Take Action

Making Goals Happen

Part of the

ChoiceMaker

Self-Determination Curriculum

- Choosing Goals
- Expressing Goals
- Taking Action

SOPRIS WEST

Take Action
Making Goals Happen

BY

Laura Huber Marshall

James E. Martin

Laurie Maxson

Wanda Hughes

Terry Miller

Toria McGill

Patty Jerman

Laura Huber Marshall . . . . University of Colorado at Colorado Springs

James E. Martin . . . . University of Oklahoma

Laurie Maxson . . . . Colorado Springs School District #11

Wanda Hughes . . . . Fountain-Ft. Carson School District #8, Fountain, CO

Terry Miller . . . . Idaho State University, Pocatello, ID

Toria McGill . . . . Harrison School District #2, Colorado Springs, CO

Patty Jerman . . . . Colorado Springs School District #11

Illustrations by Lee Woods

About The Authors

Laura Huber Marshall, M.A., is a research faculty member for the Center for Self-Determination at the University of Colorado at Colorado Springs. During the past decade Laura coordinated several self-determination development, demonstration, and training projects at the university. Prior to her university appointment, she taught elementary- and secondary-aged students in general and special education for seven years. She also worked with youth and adults with disabilities in vocational programs for over ten years.

James E. Martin, Ph.D., a professor of Special Education, is the Director of the Center for Self-Determination and Coordinator of the Special Education Program at the University of Colorado at Colorado Springs. Over the past 20 years Professor Martin participated in numerous research and demonstration projects designed to facilitate the development and implementation of self-determination methodology for use in school and community employment settings. Prior to his university appointment he taught employment and independent living skills to youth and adults with emotional and learning problems.

Laurie Maxson, M.A., taught junior and senior high school students with special education needs for twelve years. She worked in Colorado Springs as the Academy School District's transition specialist and vocational director for several years, during which time she established one of the first high school transition programs in Colorado. Laurie is currently the vocational director for Colorado Springs School District 11. She is also a leader in implementing school-to-work practices throughout Colorado.

Wanda Hughes, M.A., is currently a special education teacher and transition coordinator for the Fountain-Ft. Carson School District #8 in Fountain, Colorado. Wanda is also a teacher-in-residence at the Center for Self-Determination and an adjunct instructor at the University of Colorado at Colorado Springs. Wanda has taught elementary-, middle-, and secondary-aged students with special education needs for the past 26 years. Wanda is the current President of the Colorado chapter of the Division for Career Development and Transition.

Terry Miller, Ph.D., is currently an assistant professor at Idaho State University. Previously, she served as an assistant professor of special education at the University of Colorado in Colorado Springs. Prior to her university employment, Terry worked

as a special education teacher at various schools in Utah and Wyoming. Terry is an expert in curriculum design and instructional implementation.

Toria McGill, M.A., worked as a special education teacher for seven years at Liberty High School in Academy District Twenty. She designed and then directed a Student Assistance Program for at-risk students at Liberty High School. Currently, Toria is an assistant principal at Gorman Middle School in Harrison School District where she continues to help students to become self-determined learners and citizens.

Patty Jerman, M.A., is a special education teacher and Vocational ACE (Alternative Cooperative Education) Coordinator at Coronado High School in Colorado Springs School District 11. As an ACE coordinator she works with high risk secondary students in the classroom and on the job. She has written the two year ACE Curriculum that has been adopted by District 11 and it is also used in other school districts in Colorado Springs.

Acknowledgments

teacher in the *Take Action* video. In addition, these students participated in designing and scripting scenes, and helped with editing.

- **Aaron Marshall** and **Dillon McGill**, who played the role of Kristal's pesty brothers in the video.

- **Gerry Olvey** and **Terry Dionisio**, from the Colorado Springs School District 11, who gave advice and logistical support.

- **Randall DePry**, professor at the University of Colorado at Colorado Springs, who provided feedback and suggestions on the lessons.

The following teachers and their students field-tested, helped revise, retested, and provided crucial feedback on the worksheets and lessons:

- **Patty Jerman, Ellen Elliot, Sandy Thornsby, Darrell Shafer, Ann Clawley, Jim Sokol, Yvonne Bacher**, and the students of Coronado High School, Colorado Springs School District 11, Colorado Springs, Colorado

- **Mary Carew** and the students at Lewis-Palmer High School, Lewis-Palmer School District, Monument, Colorado

- **Toria McGill** and the students at Liberty High School, Academy School District, Colorado Springs, Colorado

- **Wanda Hughes** and her students at Fountain-Fort Carson High School, Fountain-Fort Carson School District 8, Fountain, Colorado

- **Sue Lynn German** and her students at Manitou High School, Manitou, Colorado

- **Kathy Stults**, the teaching team, and the students at Nueva Ventura, Colorado Springs School District 11, Colorado Springs, Colorado

- **Christie Rodd**, **Charlene Crouch**, and the students at the Cleo Wallace Center, Colorado Springs, Colorado

- **Larry Cutter, John Koch, Marcia Maroon, Christine Tullis, Patrick Hobot** and the students at West Valley Alternative High School, Board of Cooperation Education Services, El Paso County, Colorado

- **The sixth grade team Becky Rich, Wes Montoya, Doug Kennedy, Gwen Schwartz, Doris Bray, Jim Summerville**, and the sixth grade students at Manitou Springs Middle School, Manitou Springs, Colorado

Table of Contents

SECTION ONE

Overview

Introduction

Once school supports are gone, will your former students be successful? That is, will they secure the life they want after leaving school? This is the crucial question educators must address. Individuals with disabilities should be encouraged to make their own choices, set their own goals, and self-manage their lives. Facilitating student empowerment and self-determination holds great promise for improving students' quality of life and their post-school success.

Successful people know what they want and persistently go after it (Hill, 1960; Hill & Stone, 1987). They decide upon major goals, set timelines, and develop specific plans to attain their goals. They determine the benefits reaching their goals will bring and build coalitions with others who share similar goals. Successful people encourage and support each other in the pursuit of their goals.

