



## Week 6: Pursuing your dreams

## Guidance:

**The scenario section should last 15 minutes.** Start by asking children why it's useful to set goals – helps make our dreams more manageable and achievable, gives us a focus, helps us plan for success. Then look at the scenario with their friend asking advice. In terms of their answers, it'd be good to see suggestions of directly impactful questions to ask the friend – how would achieving this goal affect your life? What would be the first step towards achieving this goal? How committed are you to pursuing this goal on a scale of 1-10? Emphasise a focus on open questions that encourage them to expand. It'd also be positive to see them empathising with the friend's needs and the challenges of sticking to goals, and an understanding of how the planner can help keep them organised, on track and able to structure each stage of the goal process.

**The activity section should last 20 minutes.** Explain that this activity is about thinking big and being ambitious, and that goals can be academic (improve my fractions knowledge to get 90% on the test), activity based (improve my passing skills to get on to the school football team) or home-based (practice guitar each evening so I can play chords on 5 songs). Draw up the two columns with 'one month ahead' and 'one year ahead', and start filling the year column with long term goal suggestions from children. Then get suggestions for the one month goal based on this eg if the one year goal is 'to improve drama skills in order to get into the school play', one month goal could be 'to regularly practise reading lines in front of the mirror'. Once you have a list of 5 or 6 options for each column, give children the 'Goal roadmap' handout. They can use the tips to guide their work. Encourage them to work in pairs, completing their road map from a goal they've chosen – they can use an option on the columns if helpful. Children should be able to see from this activity that exploring their goals in detail and setting more short term aims can help increase the chances of sticking with the longer term goal.

**The discussion section should last 15 minutes.** You may want to begin with children talking to their partner, before encouraging pairs to summarise their discussion to the class. In their answers, you'd be hoping to see evidence of children engaging with the goal-setting process and identifying the impact it can have on their success in different areas of their life. They should come away from the discussion with a sense of what their next step is, and how to use the accountability of their peers to stay on track in achieving their goals.

WEEK SIX



## Week 6:

Pursuing your  
dreams

**After this activity I will be able to:**

1. Explain how to set and plan for goals that are achievable
2. Share how the goal-setting process connects to friendships, school life and personal achievements
3. Recognise the positive impact that pursuing dreams can have.



WEEK SIX



## Week 6:

Pursuing your  
dreams

## Scenario:

Your friend comes to you on the first day back at school, with a year planner. They tell you this is the year they want to achieve all of their most ambitious goals, and that they want your help to work out what the goals should be, and how they'll succeed in completing them.

1. What two questions are most important to ask your friend to get the goal-setting process started?
2. How would you want your friend to feel at the end of your conversation?
3. How could the planner be used to help the process of helping them set and stick to their goals?



WEEK SIX



## Week 6:

Pursuing your  
dreams

## Activity:

Start by making a table with two columns and collecting children's goals - one list with a deadline of one month ahead (short term), and one list with a deadline of a year ahead (long term).

Then complete 'Pursuing your dreams' activity, with children working through the discussions as a class or small group, then completing the 'Goal roadmap' in pairs.



WEEK SIX

BACK

to

SCHOOL

Week 6:

Pursuing your  
dreams



Help With Bullying

***“ All our dreams can  
come true, if we  
have the courage to  
pursue them.”***

**Walt Disney**

WEEK SIX

BACK  
to SCHOOL

## Week 6: Pursuing your dreams

 **KIDSCAPE**  
Help With Bullying

# Goal Setting

**Regular goal setting is important for everyone, and if we start early it can become a habit for life.**

Feeling in control is an important part of feeling happy and confident. Regular and careful goal setting can help children feel that they are taking control of their own behaviour and working towards something; having a positive impact, no matter how small.

**Keep the goals realistic and measured. Start small!**

Declaring "I will play football for Chelsea" sounds great but instead try "I will work 15 minutes every day to improve my football skills by practising ball control".

I want to be prime minister one day, you might start by trying out for class representative, or signing up for debating club after school.

**Many people like to set an end-date to make their goals have a timescale.**

By setting simple goals that can be ticked off daily or weekly encourages good habits. Think about what might get in the way before you start.

If you decide for example that you want to read a book a week, but you know you spend most of your reading time watching Netflix instead. Include this when you set the goal. For example "I will turn off the TV 20 minutes before dinner so that I can spend that time reading instead."

**Co-operative goals rather than competitive goals.**

Some children might want to "come first" in all their tests. Perhaps a better goal would be "to score over 80% in all my tests". That way, the outcome is something that you contribute to and, at least to some extent, achieve by your own hard work. Remember you don't have to achieve all your goals!

