

<p>Unit #1 Title: Goal-Setting</p> <p>Lesson Title: Man On the Moon! Lesson: 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 30 Minutes</p> <p>Missouri Comprehensive School Counseling Big Idea: AD.6: Developing and monitoring personal plan of study</p> <p>Grade Level Expectation (GLE): AD.6.A.04. Revise and practice education goal-setting and self-assessment skills.</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development</p>
--

Materials (include activity sheets and/ or supporting resources)

<p>Student Hand Out and Student Work Page.</p> <p>A picture of an astronaut, a large piece of poster paper. (Paste picture of astronaut onto poster paper.)</p> <p>A jar</p> <p>A piece of candy for each student in class that will fit in jar with room to spare. (A possible reward might be mini-marshmallows that could be referred to as moon rocks.)</p>

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements.</p> <p>4. Evaluate the processes used in recognizing and solving problems.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p> <p>8. Assess costs, benefits, and other consequences of proposed solutions.</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>5. Develop, monitor, and revise plans of actions to meet deadlines and accomplish goals.</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas.</p>
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 set one goal and make a plan to accomplish that goal as measured by the “I Can Make a Plan” worksheet.

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.
Student Work Sample:
 The student will complete a work page that will demonstrate the knowledge of goal-setting skills.

Lesson Preparation

Essential Questions:
 Why is it important to set goals?
 How do you achieve a goal?

Engagement (Hook):
 John F. Kennedy once challenged our nation to be the first to put a man on the moon. Martin Luther King challenged our country to pass laws that would enable people of all races to have equal opportunity. What challenges do you ask of yourself? And what goals will you set to help you accomplish those challenges?

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will say, “Students, I challenge you to be goal-setters, and problem-solvers. Today, I want you to think about something that you thought you would never be able to do. Not too long ago, when I was a child, to see a man walk on the moon was something that didn’t seem possible. But, it was a goal that was accomplished with two important tools. Those tools were goal-setting, and problem-solving.” Counselor holds up a large sheet of paper with a picture of an astronaut attached to it and says, “Let’s pretend that this picture of an astronaut is a 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will listen and watch.
---	---

<p>real astronaut and our goal today is to get the astronaut to the moon. Well perhaps not on the moon, but into this jar that I will put over there in the corner of the room.”</p> <p>2. The counselor will distribute the instruction page for the <i>Student Handout Sheet</i>. The students will be able to read the answers to the following questions:</p> <ul style="list-style-type: none"> • “What is our goal?” • “What is my timeline? How long do we have until we have to accomplish our goal?” • “What resources do I have to help me accomplish the goal? Who can help me and what tools do I have to help me?” • “Are there any limitations that will make accomplishing the goal seem difficult?” <p>3. The counselor will say, “Why should I even try to accomplish this goal? It seems impossible.”</p> <p>4. The counselor will say, “Okay, I don’t think I can accomplish this goal on my own. I’m going to need your help. Will you help me?”</p> <p>5. The counselor will say, “What is problem number one that is keeping me from accomplishing my goal?”</p> <p>6. The counselor will say, “What are the</p>	<p>2. Students will look at the <i>Student Handout Sheet</i> for the answers to the questions.</p> <ul style="list-style-type: none"> • Students will answer, “To get the paper in the jar.” • Students will answer, “In the next 15 minutes.” • Students will answer, “You can ask anyone in the room for help and you can use any materials that are in the room.” • Students will answer, “You can not move from where you are now standing and no one else in the room can get out of their chairs. The piece of paper that you are holding is too large to fit in the jar and you can not exchange the jar for another one.” <p>3. Students will answer, “The pay-off is in the jar.” (The jar has a reward in it.)</p> <p>4. Students will answer, “Yes.”</p> <p>5. Students will answer, “The paper is too big.”</p> <p>6. Students will read the list of possible</p>
--	---

<p>possible solutions to this problem and which one should we try first and then second if the first plan doesn't work?"</p> <p>7. The counselor will continue questioning the students in like manner until the completed plan has been arrived at. (See Student Hand Out.)</p> <p>8. The counselor will enact the plan, retrieve the reward which will be shared with the class, and then instruct the students to complete the work page while they are enjoying the reward (treat).</p> <p>9. Counselor will instruct students on how to complete the work page by demonstrating one selected student's possible responses.</p> <p>10. Counselor will allow students to complete the work page using a personally selected goal.</p>	<p>solutions and possibly add to them with their own ideas. The class will decide which solution to try first and then which to try second.</p> <p>7. Students will continue to answer the counselor's questions based on the answers on the student hand out.</p> <p>8. Students will enjoy the reward while completing the student work page. (See Student Work Page.)</p> <p>9. Students will follow along as counselor demonstrates how to complete the work page using a selected student's goal as an example.</p> <p>10. Students will complete the work page using a personally selected goal.</p>
--	--