The studies conducted by Hill are part of a body of research identifying success behaviors. Garfield (1986) interviewed more than 1,500 successful people from business, science, sports, and the arts. He found that successful people in any field excel at making decisions, self-managing their behavior, and adapting to changing circumstances. When Garfield's peak performers made decisions, they: (1) Chose a mission leading to action; (2) Envisioned and communicated a clear mission; and (3) Developed an action plan consisting of specific goals and benchmarks to evaluate the timing, quality, and quantity of their results.

Garfield reached two conclusions. First, regardless of age, education, or profession, the most successful people share the same basic set of skills. Second, individuals can learn these skills.

Self-Determination

The evolving self-determination definition includes many of the behaviors and skills from Hill's research. Self-determined individuals know how to choose; they know what they want and how to get it. From an awareness of personal needs, self-determined individuals choose goals and then persistently pursue them. This involves making their needs known, creating unique approaches for solving problems using self-management and learning strategies, evaluating progress, and adjusting their performance (Field & Hoffman, 1994; Halpern, 1994; Martin & Huber Marshall, 1995; Martin, Huber Marshall, & Maxson, 1993; Mithaug, 1991, 1993; Schloss, Alper, & Jayne, 1993; Ward, 1988;

Wehmeyer, 1992, 1995). People who are self-determined choose and enact their choices in persistent pursuit of their best interests (Mithaug, 1993; Mithaug, Martin, Agran, & Rusch, 1987). Self-determined people are their own best advocates (Martin et al., 1993).

Individuals With Disabilities and Success

Do these same success and self-determination behaviors apply to people with disabilities? Yes, they do. In a unique study, Gerber, Ginsberg, and Reiff (1992) interviewed a group of adults with learning disabilities to determine why some were successful and others weren't. They found that successful individuals with learning disabilities had:

- Control of their lives and surroundings

- A desire to succeed

- Well-thought-out goals

- Persistence

- The ability to adapt to their environments

- A social support network that facilitated their success

After conducting the interviews, Gerber et al. realized successful individuals decided, long before they became successful, that they would be successful. The authors concluded that successful adults with learning disabilities wanted to succeed, set achievable goals, and confronted their learning disabilities so appropriate measures could be taken to increase the likelihood of success. One successful young man explained it in this way: "Successful people have a plan. You have to have a plan, goals, strategy; otherwise you are flying through the clouds and then you hit the mountain" (p. 480).

Transition From School to Adult Life

Unless we make changes in what we teach secondary students receiving special education services, they will "hit the mountain." Their future is clouded with increased probabilities for dropping out of school, unemployment or underemployment, low earnings, and dependent living situations. Student outcome data verify the extent of the problem (Roessler, Brolin, & Johnson, 1990; Sitlington & Frank, 1993; Sitlington, Frank, & Carson, 1993; Wagner et al., 1991; Walker & Bunsen, 1995; Ward & Halloran, 1989; Wehman, 1992). Parental reports identified the most important problems as poor self-confidence; ineffective problem solving; little self-direction; and a lack of awareness of their interests, needs, and abilities (Mithaug et al., 1987).

Students in general education are not faring much better. According to *A Nation at Risk*, three out of four students are "unprepared to meet the basic problem-solving demands of college or work" (cited in Mithaug, 1993, p. 6). The William T. Grant Foundation Commission report entitled *The Forgotten Half: Pathways to Success for America's Youth and Young Families—Final Report* (1988, p. 1) states:

> *Our two-year study of 16-24-year olds has convinced us that, as young Americans navigate the passage from youth to adulthood, far too many flounder and ultimately fail in their efforts. Although rich in material resources, our society seems unable to ensure that all our youth will mature into young men and women able to face their futures with a sense of confidence and security. This is especially true of the 20 million non-college bound young people we have termed The Forgotten Half.*

Self-Determination Facilitates Success

The Forgotten Half: Pathways to Success for America's Youth and Young Families—Final Report (William T. Grant Foundation, 1988) offers this suggestion to increase students' likelihood of success: "Young people become competent when adults encourage them to try, allow them to fail, and help them to try again; they become leaders when adults share . . . leadership opportunities with them" (p. 12).

Students experiencing learning and behavior problems need these leadership opportunities as well (Halpern, 1994). This is affirmed by the fact that the Individuals with Disabilities Education Act (IDEA) (P.L. 101-476) requires students to be involved in their education and preparation for life after high school. Student self-determination facilitates success while in school and after the school transition process. Students need to be able to identify their interests, skills, and limits, compare them to the opportunities available to them, set goals for themselves, and attain goals in all areas of their lives. They need to participate and lead as much as possible their own education planning process, express their goals, accomplish their goals, and advocate for themselves. Success is dependent upon students choosing appropriate goals for themselves and then accomplishing those goals (Field, Martin, Miller, Ward, & Wehmeyer, 1998).

Take Action is one of the sets of lessons that comprise the ChoiceMaker Self-Determination Transition Curriculum. The purpose of the ChoiceMaker curriculum and lessons is to increase students' self-determination skills necessary for success by teaching them to choose goals and follow through with them. The *Take Action* lessons provide a method for students to accomplish their goals. For students receiving special education services this process may be applied to their IEP. All students may also use this process in accomplishing goals for themselves in different areas of their lives. Goal attainment is the crucial self-determination concept. This curriculum and the lessons are described in the next section.

ChoiceMaker Self-Determination Curriculum

The ChoiceMaker Self-Determination Curriculum is designed to teach students the self-determination skills they need to be successful in adult life.

It consists of three strands: (1) "Choosing Goals," (2) "Expressing Goals," and (3) "Taking Action." Each strand addresses teaching objectives in three transition areas: (1) Education, (2) Employment, and (3) Personal. (See the ChoiceMaker Self-Determination Curriculum Matrix in this *Teacher's Manual*.)

ChoiceMaker Lessons

ChoiceMaker lessons provide the methodology and materials to teach the goals and objectives of the ChoiceMaker Self-Determination Curriculum. The modules for each curriculum strand are displayed in the following table. The lessons are designed to be infused into existing school coursework and programs. Because the "Choosing Goals" and "Taking Action" modules can be used with a variety of content, they can be used in either general education or special education classrooms. The *Self-Directed IEP* module is designed for use with students receiving special education services.

