

| |
|--|
| <p>Unit #1 Title: Goal-Setting</p> <p>Lesson Title: Simon Says – Taking Small Steps Toward My Goal Lesson: 2 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 Minutes</p> <p>Missouri Comprehensive Guidance and Counseling Domain: AD.6: Developing and monitoring personal plan of study.</p> <p>Grade Level Standard (GLS): AD.6.A.04.a.i: Revise and practice educational goal-setting and self-assessment skills.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p> |
|--|

Materials (include activity sheets and/ or supporting resources)

| |
|--------------------------|
| <i>Simon Says Script</i> |
|--------------------------|

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 |
| X | Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions. |
| X | Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals. |

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 | | Integrity | | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will identify one study skill or one reason why studying is an important step toward accomplishing an educational 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.

Student acquired knowledge:

The student will demonstrate knowledge and understanding of strategies related to studying, which may include time, location, and conditions to best learn, read, and do homework during a post-activity discussion session.

Lesson Preparation**Essential Questions:**

Why is it necessary to know the steps needed to accomplish goals?

Engagement (Hook):

Ask, "Who can tell me the rules we usually follow for the game *Simon Says*?"
 Volunteers state rules.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|---|--|
| 1. Explain to students that today they will play a version of Simon Says in which only some students will respond to each command. | 1. Students listen and respond to the commands. |
| 2. Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate. | 2. Students listen. |
| 3. Lead a game of Simon Says. Remind students to try to remember what they learn about their classmates. Provide such directions as those on the <i>Simon Says Script</i> . | 3. Students listen and observe. |
| 4. At the end of the game, have students sit in a circle. | 4. Students move to a circle. |
| 5. Ask each student to name one way in which | 5. Students listen and take turns in the |

| | |
|---|--|
| <p>he or she and another student are alike. Encourage students to say, for example, “I didn’t know that Katie never watched TV on school nights” or “I didn’t know that José loved math.”</p> <p>6. Ask students to talk about new ways to study they learned today.</p> <p>7. So that everyone will have the chance to share something, go around the circle asking students why is it important to plan our studying as first step towards accomplishing our educational or academic goals.</p> <p>8. Also ask students how studying with discipline and application can help them accomplish bigger educational or academic goals.</p> | <p>discussion.</p> <p>6. Students listen and take turns in the discussion.</p> <p>7. Students listen and participate in the discussion.</p> <p>8. Students listen and participate in the discussion.</p> |
|---|--|

Teacher Follow-Up Activities

Have students set short term goals to improve skills, scores, and performance in a subject area that they choose. Once a month, discuss progress toward the goal.

Counselor reflection notes (completed after the lesson)

SIMON SAYS SCRIPT

1. Simon says "Everyone who takes a nap right after school, stand on one foot."
 - Sit down please.
2. Simon says "Everyone who takes a light snack after school, stand up and put your right hand on your tummy."
 - Sit down please.
3. Simon says "Everyone who studies before going out to play, stand up and touch your forehead."
 - Sit down please.
4. Simon says "Everyone who watches TV all the time after school, stand up and stick your tongue out as far as you can"
 - Sit down please.
5. Simon says "Everyone who never watches television on school nights, stand up and waive both arms like a champion"
 - Sit down please.
6. Simon says "Everyone who does homework in a quiet place away from phone and TV, jump up and down."
 - Sit down please.
7. Simon says " Everyone who does homework at about the same time everyday, stand up with both thumbs up"
 - Sit down please.
8. Simon says "Everyone who likes school, stand up and clap your hands."
 - Sit down please.
9. Simon says, "Everyone who likes math stand with your arms crossed."
 - Sit down please.
10. Simon says "Everyone who likes English remain seated and raise both arms."
 - Put your arms down, please.
11. Simon says "Everyone who likes science stand up and scratch their ears."
 - Sit down please.
12. Simon says "Everyone who plans to get good grades, stand on your left foot and scratch your head."
 - Sit down please.
13. Simon says "Everyone who plans to go to college, stand up, smile wide, and slowly walk clockwise around the classroom"
 - Sit down please.

Choose other categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. Encourage students to say, for example, "I didn't know that Katie never watched TV on school nights" or "I didn't know that José loved math." Ask students to talk about new ways they plan to study more effectively in the future (set a goal). Go around the circle so that everyone will have the chance to say something. Encourage students to talk about goals to improve their studying and/or their grades.