

ADVISORY GROUP LESSON Goal Setting Grades 9-12

Directions:

1. 8:58- 9:01 - Three **Minute Shout-out**

1. Students and the advisor should all take turns sharing one good thing and one bad thing that has happened since the last advisory session. To “break the ice” you may choose to share yours first!

2. 9:01-9:06 (5 min - Stay in circle) Today's Focus: Goal Setting

1. Since today's focus is Goal Setting, please restate:

“One of the goals of Advisory is establishing an adult in the building who can help you set goals for yourself and keep you on track to achieve your goals. Today we will be developing goals. Students will revisit and update their goals throughout the year and should enter their goals into Naviance.”

3. Discussion on Goals

1. As a group, spend a few minutes discussing the students' answers to each question below. Support a discussion and answer any questions students might have. The questions are:
 1. Why do we set goals for ourselves? What are the benefits of setting goals?
 2. How do you set goals that are attainable? (Specific, Measurable, Attainable, Relevant, Timely)
 3. Why should goals have deadlines?

4. “Goal Setting Worksheet”

1. Pass out the student “Goal Setting Worksheet” and ask students to complete the worksheet
 - They need to create an **ACADEMIC & PERSONAL GOAL**
2. **The Advisory should review EACH student's goals to determine if the goals are appropriate**
3. Inform students that their ACADEMIC goal MUST be entered online in NAVIANCE as some point
4. Instructions to enter goals are listed on worksheet. Questions about signing on and password-See Guidance
5. Provide support and discussion to develop goals:
 - What is your deadline to accomplish your goals?
 - How will you know you've achieved your goal?
 - Who will you need to help you achieve your goal?
 - Is your goal relevant and realistic?
 - Would anyone like to share their goal?
6. **Collect the “Goal Setting Worksheet” from EACH student.**
 1. You will keep them in your advisory folder for future use. We will be working on providing additional time to have students enter goal into Naviance at a later date.
 2. Goals will be reviewed by Advisory/Advisee, during mid-year and end-of-the-year lessons.

5. 9:07-9:18 **Team Building Exercise** (****If time allows)

- Read “Lifeboat Game” instructions: (See attached worksheet)

Goal Setting Worksheet

NAME: _____ DATE: _____ GRADE: _____

Directions: Create an Academic and Personal goal to achieve throughout the school year.

Academic Goal: _____

1. Date or timeframe to complete your goal? _____
2. What steps will you take in the next month to advance toward your goal? _____
3. What obstacles are in your way? How will you address these obstacles? _____
4. What resources or supports might you need to reach your goal? _____

Mid-Year Goal Status: (to be completed in December during Advisory)
Goal is: ___ Met ___ In Progress ___ Changed (if goal is met, please develop a NEW goal)
What steps can you take by March to advance towards your goal?
End of the Year Goal Status: (to be completed in March during Advisory)
Goal is: ___ Met ___ In Progress ___ Changed (if goal is met, please develop a NEW goal)
What steps can you take by June to advance towards your goal?

Personal Goal: _____

1. Date or timeframe to complete your goal? _____
2. What steps will you take in the next month to advance toward you goal? _____
3. What obstacles are in your way? How will you address these obstacles? _____
4. What resources or supports might you need to reach your goal? _____

Mid-Year Goal Status: (to be completed in December during Advisory)
Goal is: ___ Met ___ In Progress ___ Changed (if goal is met, please develop a NEW goal)
What steps can you take to advance towards your goal?
End of Year Status: (to be completed in March during Advisory)
Goal is: ___ Met ___ In Progress ___ Changed (if goal is met, please develop a NEW goal)
What steps can you take by June to advance towards your goal?

*****SEE BELOW SIDE FOR EXAMPLES OF POSSIBLE GOALS***

Examples of WEAK vs STRONG Goals:

WEAK Goal (too general)

VS

STRONG Goal (more specific)

I want to get good grades.....I will obtain 80's or better in my courses by Quarter 1

To get help when I don't understand.....I will stay after school with (teacher) 2x week to review material

I will look into colleges I like.....I will research 1 college per week until November to help me decide where to apply

I want to do more homework..... I will spend 2 hours every night completing homework and reviewing my materials

I want to be more organized..... I will spend 10 minutes every other day cleaning out my school bag and notebooks

I want to be more organized.....At the end of each period, I will write down my homework assignments in my planner

I want to be more social..... I will attend one social event (school event/non-school event) each month until December

I want to be more social..... I will reach out and start a conversation with one new person each week for one month

I want to take better care of myself..... I will eat three healthy meals a day

I want to take better care of myself.....I will engage in 30 mins of physical activity every other day for a month

I want to take better care of myself.... I will set up an appointment to speak with support staff at school/in my community

Lifeboat Game

Materials: List of 15 people in a yacht.

*If you would like, but not required- split group into 2 small groups

READ to group:

The purpose of this exercise is to discover how emotions impact the success of our negotiations. This activity will involve collaboration between group members Similar to the activities of Comet Olympics, you will need to work together as a unit to problem-solve.

Here is a list of 15 people who are in a yacht. This yacht developed a leak and is sinking fast. In this hypothetical situation-There is only one lifeboat and it will only accommodate 9 people-not one more can fit and there are no more lifeboats or like jackets.

As a group, you must come to an agreement as to which 15 people get to go on the lifeboat and be saved. However, you must also list those they save in order of importance-because if they run out of food and water, others will need to be tossed overboard to fend for themselves. Of course this is often the more difficult job.

After 5-8 minutes begin a group discussion:

- What problems did you experience?
- How did you resolve these issues?
- Was it the best way?
- How else could you have resolved your differences?
- Why did these problems occur in the first place?

** If you notice any students not participating in the group activity, please encourage conversation and gently ask the group to incorporate everyone's thoughts and opinions into the solution.

Lifeboat Group Exercise

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As a group, you must come to an agreement as to which 15 people get to go on the lifeboat and be saved. However, you must also list those they save in order of importance-because if they run out of food and water, others will need to be tossed overboard to fend for themselves.

1. The Pope
2. Mrs. Winch
3. President George Washington
4. President Lincoln
5. Oprah
6. Mahatma Gandhi
7. Queen Elizabeth
8. Dalai Lama
9. Stephen King
10. Lady Gaga
11. LeBron James
12. Tom Brady
13. Kim Jong Un
14. Warren Buffett
15. Bill Gates

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