

# Lesson Plans to Teach: SMART Goals, Setting an Intention and Making Wise Decisions



**Six lesson plans, problem situation cards and a SMART goal worksheet to encourage elementary kids to set an intention, create goals with action plans and make wise decisions.**

## **Lesson Plan—Visualization: Creating a Positive Story**

### **ASCA National Standard: Academic Development**

**Standard A:** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A: A1 Improve Academic Self-concept

A:A1.5 Identify attitudes and behaviors which lead to successful learning

### **ASCA National Standard: Personal/Social**

**Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.4 Understand change is a part of growth

### **Objectives: The student will be able to:**

- Identify benefits of positive storytelling or visualization
- Create their own positive story for beginning the day.

**Essential Questions: What is a positive story or visualization? Have can you use positive storytelling to set an intention for a positive day?**

### **Lesson:**

- **Discuss:** What are some examples of athletes who use visualization? How and why does it work? Have you ever used visualization? How did it work for you? How can setting an intention influence the daily challenges that we face? How can we learn from reflecting back on challenges?
- **Read**
  - **Wyatt the Wonder Dog Learns about Cooperation** by Lynne Watts
  - **CinderEdna** by Ellen Jackson
  - **Part-time Princess** by Deborah Underwood
- **Discuss** how the characters in the book coped with challenges. What is a positive story or visualization that the main character could have used? How might it have changed the story? What is a positive story that you can use to begin your day? When might you schedule your positive story in your day?
- **Activity:**

Have students write a positive story that they can begin their day with. Share the stories with a partner or with the class as a whole.

### **Materials:**

- **Wyatt the Wonder Dog Learns about Cooperation** by Lynne Watts
- **CinderEdna** by Ellen Jackson
- **Part-time Princess** by Deborah Underwood

## **Lesson Plan—What is your super power?**

### **ASCA National Standard: Academic Development**

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### **ASCA National Standard: Personal/Social**

**Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.4 Understand change is a part of growth

### **Objectives: The student will be able to:**

- Give examples of their own super power
- Identify examples of super powers or gifts that we each have
- Identify how they might maximize and use their gift in the future

**Essential Questions: What are some examples of super powers? How can you nurture your superpower now and use it in the future for the betterment of our world?**

### **Lesson:**

- Discuss: What are some examples of super powers or gifts that students have? How are those gifts used? How can those gifts be used now? How can they be used in the future? What is the benefit of recognizing and using our super powers?
- Read
  - Wyatt the Wonder Dog Learns about Winning by Lynne Watts
  - Stand Tall, Molly Lou Melon by Patty Lovell
  - Shortest Kid in the World (Step into Reading, Step 2, paper) by Corinne Demas Bliss
  - Giraffes Can't Dance by Giles Andeae and Guy Parker Rees **Discuss** how the characters in the book coped with challenges. Who are you most like? Why?

**Activity:**

- Have each child write a story about their super power and how they will use it to benefit others in the future. Illustrate the story with a picture of themselves performing their super power. Read the story to a partner.

**Materials:**

- Wyatt the Wonder Dog Learns about Winning by Lynne Watts
- Stand Tall, Molly Lou Melon by Patty Lovell
- Shortest Kid in the World (Step into Reading, Step 2, paper) by Corinne Demas Bliss
- Giraffes Can't Dance by Giles Andeae and Guy Parker Rees

## Lesson Plan—Developing GRIT

ASCA National Standard Domain: Academic

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

ASCA National Standard Domain: Career

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

ASCA National Standard Domain: Personal/Social

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

B. Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives: The student will be able to:

- Define Grit: passion or focus on a goal and persistence
- Give examples of times when they showed grit in accomplishing goals
- Identify necessary skills in achievement such as overcoming failure, problem solving, practice, persistence

Essential Question: What does it mean to have grit? What are some examples of someone who was successful at achieving their goal despite the odds? What were the steps that they took? Did they experience failure? How is failure a learning experience? What were the qualities that they portrayed?

Lesson:

- Discuss: What does it mean to set a goal? Give an example of a time that you may have set a goal. Were you successful in achieving your goal? Why or why not? If you failed, what did you learn from it? Is failure sometimes a necessary part of learning to be successful? Did you have grit (focus and persistence)?
- Read *Who Moved My Cheese?* by Spencer Johnson
- or read *Wyatt the Wonder Dog Learns about Mindset* by Lynne Watts
- or read *Salt in His Shoes; Michael Jordan in Pursuit of a Dream* by Deloris Jordan
- or read: *The Gingerbread Girl* by Lisa Campbell Ernst

- Identify and discuss how the characters in the book set goals. Were they successful? Why or why not? What characteristics do the main characters demonstrate that ensure success? Did they demonstrate grit? How did that impact the outcome?

