



Learning Habits Lesson: Reflecting on our learning to set goals

Summary

Students further investigate the role goal setting can have on their learning, including self-reflection as a practised habit.

Group Size: Whole class (Reinforce with small group, if necessary)

Length: Approximately 30 minutes

Lesson Preparation:

- Prepare *Reflecting on our learning to set goals* Powerpoint ([available here](#)) to show class

Optional:

- Post-it notes or small pieces of paper for an exit ticket.

Before the Lesson:

This lesson is an optional Part B to the [Demonstrating Learning Learning Habit](#) lesson which will go through the mechanics of the test cycle and reflection. This particular lesson is focused on students' thinking and interactions with the reflection.

Learning Intention

This activity helps students to:

- Contemplate what helps them to achieve goals and what doesn't
- Identify that the *Start, Stop, Continue* section is there to support their goal setting
- Recognise that self-reflection is like a mirror to think about their learning and, like most habits, it takes practise.

After the Lesson

- As a class, write some examples of Stop, Start, Keep goals. This is not to control what students write but offer support if students feel daunted by picking their own.
 - This may only be necessary for the first one or two test reflections as students become more confident.
 - Some students might need further support or assistance. This could be one-on-one or in small groups.
- The Check-ins are also a great time to offer praise and support to students' goal setting development.
- Consider different ways of celebrating students' goal setting, deeper self-reflection and when goals are achieved. This could be individually with the student, as a class, with their family or as a school.

Note: Goal setting was previously co-completed by or with the teacher via *Feedback*. This transition and change in workflow might take some students more time to confidently adjust. Every student is at a different point in developing self-reflection skills to think about *how* they're learning. It's important for students to know that it is completely okay.

Time	What the teacher is doing	What students are doing
10 mins	<p>Using the PowerPoint, pose a scenario to the class about two students who want to shoot a hoop in basketball.</p> <ul style="list-style-type: none"> • The backboard is bolted to the wall at the regulation height of 3metres. Hayden and Alex haven't played basketball before. • How can they get that basketball through the hoop? • What can't they control? • What can they control? <p>The conversation should move towards the hoop being unchangeable but the students can try different strategies. For example, where they stand, the force of the throw, their actions, how high they jump etc. The class discussion is guiding students towards goal setting being about what the student can do.</p>	<p>Think about the basketball scenario and brainstorm about things the characters can and can not control to achieve their goal.</p> <p>What would I do in that same scenario?</p> <p>Join in the class conversation.</p>
7mins	<p>Lead a class discussion about, like Hayden and Alex, we can have goals for our learning as well. Consider the following discussion points:</p> <ul style="list-style-type: none"> • Goals are stepping stones that will help us get to where we'd like to be. • Goals are not about measuring what we have achieved, they are about monitoring how we are going. • Possible goals like "master 5 modules" or "get 100%" are like focusing on when the basketball has already left their hands heading towards the hoop. But it is what students can <i>do</i> before that which will help them achieve that goal. • Goals can help the teacher know how they can specifically help you to improve. • We're all on a continuum - with our goal-setting abilities as well as our actual goals. <p>The <i>Stop, Start, Keep</i> within the reflection can help students think about their goals and what they can do to achieve those goals.</p> <ul style="list-style-type: none"> • Good goal setting also takes self-reflection. 	<p>Participate in class discussion.</p> <p>Reflect on what the teacher and your peers are discussing.</p> <p>What types of goals have I written in the past?</p>
3mins	<p>Ask students to close their eyes and think about how likely they are to successfully shoot a basketball hoop right now. Using the <i>Fist to Five</i> strategy, ask students to silently hold up their answer. (Fist being no real chance and five being absolutely certain.)</p> <ul style="list-style-type: none"> • Point out to students that what they just did is self-reflecting. 	<p>Quietly consider yourself and participate in a <i>Fist to Five</i> self-reflection.</p>
7mins	<p>Lead a class discussion about self-reflection. The following points could support the conversation:</p> <ul style="list-style-type: none"> • Self-reflection is like looking into "a mirror" and thinking about ourselves and evaluating how we are going. • Time to think about <i>how</i> we are learning (and not just <i>the content</i>) • It takes practice. (It might even feel a bit odd at first). • It becomes more natural and easier as we practice self-reflection. • It's a habit you might already have practised before - in maths or other subjects. 	<p>Participate in class discussion and contemplate how self-reflection might support your learning.</p>
3 mins	<p>Via exit tickets (post-it notes) or student workbooks, ask students to think about what was discussed in this lesson and their own learning. Ask them to write down a sentence that pops into their mind.</p> <ul style="list-style-type: none"> • This could be a question, a statement, a summary, a reflection or previous experience or thought before this lesson. 	<p>Think about the lesson and your learning and write a sentence that pops into your mind.</p>

If you want to give feedback on this lesson plan email support@mathspathway.com with the title of the plan and your feedback.