



# Student Goal Setting and Reflection – Grades 2-3

Setting and accomplishing goals is an important life skill. The first step is to set a goal. Then you need to make a plan and track your progress over time. You might decide to change your goal or your plan if new things happen. When you reach your goal, celebrate what you did!

**Instructions for facilitator:** Use this form to help students set long-term goals. First, build confidence by having students think of things they’ve accomplished in the past. Then guide them through a process for setting long-term goals. Keep this paper in a safe place and have students look at it often. Guide them as they check their progress, reflect on what’s working well, and decide if they need to make any adjustments.

## Look What I Did!

Name \_\_\_\_\_

Group \_\_\_\_\_

**Directions:** In the space under “In School,” draw or write two things you did in school last year. Try to think of something that was hard at first but you did it. Then, under “Out of School,” draw or write two things you did outside of school that you’re proud of.

<i>Part 1: Things I Did Well</i>	
<i>In School</i>	<i>Out of School</i>





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## Look What I'll Do!

**Directions:** Circle a school subject. Then write a goal in that subject for this year. Next, write a reason it might be hard to reach your goal. Then write how you'll feel when you reach your goal. After that, circle a skill you want to work on, or write a skill on the blank line. Then write a goal for that skill. Next, write a reason it might be hard to reach your goal and how you'll feel when you succeed. Look at this paper often and keep

<i>Part 2: Things I Want to Learn or Do</i>			
<i>School Subject</i>	<i>Goal</i>	<i>What might make it hard?</i>	<i>How will you feel when you reach your goal?</i>
English Math Social Studies Science Health Music Art Technology			
<i>Skill</i>	<i>Goal</i>	<i>What might make it hard?</i>	<i>How will you feel when you reach your goal?</i>
reading spelling division using a map push-ups singing drawing _____			

