



# Elementary Lesson Plan: Goal Setting

**School Counselor:** Karin Hillman

**Date:** 2013-2014 school year

**Activity:** Goal Setting

**Grade(s):** Elementary (K-4)

**ASCA Student Standards (Domain/Standard/Competencies):**

- A:B1:7 Become a self-directed and independent learner
- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high, and high school
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school

**Learning Objective(s):**

1. Students will list benefits of goal setting.
2. Students will describe steps in a goal setting process.
3. Students will practice all the steps of the goal setting process.
4. Students will have an opportunity to observe how goal setting can improve performance and self-confidence.

**Materials:**

- One soccer ball (or ball similar in shape and size)
- Open space large enough for a class to stand up in a circle

**Procedure:**

*(Perform the pre-test as described in the perception data section below.)*

1. Have the students arrange themselves into a circle. Begin the lesson by asking each student to find one feeling word to describe how they feel today. Call the name of a student and throw the ball to that person. As the students receive the ball, they say how they feel. They then choose another person, speak their name, and throw the ball to them. The ball will be passed around the class until everyone has had their name called, received the ball, and said how they feel. After the demonstration and after all questions have been answered, look at the time and then begin the activity. As the activity finishes, look again at the time and calculate how much time it took for the ball to go to everyone. Tell the students how much time it took for everyone to receive the ball and ask if they think they could pass it to everyone more quickly.
2. Explain that today's lesson will focus on the goal setting process and the benefits of using goal setting.
3. Ask students for a definition of a "goal."
4. Present the steps of the goal setting process. Important goal setting steps include:
  - Setting a goal.
  - Looking at options to meet the goal.
  - Establishing a plan.
  - Thinking about rewards for reaching the goal.
  - Monitoring progress toward the goal.
5. Explain that the activity will only require that every student in the class touch the ball once. The students' job will be to work together as a team to accomplish the class goal of having everyone touch that ball in \_\_\_ seconds. Try to get a consensus that will be the class goal. Do they think they can reduce the time to 3 minutes? 2 minutes? 1 minute? Help them agree on a goal, pointing out that they can always set a more difficult goal later.
6. After the process is complete ask, "How did the goal setting process help us complete our goal?"
7. Explain that research says goal setting helps people:

Achieve more (Do you think setting a goal helped you achieve more?)

- Improve performance (Did having a goal improve your performance?)
- Increase your motivation to achieve (Did having a goal increase your motivation?)
- Increase your pride and satisfaction in your achievements (Did it...?)
- Improve your self-confidence (Did it...?)
- Suffer less from stress and anxiety (Do you think it could...?)
- Concentrate better (Could it help...?)

8. Now for the other steps in the process. What are the options in how to reach the goal? What plan will help them reach their goal? Have them brainstorm options as they work toward a plan. How can they reduce the time it takes to have everyone touch the ball. No rules except no one gets hurt and everyone must touch the ball. (Don't hint, but they could rearrange how they stand, move from a circle to a line, stand closer together, stop calling out names as they toss the ball, stop throwing the ball and start passing it, etc.) Help them pick a plan to try first, saying things like "What plan are you going to try first?" or "OK, your first plan is to..." or "Let's try our one of these plans and I will keep the time." Generally, classes will set a goal, try a new plan for reaching it, realize they are still improving, and set a more difficult goal. They will try a new way of attacking the problem (a new plan) and try again. They may repeat the process of setting a goal, considering options, making a plan, trying the plan, measuring success, and evaluating as many as ten times in fairly short order.

9. Process after each attempt to set a goal, make a plan, and try out the plan/improve the time. (What worked about this idea? What didn't work about the plan? Want to try one of the other ideas that was suggested?) Help them celebrate reaching their goal each time and help them stay reminded of the process they are following. Ask how it feels to set a difficult goal and then reach it (the good feeling in this case is the reward.)

10. After they set and reach a goal and you do the processing, ask "Are you happy with that goal? Do you think it's possible to do it any faster...?" Encourage them to set a new goal, using the same brainstorming and creativity they used to reach the first goal. Each time they set a new goal, have them consider the options, make a plan, and monitor progress as you time them. Encourage them to be accepting of mistakes (ideas that don't work very well) and to listen to each other.

*(Perform the post-test as described in the perception data section below).*

### **Plan for Evaluation: How will each of the following be collected?**

#### **Process Data:**

All students from grades K-4 will have participated in the goal setting classroom guidance lesson.

