Basic 12 for Middle School — Workshop 4: Do you have a map for the future?

Description:
The workshop introduces students to the concept of SMART goals and the steps they will need to take to be ready for college.

Outcome: Students will be able to describe how setting goals and taking action will make a difference in planning for college (i.e. how having a long-distance, long-term map will make a difference).

Learning Targets:
Students need to be introduced to a set of goal setting, decision-making, and reasoning skills helping them to:
- List relevant choices and set goals,
- Identify consequences,
- Evaluate consequence,
- Make a plan of action,
- Assess how things are going.

KnowHow2Go Connection: Push Yourself
- Middle Schoolers: Get Ready
  Plan Out your Classes, File Important Documents, Find Out About Which Colleges to Attend, Take Honor Level Classes
- Middle Schoolers: Success Stories, Videos

Workshop Length: 65 – 70 minutes

Alternative Lesson with fewer technology requirements:
- Sparking the Future Lesson Plans- OSPI
  Knowing Yourself: Six Steps to Success, Grades: 7-9, Lesson: 4

Assessments/Evaluations:
- The number of students who have a completed Middle School checklist.

Materials Needed:
- Middle Schoolers: Get Ready
Plan Out Your Classes, File Important Documents, Find Out About Which Colleges to Attend, Take Honor Level Classes

- Watch Middle Schoolers: Success Stories
- SMART Goal Worksheet
- Middle School Checklist

Follow-Up Lessons: Attached
Workshop 4 Agenda:  
Do you have a map for the future?

Introduction: .................................................................................................................. 10 minutes
Introduce the concept that having a map with specific goals makes getting to your 
destination much easier. Goals and systematic actions save time, effort, and money 
while increasing the likelihood that you will reach your goal.

Brainstorm with students different kinds of goals and maps. For example, sports teams 
develop detailed “game plans” each week. NASA set the goal for building a space 
station and then developed a detailed plan. Determine what kinds of ideas students 
have about setting goals and developing plans. Assess what skills and knowledge they 
already have.

Whole Group Student Engagement: ............................................................... 30 minutes
- Share with the students the format for SMART goals (GEAR UP). Go over each 
  step individually to allow for discussion and questions. Be prepared to give 
  students examples in addition to the ones on the worksheet. (This step can be 
  done with a hard copy or power point).
- Divide students into small groups of three or four and allow them time to develop 
  a smart goal for a middle school student. Have students share their SMART 
  goals with the group.
- Explain to students to that the steps to reaching that goal include:
  o Planning out your classes,
  o Filing important documents,
  o Finding out about which colleges to attend, and
  o Taking honor level classes.
- Give students time to use the KnowHow2Go website to explore each of these 
  steps. You might consider keeping the students in the small groups and 
  assigning groups to one of the steps. Each group would need to report out the 
  two most important tasks in that step. 

Individual Student Engagement: .......................................................... 15 minutes
Allow students time to complete their individual SMART goal and the Middle School 
Checklist. This will provide an assessment for student understanding.

Closing: ................................................................................................................. 5 minutes
Ask each student to share the first step they are going to take on the map to their future.
Assessment of Workshop 4:
Do you have a map for the future?

Purpose(s):
- To help students practice developing and sharing a SMART goal that includes college.
- To reinforce the steps from KnowHOw2Go that will help students achieve their goals.

Format: Individual student worksheet used as a concluding part of the workshop

Facilitator Directions:

- Run off copies of the pre/post worksheet for each student.
- Explain the worksheet and give students time to complete the SMART Goal Handout and Middle School Checklist as part of the Individual Student time.
- Make sure students know this is not a “graded’ activity.
- In the closing, lead students in a discussion of the first step they will take.
- Have students turn in the paperwork so that you can review their plans and add additional time if needed to complete or revise the work.
Workshop 4: Do you have a map for the future?
Student Worksheet
SMART Goals and Middle School Checklist

1. Read through the definitions and the examples
2. Fill in your ideas in the “Your Try box”
3. Fill in the second sheet.

<table>
<thead>
<tr>
<th>SMART goals are:</th>
<th>Definition</th>
<th>Example</th>
<th>Your Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC</td>
<td>Your goals should be specific and clear.</td>
<td>My goal to be an engineer is ok. But a more specific goal would be, “I plan to earn my degree in electrical engineering from Washington State University in 2015.”</td>
<td><strong>What is your goal?</strong></td>
</tr>
<tr>
<td>MEASURABLE</td>
<td>Your goals should have measurable milestones so that you know you are making progress.</td>
<td>If you want to apply to a four-year college, your milestones would include the classes you will take in middle school and high school.</td>
<td><strong>What are the classes you will need to take?</strong></td>
</tr>
<tr>
<td>ACHIEVABLE</td>
<td>When you set your goal, make sure it is realistic.</td>
<td>Think about: Be a Pain Push Yourself Find the Right Fit Put your hands on the cash</td>
<td><strong>How can you make your goal achievable?</strong></td>
</tr>
<tr>
<td>RELEVANT</td>
<td>Your goals are relevant when they match what is important to you.</td>
<td>Explore careers that match your interests?</td>
<td><strong>What matters to you?</strong></td>
</tr>
<tr>
<td>TAILORED</td>
<td>Goals can be changed and need to be reviewed.</td>
<td>Talking with adults as you move from middle school to high school will help to develop tailored goals.</td>
<td><strong>When will you stop and check to make sure the goal still matches you?</strong></td>
</tr>
</tbody>
</table>
My SMART Goal is to:

