**COUNSELOR LESSON PLAN**

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| **Topic:** Understanding Goals and the Goal-Setting Process  **Duration:** 40-45 minutes  **Grade Level**: 4th | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA Standards:**  Academic Domain:  A:A3.1 Take responsibility for their actions  A:A3.4 Demonstrate dependability, productivity and initiative  A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school  A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals  Career Domain: C:A1.5 Learn to make decisions  C:A1.6 Learn how to set goals  C:A1.7 Understand the importance of planning  C:A1.8 Pursue and develop competency in areas of interest  C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals  Personal/ Social Domain:  PS:A1.3 Learn the goal-setting process  PS:A1.4 Understand change is a part of growth  PS:B1.1 Use a decision-making and problem-solving model  PS:B1.9 Identify long- and short-term goals  PS:B1.10 Identify alternative ways of achieving goals  PS:B1.12 Develop an action plan to set and achieve realistic goals  **Mindsets:**  1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being  2. Self-confidence in ability to succeed  5. Belief in using abilities to their fullest to achieve high-quality results and outcomes  6. Positive attitude toward work and learning  **Behaviors:**  Learning Strategies:  3. Use time management, organizational and study skills  4. Apply self-motivation and self-direction in learning  7. Identify long- and short-term academic, career and social/ emotional goals  Self-Management Skills:  1. Demonstrate ability to assume responsibility  2. Demonstrate self- discipline and self-control  3. Demonstrate ability to work independently  5. Demonstrate perseverance to achieve long and short term goals  6. Demonstrate ability to overcome barriers to learning  7. Demonstrate effective coping skills when faced with a problem  Social Skills:  2. Create positive and supportive relationships with other students  3. Create relationships with adults that support success | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| Students will understand the concepts of goals and the goal setting process. They will understand that achieving goals is an active process that they need to be actively working to achieve. Students will develop their own real-life short term goals to achieve along with a plan.  What is a goal? What steps should I take to set a goal? What is a personal short-term goal I can set for myself? | | Goal  Goal-setting process  Short-term goal  Long-term goal | |
| **INTRODUCTION TO LESSON** | | | |
| This is intended to be the first lesson of the topic of goal/ achievements for the class. The lesson may be followed with supplemental lessons on goal-setting or related lessons, however should be followed with a lesson achievement. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Inform class that today they will be learning about goals, how to set them and then creating their own goals to achieve. Ask students to raise their hand if they have ever set a goal before. Allow a few students to share the goals that they have set before. | | Students will demonstrate active listening and respond to questions. | |
| Begin PowerPoint. Pass out “Understanding Goals and Goal-Setting” handout. Ask students to read the definition of a goal provided on the handout with counselor (definition also on PowerPoint slide”. | | Students will read handout aloud with counselor. | |
| Transition to next slide and explain to students that there are two different types of goals: long-term and short-term. Call upon students to read the definitions of the two types along with their examples displayed on the PowerPoint. Ask students if they can think of any other examples of long-term or short-term goals. | | Students will follow along with PowerPoint, read aloud if called upon and provide extra examples of long-term and short-term goals. | |
| Transition to next slide and ask students “What is the difference between a goal and a wish?”. Allow for students to respond. The correct response is that a wish is just words that we say and hope for it to happen. A goal means that we have work actively to make something happen for ourselves. Counselor should stress to students that goals mean we have to take responsibility for what we want to happen and be active in pursuing it. | | Students will read along with the slide and respond to the question. | |
| Tell students “When we are thinking of a goal to set, we need to think of a goal that is SMART”. Transition to next slide to explain SMART Goals. Call on one student to read the explanation for each letter. Explain to students, that they should be able to answer all those questions about any goal that they set. | | Students will follow along with PowerPoint and read aloud to class if called upon. | |
| Transition to next slide and call on students to read each of the 5 steps. Answer any questions from students and provide further explanation of steps as needed. | | Students will follow along on their handout and read aloud if called upon. | |
| Transition to next slide and ask class “Why should we set goals?”. Call on students for responses. On the handout, students will be told to write at least three responses in the provided spaces.  Examples of responses may include:  Goals help us plan for our future.  Goals help us improve and grow.  Goals help us be organized in reaching something important to us. | | Students will demonstrate active listening and respond to the question. Students will write response on the provided spaces of the handout. | |
| Pass out “Ready, Set, Goal!” worksheets and tell students they will now be setting their own personal short term goals. Remind them that it needs to be something they can achieve in the near future. Counselor should be checking in on students and assisting them as needed. Students should have approximately 25 minutes to complete this worksheet. | | Students will complete worksheet. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Students will be asked to read aloud with the class the definition of a goal and the five steps which are provided on their handouts. Students will be told to keep the handout for future reference.  Students will be reminded that each and every one of them now has a complete plan to achieve a personal goal and should be actively working on their own to achieve that goal. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| **W-** Students will complete a handout in which they write a goal they wish to achieve along with a comprehensive plan of how they will make their goal happen.  **I-**  **C-** Students will collaborate with counselor to determine an appropriate short term goal for themselves to achieve.  **O-** Students will create an organized plan for a goal that they wish to achieve. They will also demonstrate organization by keeping their handouts in a safe place.  **R-** Student will read along with their handouts and PowerPoint throughout the lesson. | | | |
| **RESOURCES** | | | |
| Powerpoint- “Understanding Goals & Goal Setting”  Handout- “Understanding Goals & Goal Setting”  Handout- Personal goal worksheet, titled “Ready, Set, Goal!” | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| -It may be beneficial for certain students to have a hard-copy of the PowerPoint presentation rather than just following along on the board.  -Instructor may see it beneficial to pull a small group of students who need more guidance once working on the personal goal setting worksheet. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| -Counselor may choose to check-in on class once a week to monitor student progress to their goals. Counselor would have students review their plans, reflect on their progress and make any adjustments to their plans as needed.  -Counselor may display goals of every student on a classroom poster board. Each student will have a small space on the poster board where they have their goal displayed on an index card. Counselor will tell class that they can see their classmate’s goals on the index cards and encourage them towards reaching their goals.  -Counselor may also choose to recognize students when they have achieved their goals. | | |