

Unit #1 Title: Targeting Careers

Lesson Title: My School Goal (Part 2)

Lesson: 2 of 4

Grade Level: 3

Length of Lesson: 30 minutes sessions

Missouri Comprehensive Guidance and Counseling Domain:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals

Grade Level Standard (GLSs):

CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.

American School Counselor Association (ASCA) National Standard:

Career Development:

B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

My School Weekly Goal Sheet

My Goal Sheet Student Mini Goal Sheet

Board, flip chart, or other visual media

Pencil or chalk

Show Me Standards: Performance Goals (check one or more that apply)

X	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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Respect	X	Goal Setting	X	Decision making
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Lesson Measurable Learning Objectives:

The student will develop a plan for setting and achieving a short-term goal and monitoring his/her progress toward goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs.

Assessment can be question answer, performance activity, etc.

The student will complete a written plan of a short-term educational goal.

Lesson Preparation**Essential Questions:**

Why do some goals take a short time to complete, while others take a long time?

Why do people use short-term goals?

Why do people use long-term goals?

Engagement (Hook):

Put a trash can in the middle of the floor and wad up a piece of paper. Throw the paper toward the trash can and miss the can. The instructor asks students what s/he should do. Should I give up? The students will say no, try again. The instructor tries again, but misses. The instructor asks what s/he should do. The students will hopefully tell the instructor to make another plan and move to a new spot. The instructor shoots a third time and makes the goal. Is this a short or long term goal? (short-term goal)

Procedures

Instructor Procedure/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The instructor reviews the definitions of goal: short-term and long-term goals. A goal is something a person wants to accomplish or improve.</p> <p>Short and long term goals:</p> <ol style="list-style-type: none"> A short-term goal is a goal that can be accomplished in a short period of time. A long-term goal is a goal that is worked on over an extended period of time. <p>2. The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet “Steps for Setting Goals” in lesson 1.</p> <p>3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.</p> <p>4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.</p> <p>5. The counselor gives each student a “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”.</p>	<p>1. Students share their ideas.</p> <p>2. Review the steps in setting goals.</p> <ol style="list-style-type: none"> Goal - Choose goal Discuss - Discuss the goal with the teacher or friend, if necessary. Plan - The student makes a step-by-step plan and writes it down. <ol style="list-style-type: none"> How do I start my goal? What will help me complete it? What actions will I take to reach my goal? Timeline - Set a timeline (beginning and ending date and time). Self-Assess – How will you check your goal. Evaluate- the students will evaluate their success at the end of the timeline. <p>3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.</p> <p>4. Volunteer share short-term goals and plans.</p> <p>5. Students agree to work on accomplishing their goal over the next week. The</p>

<p>Students are instructed to complete the top part of the mini goal sheet and tape it to his or her desk. This will help students keep track of their short-term goal success throughout the week. Students will work to accomplish their short-term Educational Goals by the next class session. They will evaluate their success at that time.</p>	<p>students will write their names, the date, and their short-term educational goals on their “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”. The students will tape to the Activity Sheet to the top of their desk as a reminder of their goal and mark their progress daily.</p>
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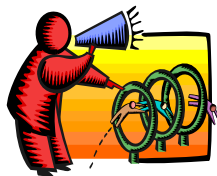
Teacher Follow-Up Activities

The teacher will remind students’ daily to review and work on accomplishing their short-term goal each day.

Counselor reflection notes (completed after the lesson)

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MY SCHOOL GOAL **Weekly Goal Sheet**



Name _____ Date _____

1) My goal is _____

2) My plan is:

- a) _____
- b) _____
- c) _____
- d) _____

3) When will I start and finish my goal?

Start date _____ Finish/check date _____

4) How will I evaluate myself (check)?

5) How did I do (evaluate)?

Student Mini Goal Sheet

<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 2px 10px;">Mon.</th> <th style="padding: 2px 10px;">Tues.</th> <th style="padding: 2px 10px;">Wed.</th> <th style="padding: 2px 10px;">Thurs.</th> <th style="padding: 2px 10px;">Fri.</th> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 2px 10px;">Mon.</th> <th style="padding: 2px 10px;">Tues.</th> <th style="padding: 2px 10px;">Wed.</th> <th style="padding: 2px 10px;">Thurs.</th> <th style="padding: 2px 10px;">Fri.</th> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
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