

Lesson 2: Academics – Set Sail for Learning

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OBJECTIVES:

- Student will identify 2 steps he/she can take to achieve his/her goal
- Student will identify 1 person who can help him/her achieve his/her goal

OUTLINE:

- Welcome: Ask students to share:
 - When you set a goal, how do you accomplish it? (practice, take small steps, ask for help)
 - What does persistence mean? (you keep trying, even when it gets hard)
- Warm Up: Show video clip of Volkswagen commercial (0:08-0:48 seconds only): <https://www.youtube.com/watch?v=1kjjBe481B0>
- Review:
 - What was this dog's goal? (chase/catch the red car)
 - What did he do to achieve his goal? (exercised, didn't eat extra food from the floor, etc.)
- Explain: "When we have a goal, usually we don't achieve it overnight – unless our goal is to sleep! ☺ There are smaller steps to take from the time we set the goal until we achieve it. In this commercial, the dog's goal wasn't to be able to chase the red car. So he walked up and down the stairs, swam, ran in the yard, and didn't eat the food the baby dropped even though he wanted to! These are all of the steps that helped him to reach his goal. When we think about the steps we can take to achieve our goals, we are more likely to actually achieve them! During our last guidance lesson, you all set 2 goals for yourself that you wanted to achieve during second grade. Today, we're going to focus on one of those goals."
- Whole Group Practice: Show example goal. As a whole class, students will generate ideas for small steps the person could take to achieve the goal. Record student responses on the included paper or on chart paper.
- Small Group Practice (Optional): In small groups of 4-5, students will practice identifying steps for achieving a goal using the included puzzles or handouts. This can be omitted if time is short.
- Activity: Students work in pairs to complete Set Sail for Learning handouts. Students think of at least 2 steps they can take to achieve the goal they identified during the last guidance lesson (if you completed the first lesson. If not, students can just identify a goal and then 2 steps that will follow). Students will also identify at least 1 person who could help them achieve their goals. Students focus on their own goal but can ask for help from a partner if they need some help thinking of steps/people! Students may color the handout while they wait for classmates to finish.
- Share: Have students sit in Share Circle (space permitting). Each student shares the 2 steps and 1 person he/she identified.
- Wrap-up: Praise students for their great work! Remind students that when we think about the steps we need to take to achieve a goal, we are more likely to achieve it!

MATERIALS:

- Whole group example
- Small group examples (puzzles or handouts)
- Individual handouts

ASCA STANDARDS ALIGNMENT:

Mindsets:

2. Self-confidence in ability to succeed

Mindsets: Positive attitude toward work and learning

Behavior: Learning Strategies:
7. Identify long-and short-term academic, career, and social/emotional goals