Digital Citizenship

Lesson Plan | Primary and Elementary School

Lesson Time: 15-20 minutes

My Footprint

Objectives & Outcomes

Lesson Objectives: Using a bulls-eye target graphic, students will identify the relationship between small goals and big goals and create a plan to reach a goal.

Lesson Outcomes: Students will be able to ...

- explain how small goals differ from big goals
- create planned small goals to reach a big goal

Subject Area Connection: Language Arts

Getting Ready

Teacher Preparation: Before this activity, have a bulls-eye target graphic preprinted for each student. Older students may draw four circles of increasing size as the graphic.

Materials Required:

- bulls-eye target worksheet
- pencils/pens

Key Vocabulary

target: a visual object to aim for.

goal: an achievement or result to aim for.

consistent: regular or scheduled.

Background

Consistency is the secret to success in reaching goals. Doing something each day to work toward small goals keeps one on target to reach a big goal. The ultimate goal is written in the center of the bulls-eye. Each circle represents smaller daily, weekly, and monthly goals that lead to the big goal.

In this lesson, you may want to use the example of learning multiplication facts up to twelve. The outer circle represents a daily goal, such as practicing one fact for five minutes. Moving toward the target, the next circle represents a weekly goal, perhaps to pass a timed test on the fact. The next inner circle represents a monthly goal, such as successfully passing a timed test on four facts. Following this system, in twelve weeks, or three months, the student will reach the goal of learning the multiplication facts up to twelve. By breaking a big goal into many small goals, it is just as simple to achieve a big goal as a small goal. It just takes a little more time!

"Consistency is the secret to success in **reaching goals**."

Introduction and Modeling

Hold up a bulls-eye target and ask the students if they know what it is used for. Students might say target practice, darts, archery, or other things. Point out that in all of those activities, people are aiming for the target. A target is like a goal, and goals are what we aim to achieve.

Tell the students they will be making big goals and small goals in this activity. The big goal will be in the center of the bulls-eye, and the smaller goals will be around it.

Explain that sometimes big goals might take months to achieve, but by setting smaller goals to reach each day, week, and month, they can reach the big goal.

Learning multiplication facts up to 12 is a big goal. A small goal is to learn multiplication facts for one number. An even smaller goal is to practice every day.

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Procedure

1. Give each student a bulls-eye target graphic.

2. Students will decide on a big goal to place at the center of the bulls-eye target.

3. Have students talk in groups to decide what small steps can be taken to reach their big goals. Then analyze each step and determine if it should be written in the daily, weekly, or monthly circles. Students will then write the smaller goals in the appropriate larger circles.

4. Tell the students that each time they reach a small goal they may put a star on that goal.

5. In class, practice telling a family member about the small and big goals to enlist their help. Students may do this in front of the class or in groups. The audience may make helpful suggestions and comments.

Discussion Questions

- What is the difference between a target and a goal?
- How does working on small goals help you to reach a big goal?
- How does having a visual target help you reach a big goal?
- Compare and contrast a goal and a wish.

Evaluation

Review the students' bulls-eye targets and goals. Check that each goal is in the correct circle.

Tips for Tailoring This Lesson

For Higher Grade Levels

- Apply the bulls-eye target to a research project. Break the project into smaller goals.

- Have your students break down a large group project into smaller goals and assign those goals to individual group members.

For Lower Grade Levels

- Art connection: students may glue concentric circles together to create a target and decorate it.

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Alignment to Standards and Frameworks

Common Core State Standards:
College & Career Readiness

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Anchor Standards for Language

CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standards for Speaking and Listening

CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standards for Language

CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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