

**Unit #1 Title:** Targeting Careers

**Lesson Title:** My School Goal (Part 3)

**Lesson:** 3 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 Goal Sheet Student Mini Goal Sheet*

*My School Goal Weekly Goal Sheet* completed during lesson 2

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

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	Respect	X	Goal Setting	X	Decision Making
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**Lesson Measurable Learning Objectives:**

The student will evaluate progress toward a goal.

**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 review his/her weekly goal sheet and evaluate the success of his/her actions toward accomplishment of his/her goal (self-assessment- Rethink-Revise/Refine-Reflect).

**Lesson Preparation****Essential Questions:**

Why to people review and reflect on their goals?

**Engagement:** Think about how your day has gone so far today. Students will raise their hands as the counselor shares the words underlined words below.

Feedback: Great...why? Okay...Why? Not good...Why? One or two students will explain why they rated their days as they did.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. The instructor asks students to brainstorm in small groups of 4 or 5 and share their meaning of “evaluation.” <b>Evaluation is like feedback...how did you do?</b>	1. Students brainstorm their ideas in small group and share their ideas with the larger group.
2. Students are given the weekly goal setting plan they completed during the last session to review and evaluate the success of their actions.	2. Students self assess how they did with accomplishing their short-term goal after reviewing their Student Mini Goal Sheet that is taped to their desk.
3. Students are asked to write their self-evaluation feedback on the plan they developed in lesson 2.	3. Students evaluate their success using the following scale: <ol style="list-style-type: none"> <li>I completed my goal.</li> <li>I improved my goal.</li> <li>I am still working on my goal.</li> <li>I didn't do anything to accomplish my goal.</li> </ol>
4. Instructor asks students to share their self-evaluation feedback in small groups and then asks a few students to share “learning” with the larger group.	4. Students share their self-evaluation feedback and/or a “Idea” they learned.

5. At the end of class the instructor asks students to continue to set short term goals for their schoolwork.	5. Students take a supply of mini goal sheets to continue to use in their goal setting.
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### **Teacher Follow-Up Activities**

The instructor encourages the teacher to have students set weekly short-term goals using the mini goal sheet.
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### **Counselor reflection notes (completed after the lesson)**

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**Student Mini Goal Sheet**

<p style="text-align: center;"><b><i>My Goal Sheet</i></b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>Goal 1</b> _____</p> <p>_____</p> <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><b>Comments:</b> _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><b><i>My Goal Sheet</i></b></p> <p><b>Name</b> _____</p> <p><b>Date</b> _____</p> <p><b>Goal 1</b> _____</p> <p>_____</p> <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><b>Comments:</b> _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
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