

Unit 10 – Have a Goal



HAVE A GOAL

Overview

Feeling good about the future is important for our wellbeing. We need goals to motivate us and these need to be meaningful and aligned with our values, challenging enough to excite us, but also achievable¹. Research shows that setting and working towards goals can contribute to our wellbeing by being a source of interest, engagement or pleasure and giving us a sense of meaning and purpose². Goals are most successful when we set them for ourselves and they are personally significant rather than being something someone else wants us to do and where we draw on social and environmental resources and support to achieve them^{3,4}. Furthermore, it is important to break goals down into smaller manageable steps because if we try to attempt the impossible this brings unnecessary stress whereas focusing on smaller steps makes any setbacks seem less significant. Research demonstrates that our belief in our ability to creatively tackle problems and setbacks is crucial for resilience⁵. When we do accomplish something (especially if we have overcome setbacks along the way) this helps to build our confidence and belief in what we can cope with and achieve in the future^{6,7}.

Key messages to communicate

1. Setting a realistic goal helps to motivate us

In this unit, we will be looking at the importance of hopes, dreams and having something to look forward to and how to set and pursue meaningful goals. This will entail exploring with pupils what they are motivated and passionate about, how they can identify something they would like to achieve and how to break goals down into manageable steps.

2. Learning to overcome setbacks helps us cope with future ones

While no-one starts a goal expecting to fail, we will undoubtedly hit setbacks along the way. Children will explore examples of resilient people who had to deal with mistakes, failures or setbacks on their journeys to success. Resilient people view failure as feedback, recognise it can happen to anyone, reflect on what went wrong and try creative new ways to tackle the problem. Learning good coping strategies in childhood help us to better deal with adversity in adulthood.⁵

3. It is important to celebrate our successes

Feelings of accomplishment have been correlated to increased life satisfaction, hope, school engagement, growth mindset, physical vitality, and physical activity⁸. So it is important to reflect on and recognise our contribution and celebrate achievements. This section will allow pupils a chance to explore when they last felt proud of something they or someone else has achieved and how we can celebrate these moments in our lives.

Role Model It



Share with your class a goal that you set yourself and how you went about achieving it (or why you didn't!) Share with them something you have done that you are proud of and gives you a sense of achievement and encourage them to do the same.

Additional information

For ideas for goals or wider achievements linked to the Building Resilience Resource see pages 16-19 in the Supporting Children Guide

http://www.edinburgh.gov.uk/downloads/file/2898/supporting_children_guide

Letting Kids Make Mistakes – Madeline Levine

<https://www.youtube.com/watch?v=2mJaqGiQSfg>

The Pygmalion Effect and the Power of Positive Expectations

<https://www.youtube.com/watch?v=hTghEXKNj7g>

How to help kids overcome fear of failure (Article)

http://greatergood.berkeley.edu/article/item/how_to_help_kids_overcome_fear_of_failure

Books - Grit by Angela Duckworth or Mindset (updated) by Carol Dweck

References

1. Emmons, R. A. (2003). Personal goals, life meaning, and virtue: Wellsprings of a positive life. In C. L. M. Keyes, & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 105-128). Washington DC: American Psychological Association
2. Seligman M. E. P. (2011). *Flourish*. New York, NY: Free Press.
3. Brunstein, J. C., Schultheiss, O. C., & Maier, G. W. (1999). The pursuit of personal goals: A motivational approach to well-being and life-adjustment. In J. Brandtstädter & R. M. Lerner (Eds.), *Action and Self-Development: Theory and Research through the life span* (pp. 169-196). Thousand Oaks: Sage
4. Lyubomirsky, S. (2007). *The How of Happiness*. London: Penguin Books
5. Rutter, M. (2013). Annual Research Review: Resilience – Clinical Implications. *Journal of Child Psychology and Psychiatry* 54:4 (2013), pp 474-4
6. Rasmussen, H.N., Wrosch, C., & Scheier, M.F., & Carver, C.S. (2006). Self-regulation processes and health: The importance of optimism and goal adjustment. *Journal of Personality*, 74, 1721-1747
7. Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54, 5-12.
8. Kern, M., Waters, L., Adler, A. & White, M. (2015) A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *Journal of Positive Psychology*; 10(3): 262–271.



