LESSON PLAN: SETTING GOALS TO HELP YOU BECOME THE BEST VERSION OF YOURSELF

Date:	Class:	Unit:

LESSON TOPIC:	Setting specific, achievable goals and taking actionable steps will help students become the best version of themselves
AIM:	To determine goals and steps students can take now that will help them become the best version of themselves (their "Awesome Best Selves").
OBJECTIVES:	Students will be able to: 1. Define the term "personal goal". 2. Identify positive qualities/traits/abilities they would like to improve. 3. Set a personal goal that is specific and realistic. 4. Identify at least one actionable step they can take now that would help them reach that goal. 5. Identify potential obstacles for that goal. 6. Identify possible ways to overcome those obstacles.
GET STARTED/ DO-NOW:	On the board, write down the definition of personal goal. Example: "A personal goal is something you want to achieve or improve in your character or abilities." As a class, brainstorm possible personal goals and write them on the board. Then read through the list on Page 27 of the Building Grit Kit together. What goals did the class think of that are also in the Grit Kit? What goals are not already listed? Instruct the students to write those down on Page 27 as well.
MINI-LESSON:	Explain to the students that an important part of setting goals is knowing why they want to accomplish those goals. As a class, look at the list of goals on Page 27 of the Grit Kit. Choose one of the goals. Discuss why this goal is important. Repeat using two or three other goals from the list.
MAIN ACTIVITY:	1. Instruct the students to choose one thing at which they would like to get better this week and write it down on Page 29 of the Building Grit Kit as

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	"This Week's Goal". Below the goal, ask the students to add: "This goal is important because...." and write down the reasons why they want to accomplish this goal.
	2. Instruct the students to think of at least one thing they can do this week to move towards accomplishing their goal. Ask them to write it down in the "Make a Plan" section on Page 29 of the Building Grit Kit.
	3. Next, instruct the students to think of obstacles they may face as they try to reach their goal. For each obstacle, ask the students to identify strategies they could use to overcome it. Ask the students to write these down on the "Identifying Obstacles" section beginning on Page 29 of the Grit Kit.
	4. Instruct the students to spend the next week working on that one goal. Check in with them at the beginning of class each day, and remind them to keep working on it.
CLOSING ACTIVITY:	Students volunteer to share with the rest of the class their goal for the week and the one thing they will do to reach it.
EXTENSIONS:	Grit Kit Page 30: "Let's Do It!" At the end of the week, ask the students to write a letter to themselves stating what went the way they expected and what surprised them. What would they do differently next time? Students can create long-term goals as well. Explain that long-term goals are the things they want to accomplish sometime in the future. These goals may even take years to accomplish, such as graduating from high school, attending college, traveling to another country, starting a business, buying a car, getting a particular job, etc. Ask the students to think of at least three long-term goals they would like to accomplish. They can add these to their Vision Board on Page 19 of the Building Grit Kit.
CHECK FOR UNDERSTANDING:	Student completion of Pages 29-30 of the Building Grit Kit
MATERIALS:	Building Grit Kit by Jo Watson Hackl

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	Pencils of Pens Paper
STANDARDS:	CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.SL.2 CCSS.ELA-LITERACY.CCRA.SL.4 CCSS.ELA-LITERACY.CCRA.L.1 CCSS.ELA-LITERACY.CCRA.L.2 CCSS.ELA-LITERACY.SL.6.1-8.1 CCSS.ELA-LITERACY.SL.6.4-8.4 CCSS.ELA-LITERACY.W.6.4-8.4