

Unit Topic: Goal Setting**Activity Name: Lesson #3, Reasons Goals Fail & Reasons Goals Succeed****Objective/Rationale:**

1. Students will be able to identify what makes a goal succeed and what makes a goal fail through discussion.
2. Students will be able to apply and analyze the information they learned about what makes a goal succeed or fail by writing about their own firsthand experiences.

Time Frame: 50 minutes**Materials:**

- Poster board, one for each group.
- Markers
- Note book paper and pens/pencils
- Writing Rubric, page 3

Directions/Procedure:

1. Promote Class Discussion by asking the students the following questions.
 - ✓ What is a goal?
 - ✓ Do you have goals? If so what are some of your short and long-term goals?
 - Short-term goals are goals you can accomplish within a few months to a year.
 - Long-term goals are goals you can accomplish within 2-5years.
 - ✓ Have you ever failed to reach a goal? Or succeeded at a goal? How did it make you feel? What did you do to help you succeed? What didn't you do that caused you to fail?
2. Divide the students into groups of 4.
3. Give them each a poster board and some markers.
4. Have them divide the poster board into 2 columns-label the left-hand column-Reasons Goals Fail and the right-hand column-Reasons Goals Succeed.
5. As a group in the left-hand column make a extensive list of all the reasons why you think people **FAIL** to achieve their goals and in the right-hand column make a long list of all the reasons why you think people **SUCCEED** in achieving their goals. **NOTE: Guide students away from saying the opposite of what was stated in the left-hand column in the right-hand column.** Upon completion of both columns discuss how the reasons in the right-hand column can be used to combat the reasons in the left-hand column.

6. Have students individually write a two-paragraph reflection paper that discusses the following information below. BE SPECIFIC!!!!

PART I

Write about a time when you succeeded at something because you made it a goal and committed to it.

- ✓ Describe what happened
- ✓ How did that make you feel?
- ✓ What did you learn from that experience?

PART II

Sometimes, despite our best plans and efforts, we fail anyway. Write about a time when you tried to accomplish a goal but were unsuccessful.

- ✓ Describe what happened.
- ✓ How did you deal with your failure?
- ✓ What did you learn from your failure?
- ✓ What was the positive outcome of your failure?

Resources & References:

- Essential Study Skills, Linda Wong, 8th edition, Copyright 2015, Cengage Learning
- Setting Goals: http://www.livewiremedia.com/pdf/pdf_101_1.pdf
- Lesson plan adapted by Suzanne Glazos
- Writing Rubric created by Betsy Picciano

Assessment/Evaluation:

1. Small and large group discussions.
2. Poster boards & markers
3. Student reflection papers
4. Writing Rubric, page 2

Suggested Homework/Extended Assignments:

- Using the information from the student reflection papers divide the students into groups of three. Mix the students up so they are not in the same group they were originally with earlier in the lesson. Have them share their reflections with each other. Then as a group have them create one of the following, a 1-2-minute commercial, a catchy bumper sticker, a jingle or a rhyme. Their creation should include the most valuable pieces of **information** they learned from the lesson and that they feel everyone would benefit from knowing.
- Bridges Goal Setting Lessons 1 & 2

WRITING RUBRIC

10 POINT

What is a rubric? It is a scoring guide. It provides well-defined criteria from which learners can improve their performance.

<u>Level</u>	<u>Description</u>
Outstanding	Well written and very organized. Excellent grammar mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic.
Value:	9-10

<u>Level</u>	<u>Description</u>
Good	Writes fairly clear. Good grammar mechanics. Good presentation and organization. Sufficient effort and detail.
Value:	7-8

<u>Level</u>	<u>Description</u>
Fair	Minimal effort. Good grammar mechanics. Fair presentation. Few supporting details.
Value:	6

<u>Level</u>	<u>Description</u>
Poor	Somewhat unclear. Shows little effort. Poor grammar mechanics. Confusing and choppy, incomplete sentences. No organization of thoughts.
Value:	4-5

<u>Level</u>	<u>Description</u>
Very Poor	Lacking effort. Very poor grammar mechanics. Very unclear. Does not address topic. Limited attempt.
Value:	1-3