Activity: Younger students-

- Have students draw a picture of a goal they want to accomplish (riding bike, hitting a home run, reading a chapter book)
- Now draw a sequence of pictures showing the necessary steps to accomplish the goal.
- Share their goal setting with a partner

Activity: Older students-

- Review SMART goals with students: specific, measurable, attainable, relevant, time-frame
- Have each student determine a personal goal that they want to achieve
- Write down the goal and 5 action steps that they must take to accomplish the goal
- Set a time frame for accomplishing the steps involved in achieving the goal
- Pick an accountability partner to review progress with at regular intervals

Materials:

- ***Who Moved My Cheese?*** by Spencer Johnson
- ***Wyatt the Wonder Dog Learns about Winning*** by Lynne Watts
- ***Salt in His Shoes; Michael Jordan in Pursuit of a Dream*** by Deloris Jordan
- ***The Gingerbread Girl*** by Lisa Campbell Ernst

My Smart Goal by \_\_\_\_\_

My Goal is:

Why I want to reach this goal is:

My target date is:

Action Plan: To reach my goal I will:

I will know I have reached my goal when:

Two things that will help me stick to reaching my goal are:

## Lesson Plan—Finding the Opportunity in Failure

ASCA National Standard Domain: Academic

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

ASCA National Standard Domain: Career

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

ASCA National Standard Domain: Personal/Social

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

B. Students will make decisions, set goals, and take necessary action to achieve goals.

**Objectives:** The student will be able to:

- Define the phrases: winning, failing, perfect, mistake, opportunity
- Give examples of the advantages of learning from mistakes and failure

**Essential Question:** What does it mean to fail? What is the learning opportunity in failure? What are some examples of failure leading to success? What does it mean to “Be Enough” no matter what we do?

**Vocabulary:** winning, failing, perfect, mistake, opportunity

**Activating Learning Strategies:** Brainstorm, Vocabulary Overview, Active Listening

**Lesson:**

- Discuss: Essential questions
- Discuss: Vocabulary Words
- Discuss the following quotes:
  - “I wasn’t failing I was learning how to succeed.” Ted Turner
  - “I have not failed. I just learned 10,000 way that won’t work.” Thomas Edison
- Read *Wyatt the Wonder Dog Learns about Mindset* by Lynne Watts or
- Read *Ish* by Peter A Reynolds or

- Read *Beautiful Oops!* By Barney Saltzberg
- Discuss what is learned from failure and mistakes in the book.
- Activity:
  - Students may create their own book of Beautiful Oops! Each student can create a picture where they deliberately make a mistake in the picture. It could be a wrong color, or a drawing that is a mistake. Write a caption under the picture about what makes this a beautiful picture or what is learned from the mistake.
  - Students can write a story about a mistake or failure and how one can learn from the mistake to create a successful ending.
  - Students draw a picture of themselves and write underneath: I Am Enough! Make a poster of all the pictures on a large sheet of paper and display in the classroom.

Materials:

**Wyatt the Wonder Dog Learns about Mindset** by Lynne Watts

*Ish* by Peter A Reynolds

*Beautiful Oops!* By Barney Saltzberg

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## **Making Decisions: 1-3 grades**

### **Objectives**

Demonstrate effective skills for making choices.

Identify effective questions to ask in order to determine the best choice

### **Essential Question**

What are examples of choices that you make? What questions can you ask yourself in order to determine the best choice? Do you ever make a choice or decision based on what a friend did? Is this a good idea? Why or why not?

### **Vocabulary**

Decision, Choices, Responsible

### **Lesson**

- Discuss— What choices have you made today? What are some examples? What is a choice? How do you decide what to do when you have a hard choice?
- Read
  - **Hey Little Ant** by Phillip and Hannah Hoose. Discuss how the kid in the story makes his choices
  - **Wyatt the Wonder Dog Learns about Good Manners** by Lynne Watts. Discuss the choices Wyatt has and what he eventually does about a bossy friend
- Identify some good questions to ask when making choices:
  - Is it good for me?
  - Is it the responsible thing to do?
  - Will it make the people I care about happy?
  - Is it the more important thing?
  - Will it make me feel good about myself?
- Using problem cards, have students read a problem situation and 2 possible choices. Then identify the best choice by answering the questions.
- Alternative: have students read a problem situation and discuss possible solutions.

## Materials:

- *Wyatt the Wonder Dog Learns about Good Manners* by Lynne Watts
- *Hey Little Ant* by Phillip and Hannah Hoose
- Problem situation and choices

## Problem Situations and Choices

Your mother tells you that you must clean your room before you can play video games today. Your room is a really big mess and it will take most of the afternoon to clean it up.