Use of the Lesson Modules

The different ChoiceMaker lesson modules may be used together or separately in whatever order best matches your educational needs. Again, the *Self-Directed IEP* is the only module designed for use only by students receiving special education services; all the other modules are designed for use by **all** students. Many educators choose to start with *Self-Directed IEP*, then continue with the other modules. For example, once the student begins to participate in the school staffings, the "Choosing Goals" modules (such as *Choosing Employment Goals*) provide content and assessment information for the student to use at future meetings. (The *Choosing Employment Goals* package may also be used with students to help develop their vocational plan as a part of the school's school-to-work effort.) The "Taking Action" lessons are used to teach students a process to facilitate attainment of their IEPs as well as other educational, personal, employment, and community participation goals and objectives.

ChoiceMaker Self-Determination Curriculum Strands, Goals, and Modules

Strand	Teaching Goals	Modules
1. "Choosing Goals"	A. Student Interests B. Student Skills & Limits C. Student Goals	*Choosing Education Goals* *Choosing Employment Goals* *Choosing Personal Goals*
2. "Expressing Goals"	D. Student Leading Meeting E. Student Reporting	*Self-Directed IEP*
3. "Taking Action"	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	*Take Action*

"Choosing Goals" Strand

These lessons and materials provide students with school- and community-based experiences to help them choose goals in each of the three transition areas by identifying their interests, skills, and limits. A student video entitled *Choosing Goals to Plan Your Life* introduces the concepts by showing high school students using the "Choosing Goals" process. (This video is also available in an open-captioned format upon request.)

"Expressing Goals" Strand

Self-Directed IEP is the lesson package that addresses the "Expressing Goals" strand of the curriculum. *Self-Directed IEP* is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a *Teacher's Manual*, and a *Student Workbook*. The first video, entitled *Self-Directed IEP in Action*, introduces the *Self-Directed IEP* process to students, parents, teachers, and administrators. It shows students with different disabilities in classes working on the *Self-Directed IEP* lessons and describing their experiences using the steps. The second video, entitled *Self-Directed IEP*, introduces the 11 steps to leading an IEP meeting. Students see an experienced high school student explain to a hesitant friend how he led his own IEP meeting. (The second video, *Self-Directed IEP*, is available in an open-captioned format upon request.)

After watching the *Self-Directed IEP* video, students complete 11 lessons in the *Student Workbook* that match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. In fact, a teacher in one class pointed out to students that these skills could help them conduct business meetings in the future.

This strand has one module, entitled *Take Action.* The module consists of a student video (also entitled *Take Action*), teacher lesson plans, and student worksheets. Lessons teach students to plan how they will attain their goals by making decisions about performance standards, receiving feedback, motivation, strategies, needed supports, and schedules. Students learn to act on their plans, evaluate their plan and results, and make any necessary adjustments.

The ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-referenced assessment tool that matches the objectives in the ChoiceMaker Self-Determination Curriculum. That is, each assessment item matches a corresponding teaching objective from the curriculum. Across each curriculum objective the teacher rates student skills and determines the opportunity at school to perform each skill. A graphic summary profile is prepared comparing "Student Skills" to "Opportunity at School" across the three curriculum strands. Self-determination is a function of student skill and the opportunities available to learn and practice those skills. The ChoiceMaker assessment tool recognizes this fact and may be used to document student and program gains across time. A copy of the assessment and instructions for its use are provided in this book.

Test-retest correlation scores from tests conducted with students in five states are all .8 or above. Test-retest means that after a two-week interval, the same teacher completed the assessment tool again for the same students and scored the items almost the same way the second time as the first time.

Organization of Student Materials

When teaching lessons from the ChoiceMaker Self-Determination Curriculum, we recommend keeping each student's completed materials together for easy reference. We suggest using one three-ring binder per student with dividers for each set of lessons, organized by the strands of the curriculum: (1) "Choosing Goals," (2) "Expressing Goals," and (3) "Taking Action." All of the lessons are based on the same basic concepts, so information students learn in one lesson relates to many of the other lessons. For example, students preparing for their staffings may refer to the *Self-Directed IEP* lessons for staffing information, to the *Choosing Employment Goals* lessons for help in summarizing their job interests, skills, and limits, and then to the *Take Action* lessons to accomplish their goals.

Social Validation

Several steps were taken to socially validate the ChoiceMaker Self-Determination Curriculum. First, we conducted an extensive literature review and developed a

comprehensive list of self-determination concepts. (Please see the table which follows for a more detailed list of these concepts and their component skills.) Second, we incorporated these concepts into the curriculum's teaching goals and objectives. Third, we sent 95 social validation surveys to university-based transition experts, teachers, adults with disabilities, and parents from across the country. The respondents validated the initial self-determination concepts and the curriculum goals and objectives. They did this by telling us whether the identified concept was a crucial self-determination component and whether the curriculum adequately reflected it. We included the concept as a part of our self-determination definition and curriculum if 85% or more of the respondents agreed on its importance. Finally, we consulted student, parent, and teacher focus groups and field-tested the lessons in five area school districts over three years to fine-tune the curriculum.

Self-Determination Concepts

Many skills and behaviors relate to self-determination. These can be grouped into seven areas:

1. **Self-Awareness** consists of:
   - Identifying needs
   - Identifying interests
   - Identifying and understanding strengths
   - Identifying and understanding limitations
   - Identifying one's own values

2. **Self-Advocacy** consists of:
   - Assertively stating wants and needs
   - Assertively stating rights
   - Determining needed support
   - Pursuing needed support
   - Obtaining and evaluating needed support
   - Conducting one's own affairs

3. **Self-Efficacy** consists of:
   - Expecting to obtain one's goals

4. **Decision Making** consists of:
   - Assessing the demands of a situation
   - Setting goals (outcome expectations)
   - Setting standards
   - Identifying information needed to make decisions
   - Considering past solutions for new situations
   - Generating new, creative solutions
   - Considering options
   - Choosing the best option
   - Developing plans

5. **Independent Performance** consists of:
   - Initiating tasks on time
   - Completing tasks on time
   - Using self-management strategies
   - Performing tasks to standard
   - Following through on one's own plan

