Objectives

The student will be able to:
• Identify the importance of setting goals.
• Describe ways to set and achieve goals.
• Set a personal goal.

Activities

1 Seeing Stars .................................................................10 min.
2 How To Make Your Dreams Come True .......................20 min.

Materials

• Wagner puppet (in your kit)
• Workbook page 1

Home Workout

See page 7 for a Home Workout parent letter describing the Too Good for Drugs course.

Rationale

Studies show that goal setting is an important skill which helps children to become resilient. By having children think about a goal they have already achieved, and about how they accomplished it, the lesson helps children gain a sense of self-efficacy and positive expectations for the future.

❤️ Before You Start...

Make one copy of the Home Workout parent letter, page 7, for each student.
1 Seeing Stars

Display the Wagner puppet, who appears to be looking out the window, unaware of his surroundings. Students who have had the Mendez Foundation’s violence prevention program, Too Good for Violence, will recognize the puppet as Wagner.

Hello... Hello?... Hello?

Wagner does not answer, but continues to look out the window.

Excuse me, may I help you?

Wagner does not answer, but continues to look out the window.

Hello?

Oh, I’m sorry. I was just thinking about this awesome hockey game! I made the winning goal! Everyone cheered! My picture was in the newspaper! I was a star! Fans wanted my autograph! Everyone knew my name! Wagner!

Wow! That’s very exciting! It is a privilege to have a celebrity in our classroom! How long have you been playing hockey, Wagner?

Well, I haven’t exactly played yet...

What do you mean, Wagner?

Well, I was just dreaming about playing hockey.

Do you skate?

Well, no. I can’t skate...

Oh, my! You will need to learn to skate if you want to play hockey!

Woof! That’s true, but I don’t think I can. It looks too hard. It’s just a dream of mine.

Dreams can come true, you know.

They can?
Of course they can! You have already taken the first steps: you have named your goal and you have pictured yourself reaching it. You know what you want.

Why don’t you have a seat, Wagner? We’re going to learn about goals today. We would love to have you join us.

📍 Place the puppet where students can see him. This will be his seating assignment while he is in your class.

Raise your hand if you have ever worked hard to reach a goal or make something happen. 📈 Select some volunteers to share goals they have reached, such as riding a bike without training wheels, hitting a softball, etc.

Raise your hand if you have ever worked hard to reach a goal at school. 📚 Select some volunteers to share academic goals they have reached, such as learning the alphabet, reading a book by themselves, etc.

You know how to reach a goal already. You set a goal to ride a bike and you did it. You set a goal to learn to read, and you are doing that, too.

Wagner had a goal at school, too. Wagner wanted to learn to spell.

Raise your hand if you think you know how Wagner learned to spell. 📚 Select several volunteers to share their ideas about how Wagner learned to spell.

First, Wagner named his goal. He said, “I want to learn ten words for a spelling test.”

In his dreams he could just see a big gold star on his spelling paper!

Next, Wagner said, “I can!” He just knew he could learn to spell.

Then Wagner thought how to do it. He learned two new words every day by writing them ten times each. The next day he reviewed those two, and learned two more. When he got them right, he said to himself, “Way to go, Wagner!” He kept adding two or three new words a day every day until the test.

Raise your hand and tell me, do you think Wagner’s plan worked? 📈 Yes.

On the test, Wagner spelled 8 of the 10 words right. He said, “Hot Diggety Dog!”

Raise your hand if you think you know what Wagner did then. 📚 He set another goal.

He set a new goal! His goal for the next week was to spell all ten words correctly. He wrote the spelling words every day and he also asked a friend to call them out to him for practice.
Who would like to tell us how you think Wagner did on his next spelling test? 🤔 He got all the words right.

Wagner spelled all ten words right. His teacher put a big gold star on his spelling test! See all the stars on his collar? 🤔 Yes. Wagner won those stars in spelling bees. Now Wagner is a dog-gone good speller!

2 How to Make Your Dreams Come True

Turn to workbook page 1. This page is called Go for Your Goal. It will help us list the steps we take when we want to reach a goal. Let’s do this page together.

Who would like to read Step #1? 🤔 Select a volunteer to read, “Name what you want to do.”

Your goal could be anything you want to do. It could be to write your name, or ride a bike or make a new friend.

