

Lesson 2 Introduction to Goal, Why, Plan, Do, Check



PURPOSE

Students are introduced to the Goal, Why, Plan, Do, Check (GWPDC) structure and language. They will practice following and create a GWPDC of their own. There are two activities in this lesson.

Materials Required for All Activities



Not Included

- Whiteboard or chart paper
- 3 pieces of paper (each labeled with a number 1, 2, or 3)
- Tape
- Colored dry/wet erase markers or markers
- Water fountain
- Pencils
- Group Reinforcement Visual
- Each student's *UOT Notebook*



Included

- GWPDC for Lesson 2
- Lightning Round Questions
- Handout: Wacky GWPDC
- Classroom Practice 2
- Home Practice 2



LESSON 2



INTRODUCTION

Preview: GWPDC & Lightning Round

★ Review & Game

⌚ ~5 minutes

Materials



Not Included

- Whiteboard or chart paper and suitable markers
- 3 pieces of paper (each labeled with a number 1, 2, or 3)
- Tape



Included

- GWPDC for Lesson 2
- Lightning Round Questions

Instructions

1. Post the GWPDC on the board before the lesson begins.
2. Review the GWPDC with the group.
3. Complete the Lightning Round activity.

At the beginning of each lesson students will play a *Lightning Round*. There are several reasons for starting the lesson with this activity. By answering questions about the previous lesson's material you will be able to gauge what information students retained and what concepts are still unclear. Students activate their prior knowledge when previously taught concepts are brought up and the fun, playful nature of the game provides a hook for getting kids engaged. Finally, since every lesson begins with a *Lightning Round*, it offers a predictable routine and structure to the group.

Set-up: Write the 3 questions below on the board and cover each one up with a sheet of paper that has "1", "2," or "3" written on it. The numbers equate to the number of tallies the students will earn if they answer the question correctly. Students select a question, "I want the question for 3 tallies." Read the question aloud. Students can answer the question or ask for a lifeline and call on a classmate for help. If the question is answered correctly, award the group that number of tallies in the *Group Goal* box.

Tips

- ★ Before beginning the Lightning Round, direct the students to "Raise your hand if you showed the Home Practice to a grown-up at home." Reward the group with a tally for each student who raised their hand.
- ★ If you would like each student to answer a question each day, you can create additional questions.
- ★ This should be a very quick activity and take no more than 5 minutes.
- ★ Reinforce students working together to answer a question for their good effort.
- ★ If students have difficulty not being called on first, leave it up to chance—write everyone's name on a popsicle stick and put them in a jar. Randomly select a stick and call on that student.

Reinforce...

Memory

"Great job remembering that from our last group, I can tell you were really paying attention."

**G
W
P
D
C**

Goal: Learn and Practice Goal, Why, Plan, Do, Check (GWPDC) and earn 20 tallies.

Why: Learning how to achieve goals helps us get what we want, and earning tallies helps us earn our group reward.

Plan:

1. Lightning Round
2. Practice GWPDC
3. Write your own GWPDC
4. Review Home Practice

Do: Follow the plan and earn tallies.

Check: How did it go? Did we accomplish our goal? Which Code of Conduct item was the easiest to follow? Which one was the hardest?

Lightning Round Questions

1. Name 1 item from our Code of Conduct.
2. Why do students earn tallies in our group?
3. What happens when group members follow the Code of Conduct?

**Don't forget to
check off this step
on the GWPDC!**



LESSON 2



ACTIVITY 1

Introduction to GWPDC

☆ Activity

🕒 ~10 minutes

Materials



Not Included

- Whiteboard or chart paper and suitable markers
- Water fountain

Instructions

1. Write the words *goal, why, plan, do, check* on the board; use the same colors you used for the lesson Goal, Why, Plan, Do, Check (GWPDC).
2. Begin by telling students that there are different kinds of goals. In sports, you can score a goal, but we're talking about a different kind of goal.
3. Tell students that they may not know it but during the day they set many goals for themselves and create lots of plans to help them accomplish their goals. Then whether they realize it or not they check those plans and decide if it helped them accomplish their goal or not. Share an example of this process in action (feel free to tailor the example to meet the needs/interest level of your students).