HAVE A GOAL

UNIT 10

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**Classroom activities
for Early, First and
Second Level**

Unit 10	Have a Goal			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Setting a realistic goal helps to motivate us	<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i> HWB 0-11a <i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 0-19a	I can work towards a goal I know my goal needs to be challenging but achievable I can keep going even when it seems hard	<u>Ways I can grow</u> Ask the children to make a list of all the things they couldn't do when they were born that now through much practice they have learnt to do e.g. read, tie their shoelaces, dress and feed themselves, talk etc. Encourage children to think about what they may still want to learn and things they could develop in the future. They may want to write or draw their ideas for their goal. The following website has some great activity sheets on goal setting: www.activityvillage.co.uk/goal-setting <u>Create a class goal</u> Support the children to identify a class goal or a problem to be solved. It will be useful to refer to page 16-19 of the 'Supporting Children Guidelines' for ideas for wider achievement. What will they need to do to achieve the goal? How will they work together? <u>Track your progress</u> Write your children's goal on paper and display. Tell your class that each time they make progress towards their goals, you'll mark the effort on the paper. Help your children to see that their goal progress motivates them to keep on trying.	<u>A maze</u> Set up a maze for children to complete blindfolded – learning something new is a bit like stepping into the unknown and can be hard/scary etc. <u>Role Model it</u> Share your own goals and aspirations with the class. Take the time to explain how you plan to achieve your goal. The secret is to purposefully model goal-setting when children can watch or listen. In fact, modelling is such a simple way to learn the skill. <u>Stories</u> Read 'The Magnificent Little Thing' by Ashley Spires and discuss the trials and errors of having a goal

Unit 10	Have a Goal			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Learning to overcome setbacks helps us cope with future ones	<i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 0-07a	I know that everyone fails sometimes I know it is okay to make mistakes I know that we can get better at some things with practice	<u>Beautiful Oops</u> Read 'Beautiful Oops' by Barney Saltzberg. Follow with a class circle time about how you feel when you make a mistake. Then ask the children to make a page for your own class version of the book. <u>Get on Board (Class Task)</u> Together create a 'Get on Board' display in your class. On one side put up ideas of what you need help with? Or the other side, suggestions of who/what could help you? <u>Famous Failures</u> Remind the class about the Famous Failures from the assembly. What can you find out about J K Rowling, Albert Einstein and Walt Disney? Create a class display of your famous failures and what they have managed to achieve.	<u>Stories</u> Reread 'Rosie Revere Engineer' from the Reflection Assembly. Focus on the page where she gets laughed at for her invention and gives up. Discuss how this had made her feel/what happened to her inventions.

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Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
It is important to celebrate our successes	<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i> HWB 0-11a <i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 0-19a	I can achieve my goal I am proud of my achievement I know it is important to celebrate my achievement	<u>Ask how I achieved my goal badges</u> Create stickers or stickers with the statement 'Ask how I achieved my goal' for pupils to wear. Encourage other adults/pupils to stop and ask children wearing badges how they reached their goal. <u>Paper Chain achievements</u> Support the children in identifying when personal goals have been achieved or a problem solved. Each time they solve a problem or achieve a goal, add it to the class 'Personal Power Paper Chain'. Use thin strips of coloured paper and scribe what the goal achieved or problem was. <u>Class celebration</u> As a class brainstorm ideas for class celebration activities for when class goals are achieved.	<u>Ideas for celebrating pupil achievement</u> www.uk.pinterest.com/rmichelle/celebrate-student-success/

Unit 10	Have a Goal			Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators
* Do you have a manageable goal you are working towards? * Can you think of a time you faced a failure or a mistake and what you did to overcome this? * Can you give an example of how you have celebrated an achievement?	Goal; target; dream; achievement; success; mistake; fail; failure; celebrate;	* Explore and make choices as they develop their learning and interests and can identify their achievements	* Books: 'Rosie Revere Engineer' by Andrea Beaty; 'The Most Magnificent Thing' by Ashley Spires; 'Giraffe's Can't Dance' by Giles Andres * The Supporting Children Guidelines (p.16-19) * Web links: www.activityvillage.co.uk/goal-setting www.uk.pinterest.com/rmichelle/celebrate-student-success/ www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias www.worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279	ACHIEVING Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can show resilience to cope with change * I can show confidence to cope with change	Literacy & Language * Writing Expressive Arts * Art & Design Learning Powers * Don't Give Up	Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 31 You have the right to play and rest.

