

Ready to Hit the Target

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Kick off a new unit by focusing students' efforts on individual goals and how they can achieve them.

Objective: Students will be able to name qualities of a well-written goal and create personal goals for a PE unit.

Grades: K–5

Time: 45–60 minutes

Materials: student journals or lined paper, student copies of the goal-setting sheet plus a copy for you, document camera, sticky notes

DIRECTIONS

Bell-Ringer Activity

1. Have each student write a response to this question: Why do people set goals?
2. Lead students to understand that a goal is something a person is trying to do or achieve and that setting goals is a great way to improve at any task in life. Tell students that today they each will be creating a personal goal to work toward during the upcoming unit.

Whole-Group Instruction

1. Project a copy of the goal-setting sheet. Tell students what the next unit will be and when it will end. Write the information on the sheet.
2. Draw students' attention to the text describing what a goal should be. Explain that goals should be measurable and specific. Tell students that rather than creating a goal that says, "I want to make more layups," they should strive to include details that tell how the goal

will be measured. For example, explain that the goal "By the end of the unit, I will make 10 layups in 60 seconds" includes details about the number of layups and the amount of time, as well as when you hope to accomplish the goal. These details make the goal measurable and specific. Invite students to repeat after you, "My goal should be measurable and specific."

3. Still referring to the sidebar, explain to students that their goals should help them improve their skills; therefore, the goals they write should not be too easy or too hard. Ask students what will happen if they work toward a goal that is too easy. (*They will be bored. They will not get better.*) Then ask students what will happen if a goal is too hard. (*They will get frustrated and possibly give up.*) Invite students to repeat after you, "My goal should make me better at this sport. My goal should not be too easy or too hard."

- Write a goal related to the upcoming unit in the box. Ask students to respond to each question by giving you a thumbs-up or a thumbs-down: *Is the goal specific? Is it measurable? Is it too easy?* and *Is it too hard?* Tell students after they write their goal and it is approved, both you and the student will sign the sheet to make it official.
- Explain to students that they will also chart their progress toward their goal during the unit. Data related to each student's goal will be written in the top row when the unit starts. Then during the unit, a date will be written in the left column each time new data is collected and recorded in the right column. Data will also be collected and recorded in the right column at the end of the unit.

Partner Practice

For younger students: Write on the board a goal based on a skill from the upcoming unit, leaving a blank for students to insert a number. Review the goal with students. Instruct each child to consider a number that he or she feels would best complete the sentence based on his or her abilities. Remind students that they should not choose a number that is too high (hard) or too low (easy). Pair students and have them discuss if their choices are reasonable. Give each student a copy of the goal-setting sheet

and have him or her copy the goal onto the paper, writing in the chosen number. Have students sign their names; then collect the papers to review and sign. If needed, touch base with any students who need to adjust their goals. (Tip: To make the process of recording goals a little easier for students, write the unit name, end date, and sentence starter on the page before making copies. That way students only need to write the number on their papers.)

For older students: List on the board skills related to the unit you are starting. Pair students and then distribute a goal-setting sheet to each child. Lead students to discuss goals they would like to accomplish during the unit, being sure to include details that make the goals measurable and specific. Have each child write his or her goal in the box on the paper. Collect the goal-setting sheets. Review each child's goal and after approving it with your signature, return the sheet to the student in your next class session and have the student sign it.

Progress Check

Have each student list on a sticky note (exit ticket) four qualities of a well-written goal.

Homework

Encourage each student to tell one or more family members about his or her goal and how it was developed.

Teaching students to go for their goals

Our popular course **Game On! Getting Kids Pumped in P.E. Class** shows how to get kids motivated in PE. Both intrinsic and extrinsic motivation come into play as students learn about physiological, mental, and emotional benefits of physical activity, building skills and habits that will last a lifetime.

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Name _____ Unit start date _____

Unit _____ Unit end date _____

My Goal

- My goal should include details. It should also tell how I will measure my growth.
- My goal should be one I can reach during this unit. It should not be too easy or too hard.

Charting My Progress

Beginning of the unit

End of the unit

My Signature _____

Teacher's Signature _____