

Emotions and Personal Goals

Lesson Objective:

Students will understand how emotions can impact personal goals and learn strategies for managing those emotions to stay on track.

Materials Needed:



- Copy of Chapter 6: Emotions and Personal Goals
- S.T.A.R. Strategy Poster
- Pencils and markers
- Emotions and Goal Balance handout
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss how emotions can affect personal goals.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, everyone! Today, we're going to talk about something really important: how our emotions can affect the goals we set. Have you ever felt so excited about something that you couldn't focus on your work? Or maybe you felt frustrated and wanted to give up on something you care about? That's what we'll be exploring today—how our feelings play a big role in reaching our personal goals, and how we can manage those emotions to stay on track."
- Wait for the children to settle.

2. Discussion Starter

- "Who can share a time when their emotions made it hard to finish something?" Wait for a few children to respond and acknowledge their answers.
- "Have you ever felt excited or frustrated when working on a goal?"

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 6 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- “We’re going to read Chapter 6 from *Ollie’s Superpower Squad- Fourth Grade Challenges*, where Ollie and his friends learn that emotions can sometimes impact personal goals and what they can do if that happens so that they can stay on track.”
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - Why do you think Buzz is frustrated with juggling?
 - What emotions are Harriet and Benny feeling about their goals?
 - What did Betty mean when she said, “Maybe our emotions are getting in the way”?
 - How does Sammy suggest that emotions are pulling them in different directions?
 - Why do you think Ollie connected their emotions to Lisa Feldman Barrett’s theory?
 - How does Grandma explain the role of emotions in decision-making?
 - What strategies does the group come up with to manage their emotions?
 - Why is it important to recognize how you’re feeling before acting on a goal?
 - How can talking about your feelings help you stay on track with your goals?
 - What is a strategy Buzz could use to stop getting frustrated with juggling?

Chapter 6: Emotions and Personal Goals

As the days grew cooler and October neared its end, excitement filled the air. Halloween was just around the corner, and Ollie, Harriet, Benny, Sammy, Buzz, and Betty were all buzzing with anticipation. But alongside the fun of costumes and trick-or-treating, the friends were beginning to face some new challenges in class—especially when it came to keeping up with their personal goals.

It was a sunny afternoon, and the group gathered in the park after school. They had all been working hard on the goals they set earlier in the school year, but lately, something felt different. "I don't know what's wrong with me," Buzz said with a sigh. "I was really excited about learning how to juggle at the beginning of the year, but now every time I practice, I just get frustrated. It's like I don't even want to try anymore."

Harriet, who was sitting nearby tying her shoelaces, nodded. "Yeah, I've been feeling the same way. I set a goal to get faster at running, but lately I haven't been motivated to practice at all." Benny leaned against the tree, looking thoughtful. "I've been working on staying organized with my schoolwork, but I keep getting distracted by Halloween stuff. I think my excitement for the holiday is making it hard for me to focus."

Betty, always the problem-solver, tilted her head. "It sounds like our emotions are getting in the way of our goals. Maybe we need to figure out why."

Ollie, ever the planner, nodded in agreement. "Yeah, we learned that emotions play a big role in how we feel and act. Maybe we need to understand how our feelings are affecting our goals."

Sammy, who was always good at listening, spoke up. "I think we're all excited and maybe a little overwhelmed. Halloween is fun, but it's also distracting us. Our emotions are pulling us in different directions."

The group sat quietly for a moment, thinking about what Sammy had said. As they did, Grandma appeared, her gentle smile lighting up the park as she came to check on them.

"What's on your minds, kids?" she asked, sensing the group's uncertainty.

Buzz was the first to speak. "We were talking about our goals and how we're struggling to stay focused. It feels like our emotions—like excitement, frustration, and even boredom—are getting in the way."

Grandma nodded wisely. "That's a very good observation. Emotions can have a big influence on your goals. Sometimes, when you're excited or distracted, it's hard to stay on track. Other times, when you're feeling frustrated, it's easy to give up."

Ollie, always quick to connect the dots, added, "I remember learning about Lisa Feldman Barrett's theory of constructed emotion. Our brains are always predicting how we'll feel based

on our past experiences. Maybe our brains are predicting that juggling or running isn't as fun anymore because we're too focused on Halloween."

"Exactly," Grandma said. "Your brain is making predictions based on how you're feeling right now. It might predict that juggling will be frustrating because you're already feeling frustrated about something else, like how distracted you are by Halloween."

Harriet frowned. "So what do we do? I want to stay focused on my goals, but my emotions keep getting in the way."

"Well," Grandma began, "the first step is to recognize how you're feeling. If you're frustrated, excited, or distracted, that's okay. But once you recognize those emotions, you can decide how to move forward."

Betty, with her problem-solving mindset, perked up. "So we need to acknowledge our emotions but not let them control our decisions?"

"Exactly," Grandma replied. "Your emotions can give you important information, but they don't have to make the decisions for you. If you're feeling frustrated, you can take a break, breathe, and remind yourself why you set your goal in the first place. Then, you can choose to keep going, even if it's challenging."

Buzz looked thoughtful. "I guess I've been letting my frustration take over. Instead of stopping when I feel stuck, I just get mad and give up."

"And I've been letting my excitement for Halloween distract me," Benny admitted. "I think I need to find a balance between having fun and staying focused on my goal."