Unit 10		Have a Goal		First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Setting a realistic goal helps to motivate us	<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i> HWB 1-11a	I can work towards a realistic goal	<u>Ways I can grow</u> Ask the children to make a list of all the things they couldn't do when they were born that now through much practice they have learnt to do e.g. read, tie their shoelaces, dress and feed themselves, talk etc. Encourage children to think about what they may still want to learn and things they could develop in the future. They may want to write or draw their ideas for their goal. The following website has some great activity sheets on goal setting: www.activityvillage.co.uk/goal-setting	<u>A maze</u> Set up a maze for children to complete blindfolded – learning something new is a bit like stepping into the unknown and can be hard/scary etc.
	<i>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</i> HWB 1-19a	I can make my goal challenging but achievable	<u>Create a class goal</u> Support the children to identify a class goal or a problem to be solved. It will be useful to refer to page 16-19 of the 'Supporting Children Guide' for ideas for wider achievement. What will they need to do to achieve the goal? How will they work together?	<u>Role Model it</u> Share your own goals and aspirations with the class. Take the time to explain how you plan to achieve your goal. The secret is to purposefully model goal-setting when children can watch or listen. In fact, modelling is such a simple way to learn the skill.
		I can keep going even when it seems hard	<u>Track your progress</u> Write your children's goal on paper and display. Tell your class that each time the make progress towards their goals, you'll mark the effort on the paper. Help your children to see that their goal progress motivates them to keep on trying.	<u>Stories</u> Read 'The Magnificent Little Thing' by Ashley Spires and discuss the trials and errors of having a goal

Unit 10	Have a Goal			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Learning to overcome setbacks helps us cope with future ones	<i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 1-07a	I know that everyone fails sometimes I know it is okay to make mistakes I know that we can get better at anything with practice	<u>Famous Failures</u> Remind the class about the Famous Failures from the assembly. What can you find out about J K Rowling, Albert Einstein and Walt Disney? Create a class display of your famous failures and what they have managed to achieve. <u>Get on Board (Class Task)</u> Together create a 'Get on Board' display in your class. On one side put up ideas of what you need help with? Or the other side, suggestions of who/what could help you? <u>Learning from our setbacks</u> Support your class to make a list of any setback they have had to overcome. What helped to get over the setback? Use this to encourage the children to see that their resilience is pretty impressive.	<u>Stories</u> Reread 'Rosie Revere Engineer' from the Reflection Assembly. Focus on the page where she gets laughed at for her invention and gives up. Discuss how this had made her feel/what happened to her inventions.

Unit 10	Have a Goal			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
It is important to celebrate our successes	<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i> HWB 1-11a <i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 1-19a	I can achieve my goal I can show I am proud of my achievement I understand it is important to celebrate my achievement	<u>Ask how I achieved my goal badges</u> Create stickers or stickers with the statement 'Ask how I achieved my goal' for pupils to wear. Encourage other adults/pupils to stop and ask children wearing badges how they reached their goal. <u>Paper Chain achievements</u> Support the children in identifying when personal goals have been achieved or a problem solved. Each time they solve a problem or achieve a goal, add it to the class 'Personal Power Paper Chain'. Use thin strips of coloured paper and scribe what the goal achieved or problem was. <u>Class celebration</u> As a class brainstorm ideas for class celebration activities for when class goals are achieved.	<u>Ideas for celebrating pupil achievement</u> www.uk.pinterest.com/rmichelle/celebrate-student-success/

Unit 10		Have a Goal			First Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources		Wellbeing Indicators (SHANARRI)
* Do you have a manageable goal you are working towards? * Can you think of a time you faced a failure or a mistake and what you did to overcome this? * Can you give an example of how you have celebrated an achievement?	Goal; target; dream; achievement; success; mistake; fail; failure; celebrate;	* Learners recognise their own skills and abilities as well as those of others and find out about the wider world of work	* Books: 'Rosie Revere Engineer' by Andrea Beaty; 'The Most Magnificent Thing' by Ashley Spires; 'Giraffe's Can't Dance' by Giles Andres * The Supporting Children Guidelines (p.16-19) * Web links: www.activityvillage.co.uk/goal-setting www.uk.pinterest.com/rmichelle/celebrate-student-success/ www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias www.worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279		ACHIEVING Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
		Learning Statements * I can bounce back and have confidence to cope with change	Cross Curricular Learning and Teaching Links Literacy & Language * Writing Expressive Arts * Art & Design Learning Powers * Don't Give Up		United Nations Convention on the Rights of the Child Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 31 You have the right to play and rest.