#### **Perception Data:**

The counselor will give an informal, verbal a pre-test and post-test to show the perception of goal setting into the process of what they have learned. During the pre-test, the counselor will ask students to give their definitions of goals, what types of goals there are, and what it takes to accomplish a goal. During the post-test, the counselor will ask the students the same questions and write down a comparison of correct answers from the pre-test to the post-test to ensure students learned information about goal setting.

#### **Outcome Data:**

This program is designed to help students realize the impact goal setting can have on their academic success. When providing this knowledge to the students, we may receive referrals from students who may need extra help with this process. Additionally, we should receive feedback from teachers to see if this lesson made an impact on students' work.

#### **Follow Up:**

I would plan on sending out a questionnaire to teachers asking if and how they have perceived the students' reaction to this lesson and how the lesson impacted students' work.



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## Middle School Lesson Plan: Goal Setting

**School Counselor:** Karin Hillman

**Date:** 2013-2014 school year

**Activity:** Goal Setting

**Grade(s):** Middle School (5-8)

**ASCA Student Standards (Domain/Standard/Competencies):**

A:B1:7 Become a self-directed and independent learner

A:B2.1 Establish challenging academic goals in elementary, middle/jr. high, and high school

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

**Learning Objective(s):**

1. Students will set short-term, concrete goals that are achievable by creating a vision board or poster of their goals.
2. Students will identify failure as a function of insufficient effort rather than lack of ability.

**Materials:**

- Chalkboard/Whiteboard for teacher to use
- Copies of the goal setting worksheet for each student (located at the end of this lesson plan)

**Procedure:**

*(Perform the pre-test as described in the perception data section below).*

1. Divide the chalkboard or whiteboard in two columns. Write the word “Goal” on top of one column and “Wish” on top of the other column. Ask the class to give you examples of both goals and wishes. Then ask the class to tell you the difference between the two words. Say to the class, “A goal is something within your power to reach and clearly defined. A person needs to clearly define their goal and have an active plan to reach that goal.”
2. Explain to the students that good goals are S.M.A.R.T. goals. They should be specific, measurable, attainable, realistic, and timely. On the chalkboard or whiteboard have student identify good and bad examples of specific, measurable, attainable, realistic, and timely goals.
3. Hand out the goal setting worksheet. Go through the sheet item by item with them to answer any questions or provide additional explanations allowing them time to complete each section.
4. After the worksheets are completed, begin a discussion including the following questions:
  - Do you think it is better to set lower goals than risk failure by setting higher ones?
  - Can anyone describe a time when they turned a failure into a success?
  - What is the difference between failing and being a failure?

*(Perform the post-test as described in the perception data section below).*

**Plan for Evaluation: How will each of the following be collected?**

**Process Data:**

All students from grades 5-8 will have participated in the goal setting classroom guidance lesson.

**Perception Data:**

The counselor will give an informal, verbal a pre-test and post-test to show the perception of goal setting into the process of what they have learned. During the pre-test, the counselor will ask students to give their definitions of goals, what the acronym SMART means when speaking of goals, how goals can impact academic performance, and the necessary steps to reaching a goal. During the post-test, the counselor will

ask the students the same questions and write down a comparison of correct answers from the pre-test to the post-test to ensure students learned information about goal setting.

**Outcome Data:**

This program is designed to help students realize the impact goal setting can have on their academic success. When providing this knowledge to the students, we may receive referrals from students who may need extra help with this process. Additionally, we should receive feedback from teachers to see if this lesson made an impact on students' work.

**Follow Up:**

I would plan on sending out a questionnaire to teachers asking if and how they have perceived the students' reaction to this lesson and how the lesson impacted students' work.



**STEP 2**

- a. List all of the people who will help you with this goal?
  
  
  
  
  
  
  
  
  
  
- b. In addition to helpers, you need **one or two adults to agree to supervise you**, encourage you, and check your progress. Please make sure the supervisor knows that your goal might require daily supervision and progress checks. Explain this assignment to them, and ask them if they would be willing to help you. If yes, please type their name(s) below. Later you will print out your weekly checkpoint page and have your Adult Supervisor sign it.

Adult Supervisor Name: \_\_\_\_\_

Adult Supervisor Name: \_\_\_\_\_

**STEP 3**

- a. Plan the steps to reach your goal. Brainstorm a list of everything you must do to achieve your goal. Include all aspects of your goal planning.

**STEP 4**

- a. Describe the obstacles that may prevent you from reaching your goal and the way you plan to overcome each obstacle.

Obstacles	How you will overcome each obstacle

## STEP 5

- a. Break your long-term goal into 4 weeks of daily or weekly checkpoints. In the chart below, identify the strategies you will use and the achievement you will see for each the 4 checkpoints.

