

Project GOAL Lesson 2

Instructional Focus:

Students will learn and practice the skill of taking personal responsibility over their own thoughts, attitudes, and actions.

Activities:

1. Share journals (3 min)
2. Vote on a group name (5 min)
3. Introduce the concept of personal responsibility (10 min.)
4. Where is the control? Sorting activity (10 min.)
5. Charting monthly grades and goal setting (10 min.)
6. Setting up student binders (5 min.)
7. Assign Journal topic (2 min)
8. Cash-out for incentives (5 min.)

Materials:

1. Group name worksheet (for each student)
2. Chart paper or poster with “Where is the control?” outline (1 for group)
3. Student sheet with cut-up pieces of paper for sorting activity. (One set divided and distributed to each set of partners, (mix them up and make sure each group has some “in my control” and some “out of my control” examples.
4. Monthly grades charting sheets (4 for each student)
5. Grade printouts for each student, including most recent grades
6. 3-ring binders for each student with 4 tabs.
7. student journals (can use lined paper for journal section in binder) or journal topic printouts
8. Monthly record of points earned, completed by Advisor

Activity 1: Share Journals (3 min.)

- Display slide 1 as students walk in
- Display slide 2 and quickly go over the agenda for the day

SAY: *Please take out your journals. Today I want you to share your journal with the person next to you as I go around the room to check them. In the future, you will be asked to share your journal with the class.*

- Go around and stamp journals as you listen in for feedback/to clarify ideas students may have about Project GOAL.

Activity 2: Vote on group name (5 min.)

- Display slide 3

SAY: *Last session, you were asked to come up with 3 possible names for the group. Look over your list and choose the one that is your favorite. We will go around the room and share the one favorite. Then, we will vote on the one name that we will use for our group.*

- Have each student share their favorite group name that they came up with. Write possible names on the board.
- Have students vote on their favorite from the list. If there is a tie, the teacher can be the tie breaker or you can think of a way to combine the two top names.

Activity 3: Introduce concept of personal responsibility (10 min.)

- Display slide 4

SAY: *Today we are going to discuss personal responsibility. What does it mean to take personal responsibility? Tell your partner.*

- Listen to student responses and share some good ideas that you hear. Give praise to students for their responses.
- Display slide 5

SAY: *Personal responsibility means to be responsible for your own actions. Instead of blaming others for things that go wrong, you must learn to take control of your life and make improvements in yourself.*

The number one skill you need to learn to be successful is how to take responsibility for your own life.

- Display slide 6

SAY: *You are the only person responsible for the quality of life you live and what your future will bring. Sure, there are some negative life circumstances that are out of your control. But we can choose how we react to those negative situations.*

Maybe no one in your family has ever gone to college. Does that mean you shouldn't go? Why not be the first person in your family to graduate from college?

Maybe there is a lot of arguing and negativity in your household. When you start your own family and live on your own, you can make your household a positive place.

Maybe your older brother does drugs. You can see how his life turned out and decide not to follow that path. You don't have to follow bad influences. You can use those influences as an example of what NOT to do.

- Display slide 7

SAY: Sometimes I ask my students why they are failing a particular class and the student's answer is: I don't like that teacher or I don't like that class. That is not taking personal responsibility. You may not like a class or a teacher but it is still up to you to work hard and be successful. You are failing because of your own actions- what are some reasons why a student might fail a class? (They don't do their work, don't study for tests, miss class too often, etc.) It is your actions that will determine what grades you earn in your classes.

- Display slide 8

SAY: Individuals can only control 3 things: their own thoughts, feelings, and actions. Whatever happens that is out of your control, you still control your reaction to it.

- Share some personal stories or scenarios, if applicable.

Activity 4: Where is the control? sorting activity (10 min.)

SAY: Next, we are going to think about some things in your life that you may or may not have control over. It is important to remember not to let things get to you if they are out of your control. Focus on those things you do have control over.

- Distribute student sheet 1 (one set with boxes cut up and mixed so that each set of partners has different items to sort and that each pair has examples from both categories) to each pair of students.
- Distribute student sheet 2 (one sheet to each pair of partners)

SAY: Next, you and your partner are to read what is written on your bits of paper. These items are things that may affect you in some way, but only some of them are in your control. Discuss these items with your partner and sort the items into two categories: Things that are in your control and things that are out of your control. You have 5 minutes to do this activity. For example, if the item is "my family" I would sort it under "out of my control" because I can't control who my family is. If the item is "my weight", I would sort that under "in my control" because there are some actions I can take to control my weight.