6. **Self-Evaluation** consists of:
   - Monitoring one's own task performance
   - Comparing one's performance to a standard
   - Evaluating the effectiveness of one's self-management strategies
   - Determining attainment of plan or goal

7. **Adjustment** consists of:
   - Changing goals
   - Changing standards
   - Changing plans
   - Changing strategies to improve performance
   - Changing support
   - Persistently adjusting
   - Using environmental feedback to aid adjustment

ChoiceMaker Self-Determination Curriculum Matrix

Strands	Teaching Goals	Teaching Objectives							
1. "Choosing Goals"	A. Student Interests	A1. Express **education** interests	A2. Express **employment** interests	A3. Express **personal** interests					
	B. Student Skills & Limits	B1. Express **education** skills & limits	B2. Express **employment** skills & limits	B3. Express **personal** skills & limits					
	C. Student Goals	C1. Indicate options & choose **education** goals	C2. Indicate options & choose **employment** goals	C3. Indicate options & choose **personal** goals					
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
3. "Taking Action"	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish **standards** for specific goals	F3. Determine how to receive **feedback** from environment	F4. Determine **motivation** to complete specific goals	F5. Determine **strategies** for completing specific goals	F6. Determine **support** needed to complete specific goals	F7. Prioritize & **schedule** to complete specific goals	F8. Express **belief** that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to **standards**	G3. Obtain **feedback** on performance	G4. **Motivate** self to complete specific goals	G5. Use **strategies** for completing specific goals	G6. Obtain **support** when needed	G7. Follow **schedule**	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to **standards**	H3. Evaluate **feedback**	H4. Evaluate **motivation**	H5. Evaluate effectiveness of **strategies**	H6. Evaluate **support** used	H7. Evaluate **schedule**	H8. Evaluate **belief**
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal **standards**	I3. Adjust or repeat method for **feedback**	I4. Adjust or repeat **motivation**	I5. Adjust or repeat **strategies**	I6. Adjust or repeat **support**	I7. Adjust or repeat **schedule**	I8. Adjust or repeat **belief** that goals can be obtained

ChoiceMaker Self-Determination Assessment

James E. Martin, Ph.D. and Laura Huber Marshall, M.A.

Student's Name _____ Date 1 _____

Teacher's Name _____ Date 2 _____

The ChoiceMaker Self-Determination Assessment is a curriculum-based assessment and planning tool. The Assessment questions directly match the ChoiceMaker Self-Determination Curriculum objectives. The Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. Self-determination occurs when individuals define goals for themselves and take the initiative needed to achieve their goals. In the ChoiceMaker Self-Determination Curriculum, students learn self-determination skills by managing their own Individual Education Plans (IEPs).

The ChoiceMaker Self-Determination Assessment has three parts:

Part I: The ChoiceMaker Assessment consists of three sections that rate the student's skills and proficiency in performing each of 51 self-determination skills, and the opportunity the school provides for the student to engage in these behaviors.

Part II: The ChoiceMaker Assessment Profile is a monitoring tool for graphically displaying student progress and showing the opportunities students have at school to exhibit these self-determination behaviors.

Part III: The ChoiceMaker Curriculum Matrix enables the teacher and other team members to observe at a glance those skills in which the student needs instruction. Each "Teaching Objective" relates to a lesson or set of lessons in the ChoiceMaker Self-Determination Curriculum.

Administration The ChoiceMaker Self-Determination Assessment is designed to be used with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The Assessment may be adapted for use with older elementary students and with secondary students with severe learning problems. You may use it in a variety of ways. In order to establish a baseline, we suggest an initial administration prior to teaching the ChoiceMaker lessons. Subsequent administrations may take place at the completion of a set of lessons, at the end of a semester, at the end of the school year, or whenever deemed necessary. You may use the Curriculum objectives as IEP goals and use the Assessment to measure progress towards the goals. You may also use the information from the Assessment to make program changes where the "Opportunity at School" was low.

Reliability A multi-state test-retest reliability study found a .8 or higher significant correlation between the first and a second administration given two weeks later.

Instructions to Part I
ChoiceMaker Assessment

Student Skills Rate the student from "0" to "4" indicating the skill level and fluency with which the student performs each of the 51 skills. In the "Student Skills" column a rating of "0" means that the student does not perform any part of the skill; a rating of "4" means that the student performs the skill in its entirety and whenever needed. If you have not observed the

student perform certain skills, you may "interview" the student in order to obtain the necessary information. However, it is important that you do not prompt the student with possible answers. You may consult other teachers or support staff for their observations as well. The purpose is to get as accurate an assessment of the student's skills as possible.

Opportunity at School Rate the degree to which the school provides a structured, planned time for the student to perform each of the skills. In the "Opportunity at School" column a rating of "0" indicates that there is no structured time for the student to perform the skill; a "4" shows that there is a regularly scheduled time or activity available when the student has the opportunity to demonstrate the skill.

Subtotal Subtotal the points at the end of each part for both the "Student Skills" and "Opportunity at School" categories and enter the totals in the blank spaces provided at the bottom of each page. Transfer each total to the space provided on Part II: ChoiceMaker Assessment Profile.

Instructions to Part II
ChoiceMaker Assessment Profile

Initial Administration Transfer the point totals from the "Student Skills" and "Opportunity at School" categories of Part I to the "Date 1" spaces for each section. Shade in the bar graphs to the number of total points as indicated in the middle column. By looking at the "Student Skills" bars you can see the sections in which the student needs instruction. Likewise, scores on the "Opportunity at School" bars show the sections in which school programs need to be improved to allow opportunity to learn and practice the skills.

Follow-Up Administration Transfer the point totals from subsequent administrations of the assessment to the "Date 2" spaces on the profile. Shade in the bar graphs. Compare the follow-up scores to the initial levels.

Use of the Percent Scale The percent of self-determination points by section is automatically computed by looking at the 0–100 scale on the left side of the profile. The number on the scale that corresponds to the top of the shaded area will tell you the percentage of points for that section. This tells you what percentage of the time the student demonstrated the skills, and what percentage of structured time your school provides to perform them.

Instructions to Part III
ChoiceMaker Curriculum Matrix

After completing Part I, circle each objective you marked "0," "1," or "2" on the "Student Skills" portion of Part I. These objectives and corresponding goals are the ones you or your team may want to consider as teaching priorities. There are ChoiceMaker lessons for teaching each of the goals and objectives.

