Goal Setting

Activity: **People Lift**
Audience: 6th – 8th grades
Time Required: 10 minutes plus discussion time
Location: Area with flat surface

Objectives: Participants will:
- Utilize goal setting strategies to accomplish as task
- Work together to accomplish identified goals

Life Skills: Goal setting, teamwork

Overview: This activity shows that people can do more than they think they can when they focus their energy.

Do the Activity: Have one student sit in the chair with his arms crossed and held out slightly away from his chest. Select four other students and have them stand two on each side of the seated student. Have two of these students stand beside each of the shoulders of the seated student and have the other two students stand beside each of the knees of the seated student. Have the standing students interlock their own two hands together with their two index fingers pointing out in front of them. Now have them, on the count of three, put their index fingers under the right arm and the other person under the left arm just forward of the arm pit area and just behind the bend of the right knee and of the left knee of the seated student and lift as hard as they can. They will not be able to lift the student very high off of the chair, if at all. For safety's sake, you should have someone standing directly behind the seated student to be sure that if he is lifted off the seat that he does not tip backwards. If the student is easily lifted off of the chair during this part of the activity, I would suggest that you choose a heavier student.

After you have gone through the activity described above, it is time to focus the student's energy. Bring the four students together and have them put their hands over the head of the seated student. As they are standing there, talk to them about how they need to focus their energy. To help them focus their energy have them join you in an exercise. Have them interlock their hands again and put them down in front of them. Tell them you are going to count to four. On the first three counts, have them take a deep breath and raise their hands above their head in a lifting motion, letting their breath out as they raise their hands. You will do this exercise with them, and ask the seated person to deep breath along with them. Then on the fourth count they are to stick their fingers back under the seated

person and lift with all of their might. Once again be sure that you have a person behind the chair to protect against falling over. If the procedure has been done correctly, the group will be able to lift the person off of the chair quite easily. You must emphasize two factors:

- As you are going through the pep talk with the lifters, the breathing and the lifting simulation, both the class and the four students must be quiet and serious;
- laughter will distract the lifters and make the activity not work.

Reflect and Apply:

Ask the lifters how they felt when you first told them that they were going to lift the student by just using their two index fingers.

Ask the person in the chair how he felt in the same situation.

Ask the class what their reaction was when you first explained the activity.

Ask all concerned what they thought when you went through the practice exercises with them.

Ask how the lifters and student felt when they were unable to lift him off of the chair.

What made the students able to lift the person the second time and not the first time?

What would have happened if the lifters continued to laugh instead of taking the activity seriously?

Why did the class have to be quiet during the second part of the activity?

How does this activity relate to goal setting?

Describe a situation where you or someone you know were able to accomplish something that first seemed impossible.

What are examples of goals people your age would set?