1. You decide to argue with your mom. Maybe she will feel sorry for you and do it for you.
2. You decide to clean your room as quickly as possible without complaining.

Your teacher is explaining your new math assignment. Your neighbor asks you if you will be in afterschool today. He wants to play dodge ball on the blacktop.

1. You shake your head to let your neighbor know that you can't talk right now. You listen to the teacher.
2. You talk to your neighbor about what you would like to play during afterschool. You really don't like dodge ball and have a better idea.

You have a reading test tomorrow. You have baseball practice right after school and when you get home; your favorite show is on TV.

1. You decide you need to study first and watch TV later if there is time before your bedtime.
2. You decide to watch TV first and maybe there will be time to study before bedtime.

You have just gotten home from school and find out that your younger brother has gotten into your room. He has made a big mess and left it for you to clean up.

1. You ask your mother for help and explain what has happened. You suggest your brother should be the one to clean up your room.
2. You decide to go make a mess of your brother's room so that he will know what it feels like.

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## **Making Decisions Using the WRAP process**

**Grade Level:** 3<sup>rd</sup>-5<sup>th</sup>

### **ASCA National Standards**

#### **Academic:**

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

#### **Personal**

Students will make decisions, set goals and take necessary action to achieve goals.

#### **Objectives**

Students will know the four villains of effective decision making

Students will know the WRAP process for effective decision making.

#### **Essential Questions**

What are examples of decisions that you have made? What questions can you ask yourself in order to determine the best choice? What are the four villains of good decision-making? (limiting options, confirmation bias, short term emotion, over confidence in predictions). What is an example of each one? What is the WRAP process and an example of how to use it in decision making? (WRAP= Widen your options, reality test your assumptions, attain distance from your emotions, plan for things to go wrong).

#### **Vocabulary**

Decision, confirmation bias, narrow frame, limited option, prediction, over confident,

#### **Lesson**

- Discuss— What decisions have you made today? What are some examples? How do you make decisions? How do you decide what to do when you have a hard choice?
- Read
  - **Wyatt the Wonder Dog Learns about Being Organized** by Lynne Watts or **Hey Little Ant!** by Phillip M Hoose
  - *Discuss examples of decisions made using limited options, confirmation bias, short term emotions and over confidence in predictions*
    - Limited options—Wyatt thinks that doing everything at the last minute and not planning ahead is his only option
    - Confirmation bias—Wyatt thinks that no matter what he does he will always be late,
    - Short term emotion—Wyatt thinks that if he follows Mrs. Wilson’s suggestions he won’t have time to play or anything else in the evening before bedtime

- Over confidence in predictions—Wyatt thinks that he has enough time in the morning to make the bus, even though he doesn't prepare ahead the night before
- Teach the WRAP process for good decision making:
  - W: Widen your options by considering more than either or choices. Ask what else is possible?
  - R: Reality test your assumptions. Consider what you believe to be the consequences of your decision and check it out to make sure you are correct
  - A: Attain distance before deciding. Give your decision some time before following through to make sure you aren't acting out of short term emotion
  - P: Plan to be wrong. Ask yourself, what could happen that could go wrong? Make sure you aren't over-confident in your expectations for the end result
- Using problem cards, have students read a problem situation and using the WRAP process determine possible solutions

**Materials:**

- *Wyatt the Wonder Dog Learns about Being Organized* by Lynne Watts
- Problem situation cards

**Some information to prepare for the lesson:**

According to the excellent book, *Decisive* by Chip and Dan Heath, there are four villains of good decision-making.

**Limited options**—It's not that we *have* limited options. It's that we frame our problem and decision-making in a narrow frame and *don't look at all the options*.

**Confirmation Bias**— We only look for information that supports our preconceived notions of the best decision.

**Short term emotion**—We allow ourselves to be swayed by emotion in the moment which will quickly fade.

**Overconfidence in our own predictions**—We think that we are better predictors of the future and future trends than we actually are.

Don't worry we've all made all four of the mistakes in decision making more times than we can count. Luckily the authors suggest a solution. Before making any major decision, follow the WRAP process:

W: Widen your options

R: Reality test your assumptions

A: Attain distance before deciding

P: Prepare to be wrong

By following this simple model, you can guarantee that your decision-making will improve and everyone will benefit.