Part I: ChoiceMaker Assessment

SECTION 1: Choosing Goals

	Student Skills (Does the student do this?)	Opportunity at School (Does school provide structured time?)
	(not at all) (100%)	(not at all) (100%)

A. Student Interests

A1. Express **education** interests (e.g., classes, sports, clubs, community colleges, trade schools, universities)   0 1 2 3 4   0 1 2 3 4

A2. Express **employment** interests (e.g., jobs, careers)   0 1 2 3 4   0 1 2 3 4

A3. Express **personal** interests (e.g., relationships, recreation, health)   0 1 2 3 4   0 1 2 3 4

Subtotal _____   **Subtotal** _____

B. Student Skills and Limits

B1. Express **education** skills and limits   0 1 2 3 4   0 1 2 3 4

B2. Express **employment** skills and limits   0 1 2 3 4   0 1 2 3 4

B3. Express **personal** skills and limits   0 1 2 3 4   0 1 2 3 4

Subtotal _____   **Subtotal** _____

C. Student Goals

C1. Indicate options and choose **education** goals   0 1 2 3 4   0 1 2 3 4

C2. Indicate options and choose **employment** goals   0 1 2 3 4   0 1 2 3 4

C3. Indicate options and choose **personal** goals   0 1 2 3 4   0 1 2 3 4

Subtotal _____   **Subtotal** _____

TOTAL (A+B+C) _____   **TOTAL (A+B+C)** _____

End of SECTION 1: Choosing Goals

Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile

SECTION 2: Expressing Goals

		Student Skills (Does the student do this?)					Opportunity at School (Does school provide structured time?)				

D. Student Leading Meeting

		(not at all)				(100%)	(not at all)				(100%)
D1.	Begin meeting by stating purpose	0	1	2	3	4	0	1	2	3	4
D2.	Introduce participants	0	1	2	3	4	0	1	2	3	4
D3.	Review past goals and performance	0	1	2	3	4	0	1	2	3	4
D4.	Ask for feedback	0	1	2	3	4	0	1	2	3	4
D5.	Ask questions if you don't understand	0	1	2	3	4	0	1	2	3	4
D6.	Deal with differences in opinion	0	1	2	3	4	0	1	2	3	4
D7.	State needed support	0	1	2	3	4	0	1	2	3	4
D8.	Close meeting by summarizing decisions	0	1	2	3	4	0	1	2	3	4

Subtotal _____   Subtotal _____

E. Student Reporting

E1.	Express interests (from A1-3)	0	1	2	3	4	0	1	2	3	4
E2.	Express skills and limits (from B1-3)	0	1	2	3	4	0	1	2	3	4
E3.	Express options and goals (from C1-3)	0	1	2	3	4	0	1	2	3	4

Subtotal _____   Subtotal _____

TOTAL (D+E) _____   TOTAL (D+E) _____

End of SECTION 2: Expressing Goals

Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile

_____

SECTION 3: Taking Action

		Student Skills (Does the student do this?)		Opportunity at School (Does school provide structured time?)	

F. Student Plan

		Student Skills (not at all) — (100%)	Opportunity at School (not at all) — (100%)
F1.	Break general goals into specific goals that can be completed now	0 1 2 3 4	0 1 2 3 4
F2.	Establish **standards** for specific goals	0 1 2 3 4	0 1 2 3 4
F3.	Determine how to receive **feedback** from environment	0 1 2 3 4	0 1 2 3 4
F4.	Determine **motivation** to complete specific goals	0 1 2 3 4	0 1 2 3 4
F5.	Determine **strategies** for completing specific goals	0 1 2 3 4	0 1 2 3 4
F6.	Determine **support** needed to complete specific goals	0 1 2 3 4	0 1 2 3 4
F7.	Prioritize and **schedule** to complete specific goals?	0 1 2 3 4	0 1 2 3 4
F8.	Express **belief** that goals can be obtained	0 1 2 3 4	0 1 2 3 4
	Subtotal	_____	_____

G. Student Action

		Student Skills	Opportunity at School
G1.	Record or report performance	0 1 2 3 4	0 1 2 3 4
G2.	Perform specific goals to **standard**	0 1 2 3 4	0 1 2 3 4
G3.	Obtain **feedback** on performance	0 1 2 3 4	0 1 2 3 4
G4.	**Motivate** self to complete specific goals	0 1 2 3 4	0 1 2 3 4
G5.	Use **strategies** for completing specific goals	0 1 2 3 4	0 1 2 3 4
G6.	Obtain **support** when needed	0 1 2 3 4	0 1 2 3 4
G7.	Follow schedule	0 1 2 3 4	0 1 2 3 4
	Subtotal	_____	_____

H. Student Evaluation

		Student Skills	Opportunity at School
H1.	Determine if goals are achieved	0 1 2 3 4	0 1 2 3 4
H2.	Compare performance to standards	0 1 2 3 4	0 1 2 3 4
H3.	Evaluate feedback	0 1 2 3 4	0 1 2 3 4
H4.	Evaluate motivation	0 1 2 3 4	0 1 2 3 4
H5.	Evaluate effectiveness of strategies	0 1 2 3 4	0 1 2 3 4
H6.	Evaluate support used	0 1 2 3 4	0 1 2 3 4
H7.	Evaluate schedule	0 1 2 3 4	0 1 2 3 4
H8.	Evaluate belief	0 1 2 3 4	0 1 2 3 4
	Subtotal	_____	_____

I. Student Adjustment

		Student Skills	Opportunity at School
I1.	Adjust goals if necessary	0 1 2 3 4	0 1 2 3 4
I2.	Adjust or repeat goal standards	0 1 2 3 4	0 1 2 3 4
I3.	Adjust or repeat method for feedback	0 1 2 3 4	0 1 2 3 4
I4.	Adjust or repeat motivation	0 1 2 3 4	0 1 2 3 4
I5.	Adjust or repeat strategies	0 1 2 3 4	0 1 2 3 4
I6.	Adjust or repeat support	0 1 2 3 4	0 1 2 3 4
I7.	Adjust or repeat schedule	0 1 2 3 4	0 1 2 3 4
I8.	Adjust or repeat belief that goals can be obtained	0 1 2 3 4	0 1 2 3 4
	Subtotal	_____	_____

