

**HABIT 2: BEGIN WITH THE END IN MIND****LESSON 13: KEEPING SCORE**

KEY CONCEPT:  
**GOAL  
TRACKING**

**END IN MIND**

Students will be able to answer these key questions:

- What stops people from accomplishing their goals?
- What does it mean to track a goal?
- What role does a scoreboard play in tracking goals?

**15-MINUTE LESSON****INTRODUCTION**

Read the first paragraph aloud to the class.

Ask, “What stops people from accomplishing their goals?”

Share a personal example of a failed attempt at accomplishing a goal.

Have a volunteer read the “Habit 2” section.

Ask, “What does it mean to track a goal?”

“How does tracking a goal affect the odds of accomplishing the goal?”

Have a volunteer read the next paragraph.

Ask, “What would be different if you went to a sporting event and there were no scoreboard?”

Direct students’ attention to the “Sample Scoreboards” section.

Optional: PowerPoint available at *The Leader in Me* Online @ (see page vi).

Say, “Scoreboards can be very creative. Let’s take a look at a few examples.”

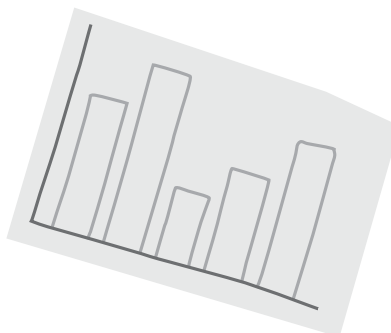
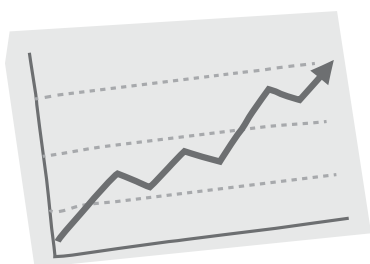
Instruct students to design a scoreboard to track a class goal of 100 percent homework completion.

Ask, “What are examples of real-life goals?” “How would you track the goal?”

“Why do you think scoreboards are different for different goals?”

**CONCLUSION**

Goal setting is powerful, but setting goals isn’t enough. We also have to track our goals. Tracking goals is like watching the scoreboard at a game. If we know our score, we’ll know what we need to do.”



## HABIT 2: BEGIN WITH THE END IN MIND

### 30-MINUTE LESSON: 15-Minute Lesson +

**PUT FIRST THINGS FIRST:** Paper, pencil.

**KINESTHETIC ACTIVITY/INDIVIDUAL:** The end in mind is to work toward a goal.

Have each student decide how many times he or she can write his or her name in 30 seconds.

Allow time to try to reach the goal.

Have students reevaluate their goal and try again.

Ask, “Why does a goal need to be reevaluated?”

Challenge students to beat their goal.

Finally, try the process again using the other hand.

### 60-MINUTE LESSON: 30-Minute Lesson +

**PUT FIRST THINGS FIRST:** Identify three or four universities with sports teams.

**ACROSS THE CURRICULUM/SMALL GROUP:** Select three or four universities with sports teams.

Supply students with a brief summary of each—the location, campus, enrollment, etc.

Students then select one or two and complete an application, including an essay that answers:

- What are your strengths/weaknesses?
- What kind of student are you?
- What would you like to know more about?

Create a classroom scoreboard to track completion of research, application, and the interview process.

“Admit” students (aiming for the same number in each university).

Students who have been admitted to the same university will research the university further and be prepared to present to the class.

Students may want to contact the university for posters, research alumni, etc.

Throughout the year, have groups create and track the progress of sport teams from their university on a scoreboard to develop a fun competition.

**Note:** The full activity will take more than one class session.

### FORMATIVE ASSESSMENT

Student Self-Assessment: Instruct students to give an example of a new idea they learned from the lesson.

**TAKING IT HOME**

Keep track of how often you check the scoreboard at the next sporting event you watch.