<p>You best friend says there is no room for you at the lunch table and you will have to sit at another table. What do you do? What can you say?</p>	<p>You are jumping rope with some friends and a classmate is watching from the sidelines. What do you do? What can you say?</p>	<p>Your soccer game is over and your team won. Your friend was playing on the losing team. What do you do? What do you say?</p>	<p>A boy in your class just got a new haircut and other kids are laughing at him. What do you do? What can you say?</p>
<p>Your soccer game is rained out and you are really disappointed. What do you do? What can you say?</p>	<p>Your best friend is invited to a party and you are not. What do you do? What can you say?</p>	<p>The umpire called you out at first base but you think he made a mistake. What do you do? What can you say?</p>	<p>A classmate asks to join in a game you are playing with some other kids. They say no. What do you do? What can you say?</p>
<p>Your friend is bragging about how well he can ride his bike. You haven't learned to ride a bike yet. What do you do? What can you say?</p>	<p>A friend who was mean to you before, says he is sorry and asks you to be his friend again. What do you do? What can you say?</p>	<p>Your brother wins the video game you are playing with him. What do you do? What can you say?</p>	<p>You overhear two girls saying some mean things about your friend. What do you do? What can you say?</p>
<p>You are playing a game that a new kid has never played before. What do you do? What can you say?</p>	<p>Someone calls you a name and hurts your feelings. What do you do? What can you say?</p>	<p>You want to play with a toy and someone else is playing with it. What do you do? What can you say?</p>	<p>You have someone on your team who has never played basketball before. They are not very good. What do you do? What can you say?</p>
<p>A classmate drops their books on the floor and your friends laugh. What do you do? What can you say?</p>	<p>Your team has two outs and a team mate strikes out. What do you do? What can you say?</p>	<p>Your sister won the board game they you are playing. She won last time too. What do you do? What can you say?</p>	<p>Someone pushes you in line and says "Hurry up slowpoke!" What do you do? What can you say?</p>
<p>Your brother makes fun of you because you can't throw the ball very far. What do you do? What can you say?</p>	<p>Your team just lost the championship game. What do you do? What can you say?</p>	<p>You have a friend who never listens to you and interrupts you all the time. What do you do? What can you say?</p>	<p>A classmate is making fun of someone else and calling them a name. Everyone is laughing at them. What do you do? What can you say?</p>
<p>A teammate just hit a home run. What do you do? What can you say?</p>	<p>Your friends are playing four square but you've never played before. What do you do? What can you say?</p>	<p>A friend of yours won't talk to you and you don't know what is wrong. What do you do? What can you say?</p>	<p>Someone in your class is always cutting in front of you in line. What do you do? What can you say?</p>

<p>A friend is visiting you and you want to play video games. She wants to play outside. What do you do? What can you say?</p>	<p>You just lost the spelling bee. You really wanted to win. What do you do? What can you say?</p>	<p>There are three kids at the table but only one pair of scissors. What do you do? What can you say?</p>
<p>A classmate makes fun of how you run. She says you are as slow as a turtle. What do you do? What can you say?</p>	<p>A friend gets mad at you and calls you a name. What do you do? What can you say?</p>	<p>Someone else is sitting with your friend on the bus and there is no room for you to sit there. What do you do? What can you say?</p>
<p>You and your friend always argue about who goes first. What do you do? What can you say?</p>	<p>Your grandmother is coming for a visit and a friend invites you to come play at the same time. What do you do? What can you say?</p>	<p>You are trying to do your homework but your sister is making a lot of noise and you can't concentrate. What do you do? What can you say?</p>
<p>You thought you wanted to take piano lessons but now that you are signed up it isn't as much fun as you thought it would be. What do you do? What can you say?</p>	<p>Your class lost the kickball team and another class won. What do you do? What can you say?</p>	<p>A classmate broke their arm and can't carry their books. What do you do? What can you say?</p>
<p>A friend starts talking to you while your teacher is teaching a lesson. What do you do? What can you say?</p>	<p>You forgot to do your homework last night. What do you do? What can you say?</p>	<p>A friend borrows something that belongs to you without asking. What do you do? What can you say?</p>
<p>Your friends decide to play a game at recess that you don't like to play. What do you do? What can you say?</p>	<p>Your grandmother gives you a shirt for your birthday. You don't really like it. What do you do? What can you say?</p>	<p>Your little brother takes apart a Lego model that you have been working on for a long time. What do you do? What can you say?</p>
<p>Your sister borrows your favorite jacket without asking and loses it. What do you do? What can you say?</p>	<p>There is a new kid in your class and he seems nice but the other kids talk about him behind his back and think he is weird. What do you do? What can you say?</p>	<p>You clean up all the toys in the playroom at home and your brother and sister don't help at all. They are playing while you are working. What do you do? What can you say?</p>

