

Section 5: Setting Goals and Making Choices Lesson Plan

Materials:

Goal Setting and Making Choices worksheet on page 24 in this manual (page 12 in the student manual)

Ten Years Later- activity on page 25 in this workbook (page 13 in the student workbook)

Ten Years Later- overhead transparency

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.

Time:

45 minutes

Instructions:

Worksheet: Goal Goal-Setting and Making Choices

1. Write up on the board: Things I Want (High Road) and Things I Don't Want (Low Road)

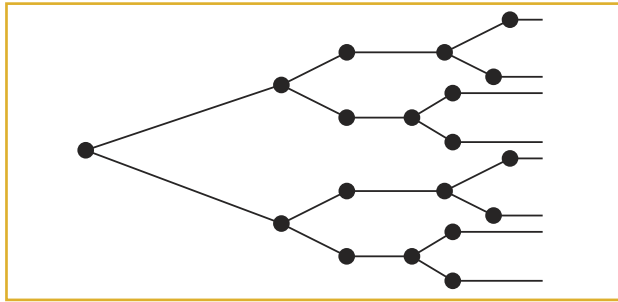
Write a few things on the board under each category. Have students brainstorm ideas for each of these categories.

Things I Want (High Road)	Things I Don't Want (Low Road)
Own a nice car	Never having money
Have a job I enjoy going to every day	Being in jail
Have the freedom to travel wherever I want	Being on drugs
Go to college	Boring job
Make over \$50,000 per year	

2. Break students into groups of three. Tell them they all need one pen for the group and one copy of the worksheet. When you say, "go" they pass the pen and paper. Tell them they have to each write an idea under "Things I want" or "things I don't want" when you say stop they have to stop and count how many ideas they have. They then have to pick the top three.
3. Ask each group to give one idea so you can write them on the board. Once you have a good list on "wants" and "don't wants" then introduce the branching tree graph.

Branching Tree

1. Tell students, “Now that we have a list of things you want in your life and things you don’t want. Let’s think about how the choices we make each day get us closer to the things we want, or lead us toward things we don’t want. What motivates you to choose one or the other? What are the things that help you decide to study? What are the things that get in the way of your studying? Do you ever think about the consequences of your choices? If I study, what will happen in my future? If I don’t study today – what will happen in my future? What we are going to look at today is a way to think about how the choices you make every day will create your future.”
2. Draw the sample branching tree on the board.



3. Now say, “OK, let’s look at the branching tree and follow the consequences as we make different choices.” With the branching tree on the board have students determine a goal and then the choices and the steps toward the future goal. Then go back and have them create a scenario of where taking the wrong choices might lead.
4. Have them work in groups of three, again assigning roles (facilitator, recorder, reporter) with a branching tree blank template. Have each group create both the positive and negative scenarios. Walk around the room and help them think about the impact of each choice and where it might take them.
5. Now have the reporters share out what the group created. Discuss the implications, pointing out how often students have to make the right choice. It happens every day.
6. Now say, “Choose a goal – it could be college, a career, a house – whatever you want to choose for your future. Write it on a piece of paper and hold it up when you are done. Then write a short essay on the goal you have and the kinds of choices you will have to make along the way to stay on track for that goal. Tell me about the things you will have to turn down as well as the things you will need to choose to reach your goal.”

Worksheet: Ten Years Later

7. Instruct the students to turn to the “Ten Years Later” worksheet on page 13 in their workbooks. Tell the students that for homework they are to imagine that they are 28 years old and they are writing to an old friend from school. Based on some of their previous lessons and discussions, ask the students to take a moment to visualize their dreams and goals for the future. As an example, fill out the blank transparency with your own experience and path and then have them complete the Ten Years Later writing activity.
8. Ask the students to share their letters with their neighboring classmates the next day or with their parents.

Directions: Choose a facilitator, recorder, and reporter (If you numbered off, number one is the facilitator who will keep the group on track and make sure everyone contributes. Number two is the recorder who will write the responses. Number three will report out what the groups decides.)

Goal Setting & Making Choices Activity

Things I Want (High Road)

Own a nice car

Have a job I enjoy going to every day

Have the freedom to travel wherever I want

Go to college

Make over \$50,000 per year

Things I Don't Want (Low Road)

Never having money

Being in jail

Being on drugs

Boring job

Ten Years Later

Directions: Okay, you have made it. It is now 10 years after your high school graduation. You have just found the address of a very close friend you had in high school. You haven't seen each other since graduation. How would you describe your life? What would you say in this letter? Fill in the blanks below.

Dear _____,

I can't believe it's been 10 years since our high school graduation! So many things have changed for me. After high school I _____ as I had planned. Presently, I am working as a _____
_____. My job is located in _____. I am glad I get to wear _____
_____ to work. The best thing about my job is that I get to _____
_____. However, it is difficult to _____

I live in the city of _____ in a(n) _____ that is really _____
_____ and _____. I am making \$ _____ a year
and drive a _____. I am _____ and I have _____
children.

In my spare time, I _____, I even took up _____ and
I've gotten good at it. When I get a vacation, I usually go to _____. The one thing I wish I could do is

Over the years, the thing I've come to value most in people is _____. I am really
happy with my life because _____

Oh well, enough about me. Write back soon and tell me what has been going on in your life!

Your friend,