TOTAL (F+G+H+I) _____ | TOTAL (F+G+H+I) _____

End of SECTION 3: Taking Action

Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile

Part II: ChoiceMaker Assessment Profile

1. Choosing Goals   2. Expressing Goals   3. Taking Action

Percent of Self-Determination Points by Section

	1. Choosing Goals	2. Expressing Goals	3. Taking Action
100	36	44	124
90	32	40	112
80	28	35	99
70	24	31	87
60	20	26	74
50	16	22	62
40	12	18	50
30	8	13	37
20	4	9	25
10		4	12
0	0	0	0

Date 1 Date 2   Date 1 Date 2   Date 1 Date 2   Date 1 Date 2   Date 1 Date 2   Date 1 Date 2

TOTALs ____ ____   ____ ____   ____ ____   ____ ____   ____ ____   ____ ____

Student Skills   Opportunity at School   Student Skills   Opportunity at School   Student Skills   Opportunity at School
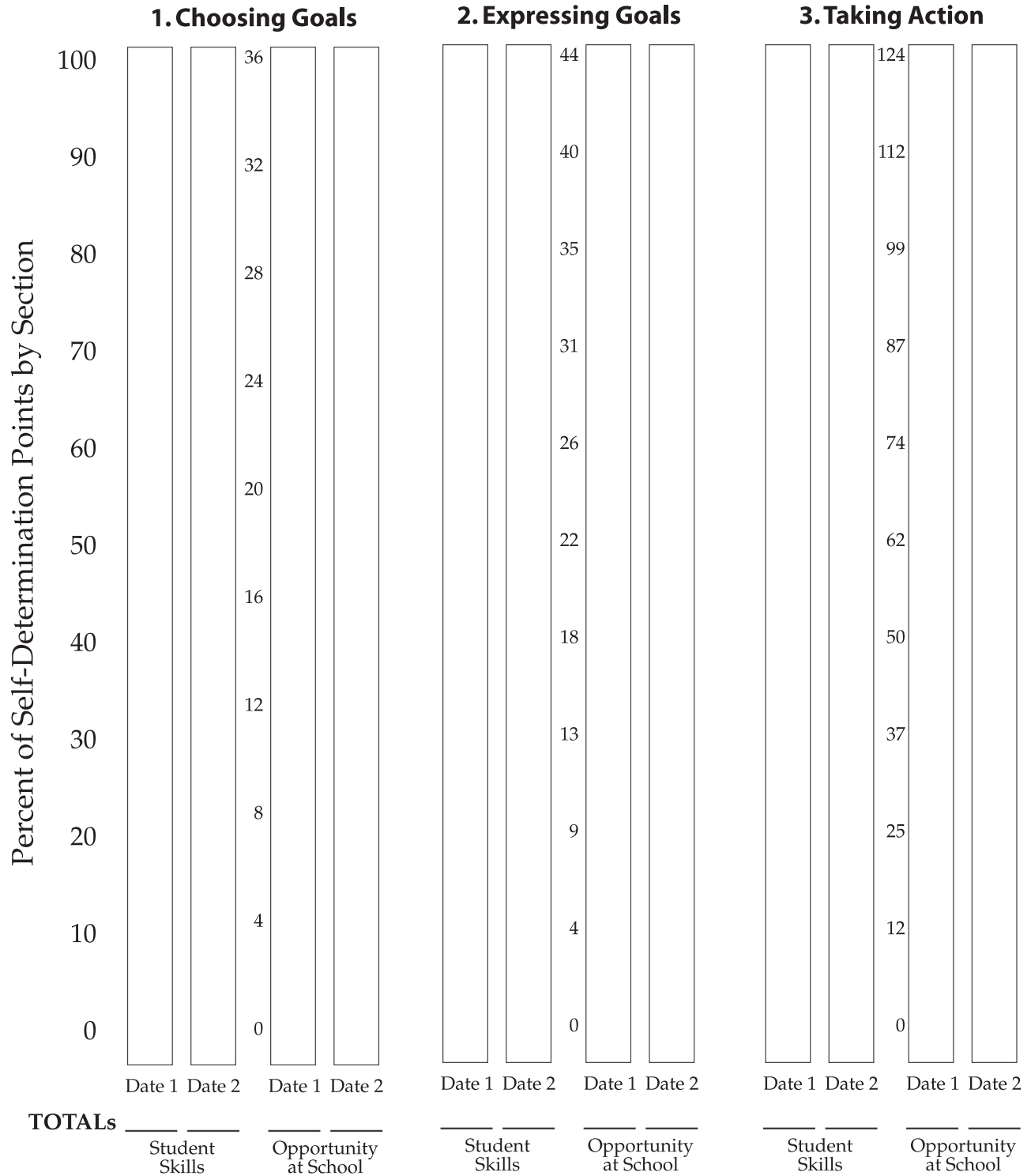
Part III: ChoiceMaker Curriculum Matrix

Instructions   Circle each objective that you marked "0," "1," or "2" on the "Student Skills" portion of Part I. Consult the lesson for each objective circled.

Strands	Teaching Goals	Teaching Objectives						
1. "Choosing Goals"	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests				
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits				
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals				
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)				
3. "Taking Action"	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

Take Action Lessons

Goal attainment is *the* crucial self-determination skill. The *Take Action* lessons provide teachers the means to teach a generalizable process for students to attain their goals. A student instructional video and a sequence of eight lessons teach students the *Take Action* process. The video introduces the concept and shows how various students used the *Take Action* process to accomplish their goals. Students learn to break long-term goals into short-term goals they can begin to work on immediately. After establishing a goal, students answer the following six questions to develop a plan:

1. Standard: What will I be satisfied with?

2. Motivation: Why do I want to do this?

3. Strategy: What methods should I use?

4. Support: What help do I need?

5. Schedule: When will I do it?

6. Feedback: How will I get information on my performance?

After acting on their plan, students evaluate their plan and action and then make any necessary adjustments.