Unit 10	Have a Goal			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Setting a realistic goal helps to motivate us	<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i> HWB 2-11a <i>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</i> HWB 2-19a	I can work towards a SMART goal I can make my goal challenging but achievable I can break my goal down into manageable steps	<u>Set a goal</u> Ask the children to identify which of the wider achievement ideas from the 'Supporting Children Guide' they have already done. Encourage them to identify a new personal goal from the list. Reviewing the ideas with the class is useful way to reinforce the skills from all the units. Why did they choose that particular goal? What will they need to do to achieve it? How will they know they have achieved it? How will they celebrate their achievement? <u>Just Do It! A Five-Step Plan</u> A step-by-step by guide to setting goals. 1. Write it down, e.g. become a better golfer 2. Make it specific: "I want to be able to hit the ball onto the green, once each game." 3. Consider Pros and Cons: Pros - It will be much more fun and much less embarrassing when I play. Cons - I already have practice twice a week. Extra practice will cut into my free time. 4. Define small steps by asking the Three W's: "Who can help?" (A coach, parent, or friend etc.) "What do I need to do?" (Practice more, go to the driving range). "When?" (30 minutes twice a week) 5. Monitor Progress: Have my parents video my swing. Get feedback from my coach <u>Track your progress</u> Write your children's goal on paper and display. Tell your class that each time the make progress towards their goals, you'll mark the effort on the paper. Help your children to see that their goal progress motivates them to keep on trying.	<u>Interview</u> Complete an interview with someone you see as being successful. How did they learn, overcome challenges etc. What did they find most difficult. Make poster of someone who inspires them or who they look up to <u>Role Model it</u> Share your own goals and aspirations with the class. Take the time to explain how you plan to achieve your goal. The secret is to purposefully model goal-setting when children can watch or listen. In fact, modelling is such a simple way to learn the skill.

Unit 10		Have a Goal		Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Learning to overcome setbacks helps us cope with future ones	<i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 1-07a	I know that everyone fails sometimes I know it is okay to make mistakes I know that we can get better through perseverance	<u>Creative Problem Solving</u> When learning anything new it takes time and effort. Does the class know that 'Happy' by Pharell Williams took 10 tries of complete rewriting before the studio were happy with it and 'Uptown Funk' by Mark Ronson took 82 times. Ask the class, to share something they have not been able to solve with their shoulder partner. Can the partner come up with another idea to try that may help get the other closer to the goal. <u>Get on Board (Class Task)</u> Together create a 'Get on Board' display in your class. On one side put up ideas of what you need help with? Or the other side, suggestions of who/what could help you? <u>Hero's Journey</u> Stories and myths use a more-or-less twelve-step process that gets the audience identifying with and rooting for a hero. The Matthew Winkler (link below) demonstrates how this journey is similar in other popular characters such as Harry Potter, Frodo Baggins and Katniss Everdeen. Almost any literary hero can be examined for the earmarks of this universal journey.' https://www.ted.com/talks/matthew_winkler_what_makes_a_hero?language=en Discuss our own hero journeys and the ways in which we have overcome fear in our own lives, answering or rejecting our Call to Adventure. The following page has some nice ideas: http://pasadena-library.net/kids/2016/kids-writing-workshop-the-heros-journey/	<u>Wordle</u> Make a wordle about the thoughts/adjectives that come out of someone's head who makes mistakes but doesn't see them as failures.

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Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
It is important to celebrate our successes	<i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i> HWB 1-11a <i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 1-19a	I can describe how I achieved my goal I can show I am proud of my achievement I understand it is important to celebrate my achievement	Ask how I achieved my goal badges Create stickers or stickers with the statement 'Ask how I achieved my goal' for pupils to wear. Encourage other adults/pupils to stop and ask children wearing badges how they reached their goal. <u>Paper Chain achievements</u> Support the children in identifying when personal goals have been achieved or a problem solved. Each time they solve a problem or achieve a goal, add it to the class 'Personal Power Paper Chain'. Use thin strips of coloured paper and scribe what the goal achieved or problem was. <u>Class celebration</u> As a class brainstorm ideas for class celebration activities for when class goals are achieved.	<u>Ideas for celebrating pupil achievement</u> www.uk.pinterest.com/rmichelle/celebrate-student-success/

