

Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part1) **Lesson:** 1 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Mississippi College and Career Readiness Standard:
SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, W.3.4

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 3, M 6
B-LS.4, B-LS.7, B-SM.5

Materials and Resources (include handouts or supporting documents)

Step for Setting a Goal Student Activity Sheet
Step for Setting a Goal Teacher Goal Setting Mini Poster
 Pencil or chalk
 Board, flip chart, or other visual media

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Decision making

Lesson Measurable Learning Objectives:

The student will list the steps to setting short- and long-term personal and educational goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
 The student will explain, orally and in writing the step-by-step process for goal setting.

Lesson Preparation

Essential Questions:
 Why do people set goals?
 What happens when someone reaches a goal?

Engagement (Hook):
 Counselor says, “Think about something you want to accomplish and imagine it 5 ft. in front of you. Take one step to get to the accomplishment.” They will find they can’t do it. Some students will fall down when they try to take a really large step. Ask, “What happened? Did you reach what you wanted to accomplish in one step? How would additional and specific directions from me have helped you get to your accomplishment?” Say, “We’re going to talk about how it sometimes takes many steps to accomplish something in a short or long period of time.”

Procedures

Instructor Procedure/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Say, “If you want to accomplish something, you have to know where you want to GO (Goal) and how you will get there (steps to your Goal).” Divide students into groups of four by counting off. Explains that the students are going to brainstorm ideas together. Ask, “Who will explain what brainstorming means?” Brainstorming is when students come up with a variety of ideas to answer a question. Ask students to brainstorm to answer the following:</p> <ol style="list-style-type: none"> What is a goal? What are ideas for personal goals? What are ideas for educational goals? <p>Personal Goal: A personal goal is something you want to learn or improve on in your life. Example: I want to improve my basketball skills: free throw shooting and vertical jump.</p> <p>Educational Goal: An educational goal is a goal you set to accomplish or improve on in school. Example: “I learn to say my multiplication facts really fast.”</p> <p>2. Explain, “There are two types of Educational and Personal Goals: Short-Term and Long Term Goals. Brainstorm in small groups what short and long term goals mean.”</p> <ol style="list-style-type: none"> A short-term goal is a goal that can be Accomplished in a short period of time. Example: I will finish this before recess. Discuss other examples. A long-term goal is a goal that is worked on over an extended period of time. Example: This science project is due in three weeks. I will start on it by Friday. Discuss other examples. 	<p>1. Students number off. Two or three students explain the process of brainstorming to the class and get into their groups.</p> <ol style="list-style-type: none"> Students brainstorm what they think a goal is. Possible responses: <ul style="list-style-type: none"> A goal is something a person wants to accomplish or improve. Something I want to improve. Students brainstorm ideas on what a personal goal is and what an educational goal is: <p>2. Students discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.</p>

<p>3. Introduce the steps in setting goals.</p> <ol style="list-style-type: none"> a. Goal - Choose goal b. Discuss - Discuss the goal with the teacher or friend, if necessary. c. Plan - The student makes a step-by-step plan and writes it down. <ol style="list-style-type: none"> 1) How do I start my goal? 2) What will help me complete it? 3) What actions will I take to reach my goal? d. Timeline - Set a timeline (beginning and ending date and time). e. Self-Assess – How will you check your goal. f. Evaluate- the students will evaluate their success at the end of the timeline. <p>4. Give students <i>The Steps For Setting a Goal Activity Sheet</i> to write the step-by step process for goal setting.</p> <p>5. Tell students to discuss in small groups what would happen if one of the steps in the process were left out.</p> <p>6. Review <i>The Steps For Setting a Goal Activity Sheet</i> and let students know they will be completing a <i>Goal Activity Sheet</i> next week. Ask students to think about a short-term educational goal over the next week that they would like to accomplish for their next session.</p>	<p>3. Review steps in setting a goal:</p> <p>4. Students complete the sheet and review the steps with the class to self-assess their ability to recall the steps.</p> <p>5. Students brainstorm and share ideas.</p> <p>6. Students spend the next week thinking about a short-term goal they might like to accomplish and the steps they would implement to accomplish that goal.</p>
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Teacher Follow-Up Activities

The instructor will give the teacher a mini poster on the step-by-step process of goal setting to review with the students during the week.

Counselor reflection notes (completed after the lesson)

Steps for Setting a Goal

Student Activity Sheet



THE STEPS FOR SETTING A GOAL

Name _____ Date _____

STEPS:

1.

2.

3.

4.

5.

6.

Steps for Setting a Goal

Teacher Mini Poster



THE STEPS FOR SETTING A GOAL

Steps:

1. Set Goal

Think about a goal and set a personal or educational goal.

2. Discuss

Discuss the goal with the instructor or a friend.

3. Plan

Make a step-by-step plan to accomplish the goal.

4. Set Timeline

Set a timeline for beginning and finishing each step toward the goal.

5. Self – Assess (**Rethink-Revise/Refine-Reflect**)

How will I check (evaluate) the effectiveness of my actions at each step toward accomplishing my goal?

6. Evaluate

How did I do at accomplishing my goal?