



Choice Board Lesson Plans



Week 1: Building Strong & Safe Foundations: Personal Identity

SECONDARY

Category:

Comm & Team Building --- Physical Activation --- **Social Emotional Skill Development**

Lesson Title:

Wish Jar

Learning Goal:

As students, we are learning that setting goals can give us a sense of purpose and commitment. We will practice setting goals for the class we are currently attending.

Student Pre-Reflection/ Minds On:

It is an exciting and unusual time as we begin a new semester while gradually emerging from the COVID-19 pandemic. There may be school experiences you missed over the last year and a half that you would like to have this year. Do you have goals about what you would like to achieve in semester 1?

Learning Task/Activity: Goal Setting

Let's set some goals and put them in a wish jar (a jar can be replaced with an envelope, etc.). Give students a small piece of paper. On the front of the paper, ask students to write down one, two, or more goals. Ask students to fold their wish(es) when done and write their name on the back of their paper.

Here are some suggestions:

1. Set an academic goal:
 - Think about a goal you would like to work on in __ (insert subject) class.
 - Goals need to be specific. "Becoming good at Math/Art/French/Auto, etc." is too big and too vague. Think about **how** you are going to become better. Think of small steps that will lead to that big goal. Ex. "to participate in all class activities and ask questions when I don't understand."
2. Set a physical health goal:
 - Think about a goal that promotes your physical health. Ex. "to complete __ number of steps each day"
3. Set a well-being goal:
 - Think about a goal that promotes your well-being Ex. "to talk to someone new in this class" or "to share my feelings with someone I trust."
4. Some goals may blend or defy categories, for example: "to go to bed by eleven so that I feel more awake in class, feel less anxious and catch fewer colds" combines academic, physical health and well-being goals.
5. Collect the goal(s) the students have written and place in a wish jar.

Ideas for Follow up / Discussion:

Options on how to use the Wish Jar:

1. Put the jar in a prominent place in the classroom where it will be a visual reminder of the goals they are working towards.
2. Seal the wishes in an envelope. At midterm, or near the end of the semester, open the envelope and hand the wishes back to the students. Did they achieve their goal(s)? Did they remember writing the goal(s)? Have the students reflect on their goal from the first day of class and compare it to how they have done throughout the semester.

Further Resources:

<https://tlp-lpa.ca/study-skills/setting-goals>

Learning Connections:

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson:

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- **maintain positive motivation and perseverance**
- build relationships and communicate effectively
- develop self-awareness and sense of identity
- think critically and creatively

So, they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- **foster a sense of optimism and hope**
- support healthy relationships and respect diversity
- develop a sense of identity and belonging
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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