

(Sample Leadership Activity) Lesson 9: I Set Goals

Objective

To help each child understand that it's good to set goals and have a plan

Key Learning

- Goals help us do the things we want to do and be the person we want to be.
- Goals can make choices easier.

Overview

In this lesson, children will play a game about reaching a goal and then set a goal for themselves. You will need to schedule a 15-20 minute teaching time and time to play the game. Then schedule another 10 – 15 minute time for children to write their goals. The goals will be displayed on a bulletin board and then later added to their *I Am a Leader* books.

Materials

Poster Board

Markers

Reach the Goal game (from Teacher Resources)

Sidewalk chalk

Bean bags

White paper (one piece for each child)

Drawing tools

Parent Letter (one for each child from Teacher Resources)

Preparation

Create a poster outlining the SMART way to reach goals.

Set a goal.

Make a plan.

Act the plan.

Reach the goal.

Take time to celebrate!

Display the poster where the children can see it. Read the directions for the Reach the Goal game from the Teacher Resources. Determine the space to play the game. Using

the sidewalk chalk, draw the target on to the cement. Gather the beanbags and take them with you to the game.

Place the white paper and drawing tools at the writing table. Make copies of the Parent Letter to distribute at the end of the day.

Procedure

Invite children to the circle area. Ask the children if they know what a goal is. Allow time for responses. Tell the children that a goal is something that we want that we are willing to work for. A goal may be that we want a new toy or it may be that we want to learn to read or it may be that we want to be a teacher when we grow up. Show the children the SMART poster. Talk about each of the steps to making SMART goals.

Set a goal.

The first step in reaching a goal is to have a goal! Ask children tell about some goals they have. Help child understand goals are wishes that we can make come true. For example, I wish I could ride a bike. Learning to right a bike could be a goal because he or she can make it happen. But I wish I could fly is not a goal because he or she cannot make it happen.

Make a plan.

Once you have a goal, you need to make a plan on how to reach your goal. If you don't have a plan, you probably won't reach your goal. For example, if the goal is learning to ride a bike, he or she needs to get a bike and a helmet. Get a bike and a helmet would be part of the plan.

Act the plan.

Do what you set out to do on your plan.

Reach the goal.

By doing your plan you will reach your goal! Remind the children that some goals like learning to ride a bike take practice and hard work.

Take Time to Celebrate!

Once you've reached your goal, celebrate! Talk about the different ways to celebrate reaching a goal.

Take time to talk about goals the children may have. Then have the children go to the writing table to complete the "I Set Goals" page for their *I Am a Leader* books. On this page children will draw a picture of a goal they have. Ask each child to finish the sentence "I have a goal to . . ." Write each child's response on his or her paper. Help each child choose a goal that is small enough that they can accomplish in a week or two and is something that can be celebrated. Be sure each child's name is on his or her

page. Gather the papers and display them on the wall. Each day talk about the goals to see how the children are progressing toward their goals. When a child has reached his or her goal – celebrate! Remove the goal from the wall and put it in a safe place to bind together in his or her *I Am a Leader* book when all the pages of the book are complete.

Take the children outside to play the game Reach the Goal game. When the game is over, talk about what it was like to reach a goal. Ask questions like:

- ***What was the goal?***
- ***What plan did you make to reach the goal?***
- ***How did you act the plan to reach the goal?***
- ***Did you reach the goal?***
- ***If not, what could you do differently to reach the goal?***
- ***If you did, how did you celebrate reaching the goal?***

Follow Up Activities

- Encourage children to set goals in different areas of their school life. Perhaps a goal could be to learn to count to 100 or learn to zip his or her coat. Be sure that the children aren't setting too many goals. Working at one thing at a time is best.
- Be sure to celebrate with each child when he or she reaches a goal. The following are simple tokens that can be used to celebrate:
 - words like "Way to go!" and "You're amazing!"
 - physical touch such as a hug or high five
 - stickers or stamps
 - points or tickets that are redeemable for larger prizes such as small toys or books
 - certificates
 - notes home, phone calls home, or a brief praise report to adult when the child is picked up
- Share with children some of the following books that reinforce the concept of setting goals.

The 7 Habits of Happy Kids by Sean Covey

The story "Goob and the Bug-Collecting Kit" from this book tells a great lesson about the benefits of goal setting.

What You See You Can Be! by David A. Anderson

This book explores children's hopes and dreams and challenges to reach them. The book may be out of print but can be purchased used on the Internet.

(Sample Entrepreneurship Activity)

Lesson 5: Creative Combinations

Objective

To help introduce synthesis as a creative problem solving strategy

Overview

In this lesson, groups of children will think of a way to use two objects to make a new object. Combining two or more existing ideas or things to create something new is called *synthesis*. This is a creative problem solving solution. You will need to schedule 15 – 30 minutes for this activity.

