

### BELIEVING IN ME

**Purpose:** Through effective goal-setting, students learn to plan ahead for personal success and develop self-confidence.

**Time Required for Lesson:** 30 minutes

**Grade Level:** 6-7

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS 2 Interacting with Others in Ways That Respect Individual and Group Differences

**Concept:** B. Respect for Self and Others

**ASCA Standards:** Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

**Materials:** Pens/Pencils; *My Life Goals* activity sheet

#### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 6-7**      **Unit:** Respect: What It Means To You (&Me)      **Concept PS 2. B**



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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

#### Academic Content Area(s)

#### Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

#### Enduring Life Skill(s)

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

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students write three short-term goals and three long-term goals for the semester and/or year. Students explain how planning ahead can be an advantage and improve confidence.

**Lesson Preparation**

**Essential Questions:** Why is setting goals important? What are disadvantages of not setting goals?

**Engagement (Hook):** What immediate goals do you have? What future goals do you have?

**Procedures**

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
1. List activities (include setting goals) that build confidence in people on the board and discuss.	1. Students engage in discussion and suggest other things that build confidence.
2. List components of goal setting (planning ahead, setting attainable goals, and reaching short-term and long-term goals) on the board and discuss.	2. Students listen and discuss the components and give personal examples.
3. Distribute and ask students to complete “My Life Goals” activity sheet. Discuss how short and long-term goals and how they can foster building confidence.	3. Students complete worksheet and share at least two short-term and two long-term goals.

**THE PRESENT:                      SHORT-TERM GOALS**

I Plan to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**The Future:                      Long-term goals**

I plan to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_