- Walk around the room to be sure students are discussing the items as partners and that they are putting items in the correct category.

SAY: *Next, I want you to focus on the set of items you can control. Each person must choose one of these items to explain to the class: how can you control this? What can you do to take charge of it?*

- Model by choosing one item that was not chosen by students and explaining to the class (example: *I chose the item “shoplifting.” I can control this because I control my actions. No one can force me to steal something from a store. I can make the right decision by not stealing. I can decide not to risk getting arrested, getting a citation, and getting a bad mark on my record just to have this material item.*)
- Allow students to share, prompting them with questions to elaborate. Allow every student to share, and praise students for their contributions.

Activity 5: Charting monthly grades and goal-setting (10 min.)

- Display slide 9
- Distribute student grade printouts.
- Distribute monthly grade charting sheets.

SAY: *Next, you will practice taking personal responsibility by reflecting upon your grades. At the end of each month, you will be charting your grades earned for each of your core classes: Math, English/Language Arts, Social Studies, and Science. This will create a bar graph that will help you to see when your grades have improved or declined.*

- Model how to complete the bar graph using the current grades, completing a separate graph for each of the core classes.
- Walk around the room to help students through the process. Praise students on any high grades, ask them what they did that resulted in their successes, always referring back to the fact that their actions resulted in their grades, not the actions of anyone else.
- Distribute “Monthly Grades Reflection” sheet.

SAY: *Now that you have seen how your actions have resulted in your grades, in either positive or negative ways, it is time to make plans for the future. At the bottom of each graph, I want to you put a goal for that class. What grade would you like to have in that class? Think about the grade you think you could earn if you tried your very best in that class.*

- Refer to example on slide 9.
- Give students time to write their ultimate goals for each core class at the bottom of each graph.

SAY: *Throughout this school year, you will reflect upon what you have done successfully and what you still need to work on in order to meet your goals. This way, you are keeping track of how your actions result in your grades and you can take responsibility for the grades you earn.*

Activity 6: Set-up class binders (5 min.)

- Distribute 1 binder and 4 tabs for each student
- Display slide 10

SAY: Now we will set-up our class binders. Everything you do in this class will be kept in the binder. It is important to put papers in the right section so that you will be organized and I can check your work easily.

- Direct students to put their name on the binder the way you want, label the tabs for their binder, and put their graphs under the “goal setting” tab.
- Explain to students where they are to put their binders at the end of class, and have them pick them up at start of class each time.

Activity 7: Assign Journal Topic (5 min.)

- Display slide 11
- Explain the way journals will be organized- each session will end with a journal topic that is due at the next session. Students will earn points for writing their journals each time.
- Distribute journal topic printouts or direct students to write down the topic on a piece of paper. Completed journal assignments are to be put in the “journal” section of the binder.

SAY: We have been discussing taking responsibility for your own life. Before we can take charge of our life, we need to know our destination. For your next journal topic, I want you to think about what you want for your future: What career do you want? If you're not sure about the career, tell what you know. Maybe you want to do something with computers, or you want to be involved with art. Maybe you know you want to graduate from college. Even those ideas can give you a lot of direction on where to go.

Our journal topic today will be to describe the life you will have ten years from now. How old will you be in ten years? Think about where you want to live, what type of car you want, do you want a family?

- Write ideas on the board as you explain the assignment. Give students a starter sentence: “In ten years, I will be ____ years old. Then list the other items to think about as bulleted items: career, college degrees, home, car, family, etc.
- To give students a sense of what 10 years from now will look like, you can share where you were at that point in your life. (SAMPLE: *When I was 24, I was working as a teacher and taking night classes to earn my Master's Degree. I also got married at 24. I was living in an apartment with my husband. I had just bought my first new car, I had 2 pet cats, and I went on a vacation to Disneyworld that summer.*)

SAY: *In 10 years, you can have a career, a college degree, and enough money to have your own home and car and even go on vacations. Give this some thought and be ready to share your plans during our next session.*

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