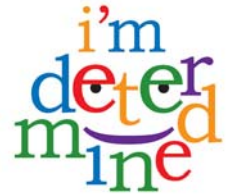


Organizing Topic: Goal Setting and Attainment (*The skill of determining how you are going to accomplish what you want - setting the goal, plan for implementation and measuring success.*)



Title: In Control of My Goal

Target Level: High School

Sample Related Standards of Learning:

GOVT 3a The student will demonstrate knowledge of the concepts of democracy by recognizing the fundamental worth and dignity of the individual.

GOVT 1f The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to identify a problem and prioritize solutions.

Objectives:

- Define the word goal.
- Discuss the importance of goals.
- Distinguish between long and short-term goals.
- Choose a goal.
- Identify what you want to learn, what you already know, what you need to change and what you can do to make it happen.

Prerequisite Understandings/Knowledge/Skills:

- Understanding the difference between long and short-term goals.
- Distinguishing between idealistic and realistic goals (provide examples of each).
- Using specific language in setting goals.

Materials Needed:

- Self determination model Phase 1 worksheets (attached)
- Written examples of long and short-term goals
- Video clips or stories of goal setting (from "I'm Tyler," (www.imtyler.org) "October Sky," "Radio," "The Ron Clark Story," (video/book, etc.)
- Bulletin board materials (colored paper, pencils)

Time Frame: One to two 90-minute periods.

Lesson Procedure - Large Group:

1. Brainstorm ideas about the definition of a goal. Look up the dictionary definition of a goal.

2. Develop a class definition of “goal.”
3. Create a bulletin board around the class definition of “goal.”
4. Using the list you have compiled of short term and long term goals, define and distinguish the difference between long and short-term goals. Ask students to brainstorm a list of goals common to high school students and write each goal on index cards. From these cards, sort the goals into short term and long term.
5. Help (if necessary) each student choose a short-term goal that can be achieved within a grading period, and a long-term goal that the student can achieve by graduation (such as a post-secondary goal).
6. Write each goal on a graphic organizer and post on the bulletin board, separating by short and long-term goals.
7. Complete the Phase One Self-Determination Model worksheet.

Specific Options for Differentiating this Lesson

- Use picture system to identify various goals.
- Scribing for students.
- Use video clips and stories relevant to setting goals.
- Model goals for students using a real goal that the teacher is working toward.

Evaluation:

- Weekly journaling.
- Private teacher conferences to evaluate progress.

Extending Understanding:

- Continue this lesson for Phase II (Take Action) and Phase III (Adjust Goal or Plan).
- How setting goals can assist you throughout life.

Questions for Self-Directed Learning Model of Instruction

Phase I: Set a Goal

(What is my goal?)

- What do I want to learn?
- What do I know about it now?
- What must change for me to learn what I don't know now?
- What can I do to make this happen?

Phase II

Phase III