### Goal Setting for the Classroom

**Unit:** Personal Development  
**Topic:** Goal Setting Classroom  
**Level of Session:** 40 minutes each time  
**Length of Session:** 40 minutes each time  

**Objectives:**
- To identify and list goals for language learning and activities for classroom 
- Convey ideas in writing; listen actively; take responsibility for learning 
- Use group discussion skills to assume leadership and roles with an assigned project; W1-Use prewriting strategies to generate and organize ideas

**SCANS/ EFF Standards:**
- Convey ideas in writing; listen actively; take responsibility for learning
- Use group discussion skills to assume leadership and roles with an assigned project

**Materials:**
- Exercise Sheets: Goal Setting for language learning in the four roles.

**Presentation (Part One):**
- Provide students with butcher paper and markers and have teams create posters with goals. Hang posters around room.
- Have students work in groups. Give them time to brainstorm and decide on their goals. 

**Guided Practice (Part Two):**
- Go over their goals and clarify any lingering ideas. Talk about the importance of their goals and how you will help them achieve them.
- Students who would like to include in their maps:
  - Language goals
  - Self-esteem, security, confidence, etc.

**Evaluation:**
- Introduction: (5 minutes)
  - Explain the four roles: Home/Family; Work; Community and Self.

- Thoroughly:
  - butcher paper & markers
  - Goal Setting Part 2 (Sheet #1)
  - Goal Setting: Part 1

**Maps of Goals for the Four Roles:**
- SCANS
- INTO

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**Exercise Sheets:**
- Goal Setting for language learning in the four roles.
- Goal Setting-Part 2
- Sheet #1

**Presentation (Part Two):**
- Once students are familiar with your teaching style and some of the activities you use, continue with the following:
  - Maps of goals for the four roles.
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 periodically.
- Students in groups

**APPLICATION:**

- Let the students know that their voice makes a difference in the things they do in their class.
- Let the students know that their goals are being met.
- Allow students to periodically check if their goals are being met.
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**BEYOND**

- From time to time when planning or doing activities, refer to the poster.
- Have them use "Goal Setting-Part 2" as their guide.
- Have each group brainstorm for activities, topics, speakers, field trips, etc.

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