

Goals - Novice High

Positive Psychology Learning Outcomes: Students will start exploring and reflecting on meaningful life goals, and they will experience positive feelings through talking about their dreams. Language Learning Outcomes: Students will practice the pronunciation of adjectives ending in -ed, create language based on memorized phrases and formulaic speech, and create groups of sentences that are connected in meaning and purpose to give reasons.

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. start exploring and reflecting on meaningful life goals.
2. experience positive feelings through talking about their dreams.

Language Learning Outcomes

Students will...

1. practice the pronunciation of adjectives ending in -ed.
2. create language based on memorized phrases and formulaic speech.
3. create groups of sentences that are connected in meaning and purpose to give reasons.

Materials Needed

- [Achievement PowerPoint](#)
- [Coin Operated - Animated Short Film](#)

Overview

Show objectives and introduce new topics. Explain to students that today they will talk about making goals.

Active Background Knowledge

Have students think about someone they know who seems to be very successful. Have them discuss these questions: Why is that person successful? What goals does that person make? How does that person achieve their goals?

Activity 1: Listening/Speaking

Focus on emotions:

- Introduce the adjectives they will need for the lesson: happy/sad; excited/scared; motivated/ discouraged. Demonstrate and practice pronunciation of -ed ending adjectives.
- Show them examples of these adjectives into sentences: "I feel happy/sad/ excited/scared/ motivated/discouraged when..."
- Have students complete short dialogues with the audios on the PowerPoint.
- In fluency lines, give them time to complete 3 of the six sentences, and then have students practice the same short dialogue three times (one is A, the other is B, and then switch), changing partner after each dialogue.

Activity 2: Listening/Speaking

- Ask students: "What is your biggest dream in life?" (record their dreams on the whiteboard or PowerPoint)
- Then show them the sentence: "I feel ____ when I think about my dream" – have students choose one of the adjectives just studied and the phrase practiced to complete the sentence. Then ask them why to transition to the next slide.
- "I feel ____ because ____." Show them an example and then the example dialogue.
- Listen and complete the two short dialogues (audios on the PowerPoint)
- With a partner, practice the dialogue and switch roles. Then, have students practice again with another partner.

Activity 3: Listening/Speaking

Watch the video.

[Coin Operated - Animated Short Film](#)

<https://edtechbooks.org/-aWuT>

Previewing

Show them a screenshot from the video and ask them what they think the video will be about (consider explaining the meaning of "coin operated")

Viewing

Pause at 00:31 and ask, "What is the boy's dream?" Then, let the video play, but tell them to write down the feelings they recognize how the boy is feeling about his dream throughout the video.

Post-Viewing

Lead a brief discussion on the feelings they have noticed; then, in pairs, have students answer these questions:

1. How does the boy feel about his dream? Why?
2. What does the boy do to achieve his dream?

For number 1, have students refer to the different emotions the boy feels throughout the video and the reasons for each emotion. Give them a couple of minutes to answer the questions with their partner, then talk about each question as a class. Focus on the second one (slide 23),

- Have students reflect on this question: "What can you do to achieve your dream?" Then, have them share with a partner and then as a class (if time allows)

Homework

Submit a recording on Canvas answering this prompt:

Share your plan (three things you will do) to achieve your dream. Give specific examples (e.g., I will put a note with my dream on my mirror so I can always remember my dream). How do you feel about your plan (excited, motivated, scared, etc.)? Why?

Follow-Up

Tuesday:

Have students share with a partner their dream and plan.

Wednesday:

Have students share how they feel about their dream and why.

Thursday:

Have students look at this picture. What step are they on today?



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