

# TEACHER-FOCUSED SEL SESSION 5: PERSEVERANCE

## Objectives:

*Teachers will be able to...*

- Demonstrate setting and revising SMART goals
- Understand how their strengths can overcome their weaknesses
- Demonstrate a positive sense of self

**Aim:** How can the teachers increase their perseverance in their own lives?

**Materials:** Goal Achievement Plans

**Time:** 20 minutes

## STEPS TO FOLLOW:

### PREPARE (5 minutes)

1. Every session will begin with a mindfulness activity.
2. Invite participants to sit comfortably.
3. Say the following a slow, calm, gentle voice:

*It is important to be mindful when we sit. Sometimes we sit for a long time and it can make us tired and unhappy. Instead, by being aware of how you are sitting and knowing how to increase your energy, you can make sure you are alert, happy and able to learn.*

*Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. You can choose to close your eyes or keep them open but relaxed.*

*Continue to stretch your back long, growing yourself tall like a giant. Now slowly lift your leg up off the ground, like a giant stomping through the forest. As you raise your foot, stretch your toes towards you. Breathe in. Slowly lower your foot back down and breathe out. Repeat this on the other side – raising your foot and breathing in slowly, lowering your foot and breathing out. Continue to lift your feet ten times.*

*Now, take a few moments to sit still, growing your back tall. Breath in and out slowly.*

*Start again - raise your foot, flex your foot towards you, and breathe in slowly, lower your foot and breathe out. Continue to lift your feet ten times, walking like a giant climbing over big mountains. Imagine you are a giant, walking slowly and steadily over a long, long distance.*

*Again, take a few moments to sit still, growing your back tall. Breath in and out slowly.*

*Sit still now, reach your head tall, lengthening your back. This time, breathe out and raise the heel of one of your feet, pressing the ball of your foot deeper into the*

*ground. Breathe in and lower your heel, releasing the pressure. On your next exhale, raise the heel of your other foot, pressing the ball of that foot deeper into the ground. Breathe in and lower your heel. Lift your heel and exhale, lower your heel and inhale. Repeat on both sides for ten times.*

*Now, relax your feet and take a few moments to sit still, growing your back tall. Breathe in and out slowly.*

*Repeat. Lift your heel and exhale, lower your heel and inhale. Repeat on both sides for ten times. Imagine you are walking, being aware of every small movement and step. Continuing to breathe with each step.*

*Relax after 10 repetitions – checking in with how you are feeling, with your breath, and with your body.*

4. Allow the participants to sit quietly for a few seconds.
5. Say: *Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them and bring your consciousness back into the room.*
6. Wait until participants open their eyes and bring their awareness back to the space to continue the session.
7. Ask how participants are feeling.

## **PRESENT (5 minutes)**

1. Invite participants to turn and talk to a partner. Each partner should share the goal they set during the teacher training (Session 11) and how far they have gotten in achieving it.
2. Bring the group back together and allow a few participants to share their goal and what they achieved and any setbacks they had.
3. Explain to the participants that they should be setting goals that are S.M.A.R.T. Ask participants if they've heard of SMART goals – write the acronym vertically on a flipchart or board.
4. Go through each letter and explain:
  - a. S – specific: Exactly what you want to accomplish: who, what, where, when, why?
  - b. M – measurable: How will you evaluate when your goal has been met and by how much?
  - c. A – achievable: Is the goal realistic, based on your skills, resources, and external factors?
  - d. R – relevant: How is your goal related to your job and responsibilities?
  - e. T – time-bound: When will you achieve the goal, and when will you achieve the steps?
5. Ask if any of the participants would like to present their goal to the full group and get input to make it SMART.
6. Write the goal as it is on a flipchart or board. Go through each letter and ask the group how to make the goal SMART.
7. For example use the following goal: *I would like my students to fight less.*
  - a. Is it specific? *No. Instead: I would like my students to get in less than two fights per week and I will mediate those fights using words instead of physical force.*

- b. Is it measurable? *No. Instead: I would like my students to get in less than two fights per week and resolve at least one of those fights using words instead of physical fighting within 10 minutes of the fight beginning.*
  - c. Is it achievable? *Depends on how frequently the students fight now – do they fight 15 times per day? If so, consider making the goal more achievable by changing it to twice per day, and perhaps adjusting the part about the teacher mediating the conflict. Perhaps break it into stages – so eventually they will only fight 1-2 times per week, but within one month they will only fight 1-2 times per day, etc.*
  - d. Is it relevant? *Yes! It will make it easier for you to teach, and it is related to SEL skills that you are teaching them and your own conflict mediation skills.*
  - e. Is it time-bound? *No. Instead: I would like my students to get in less than two fights per week and resolve at least one of those fights using words instead of physical fighting within 10 minutes of the fight beginning within the next three months.*
  - f. Final goal: *My students will get in less than two fights per week and resolve at least one of those fights using words instead of physical fighting within 10 minutes of the fight beginning within the next three months.*
8. Individually or in pairs, participants rewrite their goal to make it SMART.

### **PRACTICE (7 minutes)**

1. Bring the group back together and ask them to share how they plan to achieve their goals.
2. Explain that breaking down a goal into smaller, achievable steps is an important first step in achieving their goal.
3. Tell them that a second step for successfully achieving the goal is aligning the steps and the outcome to their own strengths.
4. Invite a volunteer to share their SMART goal so the group can break it down into smaller, achievable steps.
5. For example, use the goal from above: *My students will get in less than two fights per week and resolve at least one of those fights using words instead of physical fighting within 10 minutes of the fight beginning within the next three months.*
  - a. Step one: *Learn conflict mediation strategies*
  - b. Step two: *Teach students conflict resolution skills*
  - c. Step three: *Set a class goal to reduce fighting and appropriate discipline if students do get in a fight*
  - d. Step four: *Track and mediate all fights that occur*
  - e. Step five: *Update and reset class goal*
6. Ask participants what personal strengths could be used at each step?
  - a. Step one: Strength: *I am good at taking in new information*
  - b. Step two: Strength: *I am trustworthy, so my students trust the skills I teach them*
  - c. Step three: Strength: *I am good at making pretty artwork to hang in the classroom, so I can decorate the goal well and put it up for students to see every day.*
  - d. Step four: Strength: *I am good at taking attendance every day, so I can add a column if students get into a fight that day and track it the same way.*
  - e. Step five: Strength: *Same as step three – my students trust me, so they will accept resetting the goal.*
7. Individually or in pairs, participants set five steps to achieve their goal.

8. Remind them that for each step they set, they should think of something they are good at that can help them to achieve that step.
9. If participants have not shared their steps with a partner, invite them to share now.

### **PRODUCE (3 minutes)**

1. Bring the whole group back together to close of the session.
2. Lead a discussion based on the following questions:
  - a. What did they find challenging about setting SMART goals?
  - b. What was challenging about creating the steps and strengths?
  - c. What did they enjoy about breaking down the goals and brainstorming their strengths?
  - d. What do they anticipate will be difficult in achieving their goals?
3. Ask how they can integrate SMART goal setting into their lives.
4. Remind participants that these strategies should be used and practiced throughout their TLCs, when they are teaching their classes, and in the rest of their lives.