The *Take Action* lessons were developed for all students—not just those with an IEP. The *Take Action* process may be used in general education, academic, and vocational environments, as well as in specialized learning situations.

The *Take Action* package includes several items:

- The ChoiceMaker Self-Determination Assessment, which is a pre-post tool to measure student progress and changes made in the student's educational environment.

- The *Take Action* video (10 minutes) introduces the *Take Action* process by showing four students' goals and plans and how they accomplished them.

- A teacher's manual provides background information, assessments, and detailed lesson plans. The lessons include a variety of activities to teach the *Take Action* process.

- Student worksheets are included for duplication. Multiple examples of student goals are provided to help students learn the process before applying it to their own goals.

- *Take Action* Modified Lessons for students who need a simpler process for planning and accomplishing goals.

Student Prerequisite Skills

Take Action may be used for students with a variety of skill levels. This includes general education students as well as those with different disabilities including learning disabilities, mental retardation, or emotional and behavioral problems. The lessons are designed primarily for students at the middle and high school levels, although some teachers have adapted the materials to use at the upper elementary level. The lessons involve some reading and writing activities. Adaptations may be made for students who cannot read or write.

Time Involved, Instructional Grouping, and Setting

Take Action contains eight sequential lessons that can be taught in eight 45- to 60-minute sessions. In the lessons, students learn the *Take Action* process for accomplishing goals. The lessons need to be completed over a two week time period so students have time to work on their plans before they evaluate the plans and actions to make adjustments. Once the students learn the process, they must use it on an ongoing basis with a variety of goals, across many settings. This ongoing emphasis must occur for the *Take Action* skills to be generalized and maintained.

The lessons may be taught in small groups or full classes. Because students are learning a process that can be applied to any content area, the *Take Action* lessons may be taught in *any* class.

Lesson Features

In each lesson the following information is provided:

- ChoiceMaker Curriculum goals and objectives

- Lesson location

- Estimated time

- Materials needed

- Lesson overview

- Lesson summary

- Detailed lesson plans

- Teacher answer key for student worksheets

Lesson Structure

Take Action follows a model, lead, test approach to instruction. Each lesson contains the following parts:

- Cumulative review of previous steps

- Lesson preview and vocabulary instruction

- Student examples from the *Take Action* video that model each step

- Sample goals and plans are provided for guided practice for each step of the process

- Practice opportunities so students can apply the *Take Action* process

- Evaluation in which students demonstrate the step

Required Preparation

Teachers will need to read each lesson and learn the general steps before teaching the lessons. Most of the materials needed for each lesson are provided. The teacher will need to make transparencies and copies of worksheets. Many additional activities are provided in the teacher's manual for each lesson. The lessons may be taught in any location, but the sequence and instruction provided in the teacher's manual should be followed.

Some additional preparation is required for each lesson such as securing a VCR and monitor, making copies of each student's worksheets, and making overhead transparencies.

Performance Evaluation

Performance evaluation occurs in the following ways:

- Administration of the ChoiceMaker Self-Determination Assessment before instruction begins and at the end of the school year provides a picture of the students' growth through the *Take Action* process.

- At the end of each lesson students demonstrate competence in the skill taught in that lesson.

- A cumulative quiz demonstrates knowledge competency.
- Students apply the process to their own goals and evaluate their results.

Modified Lessons

The *Take Action* Modified Lessons provide four lessons to teach students a simpler planning and goal attainment process. In these lessons students choose a short-term goal, one that may be able to be accomplished in a day or two. They learn three plan parts: strategy, schedule, and support. They act on their plans and then evaluate and adjust their plans and the action that they took.

Research and Field Testing

The ChoiceMaker Curriculum lesson packages, including *Take Action*, underwent extensive field-testing during their development. Students and teachers from 14 high schools and middle schools across nine school districts provided detailed feedback about the effectiveness of the lessons. The lessons were taught in general education and special education classes, as well as in self-contained programs for students with emotional problems. A wide variety of students participated in the field testing: students without disabilities, students at risk of dropping out, and students with learning disabilities, behavior and emotional problems, and developmental disabilities. The input from all these students and teachers was incorporated into the present lessons.

German, Martin, Huber Marshall, and Sale (1998) found that the *Take Action* process (using *Take Action* Modified Lessons) significantly increased goal attainment. Six high school students with mild mental retardation who attended a suburban high school participated in the study. Using a multiple baseline design across the six students, their daily goal attainment significantly increased to 100% following instruction with the *Take Action* process. By learning how to make adjustments in the goal attainment process, each student not only attained his or her goals but learned to select realistic goals.

References

Field, S. & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, *17*(2), 159-169.

Field, S., Martin, J.E., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A practical guide for teaching self-determination.* Reston, VA: Council for Exceptional Children.

Garfield, G. (1986). *Peak performers: The new heroes of American business*. New York: Avon.

Gerber, P.J., Ginsberg, R., & Reiff, H.B. (1992). Identifying alterable patterns in employment success for highly successful adults with learning disabilities. *Journal of Learning Disabilities*, *25*, 475-487.

German, S.L., Martin, J.E., Huber Marshall, L., & Sale, R.P. (1999). *Self-determination: The effectiveness of teaching goal attainment with the Take Action process.* Manuscript submitted for publication.

Halpern, A.S. (1994). The transition of youth with disabilities to adult life: A position statement of the Division on Career Development and Transition, The Council for Exceptional Children. *Career Development for Exceptional Individuals*, *17*, 115-124.

Hill, N.H. (1960). *Think and grow rich*. New York: Fawcett Crest.

Hill, N.H. & Stone, W.C. (1987). *Success through a positive mental attitude*. New York: Prentice-Hall.

Martin, J.E. & Huber Marshall, L. (1995). ChoiceMaker: A comprehensive self-determination transition program. *Intervention In School and Clinic*, *30*(3), 147-156.

Martin, J.E., Huber Marshall, L., & Maxson, L. (1993). Transition policy: Infusing student self-determination and self-advocacy into transition programs. *Career Development for Exceptional Individuals*, *16*(1), 53-61.

Mithaug, D.E. (1991). *Self-determined kids: Raising satisfied and successful children*. Lexington, MA: D.C. Health and Co.

