

Project GOAL Lesson #14

Instructional Focus:

Goal-Setting: Students will graph their current grades in their core classes, reflect on their successes and challenges, and use their reflections to write a new/revised monthly goal and immediate steps.

Problem-Solving: Students will learn to brainstorm possible solutions before taking action to solve a problem.

Activities:

1. Share journals (3-5 min)
2. Chart grades/reflect on progress (10-12 min.)
3. Set/revisе monthly goal and immediate steps (10-12 min.)
4. Introduce Problem-Solving Step #5: Brainstorm Solutions (15 min)
5. Assign Homework Journal (3-5 min.)
6. Cash-out points for incentives (5 min.)

Materials:

1. Student journals
2. Student binders with grade charts
3. Current grade printouts
4. Colored pencils or markers for charting grades
5. Monthly Goals Reflection Sheet
6. New SMART goal student sheets
7. Lesson 14 student sheet: Brainstorming Solutions
8. Monthly record of points earned, completed by Advisor

Activity 1: Share journals (5 min.)

- Display slide 1 up as students enter the room.
- Start by sharing the agenda for today's session (slide 2)

SAY: *We will start today, as we always do, by sharing our journal entries from our last session.*

- Display slide 3.
- Have students share journals as they usually do.

SAY: *Thank you for sharing. Always remember to get the facts before deciding what to do in dealing with a problem. It is important to know the objectives, emotional level, and power/status level of you and the other person. Never lose sight of your own objective- what you want- when dealing with a situation. Working against your own objective will never end well. Also, seeing the problem from the other person's perspective can really help you to understand the best*

action to take. We'll get back to the problem-solving steps after we finish our goal-setting today.

Activity 2: Charting grades and reflection (15 min.)

- Display slide 4.
- Students will need grade charts, current grade printouts, colored pencils or markers for charting, and their completed SMART goal sheets from last month. Have students chart their grade for this month for each core class.
- Ask students to look back at their SMART goal from last month and reflect on their status in meeting their goal. Did they meet their goal? Make adequate progress? Make little or no progress? Either check the students' status ahead of the session or have the students make the call themselves. Stress the importance of personal responsibility.
- Have students complete the Monthly Grades Reflection Sheet following instructions from Lesson 6.
- Display slide 5.
- Have students share in partners or as a whole group. Praise students for their successes and allow students time to give each other some advice in meeting their challenges/problems. Give advice as needed, but try to have students take part in the problem-solving and advice sharing.

Activity 3: Set new SMART goal and immediate steps (10 min.)

- Display slide 6.
- Distribute new SMART goal sheets.

SAY: Now, based on your reflection, either set a new goal or revise last month's goal.

- Allow students time to revise/set new monthly SMART goals and immediate steps.
- Give students individual help as needed. It is important that you make sure each student is on the right track, writing meaningful, realistic goals and thoughtful, relevant immediate steps.
- Make a note of students' immediate steps so you can check on them throughout the weeks and aid the student in being successful. It is especially important to follow up with students who did not make improvements with their grades and/or who have specifically asked for your help.

Activity 4: Problem-solving step #5- Brainstorm Solutions (10 min.)

- Display slides 7.

SAY: Now, let's get back to our problem-solving steps. Step #5 is to brainstorm possible solutions. This will get you ready to take action and actually solve the problem. First of all, think about

this: What does it mean to solve a problem? In other words, how do you know when a problem is solved? Think about your answer and then turn to your partner and share.

- Give students a chance to share and then ask for volunteers to share their answers.
- Display slide 8 and share answers.

SAY: So basically, when we solve a problem, we want that problem to be gone, so we don't have to think about it anymore. We want to get rid of that pressure or worried feeling. When we solve a problem, we need to think of solutions that will solve the problem and give us that sense of peace, not to get back at someone or get even, to cheat our way out of something or to show power over another person. Doing things like that will only make problems worse and cause other worries.

- Display slide 9.

SAY: We need to think of the ultimate outcome when brainstorming possible solutions. What solutions would actually solve the problem? It is important to come up with at least 3 or 4 possible solutions.

- Read explanation on slide 9.
- Display slide 10.

SAY: The process of step #5 is simple: force yourself to think of 3 to 4 possible solutions, and avoid solutions that are hurtful, violent, or illegal.

- Display slide 11.

SAY: Let's practice brainstorming possible solutions. Here's a problem to think about: You are having problems with your math teacher. You don't understand the math problems but every time you ask for help he makes you feel stupid.

ASK: What are some possible solutions to this problem? Discuss with your partner.

- Allow student to share their ideas.

SAY: Those are some good solutions. Let's say that I came up with these solutions.

- Display slide 12.

ASK: Are all of these good solutions? Are any of these possible solutions hurtful, violent, or illegal?

- Allow students to discuss as a group.

SAY: That's right. There are problems with some of my solutions. Which ones should I eliminate? (discuss)

- Display slide 13.

- Explain that getting revenge would be hurtful to your teacher, and also could hurt your goals by getting you in trouble.
- To stop trying in math class would cause you to fail the class and therefore it would be hurtful to your future.
- Display slide 14.

SAY: Now it's your turn to practice brainstorming possible solutions with your partner (or in groups).

- Read the instructions.
- Distribute student sheet: Brainstorming Solutions (cut in half so each group has only one problem to solve). Assign a different problem to each set of students by giving them the appropriate half sheet.
- Give students time to generate a list of possible solutions. Check each group's list to make sure solutions are not hurtful, violent or illegal.
- Praise each group for a job well done.
- Display slide 15 to quickly review problem-solving steps.

SAY: We'll get back to this topic at our next session, when we will talk about choosing the best solution to a problem.

Activity 5: Assign Homework Journal (3-5 min.)

- Display slide 16.
- Distribute journal topic sheets or allow students time to write down the topic.

SAY: Topic: For your next journal, think of a problem you want to solve. State the problem clearly. List 3 or 4 possible solutions to the problem (solutions that are not hurtful, violent, or illegal). Pick one solution that you will try in order to solve the problem. How will you know when your problem is solved?

At the end of this session, distribute monthly record of points and allow students to cash-out for prizes (5 min.)