My plan is to:

_____ Attend school regularly and make an effort every day.

_____ Be a Pain (in a nice way) and talk regularly with helping adults about Going to college.

_____ Push myself by:

_____ Increasing or developing good study habits.

_____ Doing my homework and completing assignments.

_____ Keeping up on reading assignments.

_____ Planning to take hard courses

_____ Checking on the requirements for high school graduation and college admissions.

_____ Find the Right Fit by:

_____ Thinking about what kind of job I want in the future.

_____ Trying new and different activities that help me explore possible careers.

_____ Put my hands on the Cash by:

_____ Knowing the requirements for the College Bound Scholarship

_____ Knowing the kinds of financial aid I can use to pay for college.
Follow-Up Lessons for Workshop 4

Do you have a map for the future?

❖ Six Steps to Success

- Sparking the Future, Grades 7-9, Lesson 4

- Lesson Goals:
  o Introduce the six character traits most important to student success at school and at work.
  o Help students explore their own values around these character traits.

- Lesson Description:
  o The Writing Exercise on Character Traits helps students explore their values – and the character traits necessary to succeed in the world.

❖ Setting Goals and Making Choices

- College Is My Future, 7th Grade Edition, Section 5
  Educational Partnership Center (EPC)
  http://epc.ucsc.edu/pdfs/ciimf-7th-Grade-Teacher.pdf

- Lesson Goals:
  Students will learn to set goals for their future and make choices. They will learn how to use a graphic organizer (branching tree) to help them think through choices. Students will also be able to visualize a successful and productive future for themselves. They will also understand the relationship between goal setting and achieving their future dreams.

- Lesson Description:
  EPC uses an interactive, small group setting to allow students to talk about setting goals and provides opportunities for them to practice making choices.
LEARNING GOALS:

- Students will identify careers based on the tasks performed by people in those careers.
- Students will describe how their interests relate to careers.

ALIGNMENT WITH STANDARDS:

- **Essential Academic Learning Requirements Grade 8 Grade Level Expectations**: This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will write in a specific format following a specific prompt and will use appropriate terminology and language.

- **Common Core State Standards Grade 8**: This lesson is aligned with English Language Arts Writing 4, Language 6, and Speaking and Listening 1b. Students will produce clear and coherent writing based on a specific prompt and using appropriate, domain-specific language. They will follow rules for collegial discussions in a small group.

- **American School Counselor Association National Standards**: This lesson is aligned with ASCA Academic C1.6 and Personal & Social A1.2 and B1.9. Students will learn about how school success and academic achievement enhance future career and vocational opportunities. They will identify values, attitudes, and beliefs, and will identify short- and long-term goals.

MATERIALS NEEDED:

- **Six Steps to Success Handout** *(included in this lesson plan – one for each student)*
- **Writing Exercise on Character Traits** *(final page of lesson plan)*
CLASSROOM ACTIVITIES:

1. **Introduce the six “success” traits.** Write these words on the board: Commitment, Confidence, Courage, Creativity, Determination, Integrity. What do they mean? Why are they important? Help students define and discuss why they are important traits to exhibit at school – and why they might be important traits on the job. Do students value these traits in themselves? Why or why not? Ask students to name historical figures to illustrate each trait. (5-10 minutes)

2. **Explore the six “success” traits.** Distribute the Six Steps to Success Handout and ask students to work in small groups to complete it. Assign each group one of the traits for the final two questions on the handout. Let them discuss their answers in their small groups. If you have time, bring the discussion back to your full group. (15-20 minutes)

3. **Begin the writing exercise.** The Writing Exercise on Character Traits helps students explore their values – and the character traits necessary to succeed in the world. Use your remaining time during this lesson to assign the writing exercise… or partner with a Language Arts teacher to extend this lesson in a Language Arts class. (5 minutes)

STUDENT PRODUCTS:

- **Six Steps to Success Handout.** Each student should complete a handout.
- **Writing Exercise on Character Traits.** If desired, each student should complete the writing exercise.

ADDITIONAL RESOURCES:

Many of the six “success” traits can be developed by serving others. Help students learn more about the value of volunteer service through Learn and Serve America ([www.learnandserv.e.gov](http://www.learnandserv.e.gov)).

Help them use the library or Internet to research the valuable character traits listed over 200 years ago by Ben Franklin.
Six Steps to Success

WHAT ARE THE SIX “SUCCESS” TRAITS?
LEARN HOW TO SUCCEED AT SCHOOL & WORK!

Name _____________________________

Following your group discussion, please write a definition for each of the six “success” traits.

Commitment

Confidence

Courage

Creativity

Determination

Integrity

Circle the trait above that your advisor has asked your group to report on. Please answer the following questions based on this character trait.

Explain why this trait is important to have as a student. How does it help you at school?

How would a student demonstrate this trait? Describe one example.
Name _____________________________

Use the space provided below to write down your thoughts on ONE of the following writing prompts. Use the back of this sheet or a computer to write your final response.

Write four words that describe something good about you. Explain how one of those words relates to the six “success” character traits and how that character trait applies to you. Describe how you have exhibited this character trait.

Do you have a hero? Who is that person and what character traits make you look up to him or her? Describe how this person has modeled at least one of the six character traits discussed during this lesson.