

Personal Learning Profile Project

Lesson Plan VII (Two week lesson)

Objectives:

- 1) Students will take notes on a prepared advanced organizer as an instructor models these concepts about dreams and goals: 1) You can hold dreams and goals across many parts of your life, 2) You can create different types (paths) of goals to accomplish your dreams; 3) Dreams and goals can change along the way for lots of reasons; 4) You may have to set both short and long term goals to achieve your dreams. The modeling will span the following areas: a) Social/Relationships, b) School, c) Work, d) Spiritual, e) Recreation/Physical, f) Communication, g) Living, and, h) Community
- 2) Students will then classify dreams and goals that they have generated across these same areas.
- 3) Using strips of paper that provide stems for creating long and short-term goals across the various transition domain areas in groups of 3-4, students will generate examples of long and short term goals.

Transition Domains: Recreation/Leisure, Career/Work, School, Community, Living

Colorado Content Standard: (1) Students read and understand a variety of materials

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Inter/Intrapersonal; Organization; Career Development

Materials: Transparency (or use of LCD projector) of Dreams and Goals grid that has been prepared by the instructor and copies of blank goals and dreams grid that students can use for taking notes, Goal Statement Stems document

(cut these stems up into long strips and present to groups in a random order), Overhead transparency

Schedule:

3:15-3:20: Snacks

3:20-3:40: **MODEL:** Instructor illustrates his/her dreams and goals grid discussing how/why these dreams and goals are important to his/her life. Instructor is sure to incorporate the points described above in Objective 1.

3:40-3:55: **INDEPENDENT PRACTICE:** Students individually classify the dreams and goals they generated through their homework according to the various transition domain areas and share one example with the entire class.

3:55-4:15: **INDEPENDENT PRACTICE:** In groups of 3-4, students complete the goal stem statements provided, generating examples of long and short term goals.

4:15-4:20: **SUMMARY:** Student teams will share their sample long and short-term goal statements. The group will summarize again by defining dreams and goals.

HOMEWORK: Bring to class samples of 3 dreams and their associated goals across 3 different life areas.

Lesson Plan VII - WEEK TWO – Continuation:

Objective:

1. Using student-generated dreams and goals, and given the option of either using a modified PATH model or concept web organizer, each student will begin to identify 1) various steps (goals) that he/she will need to accomplish in order to achieve his/her dreams, 2) resources (human, financial, agency-based, etc.) in which he/she may turn for support; 3) personal steps of which each individual student must take on his/her own

Transition Domains: Recreation/Leisure, Career/Work, School, Community, Living

Colorado Content Standards: (1) Students read and understand a variety of materials; (2) Students will write and speak for a variety of purposes and audiences; and, Visual Arts: (1) Students recognize and use visual arts as a form of communication.

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-

Determination; Inter/Intrapersonal; Organization; Career Development

Materials: Overhead projector, transparency of sample concept web organizer that has been completed by teacher showing how to take a dream and begin to break it out into goals, resources, etc.; copies of blank concept webs for students to use, a sample “PATH” model illustrating a different way to “backwards map” from a dream to goals, resources, etc. Construction paper for students to build their own PATH arrow

Schedule:

3:15-3:20: Snacks

3:20-3:30: **MODEL:** Instructor uses transparency provided of concept web with a dream in the middle and then associated goals, resources tied to that dream and discusses how he/she thought about the needed steps and resources required to achieve the dream.

3:30-4:15: **INDEPENDENT PRACTICE:** Students take the dreams and goals they brought in from their homework and begin to break out the goals, resources and tasks that are required to achieve their dreams. Students can have a variety of options as to how they want to illustrate their work . They can use a blank advanced organizer, or use a modified personal futures planning tool....

4:15-4:20: **SUMMARY:** Students individually share their work with the group.

HOMEWORK: None.

Sample Model for Generating Dreams and Goals

	DREAMS	GOALS	Long or Short Term	How will I accomplish my Goals?	Will my goals change over time?
Relationships (Social)	Talk to my grandmother	Contact my Grandmother 2x a month	Short/Long	Call on the phone or write a letter	If my grandmother is not doing well
School	Have a job as a principal	Get my Master's Degree completed.	Short	Do all my work this semester and finish my portfolio.	No
Work	Advocate for students in the governance of the school.	Get my doctorate	<i>Long</i>	Go to school again beginning in 2006	Probably
Spiritual (Beliefs)	Be a calmer person	Take a yoga class	Short/Long	Go to yoga class 1x a week	Go more in the summer
Physical (Recreation)	Be as physically fit as I can be	Ride cross country by age 40	Long	Train 4 times per week.	No
Communication	Contact people I have neglected	Have better relationships with friends	Long	Write 2 emails, 2x a week	More emails
Living	Eat healthily	Have energy to ride bike 120 miles in one day	Long	Eat 5 servings of fruit and veggies every day	Yes, depending on training
Community	Make Denver more beautiful	Plant trees on Arbor Day	Short	Get info from Denver Parks and Recreation Department	Yes

Lesson VII

Goal Stem Statements

A recreation goal that I could accomplish in one month.....