Materials

Book

Audio tape

Collection of miscellaneous objects for example:

fan	hand beater	flashlight	lanyard
spoon	chair	pillow	hat
pencil	spiral notebook	blanket	

Parent Letter (one for each child from Teacher Resources)

Preparation

Gather the materials for the activity. This is only a suggested list of miscellaneous objects. Use things that you can easily find around your home or school.

Make a copy of the Parent Letter for each child to take home at the end of the day.

Procedure

Invite children to the circle area. Play a game called Add On. In this game the leader chooses an object with several parts that they want to build such as washing machine, car, car wash, swing set, castle, etc. Then the leader chooses one child to be the first piece of the object. For example, if the object a car, the first child might act like the body of the car. Then the next four children would act as the wheels. Perhaps children can be added as car doors, windshield wipers, lights, the steering wheel, and the horn. As they are added to the object, the children act like the part they are playing.

Tell the children that problem solvers use a strategy called *synthesis*. Have the children repeat the word. Explain that the word synthesis is the process of combining a two or more things or ideas to make something new. Show the children the book and the audio tape. Ask the children if they can think of a way to combine the book and the audio tape to make something new. Allow time for children to respond. If children don't come up with the new idea of a book on tape, share the idea with them. Most children have probably listened to a book on tape in the car, at home, or at school.

Help children organize themselves into groups of 2 or 3. Show the children the miscellaneous objects. Talk about the purpose each object serves. Then have each group choose two of the miscellaneous objects. Challenge the children to combine the two objects to create something new. Have each group draw a picture of their new creation. When all the groups are finished, have them share their new creations with the rest of the class. Depending on the interest of the children and the time available, you may want to do the activity again. Talk about how synthesis is a good problem solving strategy.

Follow Up Activities

- Keep a running list of ideas that are the combination of two ideas such as:

oven mitts	restaurants in theaters	flashlights on key chains
spray bottle fans	TV trays	hardhats with lights

- Do the activity again on another day. Encourage children to choose two other objects and create something new.
- Challenge children to look for food items that combine two foods to make a new food such as peanut butter cups or vegetarian pizza. Maybe schedule an ice cream invention party where children invent their own ice cream flavors using vanilla ice cream and their favorite addition.
- Allow children access to miscellaneous art supplies and encourage them to combine the materials in new ways.

(Sample Science Activity) Lesson 1: What Could It Be?

Objective: To help children explore problem solving by using the 5 senses.

Overview: In this lesson children will be introduced to the five senses (smell, sight, taste, hearing, touch). The five senses can be important for young children when problem solving and learning about their environment. You will need to schedule 15-30 minutes for this activity.

Materials

My Five Senses by Alik

Part One:

Shoebox with lid (or similar box)

Small Objects familiar to children (i.e. golf ball, bottle, keys, toy car, etc)

Part Two:

Jelly Belly Jellybeans (popcorn and banana flavored)

Preparation

Gather a few small objects to be placed in the box. Be sure to have tape handy to secure the box lid if needed. Make copies of the Parent letter for the children to take home at the end of the day.

Procedure

Have the children sit around a table or other flat surface. Assemble chart paper so you can write the children's sensory observations. Place one of the small objects in the box and secure the lid (be sure that the children do not see the object). Read the children *My Five Senses*. Be sure to pause throughout the book to review the senses and allow the children to respond with when they use each sense.

Explain to the children that by using our senses we can solve problems and learn more about our environment. For example, when we taste a new food we may smell it first then taste a small piece to see if we like it. Sometimes we use one sense or two senses to solve problems. All five senses are important for us to learn about the environment, but we may use some senses more than others.

Part One

Allow the children to hold the box and shake it to figure out what may be in the box. Prompt them to think about the sounds the object makes when the box is moved. Record the children's responses when they use their sense of touch and hearing to figure out the object in the box. After each child has held the box and guessed its

contents, reveal the object to the children. If time allows, add another object to the box and let children guess the new object.

Part Two

Give each child one flavored jellybean. Tell the children that they will have to guess the flavor of the jellybean by using their senses. First have the children describe the jellybean using their sense of touch. What does the jellybean feel like? Can this help us figure out the flavor? Next, have the children describe what the jellybean looks like. What colors is it? Can we guess the flavor from the colors? Next, have the children smell the jellybean. Can this help us figure out the flavor? Record the children's observations as they try and guess the jellybean's flavor. Finally, let the children taste the jellybean and record their taste descriptions of the flavor. If time allows, give the children a second flavored jellybean and repeat the sensory observations.

To sum up the day's activity encourage the children to think about what senses helped us the most with guessing the object in the box and with guessing the jellybean's flavor. We use different senses to solve problems depending on the problem, but all of our senses are important for us to explore.

Follow-Up Activities

- When children smell a different smell, allow them to brainstorm the source of the smell rather than telling them what the smell is
- Scratch and sniff and texture books are a great way to incorporate our sense of smell and touch into everyday reading
- Outdoor time is a great opportunity to use our senses in nature, especially with items like pinecones, seashells and flowers
- Scented markers and paint can be a nice addition to art activities