

Lesson 10

What happens next?

Includes SEL strands: **SelfA SocA SelfM ReIM**Estimated time: **60-70 minutes****Lesson overview**

Introduction, writing, discussion, group work, plenary

Learning objectives**Key question:** How can I continue to improve my social and emotional skills and make a positive contribution to the whole school?**Students will be able to:**

- ▶ Identify areas of personal development and set goals
- ▶ Plan strategies for achieving those goals
- ▶ Understand the impact of their improvement on the class/whole school climate

Materials and preparation**Leaders might want to use:**

- ▶ Word bank L10R1
- ▶ Template Pledge Certificate L10R2

Introduction (10 minutes)

Outline lesson objectives. Revisit the Learning Agreement. Display the 100 word bank and ask pupils/student to create their own 3X3 BINGO card (see links for details on how to play bingo in the classroom), with one word in each space. Call out words from the list and ask the pupil/students to cross off words they have. The first to cross off a line wins. You might play the game using only words from one area of SEL.

**Activity One (20 minutes)
Class discussion**

- ▶ Ask students why we set goals, then on the board/interactive whiteboard share:
 - Goals help us improve
 - They focus activity
 - They make us part of the school
 - They motivate and energize us
 - They help us make decisions
 - They impact on the whole school
- ▶ Inform students that most goals use the S.M.A.R.T rules, which they may have seen before. Remind them that:
 - S - specific
 - M - measurable
 - A - achievable or action-oriented (i.e doing, not wishing)
 - R - realistic
 - T - timely
- ▶ Share with students an example of a SMART target
- ▶ Original idea: I want to be better at resolving arguments

Lesson 10

What happens next?



- ▶ Make it SMART:
 - S – arguments with my family
 - M – only want three a week
 - A – meta-moments, talk to family
 - R – positively influence one argument per week
 - T – by the end of the month
- ▶ Final goal: I will reduce the number of arguments I have with my family to a maximum of three per week. I will do this by using meta-moments and talking with my family when they are calm. By the end of the month, I will be able to change at least one argument per week.
- ▶ Put the students into groups or pairs and ask them to create four SMART goals that tackle bullying, one from each area of social and emotional skills.

Activity Two (20 minutes) Discussion

- ▶ Bring the class together and host a group discussion
- ▶ Collate goals
- ▶ Group discuss which actions are:
 - Most achievable
 - Most difficult
 - Most successful
 - Have the biggest impact on an individual
 - Have the biggest impact on the group

Activity Three (10 minutes) Individual goal setting

- ▶ Of the strategies you have seen, on which actions are you are going to work personally? These will be your personal goals.
- ▶ For each action draw up a list of things you will do to achieve your goal

Closing (5 minutes) Review the learning Ask

Can we make a difference?
How will that affect life at school if we all tried it?
What support will you need in order to successfully achieve your goals?
What improvements would you make to these lessons?

Supporting activities

You might like to consider using visualization with older students. Please visit <https://blog.udemy.com/goal-setting-activities/>

You might like to consider creating a personal pledge similar to the template in resource L10R2. This could be an additional task that takes place in a different lesson.

Links

Guide to using Bingo in the classroom <https://www.bookwidgets.com/blog/2014/11/fun-classroom-activity-bingo>