A school goal that I could accomplish in one month.....

A social or relationship goal that I could accomplish in one month.....

A work or career goal that I could accomplish in one month.....

A spiritual/belief goal that I could accomplish in one month.....

A communication goal that I could accomplish in one month...

A living goal that I could accomplish in one month.....

A community goal that I could accomplish in one month....

A recreation goal that I could accomplish this summer.....

A school goal that I could accomplish this summer.....

A social or relationship goal that I could accomplish this summer.....

A work or career goal that I could accomplish this summer.....

A spiritual/belief goal that I could accomplish this summer.....

A communication goal that I could accomplish this summer.....

A living goal that I could accomplish this summer.....

A community goal that I could accomplish this summer.....

A recreation goal that I could accomplish in high school.....

A school goal that I could accomplish in high school

A social or relationship goal that I could accomplish in high school...

A work or career goal that I could accomplish in high school...

A spiritual/belief goal that I could accomplish in high school..

A communication goal that I could accomplish in high school...

A living goal that I could accomplish in high school...

A community goal that I could accomplish in high school...

A recreation goal that I could accomplish after graduation....

A school goal that I could accomplish after graduation....

A social or relationship goal that I could accomplish after graduation....

A work or career goal that I could accomplish after graduation....

A spiritual/belief goal that I could accomplish after graduation....

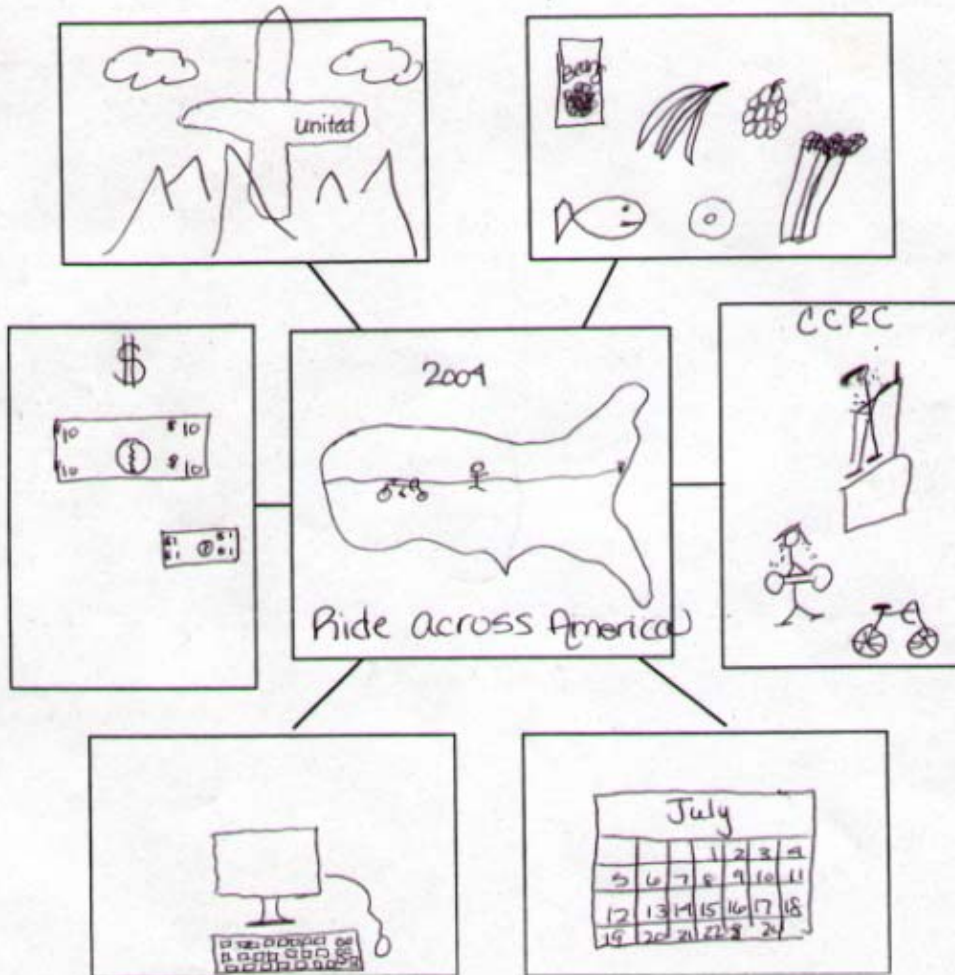
A communication goal that I could accomplish after graduation....

A living goal that I could accomplish after graduation....

A community goal that I could accomplish after graduation....

Lesson VII – Week Two
 Sample Organizer for Dreams to Goals Activity

Web the Concept



L. Schultz

Possible uses: To summarize concepts in nonfiction and fiction texts, character analysis, organize information in pre-writing, story retell and supporting details.