Unit 10		Have a Goal			Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources		Wellbeing Indicators (SHANARRI)
* Do you have a manageable goal you are working towards? * Can you think of a time you faced a failure or a mistake and what you did to overcome this? * Can you give an example of how you have celebrated an achievement?	Goal; target; dream; achievement; success; mistake; fail; failure; celebrate;	* Learners identify their skills and areas for development and preparing themselves for the next stage in their life and learning	* Books: 'Rosie Revere Engineer' by Andrea Beaty; 'The Most Magnificent Thing' by Ashley Spires; 'Giraffe's Can't Dance' by Giles Andres * The Supporting Children Guidelines (p.16-19) * Web links: www.activityvillage.co.uk/goal-setting www.uk.pinterest.com/rmichelle/celebrate-student-success/ www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias www.worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279 www.activityvillage.co.uk/goal-setting		ACHIEVING Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
		Learning Statements	Cross Curricular Learning and Teaching Links		United Nations Convention on the Rights of the Child
		* I can demonstrate resilience when participating in sport or physical activity	Literacy & Language * Writing Expressive Arts * Art & Design Learning Powers * Don't Give Up		Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 31 You have the right to play and rest.

UNIT 10 Have a Goal



HAVE A GOAL

Family Sharing Activity

We have learning about the importance of setting and pursuing meaningful goals. When we make progress on things that are important to us to achieve, we are more satisfied with our lives and report higher levels of wellbeing. While no-one starts a goal expecting to fail, we will undoubtedly hit setbacks along the way.

Resilient people understand that working at something takes energy, motivation and effort. They view failure as feedback, recognise it can happen to anyone, reflect on what wrong and try new ways to tackle the problem.

We have learned that:

- Setting a realistic goal helps to motivate us
- Learning to overcome setbacks helps us cope with future ones
- It is important to celebrate our successes

Set a Goal

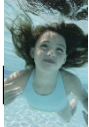
- ☐ Think about something you want to be able to achieve as a family in the next few weeks. Set a goal that is meaningful for everyone.
- ☐ Create a step-by-step plan for how you are going to achieve your goal. Think about who is doing what and what will help you to achieve it. How will you know you have achieved it?
- ☐ Expect that you may experience setbacks or make mistakes. Don't worry – just keep on trying!
- ☐ Agree together how you will celebrate as a family when you have reached your goal.
- ☐ Bring evidence of how you are getting on with progressing towards achieving your 'goal'. You will be asked to share this with your class.

Please return your family sharing activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Opportunities for Wider Achievement

This sheet gives ideas for P5 – P7 children to engage with the Wellbeing Indicators by participating in a range of activities that aim to support social and emotional development.

Which of these have you already achieved? Can you set a goal to achieve something else?

<u>Safe</u>  ☐ Learnt to swim. ☐ ☐ Walked to school alone. ☐ ☐ Learnt to ride a bike. ☐ ☐ Fixed something (puncture/button etc...) ☐ ☐ Know how to keep safe online ☐	<u>Healthy</u>  ☐ Know ways to relax when feeling stressed. ☐ ☐ Survived a hard time and know it. ☐ ☐ Fallen out and made up with a friend. ☐ ☐ Read 'Oh the Places You'll Go' by Dr Seuss ☐ ☐ Asked someone for help ☐	<u>Achieving</u>  ☐ Participated in a performance ☐ ☐ Taught someone else something new ☐ ☐ Been on a residential/away from home ☐ ☐ Tried a new hobby ☐ ☐ Worked to develop a Growth Mindset ☐	<u>Nurtured</u>  ☐ Taken care of a pet ☐ ☐ Been a mentor/buddy to a younger peer ☐ ☐ Grown your own vegetables ☐ ☐ Shown kindness and compassion to someone ☐ ☐ Become an active Bucket Filler ☐
<u>Active</u>  ☐ Learnt to play a group game ☐ ☐ Climbed a tree ☐ ☐ Built a den ☐ ☐ Walked to the summit of a hill ☐ ☐ Competed in a sporting competition ☐	<u>Respected</u>  ☐ Spoken in public about an issue of importance ☐ ☐ Written a letter of thanks to someone ☐ ☐ Practised active listening ☐ ☐ Been on a Pupil Voice group ☐ ☐ Made amends with someone you have fallen out with ☐	<u>Responsible</u>  ☐ Volunteered in the community ☐ ☐ Cooked a meal for your family ☐ ☐ Engaged in a debate ☐ ☐ Completed a Make a Difference Challenge ☐ ☐ Planned and participated in a fundraising or enterprise event ☐	<u>Included</u>  ☐ Helped an older person or neighbour ☐ ☐ Made someone else feel special ☐ ☐ Invited someone new to play ☐ ☐ Watched a sunrise with someone else ☐