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| **Title:** | Leadership Tools—Goal Planner | | |
| **Author/Source:** | FranklinCovey Education | | |
| **Learning Objective:** | Students will demonstrate the use of a Goal Planner. | | |
| **FranklinCovey Habit:** | FranklinCovey Leadership Tools | | |
| **Subject Area:** | Social Science | | |
| **Activity Time:** | 45—60 minutes | G**rade Level:** | 1—5 |
| **Activity Type:** | Check all that apply   |  |  |  | | --- | --- | --- | | Individual | Group | Homework | | X | X |  | | | |

**Set Up**

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| **Student Materials** | **Teacher Materials** | **Review** |
| Goal Planner for each student | *Mirette on the High Wire* by Emily Arnold McCully  Large Goal Planner |  |

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| **Introduction** |
| Use the Goal Planner to clarify a goal and what needs to be done to achieve that goal. Students should first write a clear and specific goal at the top of the form. Underneath the goal students list the specific actions they need to take in order to achieve that goal. This tool can be used together with the Prioritizer and the Gantt Chart when planning projects.  Read *Mirette on the High Wire* by Emily Arnold McCully. Ask the children if they have ever accomplished something after practicing a lot. Explain that when you decide to learn something new you are making a goal. A goal is more likely to be accomplished when you write it down. Breaking the goal into small steps keeps you on track. Ask the children what Mirette’s goal was. On a large Goal Planner write the goal and, with the children’s’ input, the steps she used to reach her goal. |

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| **Activity** |
| Once the Goal Planner if complete, review the goal and the steps. Introduce the children to their individual Goal Planners. Explain that the children should think of something they would like to accomplish and write or draw a picture of it at the top. Then, write or draw the steps they could make to get closer to achieving their goal. |

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| **Wrap Up** |
| Bring the group back together and have students share their Goal Planners.  Send the Goal Planners home to share. |

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| **Assessment** |
| Student Goal Planners. |

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| **Extensions & Integrations** |
| A Goal Planner can be used prior to any classroom activity but will be especially useful when students have self-directed time to work on a project. As a group, fill out a class Goal Planner so that everyone knows what the end in mind is and the steps to reach the goal. |



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| **Title:** | Leadership Tools—Goal Planner | | |
| **Author/Source:** | FranklinCovey Education | | |
| **Learning Objective:** | Students will demonstrate breaking a goal into steps through the use of a Goal Planner. | | |
| **FranklinCovey Habit:** | FranklinCovey Leadership Tools | | |
| **Subject Area:** | Social Science | | |
| **Activity Time:** | 20 minutes | G**rade Level:** | 3—6 |
| **Activity Type:** | Check all that apply   |  |  |  | | --- | --- | --- | | Individual | Group | Homework | | X |  |  | | | |

**Set Up**

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| **Student Materials** | **Teacher Materials** | **Review** |
| Paper | Whiteboard or Chalkboard |  |

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| **Introduction** |
| Use the Goal Planner to clarify a goal and what needs to be done to achieve that goal. Students should first write a clear and specific goal at the top of the form. Underneath the goal students list the specific actions they need to take in order to achieve that goal. This tool can be used together with the Prioritizer and the Gantt Chart when planning projects.  Write, “Goal” on the board. Ask, “Have you ever had a goal to learn to do something? What was it?” Following student input say, “Writing down a goal helps you achieve it because you’re more committed to it. Once you have a goal, breaking it down is the next step. By having small steps, you keep moving toward your goal without feeling overwhelmed or giving up.” |

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| **Activity** |
| Say, “On the top of your paper write, “Goal” and then make several lines underneath to write your steps. Don’t worry about how many lines, you can always add or subtract lines as needed. Now, think about something you would like to learn to do, or something you would like to improve on. Write your goal at the top of your paper next to ‘Goal.’ Next, think of one thing in your Circle of Control that will get you closer to your goal. Write it on one of the lines. Continue to think of steps that will lead you to your goal. Finally, number your steps.” |

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| **Wrap Up** |
| Ask the students to share their Goal Planner with someone at home and explain the process. You may decide to have students use their experience as a journal entry the following day. |

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| **Assessment** |
| Student Goal Planners and journal entries will demonstrate their understanding. |

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| **Extensions & Integrations** |
| Repeat the exercise but request that their goal be school-related. |