Example: You are heading out to the playground and you are excited to have a good time—having fun is your goal. You think to yourself soccer is fun, my plan is to play soccer. When you get outside you realize there is already a game going on, and you realize your original plan is not going to work so you decide to go on the swings instead. On your way in from recess you check or think to yourself, that was fun, and you have accomplished your goal.

Reinforce!

Attempts to identify whether the description is a GOAL, WHY, PLAN, DO, or CHECK

4. Read aloud these 5 definitions and ask your students to label aloud whether it defines Goal, Why, Plan, Do, or Check.
 - What do you want to do or accomplish? (GOAL)
 - What makes the goal important? (WHY)
 - How will you do it? (PLAN)
 - Try your plan. (DO)
 - Stop and think. Did my plan work? Do I need a different plan? (CHECK)
5. Tell students you are very thirsty and you really need a drink of water. Have them help you write a GWPDC to accomplish your goal of getting a drink of water. *You may need to modify this activity if you don't have access to a water fountain.*

GOAL: To get a drink of water from the water fountain.

WHY: I am *very thirsty* and I like water.

PLAN:

1. Stand up
2. Walk to the door
3. Open the door
4. Walk down the hallway, past 4 classrooms
5. Turn to the left and stand in front of the fountain



6. Press the button
7. Lean down and drink water

DO: Follow the plan.

CHECK: How did it go? Do I need a different plan?

Depending on time, have students watch you follow the plan or have each student try it out. After you have completed the plan, complete the check and reflect on how the plan went.

*OPTION: Combine Activities 1 and 2; instead of having students create their own wacky ways of getting to the water fountain, as part of Activity 1 the class will create a “funny” Plan B to get to the water fountain

**Remember to
check off this step
on the GWPDC!**



LESSON 2



ACTIVITY 2 Wacky GWPDC

☆ Activity

⌚ ~10 minutes

Materials



Not Included

- Whiteboard or chart paper and suitable markers
- Water fountain



Included

- Handout: Wacky Goal, Why, Plan, Do, Check

Instructions

1. Distribute the Wacky Goal, Why, Plan, Do, Check (GWPDC) handout to each student.
2. Tell them they are responsible for writing their own plan to get to the water fountain. Let them know they can be as silly as they want but need to be safe. Remind them that although they might be silly, the object of the game is to accomplish the goal. *Make sure to set parameters so that students will not be able to try any unsafe options (e.g., running, jumping on furniture). Feel free to modify the task to meet the needs of your students (e.g., select a task that keeps them in the classroom).*
3. Students fill in the worksheet with their plan for how they are going to get to the water fountain and accomplish their goal of getting a drink of water (hop, jump, crawl, walk backwards).

Example:

GOAL: To get a drink of water from the water fountain.

WHY: I am thirsty.

PLAN:

1. Stand up
2. Hop to the door
3. Open the door
4. Crawl down the hallway, past 4 classrooms
5. Turn around 3 times and stand in front of the fountain
6. Press the button
7. Lean down and drink water

DO: Follow the plan.

CHECK: How did it go? Do I need a different plan?

4. Give each student a chance to try out his/her plan.
5. After each student has tried his/her plan, check to see how it went. Did they accomplish their goals? Would they like a new plan?

Tips

- ★ Some plans will take too long, or be too tiring, so celebrate the need for a different plan. We will focus on making a Plan B later in the curriculum.
- ★ If the instructor would prefer to implement the GWPDC as a group activity, they can suggest the students pretend he/she is a robot and they must provide explicit instructions on how the "robot" can get to the water fountain. Since the instructor must follow the students' exact instructions, the students can brainstorm different methods to accomplish their goal and enjoy being a little silly in the classroom as the "robot" must follow their instructions. After the activity, students can reflect on their plan and if it was the best way to accomplish their goal as in the individual activity.

Reinforce!

Staying safe, and reflecting honestly during the "check" — how the plan went

Remember to check off this step on the GWPDC!

Unstuck and On Target! An Executive Function Curriculum to Improve Flexibility, Planning, and Organization, Second Edition, by Lynn Cannon, Lauren Kenworthy, Katie C. Alexander, Monica Adler Werner, & Laura Gutermuth Anthony. Copyright © 2021 Paul H. Brookes Publishing Co., Inc. All rights reserved.



