

Unit #1 Title: Goal-Setting
Lesson Title: Talk is Cheap (Part 2) Lesson: 2 of 2
Grade Level: 2
Length of Lesson: 30 Minutes
Missouri Comprehensive School Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study
Grade Level Expectation (GLE): AD.6.A.02: Identify goals that lead to learner success.
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development

Materials (include activity sheets and/ or supporting resources)

A copy of <i>The Tortoise and the Hare</i> . Student Activity Sheet – <i>Talk is Cheap</i> Brown and Green Crayons.

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

Lesson Measurable Learning Objectives:

The student will write a learning goal and identify one strategy for accomplishing that goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will identify strategies for goal setting and planning to meet goals that lead to learner success.

Lesson Preparation

Essential Questions:

How can goals be useful?

Engagement (Hook):

Review the expression “talk is cheap,” or “put your money where your mouth is?” The counselor shows the book *The Tortoise and the Hare*, which was read the week before. The counselor briefly reviews the story with the students.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Counselor will hand out <i>Talk is Cheap</i> Activity Sheet and instruct students to get out a brown crayon and a green crayon. Counselor will read the Activity Sheet or ask students to take turns reading the Activity Sheet. The class will determine the correct answers. (Numbers 6, 8, 9, 10, 13, 17, and 18 should be colored brown and the rest colored green.) The counselor will say, “What if your goal was to become the best learner that you can be? If there were a learning race, how would you prepare to win it? You would want to set a goal and make up a plan to accomplish that goal. What kind of learning goal might you set and what might be your plan to accomplish it?” 	<ol style="list-style-type: none"> Students will get out a brown crayon and a green crayon. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly. Students will brainstorm possible learning goals.
<p>The counselor will ask each student to brainstorm what might be a good learning goal and record the ideas.</p>	

<p>4. The counselor will say, “At the bottom of the activity sheet is a space to write a learning goal. Please write one of your learning goals in the space provided.”</p> <p>5. The counselor will say, “Each of you will tell me one strategy the tortoise will do to prepare for his race that you want to do to prepare to meet your goal.”</p> <p>6. As each student states a strategy, the counselor will ask the student to write the strategy on the activity sheet.</p> <p>7. The counselor will close by reviewing the activity and encourage students to set goals.</p>	<p>4. Students will write a personal learning goal on the activity sheet.</p> <p>5. Students will state one of the following strategies:</p> <ul style="list-style-type: none"> a) Set a goal and make a plan on paper; b) Tell someone about your plan and get that person’s help to monitor your progress; c) Put the plan into action-practice; d) Reward small steps; e) Revise your plan if it is not working; f) Don’t quit until you’ve accomplished the goal. <p>6. Students will finish the last section of the activity sheet by writing one important strategy to accomplish their goal and share the strategy with the group.</p> <p>7. The students will participate in the review.</p>
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Teacher Follow-Up Activities

Teacher may continue to use the goal-setting vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment.

The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

Talk is Cheap...

But Setting a Goal and Following a Plan will be Richly Rewarded

DIRECTIONS: Color the square green (Tortoise Color) if it describes a good strategy for Setting a Goal or Following a Plan to accomplish a goal. Color the square brown (Hare/Rabbit Color) if it describes a behavior that does not involve goal setting or following a plan to accomplish a goal.

Set a goal and make a plan on paper.	1. This animal wrote down what time everyday he would stretch and exercise.	7. This animal wrote down the healthy food he would eat everyday.	13. This animal did not set any goal or write down any plan.
Tell someone about your plan and get that person's help.	2. This animal asked his friend squirrel to run the racetrack to look for problems.	8. This animal did not ask anyone to help him plan.	14. This animal asked duck to reward him every time he got one second faster.
Put the plan into action-practice.	3. This animal got to bed every night at 8:00 just as he had planned.	9. This animal talked about lifting weights for the race but never did.	15. This animal ate a healthy, balanced diet that he had planned with his mother.
Reward small steps.	4. This animal met his short-term goal of getting one second faster each day and rewarded himself with a cookie.	10. This animal didn't prepare in small steps, he didn't think he needed to improve in any way.	16. This animal met his short-term goal of getting to bed on time each night and bought himself two new pairs of socks.
Revise your plan if it is not working.	5. This animal found out that running too fast, tired him out to soon, and he decided slow and steady wins the race.	11. This animal found out that eating chocolate before bedtime kept him awake, so he stopped.	17. This animal kept making the same mistakes every time and didn't learn from them.
Don't quit until you've accomplished the goal.	6. This animal went to sleep before the job was done.	12. This animal never stopped following his plan until the goal was accomplished.	18. This animal didn't think he needed to make a plan to meet his goal.

My Learning Goal is . . .

One strategy for setting a goal and following a plan to accomplish that goal is . . .
