

LESSON

3

Keep Trying Unit Grade 2 • Ages 7-8

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Star template, copied on construction paper; one for each student

Optional: Ribbons, markers, glitter, etc. for decorating the stars

RAK journals

[Kindness Concept Posters](#) for Perseverance and Responsibility

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.2.1, 1a-c, 3, 4, 6; CCSS.ELA-Literacy.L.2.1, 2 Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.b-f; S.1, GLE.2, EO.a-c

[Learning standards key](#)

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



Reach for the Stars

Students will set a goal and think about the steps they need to achieve that goal.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

GOAL	Something you set out to do or achieve.
OBSTACLE	Something that gets in your way or is hard to overcome when trying to reach a goal.
PERSEVERANCE	Keep trying even when something is difficult, not giving up.
RESPONSIBILITY	Being reliable to do the things that are expected or required of you.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Talking together with a partner about goals and obstacles.
- Using this activity to help develop group or classroom goals, such as keeping their area clean and organized, using their manners, etc.

Resources

Kid's Health: <http://www.cyh.com/>

Share (3 mins)

In groups of 3, share the person or character you thought of who had to use **perseverance**.



Inspire

Discussion and Sharing (5 mins)

We have been talking the past few days about **persevering**, which means not quitting or giving up and having a good attitude when doing something hard. Can anyone share a **goal** they have? Is this **goal** easy or hard to achieve.

Allow students to respond and write them on the board.



Empower

Goal Setting (15 mins)

Now we are going to do an activity where we figure out a **goal**, the obstacles that might keep us from that **goal**, what we can do to reach that **goal**, and when you want to reach the **goal**. Do you remember what the word **obstacle** means?

Allow students to respond.

Hand each student a paper star and explain that they should write their **goal** on the star, **obstacles**, when they want to complete the **goal**. Give them a personal example from your life. (i.e. **Goal** = I want to exercise more. **Obstacle** = Very busy, don't have enough time. How I can overcome my obstacle: Go early in the morning. Time = By next week.)

Allow time for students to complete their star, cut it out and decorate. Then have students share their goal, obstacles, and steps to reach the goal with the class.

Make sure to check in with your students to see how they are doing on their goal.

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is a goal?
- What are some important things to think about when trying to reach a goal?
- Why is it important to set goals for ourselves?

Reflection Questions

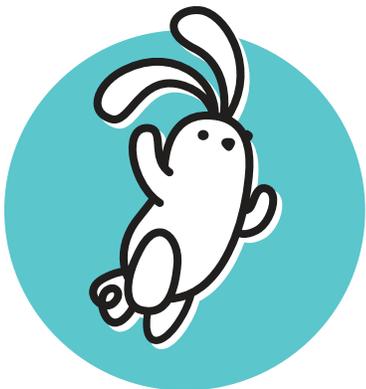
- How do you think you will keep working toward your goal when you face obstacles?
- Do you think that telling yourself you can reach a goal can make a difference?
- Do you think using positive words is a way to show kindness to yourself? Why or why not?

Summary

There are many steps to reaching a **goal**. It's helpful when you set a **goal** to think about how long you want to take to reach your goal and how you might overcome **obstacles** when they arise. Good luck to everyone with their **goals**, we will be checking back in to see how things are going! Staying kind while trying to do something difficult is a skill we all can learn.



The RAK paradigm is the framework for teaching and building kindness skills.





Act (2 mins)

Kindness Minute

Goals can be something you set for yourself or your teacher. Think about a goal your teacher has set for your class. For instance, we want to recycle at least 50% of all discarded paper products this school year. What's something you can do right now?

Kindness in Action

Complete the Home Extension Activity.

It would work best to send the attached Home Extension activity home after completing the Reach for the Stars Activity in class. Write the return date on the sheet before you distribute it. You may want to distribute the sheet in the Friday folders and have it returned on Monday.

Hand out a second copy of the star template to each student. Have them copy what they wrote on their first star onto the paper and say: *We have been talking about what it means to keep trying and I want you to talk about the ideas that you wrote on your stars with your parent, guardian or an adult you trust.*

My Star

Goal:

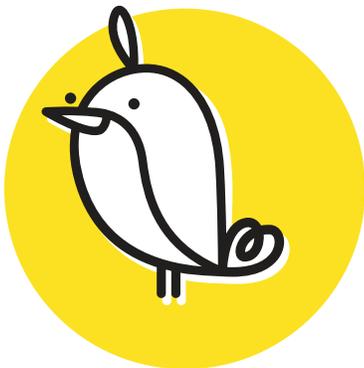
Time:

Obstacle:

Overcoming my obstacle:

The day the students bring back their sheet, ask the following questions:

- What can you do at home to meet the goal that you set?
- How can you keep trying at home even when it might be easier to give up?
- Is there a way that your family is going to help you face those obstacles at home?





Name _____

Goal _____

I will reach my goal by _____

An obstacle I face is _____

I can overcome this obstacle by _____