LESSON 2

CLOSING

Review: Classroom & Home Practice

 **Wrap-up**
 **~5 minutes**

Materials



Not Included

- Pencils (1 per student)
- Group Reinforcement Visual
- Each student's *UOT Notebook*



Included

- Classroom Practice 2
- Home Practice 2

Instructions

Students will review the Home Practice and complete the *check* portion of the Goal, Why, Plan, Do, Check (GWPDC).

1. Hand out the Home Practice sheets. Read the goal aloud. Ask students to think about who they will work on their Home Practice (HP) with. Let students know they will each earn a tally for bringing the completed HP with them next time you meet. This HP focuses on GWPDC.

Tip

- ★ Follow the same procedure every day for reviewing and completing HP (e.g., review Home Practice, monitor all students as they put it in their homework folder, monitor all students as they write it in their homework planner).

2. Guide students to file all worksheets in their *UOT Notebook*.
3. Read the goal from Lesson 2 aloud to the class. Ask students if they were able to accomplish the goal. Ask students to identify what helped them accomplish the goal.

Tip

- ★ During the first few lessons make sure students are able to accomplish the goal so that they feel a sense of success and develop an understanding of how to earn tallies.

4. Review the plan. Ask students if they were able to accomplish the plan. Were there steps that we were not able to accomplish? Did we need to revise the plan in any way?

Tip

- ★ Sometimes plans have to change: an unexpected fire drill or a great discussion takes too long and you have to alter the plan. Celebrate these changes and let students know that even though the *unexpected* happened, they were flexible and made a new plan. This concept will be taught in greater detail in future lessons.

5. Remind students they are working towards a large group prize. Each day you will add their tally marks to a bank. When they reach ____ tallies they will get a group celebration or prize.

Tips

- ★ Determine what the prize or prize options will be ahead of time. See Troubleshooting section for suggestions.
- ★ When selecting how many tallies your students need to earn, consider how many they will earn on a given day (no fewer than 10), and how long they can wait for the reinforcement and still maintain motivation (no longer than 3 weeks).
- ★ Post the tally bank in the front of the classroom so students are constantly reminded of how close they are to their goal (i.e., a thermometer).

6. Distribute the Classroom Practice handout to all instructors who interact with your students and would benefit from supporting students as they work on their new skills.

Classroom Practice 2



Summary: Today the students learned about setting goals and making plans. They are using a simple script called Goal, Why, Plan, Do, Check (GWPDC). Many teachers have used this script in their classrooms to help support the executive functioning skills of all of their students.

What you can do to support your student's learning and generalization:

1. Integrate goal, why, plan, do, check language into your lessons.
 - *"Wow, we are really working hard and getting closer to accomplishing our **goal**."*
 - *"**Why do we want to** learn about this today?"*
 - *"I am so glad we are staying on track. What is the next step in our **plan**?"*
 - *"Let's **check** on our progress."*
2. You may already be doing something like a daily schedule, but if you'd like to try a GWPDC in an academic lesson, an example is below:

GOAL: To practice our math facts.

WHY: Once we memorize our math facts, math is much easier.

PLAN:

1. Complete 2 minute time trial.
2. Compare your answers to the answer key.
3. Track how many you got right on your graph.

DO: Follow the plan.

CHECK: Check time trial. How did it go? Did I get more right than I did last time? Do I need a different plan (more practice with math games online, flashcards, time trials for homework)?

Home Practice 2



Your child participated in the second session of *Unstuck and On Target!* today.

Summary: Your child was introduced to setting goals and making plans. Your child learned how to use a simple routine called Goal, Why, Plan, Do, Check (GWPDC). Your child will come back to this topic again in their 15th session.

Here's an example of how GWPDC might be used at home:

GOAL: To eat together as a family once this weekend.

WHY: We are hungry and actually enjoy talking to each other once in a while.

PLAN:

1. Find a time that works.
2. Figure out what we want to eat and what's in the fridge.
3. One of us sets the table.
4. One of us cooks.
5. One of us cleans up.

DO: Follow the plan. (Let's eat!)

CHECK: How did it go? Do we need a different plan?

What you can do at home:

1. Help your child see what it is like setting goals and making plans by being a model. Say your plans and goals out loud.

- For example:
 - "My **goal** is for us to get to _____ on time." (church/school/Scouts/practice/Grandma's)
 - "Well, this isn't how **I planned it**."
 - "My **goal** is to make it to Back to School Night this year. I **plan** to leave work early."
 - "My **plan** to go to the grocery store tonight is still possible."