

<p>Unit #1 Title: Targeting Careers</p> <p>Lesson Title: My School Goal (Part1) Lesson: 1 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes sessions</p> <p>Missouri Comprehensive Guidance Standard: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals</p> <p>Grade Level Expectation: CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.</p> <p>American School Counselor Association National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>

Materials and Resources (include handouts or supporting documents)

<p>“Step for Setting a Goal” Student Activity Sheet “Step for Setting a Goal” Teacher Goal Setting Mini Poster Pencil, chalkboard, chalk</p>
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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
	Respect	X	Goal Setting	X	Decision making

Lesson Assessment (acceptable evidence):

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

Lesson Preparation

Essential Questions:

What are some of your accomplishments? What is your greatest accomplishment at home or at school? How did accomplishing this goal affect you and the people around you?

Engagement (Hook):

“Think about something they 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.) 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? “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:	Student Involvement:
<p>1. 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). Divides students into groups of four by counting off. The instructor explains that the students are going to brainstorm ideas together. Who will explain what brainstorming means? Brainstorming is when students come up with a variety of ideas to answer a question.</p> <p style="margin-left: 20px;">a. The instructor asks students to brainstorm words to complete the sentence: What is a goal?</p> <p style="margin-left: 20px;">b. Students brainstorm the following: What are ideas for personal goals? What are ideas for educational goals?</p> <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</p>	<p>1. Students number off. 2 or 3 students will explain the process of brainstorming to the class and get into their groups.</p> <p style="margin-left: 20px;">a. Students brainstorm what they think a goal is. Possible responses:</p> <ul style="list-style-type: none"> • A goal is something a person wants to accomplish or improve. • Something I want to improve. <p style="margin-left: 20px;">b. Students brainstorm ideas on what a personal goal is and what an educational goal is:</p>

<p>skills: free throw shooting and vertical jump. 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. 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> <p>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.</p> <p>b. 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> <p>3. Introduce the steps in setting goals.</p> <p>a. Goal - Choose goal</p> <p>b. Discuss - Discuss the goal with the teacher or friend, if necessary.</p> <p>c. Plan - The student makes a step-by-step plan and writes it down.</p> <p>1) How do I start my goal?</p> <p>2) What will help me complete it?</p> <p>3) What actions will I take to reach my goal?</p> <p>d. Timeline - Set a timeline (beginning and ending date and time).</p> <p>e. Self-Assess – How will you check your goal.</p> <p>f. Evaluate- the students will evaluate their success at the end of the timeline.</p> <p>4. Students are given an Activity Sheet “The Steps For Setting a Goal” 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>2. Discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.</p> <p>3. Review steps in setting a goal:</p> <p>4. Students will 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>
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<p>6. The instructor reviews the Activity Sheet “The Steps For Setting a Goal” and lets students know they will be completing a Goal Activity Sheet next week. The instructor asks 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>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)

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“Step for Setting a Goal”

Student Activity Sheet



THE STEPS FOR SETTING A GOAL

Name _____ Date _____

STEPS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

“Step 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?