Harriet, always full of energy, jumped up. "Let's make a new plan! We can use our strengths to help us work through our emotions. Like, I can use my energy to stay motivated even when I feel distracted."

Ollie, ever the strategist, grinned. "And I can help us create a schedule that balances our goals with the fun stuff, like Halloween. We don't have to give up one for the other."

Betty added, "I can help us come up with solutions for when we feel stuck. Like, if you're feeling frustrated, you can take a break and try again later."

Sammy smiled, feeling more confident. "And I'll remind everyone to talk about how they're feeling. Sometimes, just saying it out loud can help you understand what's going on and make a better decision."

As the group began discussing their new plan, Grandma looked on proudly. "You're all learning something very important today. Emotions are part of every goal you set. Sometimes they motivate you, and sometimes they challenge you. But by using your strengths—like problem-solving, planning, and understanding each other—you can manage your emotions and keep moving forward."

With their new plan in mind, the friends felt more confident about balancing their emotions and their goals. Buzz decided to break his juggling practice into smaller, more manageable chunks, so he wouldn't get frustrated as quickly. Harriet planned to run for shorter periods, keeping it

fun without feeling overwhelmed by her goal. And Benny made a schedule that included both schoolwork and time to enjoy Halloween activities, making sure he didn't lose focus. As they walked home that evening, they felt a renewed sense of control over their goals and emotions. They knew that emotions would always play a role in their decisions, but now they had the tools—and their "superpowers"—to manage those feelings and keep moving forward. As Halloween approached, they enjoyed the excitement of the holiday while staying committed to their personal goals. They learned that balancing emotions and goals wasn't about ignoring how they felt—it was about understanding those feelings and choosing how to act on them. And with each step, they grew stronger, both as individuals and as a team, ready to face whatever came their way—whether it was a new challenge in school or a spooky Halloween night full of adventure.

3. Post-Chapter Teacher Script

- **Teacher:** “Buzz, Harriet, and Benny had to make some changes to manage their emotions so that they could achieve the goals they had set for themselves.”

4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- How did the group use their strengths to help each other with their goals?
- What role do emotions play in goal-setting, according to Grandma?
- Why is it helpful to take a break when you're feeling frustrated?
- How can you use planning to balance fun activities, like Halloween, with your personal goals?
- What can you do when your emotions are distracting you from a goal?
- What did Buzz realize about his frustration with juggling?
- How did Ollie's idea of creating a schedule help the group stay focused?
- How does talking about your emotions change the way you approach a goal?
- What is one thing Betty learned about problem-solving when emotions are involved?
- What can you do the next time your emotions start to affect your work toward a goal?

Do an Activity (20 minutes)

- Students will create a chart to reflect on their personal goals and identify how their emotions impact their ability to stay on track.

Activity: Consequence Mapping (20 minutes)

1. Introduce Activity

"Now that we've read about how emotions affect our goals, we're going to make our own chart to help us stay on track. Write down one of your goals at the top of the chart. Then, list any emotions you feel when working on this goal. In the final column, write down strategies you can use to manage those emotions. For example, if you feel frustrated, you might take a break or ask for help."

2. Activity Instructions

- Hand out the "Emotion and Goal Balance Chart" template to each student.
- Explain that they will write down one personal goal they're working on.
- In the second column, they will list any emotions that come up when they think about working on this goal (e.g., excitement, frustration, boredom).
- In the third column, they will brainstorm strategies to manage these emotions so they can stay focused on their goal.

Example:

My Goal	Emotions	Strategies
Finish reading homework each day	Frustration when I don't understand the story	Take a break, ask for help, read slowly
Practice juggling for 10 minutes each day	Excitement, but also frustrated when I dropped the ball	Break it into smaller steps, practice with fewer balls first

3. Reflection



"Today, we learned that our emotions are powerful and can sometimes make it hard to reach our goals. But by recognizing how we're feeling, and using strategies like taking breaks, talking about our emotions, or creating a plan, we can manage those feelings and keep moving forward. Remember, emotions are normal, but they don't have to stop us from achieving what we set out to do."

Wrapping it Up

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Review what they learned about emotions impacting achieving your goals
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."



"Sometimes emotions can really get in the way of us achieving our goals and we can feel like those emotions are holding us back. By using strategies to help us manage our emotions more effectively, we can still succeed in achieving our goals."

- Listen to a few responses and provide positive reinforcement.

2. Closing

- "Great job, everyone! Today, we explored how emotions can influence our ability to reach personal goals and we discussed strategies to help us stay focused."

Home Connection Letter

1. Sending Information Home:

- "Before you go, I have a letter for you to take home. It explains that we learned that emotions can get in our way of achieving goals, but that we can use strategies to help."



- Hand out the letters as the children prepare to leave. “Great job, everyone! I’m looking forward to seeing us all achieve our goals this year”

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today in class, we explored how emotions can influence our ability to reach personal goals. We read a story about Ollie and his friends, who were struggling with their own goals because of feelings like frustration and excitement. Through the lesson, your child learned about strategies to manage their emotions and stay focused on their goals.

To reinforce this lesson, ask your child to share the goal they wrote down today and the emotions they identified. Encourage them to use the strategies they brainstormed to work through any challenges they face as they continue working toward their goals. We hope this helps them balance their emotions with their efforts to achieve success!

Best Regards,,



Emotions and Goal Balance Chart

