

Goal Setting for the Classroom

Unit: Personal Development

Topic: Goal Setting Classroom

Length of Session: 40 minutes each time

Level: ESL 4- 5 (Can be adapted for higher levels and ABE/ASE)

Objectives: To identify and list goals for language learning and activities for classroom

EFF Standards: Convey ideas in writing; listen actively; take responsibility for learning

Language Arts Standards: S3-Use group discussion skills to assume leadership and roles with an assigned project; W1-Use prewriting strategies to generate and organize ideas

SCANS/ EFF Common Activities	INTO	MATERIALS
	<ul style="list-style-type: none"> INTRODUCTION: (5minutes). Indicate to the students that you went their input on their goals for learning English and for the activities for the classroom. 	Exercise Sheets: <ul style="list-style-type: none"> Goal Setting for language learning in the four roles. (Sheet #1) Goal Setting-Part 2 Butcher paper & markers
SCANS Information-Acquires and evaluates information Interprets and communicates information	<p style="text-align: center;">THROUGH</p> <p>PRESENTATION (5 minutes) Explain the four roles: Home/Family: Work: Community and Self These could be life-long learning goals, self-esteem, security/confidence, etc.</p> <p>GUIDED PRACTICE (Part One) 30 minutes</p> <ul style="list-style-type: none"> Have students work in-groups. Give them time to brainstorm and decide on what goals their group would like to include in their map. Provide students with butcher paper and markers and have teams create posters with goals. Hang posters around room. Go over their goals and clarify anything that is unclear. Talk about the importance of their goals and how you will help them achieve them. <p>(Part Two) 30 minutes</p> <ul style="list-style-type: none"> Once students are already familiar with your teaching style and some of the activities you use, continue with the following: 	<p style="text-align: center;">EVALUATION</p> Maps of goals for the four roles.
SCANS		

	<ul style="list-style-type: none"> • Students in groups • Have each group brainstorm for activities, topics, speakers, field trips, etc. • Have them use "Goal Setting-Part 2" as their guide. • Ask groups to report back to the class. • Collect each group's brainstorm and make one master copy on a larger poster if possible. • Hang the poster in the class (provide copies to students as well) and refer to it from time to time when planning, or doing activities. 	
	<p style="text-align: center;">BEYOND</p> <p>APPLICATION: Refer to poster from time to time, for yourself, to inform your own teaching, and for students to keep them focused on their goals.</p> <p>Let the students know that their voice makes a different in the things they do in their class.</p>	<p>Allow students to periodically check if their goals are being met.</p>

Author: Rick Kappra, Mission