

Warhawk Way

Character Education

Setting Goals

Goal:

Students will recognize the importance of having goals. Students will recognize that meaningful goals need to be personal and realistic

Materials:

Part I:

Ask students to describe what they would do if they wanted to get a certain grade in one of their classes. For example, ask:

- What would you do if you wanted to get by with a C in your English class? (Students should respond: rarely do homework, don't study for tests.)
- What would you do if you wanted to get an A? (Students should respond: study hard, do homework, etc.)

List responses on the board. Spend a few minutes making observations about similarities and differences between the lists. Point out that in each case, students mentioned performing specific actions in order to reach a specific goal. Also point out that in each case, the result, or consequence, of the actions was different, but it was not an accident or a surprise. Tell students that in this lesson, they're going to talk about the meaning and importance of goals, and how to take specific actions to reach a goal.

Part II:

Explain that the class is going to conduct an experiment. Divide the class into four groups, and have members of each group sit together. Then, read the following directions while demonstrating each one:

- Members of group 1 will make sounds by stomping their feet on the floor, one foot after the other.
- Members of group 2 will make sounds by continuously snapping their fingers.
- Members of group 3 will slap their hands against their thighs.
- Members of group 4 will rub the palms of their hands together.
- At the count of three, all four groups will begin making their sounds and continue until I say stop.

Give students about 30 seconds to make their sounds. Try not to show any reaction to what is happening. If the sounds begin to fade or stop, however, tell students to keep going. When time is up, call for students to stop.

Engage students in a discussion about what they have just done by asking:

- What was the purpose of this activity? (to make different sounds)
- What do you think we accomplished during this activity? (Some students may respond that one thing they accomplished was to make a lot of noise. If some argue that they made music, point out that music is usually made from a pattern or rhythm of sounds, and encourage students to analyze whether their sounds could really be called music.)

Say, “You followed my directions very well. But in doing so, we accomplished absolutely nothing because we didn’t have a meaningful goal in mind when we started. Let’s see what happens if we use the noises to create the sound of a rainstorm.”

Part III: Students repeat the activity, this time with a goal in mind.

Explain that to make the sound of a rainstorm, students will make the same sounds, but in a different manner. Tell them that this time you will act as the conductor. You will make one of the sounds, and then point to a group. That group should repeat the sound, and continue making it until you give them a new sound. Remind students to watch your directions carefully, and then silently do the following:

- Rub the palms of your hands together and point to group
- Repeat these actions for group 2, then group 3, and finally group 4.
- Snap your fingers and point only to group 1. The other groups should continue rubbing their hands together.
 - While snapping your fingers, point to group 2, then group 3, and finally group 4. (Everyone should now be snapping their fingers, which should sound like raindrops hitting the ground.)
 - Slap your hands against your thighs and point to each group in turn.
 - Stomp your feet and point to each group in turn. (It should now sound like a full rainstorm.)
 - Reverse the order of the actions (slap thighs, snap, rub palms) so that it sounds as if the storm is stopping.

PART IV: Call on volunteers to describe the difference between the two versions of the activity they just performed. Guide students to understand that the second time, the group had a definite purpose or goal in mind and made sounds in a specific order at a specific time in order to accomplish that goal. Explain that goals are important because they provide a reason for doing things. Meaningful goals give focus and direction to people’s lives. They help people achieve their objectives and allow them to realize their dreams.

Evidence: Have students write down at least 3 meaningful and realistic goals they have for themselves.

