

# Lesson Plan: Setting Goals

Level: Senior English class- 90 minutes

(Based on Ferlazzo's work in his book *Helping Students Motivate Themselves*)

WICOR: writing, inquiry, collaboration, organization, reading

## Essential Questions

- How can a growth mindset help you be successful in and out of class?
- What can setting goals do for me?

## Targets/objectives

- Understand growth mindset vs. fixed mindset
- Determine central ideas of a text
- Cite specific textual evidence and draw conclusions from a text and a Ted Talk
- Set semester goals
- Set writing goal conference meeting

## Agenda

- Focus/discussion
- Video Ted Talk/ Give one-Get one
- Pair read article
- Smart Goal Setting

## Material

- Handouts: 3-2-1 Handout, Harvard Business School Goal Story, SMART Goal setting sheet
- Highlighter pen
- Link to Ted Talk: <https://www.youtube.com/watch?v=pN34FNbOKXc>

<b>Time</b>	<b>Activity</b>	<b>WICOR (+moving)</b>
5	Write down everything you know on a blank sheet of paper (notebook)	Students writing
5	Whole class share out what we already know about growth mindset	Students add to their list as discussion ensues
20	Play Ted Talk: <a href="https://www.youtube.com/watch?v=pN34FNbOKXc">https://www.youtube.com/watch?v=pN34FNbOKXc</a> Tell students to fill in the 3-2-1 handout (or have them make one in their notes) as they listen. 3 points or aha moments or details that strike you  2 Connections you can make between the video and	Listen, watch, complete graphic organizer

	<p>your life.</p> <p>1 Conclusion or a question you can draw from the video</p>	
3	<p>Have students get up and circulate through the room, giving a point and jotting down a point someone else wrote- called: Give one-Get one (to the 3 points made)</p>	<p>Movement: walking around- sharing points in writing</p>
5	<p>Have students return to seats, pair share their discoveries, connections and conclusions and write down 2 questions and answer: <b>How would you define a growth mindset? What can you do this year to develop a growth mindset?</b></p>	<p>collaboration/ writing</p>
5	<p>Call on random students to share answers to both questions. Afterwards ask “What questions do you have?” Some students will need more clarification on HOW to develop a growth mindset during the year. Ask for more input if necessary.</p>	<p>Inquiry</p>
10	<p>Have students pair read aloud “Harvard Business School Goal Story” and to highlight two phrases(part of a sentence / 8-9 words or so) that they think would help a person be successful. On bottom: Write a one sentence summary.</p>	<p>Reading, collaborating, writing</p>
5	<p>Share out one sentence summaries</p>	
20	<p>Go over SMART goal sheet, explaining what a smart goal is, examples, etc. Explain that the back page “Setting a Writing Goal” will happen after we conference on a piece of their writing. (SMART goal sheet at bottom)</p> <p><a href="https://docs.google.com/document/d/1Fi6EiVD3ivEGFM26qZCmDzsww-IJSvHSn3X0zP_hxUg/edit">https://docs.google.com/document/d/1Fi6EiVD3ivEGFM26qZCmDzsww-IJSvHSn3X0zP_hxUg/edit</a></p> <p>Have students set goals in writing. Teacher circulates to help individuals. Stop periodically to share examples of students’ goals.</p>	<p>Inquiry, writing, collaboration (as needed)</p>
Exit	<p>Have students create their own portfolio to store their goal sheet and other work in during the year. Store goal sheets in portfolio so teacher can check.</p>	<p>Organization</p>

# Seniors SMART Goal Sheet

**SMART goals include a goal statement *and* the behaviors to get there.**

**S** – Specific: “To do well in English” is vague. Something like “to take more responsibility for my grade” is better.

**M** – Measurable: to ‘do better’ is not measurable. How will you know if you achieved it? What can people see you doing?

**A** – Attainable: if you’re a shy person, saying you’ll raise your hand 5 times per period may not be realistic.

**R** – Relevant: goals should be challenging and should *mean* something to you. Give yourself that respect!

**T** – Timely: the semester ends in February... that gives you plenty of time to reach your goal!

Think primarily about your past experience in English classes. What are your strengths? What are your weaknesses? What goals do you need to set for yourself to be successful in this class?

**Performance Goal (something measurable)** These could include a grade for the class, a standard met for writing, GPA score, How many books you want to read, etc.

**My performance goal for the 1st semester in English (from now until January) is:**

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**Scholarship** includes the habits that engaged, invested learners develop. These are specific areas that could help you achieve your performance goal. These are things like striving for accuracy, persistence, leadership, participation, taking more responsibility, challenging myself to grow, develop consistent study habits, etc.

**My scholarship goal for the 1st semester in English (from now until January) is:**

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**Behaviors I need to do to achieve this goal - what does it look like?**

For example, if I were setting a scholarship goal to take more leadership in class, then here are three specific behaviors people could see me doing: 1) I will raise my hand at least once per class. 2) I will help someone in my table group at least once per week, 3) I will encourage the people in my group to stay on task even if it’s 100 degrees.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**LEAVE SIDE 2 BLANK!!! WE WILL SET WRITING GOALS LATER.**

**My strengths in writing are:**

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**My writing goal for the 1st semester in English (from now until January) is:**

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**Behaviors I need to do to achieve this goal - what does it look like?**

For example, if I were setting a writing goal to have fluent transitions between ideas, then here are three specific behaviors people could see me doing: 1) I will seek out and read essays I like by writers I like, paying special attention to transitions. 2) I will refer to a transition sheet and use at least 3 new transitions in each essay I write, 3) I will ask my peer and teacher editors for specific feedback on transitions.

1. 

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2. 

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3. 

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