

Unit #1 Title: Goal-Setting

Lesson Title: Talk is Cheap (Part 1)

Lesson: 1 of 2

Grade Level: 2

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Domain:

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.02.a. Identify goals that lead to learner success.

American School Counselor Association (ASCA) National Standard:

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

1. A copy of *The Tortoise and the Hare*. If you cannot locate the book, look up the story on the Internet.
2. Dry Erase Board/Smart Board/Other Visual Media

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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	Respect	X	Goal Setting		
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Lesson Measurable Learning Objectives:

The student will collaborate with others to identify at least three strategies to accomplish a goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.

Assessment can be question answer, performance activity, etc.

The student will identify strategies for goal setting and planning.

Lesson Preparation**Essential Questions:**

How can goals be useful?

Engagement (Hook):

“Have you ever heard the expression “talk is cheap,” or “put your money where your mouth is?” Do you know the name of the famous story that tells about a tortoise that asked a rabbit to put his money where his mouth was? That story is called *The Tortoise and the Hare*.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will read the story, The Tortoise and the Hare, to the students. 2. Counselor will ask the following discussion questions: <ol style="list-style-type: none"> a. Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, “I want to ride my bike by the time school starts.” We call that setting a goal. b. What was the goal of the Tortoise in the story? What was the goal of the Hare in the story? It sounds to me as if you are saying that they both had the same goal. c. Why do you think the Tortoise accomplished his goal and the Hare did not? d. Yes. That’s right. Do you think the Hare had a plan to win the race? Do you think he practiced for the race? e. Do you think the Tortoise had a plan for 	<ol style="list-style-type: none"> 1. Students will listen to the story and look at the pictures. 2. Students will participate in discussion: <ol style="list-style-type: none"> a. Students might say learning to ride a bike or skateboard or play a challenging game. b. Students might say, “To win the race.” Students might say, “To win the race.” c. Students might say because the Hare stopped before the race was over. d. The students might say, “No.” e. The students might say, “Slow and

<p>the race? What do you think his plan was?</p> <p>f. If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?</p> <p>5. The counselor asks students to brainstorm strategies that helped the Tortoise accomplish his goal. The counselor will write the strategies on chart paper and give the strategies sheet to the teacher to reinforce in the classroom.</p> <p>6. The counselor and students will review the concept of goal setting and share the key points of the discussion. During the next lesson students will complete the <i>Talk is Cheap</i> Activity Sheet.</p>	<p>steady wins the race.”</p> <p>f. The students might say, “I’d get a lot of sleep, and eat my breakfast, and practice running everyday.”</p> <p>5. The students will brainstorm ideas.</p> <p>6. The students will participate in the review of discussion.</p>
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Teacher Follow-Up Activities

The teacher will review the list with students and post it in the room to reinforce throughout the year.

Counselor reflection notes (completed after the lesson)

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