هج Write examples of goals on the board:

- Write your name.
- Read a book.
- Ride a bike.
- Jump rope.
- Hit a softball.
- Make a friend.

Fill in the blank in your workbook with a goal you have reached. It could be one of these, or another goal.

Who would like to read Step #2? 🤔 Select a student to read, “Picture yourself reaching your goal.”

Who would like to read Step #3? 🤔 Select a student to read, “Say _ _ _ _.”

Raise your hand if you know the words that fill in these blanks. 🤔 I can.

Write “I c-a-n” in the blanks for Step #3.

Who would like to read Step #4? 🤔 Select a student to read, “Think how to do it.”

Look at your goal. Think about how to do it. Think of three things you could do to help you reach your goal.

Who would like to read Step #5? 🤔 Select a student to read, “Go for it!”
Lesson 1

Step #6 tells what to do after you reach your goal. Who would like to read Step #6? Select a student to read, “Tell yourself, _ _ _ _ job!”

Raise your hand if you can spell the word that goes in the blanks. G-o-o-d.

Write the word “good” in the blanks in number 6.

Now connect the dots to show what Wagner won when he reached his goal.

 Allow time for your students to connect the dots and reveal a star.

 Put the Wagner puppet on again.

I am a dog-gone good speller, but I still don’t know how to play hockey!

Not yet, Wagner. But you know how to reach a goal. First, name what you want.

I want to play hockey.

Then picture yourself reaching your goal. Raise your hand if you want to tell Wagner the next step. Select a student volunteer to tell Wagner, “Say, ‘I can!’”

The third step is “Think how to do it.” Raise your hand if you have any ideas that might help Wagner reach his goal to play hockey. Borrow, rent or buy some skates. Practice. Join a hockey team.

Now, Wagner, Go for it!

Okay. I’m off to learn how to play hockey. I’m sure I can do it.

Thanks, everybody, for showing me how to go for a goal.

Give each student a copy of the Home Workout parent letter on page 7. Your students will use the chart to track their progress toward a goal at home. Encourage them to bring their chart back to school when they have reached their goal. Post completed goals on the bulletin board under the heading “We Did It!”
Looking for More?

**Recommended Reading**


“Success is reaching a goal. It’s doing the best you can do. When you try very hard and are finally able to say ‘I did it,’ that’s success.” For grades 2 and 3.

*Amazing Grace*, Mary Hoffman, Dial, 1991. This story demonstrates the rewards of setting a goal and sticking with it despite peer pressure.

*Alexander, Who Used to be Rich Last Sunday*, Judith Viorst, 2nd Aladdin Books, 1980. Alexander sets a goal to save his money but doesn’t follow through with his goal.

**Language Arts Extender**

Read *Amazing Grace* to your class. Grace’s goal is to be Peter Pan in a play. She doesn’t give up in spite of the fact that her classmates say a black girl can’t play that role. What does Grace do when her friends say she can’t be Peter Pan? Who helps her to stick with her goal? How?

Read *Alexander Who Used to Be Rich Last Sunday* to your class. Alexander’s goal is to save his money, but he gets distracted by bubble gum, a garage sale, a snake rental, his brother’s taunts, and many other things.

Discuss the difference between the two stories: Grace keeps trying to reach her goals no matter what happens; Alexander lets everything that comes along distract him from reaching his goal. You may want to have more advanced students rewrite *Alexander, Who Used to Be Rich Last Sunday* so that Alexander reaches his goal.
Dear Parent:

Our class is participating in *Too Good for Drugs*, a prevention program designed by the Mendez Foundation to teach skills for living healthy, drug-free lives. We are excited about this opportunity to teach goal setting, decision making, communication, peer pressure refusal and wellness skills.

Children are twice as likely to learn, remember and use skills when their parents are involved. We invite you to be a part of this prevention program.

We began the program with a lesson about setting positive goals. We learned that we are more likely to achieve our goals when we track our progress every day.

Please help to teach your child this important skill. Ask your child to set a goal. With your child, fill in the chart below and post it on your refrigerator. When your child has reached the goal, sign the chart and have your child return it to school.

Thank you for helping to teach your child that we are all “Too Good for Drugs.”

Sincerely,

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**My goal is to**

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**every day for one week.**

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Child’s Name ________________________________

Parent’s Signature __________________________

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I did it!