

8

ASPIRATIONS - SETTING GOALS - That's my goal



YEAR GROUP:
3/4 KS2



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- Understand how to break down the steps needed to achieve a goal
- HW9 Recognise their strengths and how they can contribute to different groups
- PW27 Reflect on the range of skills needed in different jobs
- PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements
- how to set realistic targets



KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - ?
- Strengths
- Disciplines
- Skills
- Targets



WHAT YOU WILL NEED

- Lesson 3 Resources doc
- Tree print out per child (slide 5)
- 4 stepping stones drawn on paper (or print slide 13)
- Pens
- A range of instruments

WARM UP / EXPLORE**5 MINS**

- Quiet signals
- Creativity navigator

WARM UP / EXPLORE**5 MINS****Achieving goal together**

Count to 5 (extend to 10 if time)

- The goal is to count to 10 as a group without talking over each other. If you talk at the same time you go back to the beginning
- Close your eyes
- Call out the next number in the sequence
- Can we reach our goal?
- Takes practice and time to achieve

OR if too hard for the group

The goal is to make the letter A shape as a group without talking.

- Start spaced around the room
- Count down to a GO
- Move yourself to create the shape with the others in the room
- Look at others
- No talking

What is your goal - Goal Tree

Slide 3

Getting to your goal is like climbing a tree, there are lots of different ways to do it, sometimes you might fall out and start climbing again.

A bit like a squirrel collecting nuts you collect your skills and strengths along the way

→ Teacher model a tree example (slide 4) on the board first taking a job like a doctor and fill in the tree with the class

→ (or use ballerina example slide 6)

Then... (Prompts side 7)

→ Pupils decide on something to be their goal - does not have to be a job could be anything keep it open

Also - not all goals need to be grand like an astronaut etc ... could be to be like my mummy, to be a great cook, to be a stay at home dad etc



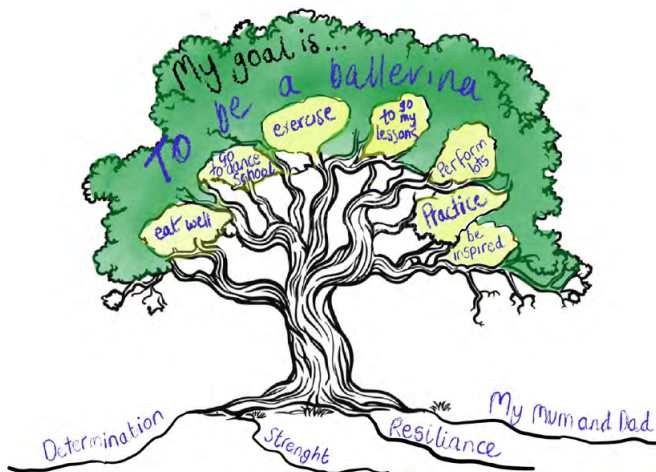
(slide 5)

→ Fill in your goal in the canopy of the tree

→ Write in the 7 things you need to do or work on in order to achieve the goal in the pale green areas

→ Along the roots write in the things or people needed to support you on this journey to your goal

→ If using black and white version the canopy can be coloured in



(examples slide 8)

Musical Stepping Stones: building your pathway to achieve your goal

This uses the same principle as Rhythm Frame. [Toolbox Tutorial Rhythm Frame](#)

(NOTE: do the Rhythm Frame warm-up exercise as a lead into Musical Stepping Stones).

Rather than the four boxes of Rhythm Frame, this places them linearly, as though stepping stones toward a goal.

- Warm up exercise Slide 9 - keeping a regular beat and clapping syllables of names in the rhythm frame
- Whole class example done with the teacher - use a rhythm frame to think of 3 stepping stones on the path to a goal. Slide 10, 11 and 12 to build up words and rhythms

In small groups of approx 6:

- Each group decides on one dream job (one word), and writes that in box 4.
- The group practice clapping (altogether) the rhythm of the word in box 4.
- The teacher now claps three slow beats, during which the class remain silent (each of these beats represent the first 3 empty boxes), and on the **fourth** clap all the groups play the rhythm of their box 4 word.

1	2	3	4

- The groups now fill in the first 3 boxes by writing one word in each - a quality needed to achieve that dream job.
(If the class are able, ideally the words across the 4 boxes would be a mixture of syllables, creating different rhythms)
- With a steady 1,2,3,4 count in (by the teacher) the groups now practice clapping the rhythm of the four stepping stones (they should speak the words too first, alongside the clap).

Extension, with instruments

- Each group assigns their members box 1, 2 or 3 (two people can share the same box), and everyone has an instrument. Practise the rhythm of the word in the box, speaking the word out loud while playing.
- The teacher counts four slow beats again and everyone plays on their numbered box/beat (1, 2 or 3) only, with **everyone** playing beat 4.

1	2	3	4

- Hear each group separately, then all together. Try removing the speaking of the words, so only the rhythms are heard.
- Each group can now decide a different order to play their rhythm boxes. E.g. 4,3,2,1 or 1,3,2,4
- The teacher can substitute counting for playing strong beats on a drum.

Summary Discussion:

- Perform with each group playing individually, then all groups together, to finish.
- It is important to recognise every goal is achieved through a series of stepping stones and disciplines.
- Look again at your tree and recognise what your stepping stones would be to get there with a partner.

