

Goal Setting Lesson Plan – Part 3

Objective: Students will name some of the barriers to reaching their educational goals and will use a problem solving technique adjust their goals

ESL Levels: Beginning High – Advanced

Length of lesson: 30 minutes – 1 hour

Grammar focus: can/can't for offering solutions to problems

Materials needed: **Review of materials used in Parts 1 and 2:**

Attendance form

Test Score form

English Skills form

Visuals – goal setting, Maria's Story

New worksheet – “Plan For Success”

Jazz Chant

Warm-up: 1. Have learners locate their forms for recording their attendance and goals for learning English .

2. Using the picture prompts from Part 1, review the language structures:

a. He is kicking the ball.

b. He wants to score.

c. His goal is to score.

3. Re-read Maria's story from Part 2. Ask, “What is Maria's future goal?” (Her goal is to help in her child's class.)

4. In groups of 4-5, have them share their future goal for learning English.

Introduction: 1. Tell students that today the class will talk about problems that can stop people from getting what they want or need.

2. Introduce new vocabulary roadblock, barrier, obstacle using the visuals of the soccer player from Part 1.

a. Soccer player: He wants to _____. He can't score. Why? Elicit reasons from the students

Write them on the board, e.g..

1. The goalie

2. He is sick. He is not playing a good game.

3. He is tired.

b. He can't score. He has problems. He has barriers.

c. What can he do? Elicit solutions to the problem.

1. He can rest/take a break.
 2. He can practice more next week.
 3. He can kick to a team mate for help.
3. Summarize: If you have a problem getting to your goal, you can change your plan.

Presentation:

1. Ask learners, "What are some problems you have coming to school or learning English?"
 - a. Give examples using visuals for lower level classes, e.g.
 - 1.) I can't drive. My car broke down.
 - 2.) My mother/children are sick sometimes.
 - 3.) I can't walk in the rain.
 - 4.) My job schedule changed.
 - 5.) I have a doctor's appointment sometimes.
 - 6.) My children's school is closed. (Year round school schedule is different from adult school.)
 - 7.) I don't have money for the bus.
 - b. Have students brainstorm in small groups of 3-4.
 - c. Have groups report out. As problems are given, list them on the board.
2. Introduce the idea of problem-solving.
 - a. Ask students how problems are solved in their culture. Give an example that students can relate to such as, in your country what can you do if you can't go to work?
 - b. Many adults have a problem solving strategy that they use automatically. All strategies may have in common
 - 1.) Naming the problem
 - 2.) Listing the possible solutions.
 - 3.) Making a plan.
 - 4.) Trying the plan.
 - 5.) Changing the plan if it does not work.
3. Point out that these are the same steps as setting a goal.
 - a. We are at # 5. Explain, if you are not making progress towards your goal, there is a problem/barrier/obstacle. Maybe your goal was too big. Maybe you didn't know about problems like transportation, health.
 - b. That's ok. You can start at # 1 again.
4. You can have the same goal.
 - a. Make a new plan.
 - b. Solve the problem that is a barrier.
 - c. Maybe stop school for a short time and come back

when the problem is better.

- Guided practice:**
1. Choose a problem to practice solving together as a whole class. Model the problem solving steps by adding a problem to Maria's story from Part 2 as an example – She didn't come to school because she got up late.
 2. Go through the steps of problem solving together using the form the students will use. Decide on a solution Maria can try. .

Practice: Have students use the "Plan for Success" form to think of solutions to a problem they are having in achieving their educational goals. Allow students who have the same problem to work in small groups. Monitor and give assistance where needed.

Evaluation: Set a date when progress will be checked over the course of the school term on both the goal and the solution to the problem.

Application: Twice a semester, refer to "My English Goals For This Semester" chart to monitor progress. Use the "Plan For Success" form to generate solutions and develop an action plan for barriers that students are experiencing.

Plan for Success

Goal: _____

Barrier: A problem that I have is _____

Solutions I can try:

1.

2.

3.

Choose a solution to try.

I will _____

Progress:

Month:	1 2 3 4 5
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Month:	1 2 3 4 5
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If progress is 1 or 2, try another solution.

I will _____

Progress:

Month:	1 2 3 4 5
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Month:	1 2 3 4 5
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Key: 1 = I didn't do it yet.

2. I tried it. It was difficult.

3 = I can do it. I need more practice.

4. I can do it.

5. I can do it well.

YOU CAN DO IT !

*English is hard
I want to quit -
Don't give up; you can do it! You can Do it!*

*I don't understand
I feel like crying -
You can do it; keep on trying!*

*I can't speak; I can't write
It's too hard for me -
Don't give up; Look at me. You can Do it!*

*My English is better.
I think I can do it -
Yes, You can!
You can definitely Do It!*

Created by H. Vettori/05

My Goal:

How to Reach My Goal:

1. Get a three-ring binder.
2. Get a spiral notebook.
3. Get paper.
4. Get pencils and erasers.
5. Get flashcards or index cards.
6. Always sit down in class next to someone.
7. Make a vocabulary page on the last page of my notebook.
8. Get a bilingual dictionary.
9. Review class notes for 5 minutes two times after class.
10. Make flash cards to learn new vocabulary.
11. Review flash cards for 5 minutes two times after class.
12. Get two to four different color pens or pencils for notes.
13. Draw pictures in my notebook to help me remember things.
14. Invent ways to use my English from school at home or work or a different place the same day.
15. Come to class every day (or _____ times/week).
16. Come to class on time every day (or _____ days/week).
17. Go to bed earlier. (Time:_____)
18. Talk to one family member in English for 10 minutes, or more each day.
(Name of person:_____).
19. Ask a family member to “quiz” me.
20. Wake up (5 10 20) minutes early to review notes or flashcards.
21. Watch T.V. in English for 15-30 minutes each (night weekend).
22. Go to a (coffee shop restaurant _____) to listen to people take/give food orders in English.
23. Ask for a job application at a place I want to work.
24. Go to the DMV to see what happens or get information.
25. Go to the library.
26. Get a library card.
27. Ask for help to check out books at a library.
28. Find where language learning materials are in the library.
29. Find where children’s books are in the library.
30. Check out books, tapes, DVDs, etc. at the library.
31. Say “Hello” to the (bus driver bus riders people in the market).
32. Introduce myself to my child’s (teacher principal counselor)
33. Introduce myself to (my neighbor the postal worker _____).
34. Exchange phone numbers with a classmate for class help or conversation practice.
35. Talk to the teacher about 10 minutes for extra help (before after) class.

From “Effective and Practical Ways to Increase Learner Persistence in the ESL Classroom” Conference handout by Flo Zysman and Edna Hastings, Orange Education Center