**Goals are something to work towards and aim for.**

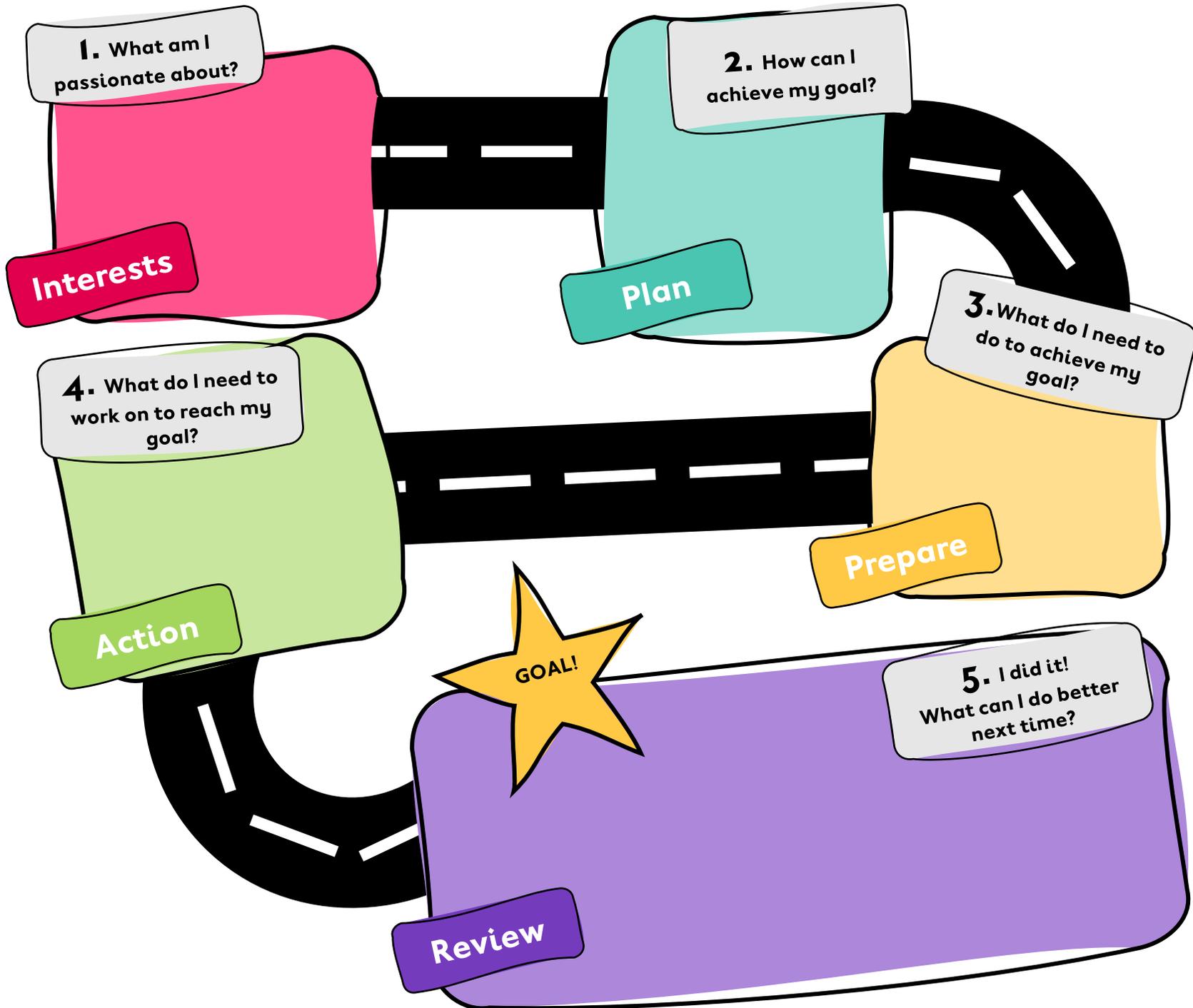
Falling short isn't necessarily a bad thing, if we keep moving in the right direction. Remember its ok to learn from slip-ups and road blocks. Keeping a record of goals set and tracking how you work towards them can help with this.

WEEK SIX

# BACK to SCHOOL

## Week 6:

Pursuing your dreams



WEEK SIX



## Week 6:

Pursuing your  
dreams

## Further thoughts:

1. What goals have you achieved in the past, large or small, and how did it feel when they were completed?
2. Why do we break goals down into smaller elements, like with your 'Goal roadmap'?
3. Thinking about the main goal that you've set, what one small step can you take to get started with it today?

