

SCHOOL COUNSELING CURRICULUM LESSON PLAN

School Counselor: Franciene Sabens

Date: August 29, 2014

Activity: Turning Dreams into Reality: Goal Setting & Mindset **Grade(s):**9-12

ASCA Student Standards (Domain/Standard/Competencies):

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

PS:A1.3 Learn the goal-setting process

PS:A1.9 Demonstrate cooperative behavior in groups

PS:B1.9 Identify long- and short-term goals

PS:B1.12 Develop an action plan to set and achieve realistic goals

Learning Objective(s):

1. Students will be encouraged to adopt the following mindsets:
 - a. Self confidence in ability to succeed
 - b. Belief in development of whole self, including integration of academics with activities at school, home and the community that enhance learning & life experiences
 - c. Understanding that post-secondary education and life-long learning are necessary for long-term career success
 - d. Belief in using abilities to their fullest to achieve high-quality results and outcomes
 - e. Positive attitude towards work and learning.
2. Students will:
 - a. Identify & define academic/educational terms & explain their meaning in the context of the presentation (*Common Core 9-12 L-6 and L-4*)
 - b. Identify long & short term academic, career & social-emotional goals
 - c. Use effective collaboration and cooperation skills

Materials: [Turning Dreams into Reality Prezi](#), [Short Grit Scale](#), [SMART Goals worksheet & information](#), [helping hand foldable sticky notes](#)

Procedure

1. (5 minutes) **Hand out “Turning Dream into Reality worksheet” & the Short Grit Scale** as students enter the classroom and ask them to complete the Grit Scale quickly by answering the questions according to the directions and put their name (first and last) at the top of the page. Collect them all after their done. (*Grade them later and send the grades to the Advisory Homeroom teacher.*)
 - a. As students finish their grit scale have them write down a dream they have for their life on the top of their worksheet.
2. (2 minutes) Begin lesson by asking the students: **How many of you know how to ride a bike?** Have a discussion about what it was like to learn how to ride a bike. Why did the students keep trying, despite failures?
 - a. **Introduce Activity:** encouraging a growth mindset, similar to the mindset they had when they learned to ride a bike, grit, and discuss the process of goal setting.

3. (5 minutes) **Proceed to slide 2-Think-Pair-Share:** complete first part of worksheet
4. (7 minutes) Proceed to slide 3: **watch video.** After the video, ask the students what stood out to them. Here are some facts from the video to note:
 - a. When you are awake your brain generates 25 watts of power, enough to illuminate a light bulb
 - b. When you are thinking, you're using your cerebrum.
 - c. Neurons send messages between your brain and your body
 - d. You build new pathways between the neurons when you're learning.
 - e. Create neuro-pathways to learn new things. (try, try, try again)
 - f. You learn best when you're happy and relaxed.
 - g. Eat well (fruits, vegetables etc.) to make learning easier.
 - h. Increase oxygen in your brain with exercise to help your neurons to fire.
5. (10 minutes) Continue through the Prezi
 - a. After slide 8, tell students to use the helping hand sticky note to write down one **fact about learning** or **effective mindset** that they think is important to remember, they can put them into their own words if they want to (1 minute).

Plan for Evaluation

Process Data:

- Every student will hear the lesson. Students who are absent will attend a homeroom session.
- 100% of CHS students will identify a brain-based fact about learning or an effective mindset.

Perception Data:

- 100% of CHS students will achieve a 3 or better on the grit scale by April 30.
- 100% of CHS students will identify a long and short term academic, career and social/emotional goal by November 6.
- 100% of CHS students can identify & define academic/educational terms (*mindset, dreams, goals, grit & perseverance*) and explain their meaning in the context of the presentation

Outcome Data:

- There will be a 10% decrease (from the 2013-2014 school year) in the percent of failing 1st semester, core course grades, by class.
 - Grade 9 (*class of 2018--compare to class of 2017 freshman year data*)
 - Grade 10 (class of 2017)
 - Grade 11 (class of 2016)
 - Grade 12 (class of 2015)

Follow Up:

- Activity Evaluation in English 1 class period after the lesson
- Grit scale post-test in December and again prior to April 30 in Advisory HR
- Every student will complete/update their WNI 4-year plan (ILP)