It’s not too easy or too hard, and you have what you need to do it.

- **What makes Sal and Ana’s goal challenging, but doable?** *They know 4 books is possible, so 5 is a good challenge, but not too hard. They have what they need.*

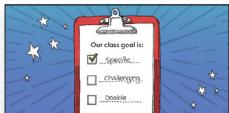
Sal and Ana talk about what they know about designs like these, what materials they have, and what’s doable in 2 weeks. They agree this is a good goal.



Now we’ll set a 2-week goal for our class to work on together. I’ll give you 2 ideas to vote on. Then we’ll write our goal. Write the 2 ideas you chose on the board. Have students vote on their favorite and erase the other.

Let’s write a goal that will help us meet this challenge. We know a good goal is specific. How will we know when we’ve reached our goal? Guide students to:

- Define scope of goal and key terms. For example, what qualifies as an act of kindness?
- Decide how to measure progress. For example, count the kind acts we notice.

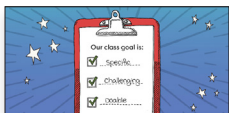


Now that we know our goal is specific, we need to make sure it’s also challenging, but doable. That means it’s not too easy or too hard for us to do in 2 weeks.

After each question, call on 1–2 volunteers.

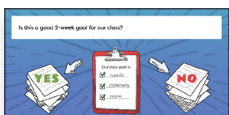
- **Is our goal challenging enough? Why or why not?** *Various answers.*
- **Can we do it in 2 weeks? Why or why not?** *Various answers.*

If students say the goal isn’t challenging or doable, have them suggest changes. When most students agree, edit the goal with their ideas.



This is a great goal for our class. It’s specific, so we’ll know when we’ve reached it. It’s just challenging enough to be fun. And it’s doable. We have what we need and we think we can reach it in 2 weeks. Write the goal on chart paper for Lesson 2.

Check (5 min.)



Put students into groups of 3–5. Give each group a handout and scissors.

Work with your group to decide which other goals could be good 2-week goals for our class. Cut the goals out and put them into 2 piles. If a goal is specific and you think it would be challenging but doable for our class, put it in the “yes” pile. All other goals will go in the “no” pile. Be ready to explain your thinking.

Give work time, then call on groups to explain why a goal did or did not meet the criteria. For “specific,” have them say how they’ll know when they’ve reached it. For “challenging” and “doable,” have them explain why it’s not too easy or too hard.

Today, we set a 2-week class goal that is specific, challenging, and doable. Next time, we’ll make a plan so we can start working toward our goal together.