



Step by Step Goal Setting Lesson Plans

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Goal Setting in ESL and ABE Classes



According to research (Comings, Parrella, Soricone, 2004), seeing progress towards goals is the most important factor in what motivates adult learners to persist in their education. Just having a goal is not what leads to success. It is having a plan to reach the goal and seeing progress as the plan proceeds that lead to goal attainment.

Goal Setting Lesson Plan

Objective 1: Students will be able to give examples of goals and describe others' short term goals.

Objective 2: Students will be able to set attendance and test performance goals and document their progress in attaining those goals on a form.

Levels for which lesson is appropriate: Beginning High – Advanced ESL and ABE

Length of lesson: 1.5 hours

Grammar focus: Present continuous vs. want to/ need to

MATERIALS NEEDED: 8 ½ X 11 visuals, page of smaller visuals, attendance chart, test score chart

Introduction:

1. Show a picture of a soccer player kicking the ball.
 - a. Ask: "What is he doing?"
 - b. Model response: "He is playing soccer." or "He is kicking the ball."
 - c. Ask: "What does he want to do?"
 - d. Model response: "He wants to kick a goal." or "He wants to score a point."
2. Show a picture of a person reading a map next to a car. Ask the students the two questions above:
 - a. What is he doing? He is reading a map.
 - b. What does he want to do? He wants to go somewhere.
3. Show a picture of a person exercising. Ask the following:
 - a. What is she doing? She is exercising
 - b. What does she want to do? She wants to lose weight.

4. Show a picture of a person throwing away his cigarettes. Ask the following:
 - a. What is he doing? He is throwing away his cigarettes.
 - b. What does he want to do? He wants to quit smoking.

5. Show a picture of a person studying with a book labeled English
 - a. What is he doing? He is studying.
 - b. What does he want to do? He wants to learn English.

Presentation 1: Identifying goals

1. Model the following patterns with each picture. Students listen.
He wants to score.
His goal is to score.

2. Using the visual of the soccer player, define “goal” for students as something you want or need. In higher level classes, ask students what they think “goal” means. Brainstorm answers.

Practice: Use one or both of the following exercises.

1. Model a paired activity with the page of visuals. Then have pairs of students practice orally.
Student A: What is his/her goal?
Student B: His/her goal is to _____.

2. Have students write sentences for each visual (See handout).
His/ Her goal is to _____.

Application:

Ask students, “What is your goal?” Model the pattern: My goal is to _____.

1. Elicit responses from students and write them on the board or overhead. (One of them will be “learn English”)

2. Ask students, “What do we need **to do** to learn English quickly?” Elicit responses from students and write them on the board in a list. Responses should include some of the following:
 - Come to school every day.
 - Do homework
 - Practice English outside of class, etc.

3. Put these learning behaviors on a chart to post in your class; ask students to copy them in their notebooks or copy the ones that are important to them.

4. Higher levels: Have groups of students brainstorm strategies for learning English quickly. Then have groups report their responses. Make it a whole class activity to decide which ones should be on a chart.

Presentation 2: Identifying attendance and test performance goals

1. Refer students to the learning goal related to good attendance that should be on the chart about goals for learning English quickly.
2. Explain as simply as possible how important it is to set goals for ourselves.
3. Put up the attendance chart on the overhead and model how to set an attendance goal and complete the chart on a daily or weekly basis. Use the example at the top to demonstrate this process.
4. Ask the students questions to check their comprehension of the example on the chart, e.g. “How many days does this student want to attend class for week 1?” “How many days did the student attend class?” “Did the student meet his goal?”
5. Hand out the chart to the students. Ask them to put it in their binder or assessment folder.

Practice:

1. Have students complete their attendance goals chart for week 1. Walk around and check to see that students understand the process.
2. Model and facilitate the following paired activity.
 - a. Student A: What is your attendance goal?
 - b. Student B: I want to attend class 4 days a week or My goal is to attend class 4 days a week.

At the end of the week or instructional unit, hand out the test score chart and model the process of posting class test scores on the chart and also setting goals for test performance, e.g. 80%. Demonstrate using the example in the first column.

Ask students to keep the attendance and test score charts in the front of their binders or stapled to an assessment folder. Regularly refer students to these charts to monitor their attendance and test score goals.







Practice: Write what these people want to do. What is their goal?

quit smoking go to Los Angeles speak English lose weight

1.



2.



3.



4.



Attendance Goals

Week	Goal/ # of days	Mon	Tues	Wed	Thur	Fri	Total	Goal Met? Yes/No
Example: 1	4	✓	✓	✓		✓	4	yes

1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

Tests/Assignments

Score

100%																	
90%																	
80%																	
70%																	
60%																	
50%																	
40%																	
30%																	
20%																	
10%																	
	Example	Test #1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16

Goal:	80 %																
Goal Met ?	no																

Attendance Goals

Week	Goal/ # of days	Mon	Tues	Wed	Thur	Fri	Total	Goal Met?
Example: 1	4	✓	✓	✓		✓	4	yes

1								
2								
3								
4								
5								
6								
7								
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9								
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11								
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16								
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Tests/Assignments

Score

100%																	
90%																	
80%																	
70%																	
60%																	
50%																	
40%																	
30%																	
20%																	
10%																	
example	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	

Goal:	80%																
Goal Met? (Yes or No)	no																