









# Aiming High: Goals


<p><b>Aim:</b> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>I can identify personal goals and suggest actions I can take to achieve them.</p>	<p><b>The Big Questions:</b> What would we like to achieve over the year ahead?</p> <p>What do we need to do to help us achieve our goals?</p>	<p><b>Resources:</b> <b>Lesson Pack</b></p> <p>Sticky notes</p> <p>It is recommended that this unit is taught alongside the accompanying <a href="#">Learning Journey Record Resource Pack</a>.</p>
<p><b>Success Criteria:</b> I can identify actions and behaviour that help achieve goals.</p> <p>I can identify my own personal goals for the future.</p> <p>I can discuss ways I can achieve my goal.</p>	<p><b>Key/New Words:</b> Goal, aim, achievement, accomplish, success, strive, target, improve.</p>	<p><b>Preparation:</b> <b>Actions and Achievements Discussion Cards</b> - one per group</p> <p><b>My Progress Report Activity Sheet</b> - one per child</p>



## Prior Learning


It will be helpful if children have previously discussed personal achievement and targets.

## Learning Sequence

	<p><b>Reconnecting – Actions Create Achievements:</b> Display the Big Questions on the <b>Lesson Presentation</b> and invite the children to discuss these in their groups. Remind the children of the ways we have previously discussed that actions and behaviour can help us achieve our goals. Put the children into small groups and distribute the <b>Actions and Achievements Discussion Cards</b>, one per group, and allow children time to discuss how the behaviour on their card can lead to achievements.</p>	
	<p><b>Exploring – What Are My Goals?</b> Display the goals given in the <b>Lesson Presentation</b>. Invite the children to discuss with their partner the actions that might help these goals to be achieved. Ask the children to feed back their thoughts to the class. Give the children time to consider what their personal goals for the year ahead are by asking them to answer the given questions with a partner and then with the class, if they feel happy to do so.</p>	
	<p><b>Exploring – How Can We Achieve Our Goals?</b> Share the information given in the <b>Lesson Presentation</b>. Give two sticky notes to each child and on one ask them to write their goal, on the other ask them to write steps they can take to achieve their goal. Once they have finished, invite them to stick them somewhere visible. These can be shared and discussed as appropriate.</p>	
	<p><b>Reflecting – The Feeling of Success!</b> Invite children to close their eyes, if they are happy to do so, and imagine the moment they achieve their goal. They should think about what they can see, what they can hear and how they feel. Invite the children to share their thoughts. Revisit the Big Questions on the <b>Lesson Presentation</b> and ask the class which part of today's lesson they have found the most interesting.</p>	

	<p><b>Consolidating – My Progress Report:</b> This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ask the children to complete the <b>My Progress Report Activity Sheet</b> in which they imagine they have achieved their goal and write a report to describe steps they took to achieve it and how it felt once they succeeded. Encourage the children to use the word bank if appropriate.</p>
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	<p><b>Supporting:</b> Ensure children who find it more difficult to articulate their feelings verbally are working with a child who is understanding of this and a confident speaker.</p>
	<p><b>Extending:</b> Challenge children to think of a goal for home, school and a club?</p>

	<p><b>Developing:</b> Ask the children to think about goals they would like to achieve at home. Are these similar to or different from ones they are working towards at school?</p>
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This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

## Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

- Policies:** If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
- Rules:** Remind children of the class agreement or ground rules for discussion.
- Expect:** Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
- Procedures:** Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
  - Ask:** Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
- Respond:** Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
- Enable:** Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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