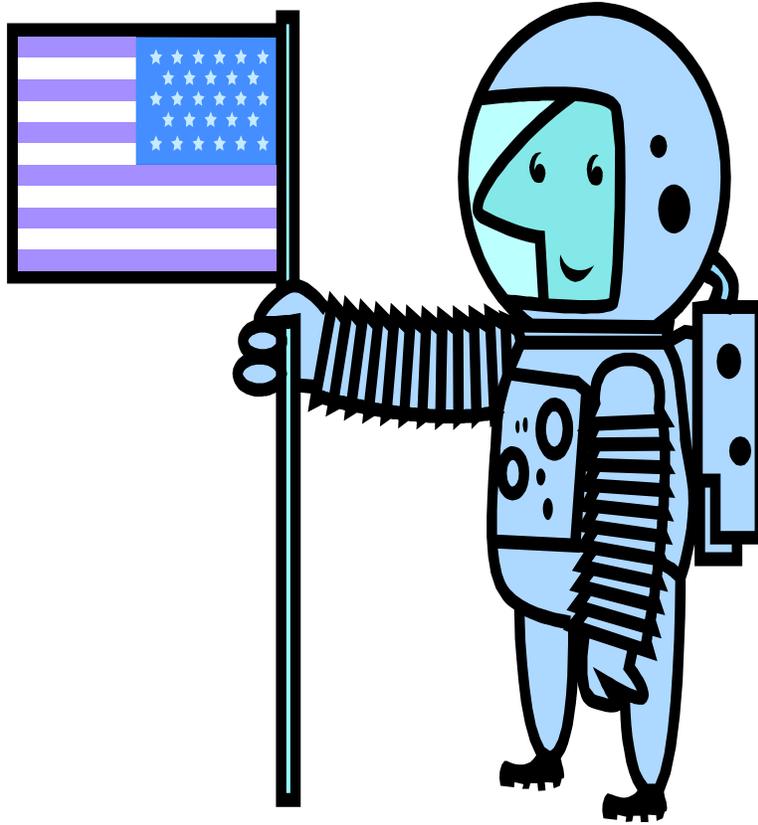
Teacher Follow-Up Activities

<p>1. Teacher may continue to use the goal-setting and problem-solving vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment. An example of a writing assignment might be to ask the student to write a story about a goal that they were able to accomplish or a goal that they were still working on accomplishing.</p> <p>2. The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.</p>
--

Counselor reflection notes (completed after the lesson)

Empty box for reflection notes

Picture of an Astronaut



Student Hand Out

Man on the Moon

Goal-Setting, Problem-Solving Game Rules

GOAL: What do I want to accomplish?

I want to get the astronaut into the jar.

TIMELINE: When do I want to accomplish my goal?

I have 15 minutes from now.

RESOURCES: What do I have that I can use to accomplish my goal?

I can ask anyone in the room for help and I can use any materials that are in the room.

LIMITATIONS: What might keep me from accomplishing my goal?

- ❖ I can not move from the place that I am standing now and no one else in the room can leave their seats.
- ❖ The paper that the astronaut is on is too big to fit in the jar.
- ❖ The jar can not be exchanged for another jar.

REWARD: What will I gain if I accomplish my goal?

I will be able to share the reward in the jar with the class.

PLAN: What steps will I take to accomplish my goal?

<i>Identify the Problem</i>	<i>Brainstorm Possible Solutions</i>	<i>Choose a Possible Solution to Try</i>	<i>Did it Work? If first solution didn't work, try another.</i>
The goal is too big. It seems impossible.	<ol style="list-style-type: none"> 1. Quit, give up. 2. Cut the project up into smaller more manageable pieces. 3. Get a bigger jar. 	Tear the picture of the astronaut off of the poster board.	
I'm stuck and can't move forward.	<ol style="list-style-type: none"> 4. 5. Quit, give up. 6. Get help from friends. 7. Cheat. 8. Deal with it tomorrow. 	Ask friends to pass the astronaut from desk to desk until it reaches the jar.	

Student Work Page
I Can Make a Plan

I can use Goal-Setting, Problem-Solving, and Self-Assessment to become a Life-Long Learner.

GOAL: What do I want to accomplish?

REWARD: What will I gain if I accomplish my goal?

TIMELINE: When do I want to accomplish my goal?

RESOURCES: What do I have that I can use to accomplish my goal?

LIMITATIONS: What might keep me from accomplishing my goal?

PLAN:

❖ What steps will I need to take to accomplish my goal? (Long-Term Goal)

❖ How can I accomplish my goal taking small steps every day or week? (Short-Term Steps)

❖ What limitations or problems do I think might keep me from my goal?

❖ What solutions could I try to solve any problems that might keep me from my goal?

❖ How will I know if I am being successful in working toward my goal?

❖ How will I reward myself for accomplishing each smaller step towards my goal?
