



GOALS

1. WHERE CAN I GO WHEN I FEEL...?

Objective: Students will be able to recognize a strategy to reduce or relieve stress so that they can avoid one of the hardest obstacles in everyday life.

WARM UP

Think about some school or personal goals that you feel your students can relate to. Write them on the board. Ask them what obstacle could make it difficult for them to achieve that goal. After sharing some ideas as a class, tell them that stress is one of those obstacles.

STEP BY STEP

- A** Make sure students have the printed activity or paper to write their answers. Set students into small groups and tell them to read and answer the questions on the space provided: *Do you know when you are stressed? What makes you feel stressed? What do you do when you feel stressed? Where can you go when you feel stressed?* You may ask some volunteers to share their answers with the class.
- B** Tell them to think about places where they can go to and about activities they can do to reduce stress. Suggest some ideas: you can go to the park, to the library, you can listen to music or meditate, etc. Give them some time to write their lists. Walk around and help with any vocabulary they may need. When students finish with their lists, you could lead a class discussion focused on helping students become aware of what makes them feel stressed and if they actually do something to deal with it. Try to create a comfortable environment for students to share their thoughts. If you feel they are open to it, you could ask some students to share experiences in which stress has been an obstacle for them.

WRAP IT UP

- C** In small groups, ask students to discuss the questions: *What activities to reduce stress do you do now? What activities to reduce stress do you want to do in the future? How does stress affect your everyday activities?* Give them some time and then ask them to discuss with another small group. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Ask them if they learned something new about themselves.
- D** End the activity as a class discussion to help students realize that some stress can be useful because it helps us achieve goals if we channel it correctly and use it to become aware of the real difficulties we are going to find in our way to success. However, when stress is too much, it becomes one of the most dangerous obstacles that can deeply affect us and we need to learn ways to deal with it.

TEACHING TIP

It is important that you handle stressful situations in the classroom with the appropriate techniques for your class. Keep in mind that students who are stressed in a negative way are not in the right mind set for learning, but you could positively direct students' stress towards a goal so that they use stress to their favor.

IT You can draw students' attention to the IT box if you need more help.



GOALS

2. MY FUTURE SELF-PORTRAIT

Objective: Students will be able to set their long-term goals so they can learn how to make good decisions for the future.

WARM UP

Encourage students to close their eyes and let them imagine how they see themselves in five years. Invite them to share their answers as you acknowledge your students and let them know this activity will help them walk towards their long-term goals.

STEP BY STEP

- A** Divide the group into pairs and make sure they have paper or their printed handouts to work with. Brainstorm long-term goals such as: what they want to do when they finish school, if they want to study a career, if they want to travel, if they want to have a home, etc. Write their ideas on the board. Give them time to write their goals on the left column of the table in their printed handouts. Walk around helping with vocabulary they may need.
- B** Now tell them to ask their partners about their plans. Give them time for them to ask and write on the right column. Ask volunteers to share their goals with the class. Encourage most of them to participate.
- C** Ask them to take out their colors to draw themselves as they would like to be in five years on the space provided in the printed handout. However, if they feel they can't draw, they can use cutouts from magazines to portray themselves. Tell them to visualize themselves in five years and then write in the spaces provided what their achievements will be, how they will feel, which actions they will do, and which people will be with them. Walk around and answer any questions they may have. If you notice anyone struggling, offer advice or suggestions.

- D** Ask them to get together in small groups to make a collage with all their portraits. Ask them to write any additional information they think necessary, like their name, their skills and goals, etc.
- E** End the activity as a class. Display the collages around the classroom and remember to make positive and reassuring comments about them.

WRAP IT UP

- F** In small groups, ideally with different classmates, ask students to discuss the questions: *What are you good at now that can help you reach your long-term goals? What long-term goal is very important for you? Why? What do you like the most about your future self-portrait?* Give them some time and then ask them to discuss with another group. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Ask them if they learned something new about themselves. Encourage them to reflect on how defining their goals will give them a direction to follow.

TEACHING TIP

When teaching how to set and achieve goals to your students, it is important that you give examples by using your own goals, so you can inspire them to think of their own goals. Remember that goals should be memorable, specific, measurable, attainable, relevant, and should have a deadline because goal setting is a strategy to make things really happen.

- IT** You can draw students' attention to the IT box if you need more help.



GOALS

3. I CAN!

Objective: Students will be able to build their own action plan to achieve their own goals taking into consideration their qualities to overcome obstacles.

WARM UP

Ask students if they have ever ran a race with obstacles or have watched one. Ask how the runners jumped the obstacles. Then explain that to be able to jump, they train. Runners know there are going to be obstacles and they prepare to be ready to jump over them so they will get to the end.

STEP BY STEP

A Divide the group into pairs. Elicit different kinds of school goals, such as arriving early, improving grades, bringing all your books and notebooks, etc. Write them on the board so students will have a reference when they make their own lists. Tell them to write their goals on the space provided. Walk around and help with any vocabulary they may need.

B Have them go to the printed handout included in the activity and elicit from them what it is and how to fill it in. Tell them to choose a goal from the ones on their list to write it down on the space provided for their goal. Tell them to discuss with their partner about possible obstacles they might find on their way and to write them in the spaces provided. Once they have identified their obstacles, tell them not to worry, because for each obstacle they will have a quality that will help them overcome it. Tell them to think in pairs which of the qualities they possess will help them defeat each obstacle and to write them next to the obstacles.

C Allow students some time to write conclusions in the space provided on the printed handout explaining how they will use that quality to defeat the obstacle.

Draw their attention to the example provided in their handout and provide further examples yourself so that they know what is expected of them. For example, you could say: *My goal is to improve at math, but my obstacle is that I don't understand my math teacher. I am intelligent and self-confident, so I will find other books or persons to explain math to me in a different way.*

D Now ask them to share their printed handouts with the partner they've been working with and to help each other by suggesting more qualities their partners know they have. For example, *Arriving early is difficult, but you are organized, so you can prepare your things the night before to help you next morning.*

WRAP IT UP

E Ask students to discuss the questions: *How can this activity help you overcome your obstacles? Do you consider that asking for help is useful for reaching your goals? Why? Do you think some ideas you have about yourself are not realistic? Why?* Give them some time and then ask them to discuss with another pair. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Ask them if they learned something new about themselves. Remind them that no matter how difficult some obstacles may seem, if they focus on their abilities and qualities, it will be easier to overcome them.

TEACHING TIP

Always remember to provide students with opportunities to share their experiences. Self-esteem and self-confidence are important when planning their goals so they can keep themselves going even when they don't know what to do so they can finally achieve their goals.

IT You can draw students' attention to the IT box if you need more help.