

<p><b>Unit #1 Title:</b> Targeting Careers</p> <p><b>Lesson Title:</b> My School Goal (Part 2) <span style="float: right;"><b>Lesson:</b> 2 of 4</span></p> <p><b>Grade Level:</b> 3</p> <p><b>Length of Lesson:</b> 30 minutes sessions</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals</p> <p><b>Grade Level Expectations (GLEs):</b> CD.7.A.03: Identify and apply the steps to setting short-term, long-term, personal and educational goals.</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Career Development</p>
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**Materials and Resources (include handouts or supporting documents)**

<p><i>My School Weekly Goal Sheet</i></p> <p><i>My Goal Sheet Student Mini Goal Sheet</i></p> <p>Board, flip chart, or other visual media</p> <p>Pencil or 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
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**Lesson Measurable Learning Objectives:**

The student will develop a plan for setting and achieving a short-term goal and monitoring his/her progress toward goals.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.  
Assessment can be question answer, performance activity, etc.**  
The student will complete a written plan of a short-term educational goal.

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

Why do some goals take a short time to complete, while others take a long time?

Why do people use short-term goals?

Why do people use long-term goals?

**Engagement (Hook):**

Put a trash can in the middle of the floor and wad up a piece of paper. Throw the paper toward the trash can and miss the can. The instructor asks students what s/he should do. Should I give up? The students will say no, try again. The instructor tries again, but misses. The instructor asks what s/he should do. The students will hopefully tell the instructor to make another plan and move to a new spot. The instructor shoots a third time and makes the goal. Is this a short or long term goal? (short-term goal)

**Procedures**

<b>Instructor Procedure/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>1. The instructor reviews the definitions of goal: short-term and long-term goals.  <b>A goal</b> is something a person wants to accomplish or improve.</p> <p><b>Short and long term goals:</b></p> <ol style="list-style-type: none"> <li>a. A short-term goal is a goal that can be accomplished in a short period of time.</li> <li>b. A long-term goal is a goal that is worked on over an extended period of time.</li> </ol> <p>2. The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet “Steps for Setting Goals” in lesson 1.</p> <p>3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.</p> <p>4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.</p> <p>5. The counselor gives each student a “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”.</p>	<p>1. Students share their ideas.</p> <p>2. Review the steps in setting goals.</p> <ol style="list-style-type: none"> <li>a. Goal - Choose goal</li> <li>b. Discuss - Discuss the goal with the teacher or friend, if necessary.</li> <li>c. Plan - The student makes a step-by-step plan and writes it down. <ol style="list-style-type: none"> <li>1) How do I start my goal?</li> <li>2) What will help me complete it?</li> <li>3) What actions will I take to reach my goal?</li> </ol> </li> <li>d. Timeline - Set a timeline (beginning and ending date and time).</li> <li>e. Self-Assess – How will you check your goal.</li> <li>f. Evaluate- the students will evaluate their success at the end of the timeline.</li> </ol> <p>3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.</p> <p>4. Volunteer share short-term goals and plans.</p> <p>5. Students agree to work on accomplishing their goal over the next week. The</p>

<p>Students are instructed to complete the top part of the mini goal sheet and tape it to his or her desk. This will help students keep track of their short-term goal success throughout the week. Students will work to accomplish their short-term Educational Goals by the next class session. They will evaluate their success at that time.</p>	<p>students will write their names, the date, and their short-term educational goals on their “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”. The students will tape to the Activity Sheet to the top of their desk as a reminder of their goal and mark their progress daily.</p>
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**Teacher Follow-Up Activities**

The teacher will remind students’ daily to review and work on accomplishing their short-term goal each day.

**Counselor reflection notes (completed after the lesson)**

## MY SCHOOL GOAL Weekly Goal Sheet



Name \_\_\_\_\_ Date \_\_\_\_\_

1) My goal is \_\_\_\_\_

2) My plan is:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

3) When will I start and finish my goal?

Start date \_\_\_\_\_ Finish/check date \_\_\_\_\_

4) How will I evaluate myself (check)?

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5) How did I do (evaluate)?

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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> <hr/> <p>Feedback before next session: Mark daily: <b>1. Did a good job    2. OK    3. Keep working</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">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> <hr/> <p>Feedback before next session: Mark daily: <b>1. Did a good job    2. OK    3. Keep working</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">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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