

*Title of Lesson:* Introduction to Goal Setting

*Curriculum Unit:* Goal Setting

*Objectives:* To understand the importance of setting specific goals

*Materials:*

- Markers
- Large piece of newsprint for each small group
- Five 8x10 pieces of cardstock
- Large-piece puzzles for each group

*Directions:*

Part One

1. Divide the class into 2–4 small groups depending on the size of the class.
2. Give each group markers and newsprint and quietly give each group directions to “draw a picture.” Give only one group directions to draw something more specific, like a jungle scene with animals and a waterfall. Don’t let the other group(s) hear specifics.
3. Have each group present its picture. Ask why one group’s was more detailed than the other. Discuss how having specific information to go by influences actions.

Part Two

4. Hand each group a puzzle and ask them to assemble the puzzle, noting their observations of what methods they use to put the pieces together (e.g., corners first, edge pieces, similar colors, etc.)
5. Take two volunteers from the class and have them stand about 15–20 feet apart at the front of the room. One person represents the idea of having a dance and the other represents the end result of the dance itself. Point out that there is too much space in between the two. What goes in between?
6. Ask the group to brainstorm the steps needed to put on a successful Homecoming dance. (2 minutes)
7. Divide the group into five major categories: Theme, Concessions, Chaperones, Tickets, and Music. Give each group the newsprint paper with their topic written on it and tell them to come up with all the little “puzzle pieces” that fall into that category.

Write them down on the newsprint.

8. Have a representative of each group bring the paper to the front of the room and ask them to arrange themselves in order of priority. What comes first or is most important? Point out that after all the smaller pieces are put in the line between “idea” and “end result” the goal can be reached.

*Sample Processing Questions:*

- What made the picture drawing exercise hard/easy?
- What is the connection between the strategies of solving the large-piece puzzle and planning the Homecoming dance?
- Does it matter what order you place the categories of planning a dance? How do we prioritize these in real life?
- Is it important for members of a student group to agree on priorities?
- How can we apply what we learned from this experience to the way we organize our student council and its projects?

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