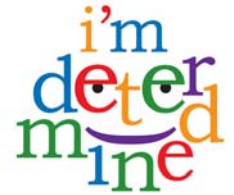


Organizing Topic: Self-Regulation (*Skills include self-observation, self-evaluation, self-reinforcement – the process of monitoring one’s own actions.*)



Title: My Job is School!

Target Level: Middle School

Standards of Learning

Oral Language

- 8.1 The student will use interviewing techniques to gain information.
- a) Prepare and ask relevant questions for the interview.
 - b) Make notes of responses.
 - c) Compile and report responses.
 - d) Evaluate the effectiveness of the interview.
- 8.2 The student will develop and deliver oral presentations in groups and individually.
- a) Choose topic and purpose appropriate to the audience.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Use grammatically correct language.
 - f) Critique oral presentations.

Number and Number Sense

- 8.1 The student will
- a) simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers;
 - b) recognize, represent, compare, and order numbers expressed in scientific notation; and
 - c) compare and order decimals, fractions, percents, and numbers written in scientific notation.
- 8.2 The student will describe orally and in writing the relationship between the subsets of the real number system.

Objective:

- The students use self-regulation by setting goals for school success, keeping data on progress and school performance then self-correcting by forming new goals as necessary for personal growth in school-related activities.

Prerequisite Understandings/Knowledge/Skills:

- Rules of brainstorming.
- Goal setting.
- Documentation of progress.
- Understanding strengths and weaknesses.
- Understanding cause/effect of choices.
- Vocabulary used within this lesson (self-regulation, self-advocacy, goals, strengths, weakness, skills).
- Graphing.

Materials Needed:

- Student conduct code for your school.
- List of classroom rules.
- Class syllabus if available.

Time Frame: Two 90-minute periods to set up the process. Then this concept should be ongoing as goals are met and new ones set.

Lesson Procedure:

1. Brainstorm, then list, appropriate and inappropriate skills needed for school success (doing homework, turning in homework when due, bringing materials to class, participating in class, requesting help from others, monitoring behavior, using accommodations, etc.).
2. Self-identify individual strong and weak areas of behavior/performance in school. Examine weak areas, list them and choose one action to be improved.
3. Discuss the goal setting process--set goal, plan action to meet goal, anticipate results, act, evaluate.
4. Set goal in the area to be improved, create an action plan (steps) to meet goal, anticipate results and begin the process of striving to reach goal (attached worksheet). Document, then graph progress on a daily/weekly basis. Have students also document, then graph their grades, attendance and discipline records which will reflect strengths and weaknesses in school setting.
5. Periodically examine graphs tracking progress. Explain the re-correction process. Celebrate successes through tangible and/or intangible rewards. Encourage students to practice celebrating the experience and reflect on learning.

6. As goals are met, set new ones and make the process on-going throughout a period of time.

Specific Options for Differentiating this Lesson:

- All activities can be documented through paper/pencil, digital, pictorial or auditory means.
- Graphing can be done with 3-D objects such as beads, beans, candy, coins, etc.
- Celebrations can include special privileges, fun activities, letters of praise sent home, etc.

Evaluation:

- Gather data on students throughout the period of time that this lesson is conducted. Data to include grades, attendance, discipline records, interviews with students, teachers, and parents. Document each goal as it is met. Compare level of self-regulation before and after lesson implementation.

Extending Understanding:

- Apply process to other life situations. Write or role-play scenarios of good and poor self-regulation. Interview others as to what process they use to self-regulate.

My Goals

My goal:

Steps I need to take to reach my goal:

What I can expect as a result of reaching my goal:

When will I begin to work toward my goal:

How will I know when I reach my goal?