By the end of (*), I will...	Daily or Weekly Behaviors	Weekly Goals
Examples	<ul style="list-style-type: none"><li>- train, practice or play 30 min/day</li><li>- daily signed calendar by coach or parents</li><li>- take weekly photos and / or video clips of my progress for my final Keynote presentation</li></ul>	<ul style="list-style-type: none"><li>- video myself and show teacher</li><li>- bring food to the class</li><li>- have one bake sale</li><li>- complete <math>\frac{1}{4}</math> of model, puzzle, scarf</li><li>-take weekly photos and / or video clips of my progress</li></ul>
*WEEK 1 CHECK-POINTS		
*WEEK 2 CHECK-POINTS		
*WEEK 3 CHECK-POINTS		
*WEEK 4 CHECK-POINTS		



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# High School Lesson Plan: Goal Setting

**School Counselor:** Karin Hillman

**Date:** 2013-2014 school year

**Activity:** Goal Setting

**Grade(s):** High School (9-12)

**ASCA Student Standards (Domain/Standard/Competencies):**

A:B1:7 Become a self-directed and independent learner

A:B2.1 Establish challenging academic goals in elementary, middle/jr. high, and high school

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

**Learning Objective(s):**

1. Students will demonstrate dependability, productivity and initiative
2. Students will demonstrate the motivation to achieve individual potential
3. Students will develop positive attitudes toward self as a unique and worthy person
4. Students will learn the goal-setting process
5. Students will understand change is a part of growth

**Materials:**

- My Zones Activity Sheet (located at the end of the lesson plan)
- Pencils or pens
- Chart paper, tape, and markers

**Procedure:**

*(Perform the pre-test as described in the perception data section below.)*

1. Introduce your students to the three zones of the condition of spirit of adventure.
  - The first zone is the comfort zone. While in this zone, people feel very comfortable. For many of them, tasks and activities that fall under this category include reading, watching TV, or playing sports. People do not feel anxious while in this zone and find it easy to accomplish whatever activity they are engaged in.
  - The second zone is the challenge zone. While in this zone, people feel somewhat challenged. The activities that people in this zone engage in may include, for example, taking up a new sport or speaking to a large audience. Although these people will notice that they feel a bit anxious, they still find that they are capable of accomplishing these tasks. To achieve success in this zone is quite rewarding.
  - The third zone is the panic zone. While in this zone, people feel virtually helpless because they are confronted with a task for which they are unprepared or haven't the experience. They know they have little chance of succeeding, and the mere thought of the activity brings on panic. Pushing people into their panic zone will thwart future risk—taking efforts.
2. Give students the My Zones Activity Sheet and have them write down a few activities under each category of zones. You, too, should follow suit. Optional: You may prompt students by suggesting that they represent the zones visually through drawings or words on the chalkboard.
3. Tape three pieces of chart paper on a wall, with each piece of paper representing one of the three zones.
4. Ask students to transfer the activities they wrote on their worksheet to the appropriate piece of chart paper on the wall. You will quickly see that one student's comfort zone is another student's challenge or panic zone. Ask students to discuss their observations.

5. Lead the class in a discussion about risk-taking and moving beyond one's comfort zone. Use your own personal examples and discuss the rewards that occur when you master a task.

6. After the worksheet is complete, discuss the questions below:

- What surprised you about your classmates' zones?
- How can you move from one zone to the next?
- Which zone do you spend most of your time in? Explain

**Plan for Evaluation: How will each of the following be collected?**

**Process Data:**

All students from grades 9-12 will have participated in the goal setting classroom guidance lesson.

**Perception Data:**

The counselor will give an informal, verbal a pre-test and post-test to show the perception of goal setting into the process of what they have learned. During the pre-test, the counselor will ask students to give their definitions of goals, what the three zones of the condition of the spirit of adventure are, and in which zone it's best to set goals. During the post-test, the counselor will ask the students the same questions and write down a comparison of correct answers from the pre-test to the post-test to ensure students learned information about goal setting.

**Outcome Data:**

This program is designed to help students realize the impact goal setting can have on their academic success. When providing this knowledge to the students, we may receive referrals from students who may need extra help with this process. Additionally, we should receive feedback from teachers to see if this lesson made an impact on students' work.

**Follow Up:**

I would plan on sending out a questionnaire to teachers asking if and how they have perceived the students' reaction to this lesson and how the lesson impacted students' work.

# MY ZONES

**Comfort Zone   Challenge Zone   Panic Zone**

## References

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