Mithaug, D.E. (1993). *Self-regulation theory: How optimal adjustment maximizes gain*. Westport, CT: Praeger Publishers.

Mithaug, D.E., Martin, J.E., Agran, M., & Rusch, F.R. (1987). Adaptability instruction: The goal of transitional programming. *Exceptional Children*, *53*, 500-505.

Roessler, R.T., Brolin, D.E., & Johnson, J.M. (1990). Factors affecting employment success and quality of life: A one year follow-up of student in special education. *Career Development for Exceptional Individuals*, *113*, 95-107.

Schloss, P.J., Alper, S., & Jayne, D. (1993). Self-determination for people with disabilities: Choice, risk, and dignity. *Exceptional Children*, *60*, 215-225.

Sitlington, P.L. & Frank, A.R. (1993). Success as an adult - Does gender make a difference for graduates with mental disabilities. *Career Development for Exceptional Individuals*, *16*, 171-182.

Sitlington, P.L., Frank, A.R., & Carson, R. (1993). Adult adjustment among graduates with mild disabilities. *Exceptional Children*, *59*, 221-233.

Wagner, M., Newman, L., D'Amico, R., Jay, E.D., Butler-Nailin, P., Marder, C., & Cox, R. (1991). *Youth with disabilities: How are they doing?* Menlo Park, CA: SRI International.

Walker, R. & Bunsen, T.D. (1995). After high school: The status of youth with emotional and behavioral disorders. *Career Development for Exceptional Individuals*, *18*, 97-107.

Ward, M.J. (1988). The many facets of self-determination. *National Information Center for Children and Youth with Handicaps: Transition Summary*, *5*, 2-3.

Ward, M.J. & Halloran, W.J. (1989). Transition to uncertainty: Status of many school leavers with severe disabilities. *Career Development for Exceptional Individuals*, *12*(2), 71-81.

Wehman, P. (1992). *Life beyond the classroom: Transition strategies for young people with disabilities*. Baltimore: Brookes Publishing.

Wehmeyer, M.L. (1992). Self-determination: Critical skills for outcome-oriented transition services. *The Journal for Vocational Special Needs Education*, *15*, 3-9.

William T. Grant Foundation. (1988). *The Forgotten Half: Pathways to success for America's youth and young families*. Washington, DC: Author.

The Lessons

Introducing the *Take Action* Process

Purpose

To introduce the *Take Action* process for accomplishing goals and to teach students how to break long-term goals into short-term goals.

General Information

In this lesson students are introduced to the *Take Action* process for accomplishing goals. Students learn to break long-term goals into short-term goals. In later lessons they will learn to use the *Take Action* steps (plan, act, evaluate, adjust) to accomplish their short-term goals.

Strand

"Taking Action"

Goals

- Student Plan
- Student Action
- Student Evaluation
- Student Adjustment

Objectives

- Break long-term goals into short-term goals
- Plan standard, feedback, motivation, strategies, support, schedule
- Act on standard, feedback, motivation, strategies, support, schedule
- Evaluate standard, feedback, motivation, strategies, support, schedule
- Adjust standard, feedback, motivation, strategies, support, schedule

Location

School

Estimated Time

40 minutes

Materials

- Overhead projector
- Take Action Steps worksheet for each student
- Two blank Breaking Down Long-Term Goals transparencies
- Breaking Down Long-Term Goals worksheet for each student
- Roland Coaster's Breaking Down Long-Term Goals transparency
- Roland Coaster's Breaking Down Long-Term Goals worksheet for each student
- Folder or notebook for each student's work

Lesson Overview

- The *Take Action* steps (plan, act, evaluate, and adjust) are introduced.
- Students learn the difference between long-term and short-term goals.
- As a group, students break down a sample long-term goal into possible short-term goals.
- Individually, students break down a sample long-term goal into possible short-term goals.

Lesson Summary

A. Introduction and overview
B. Introduce the *Take Action* process
C. Reflect on *Take Action* steps and past goals
D. Review worksheet
E. Define long-term goals and short-term goals
F. Break "Physically Fit" long-term goal into short-term goals
G. Put short-term goals in sequence
H. Guided practice: break Roland Coaster's long-term goals into short-term goals
I. Independent practice: breaking long-term goals into short-term goals
J. Review today's lesson

A.

Introduction and Overview

- Present the following information.

  – Today we are going to talk about a way to accomplish goals.

  – What are goals?

ANSWER
Goals are what you want to do.

- Ask students the following questions to demonstrate the need for the *Take Action* process to accomplish goals.

  – How many of you have ever set goals?

  – What goals did you accomplish?

SAMPLE RESPONSES
Got a stereo
Got a job
Passed a test

  – How did you feel?

SAMPLE RESPONSES
Good
Happy
Independent

  – Has anyone ever set goals but couldn't make them happen?

  – What goals did you not accomplish?

SAMPLE RESPONSES
Get class project done on time
Lose weight
Get a great car
Control my temper

– How did you feel when you didn't accomplish your goal?

S A M P L E   R E S P O N S E S
Frustrated
Depressed
Angry

– Why didn't you get the results you wanted?

S A M P L E   R E S P O N S E S
Too hard to do
No money
No time
Someone else's fault

– Wouldn't it be nice if you could accomplish more of your goals?

B.

Introduce the *Take Action* Process

- Present the following information.
  - In these lessons you will learn how to complete four steps to help you accomplish your goals.
  - These four steps are called the *Take Action* process.
- Write each step on the board or overhead as you introduce it.
  - The **first** step is to make a *plan*.
  - A plan describes what I'm going to do.
  - What's a plan?

A N S W E R
What you are going to do

  - The **second** step is *act*.
  - That's when I do what's on my plan.
  - What do I do for the second step, act?

ANSWER

You do what's on your plan.

– The **third** step is *evaluate*.

– When I evaluate, I think about how my plan and actions worked.

– What do I do when I evaluate?

ANSWER

You think about how your plan and action worked.

– The **fourth** step is *adjust*.

– When I adjust, I look at what changes I need to make so my plan and action will work better.

– What do I do when I adjust?

ANSWER

You look at what changes you need to make.

C.

Reflect on *Take Action* Steps and Past Goals

• Conduct a discussion using the following questions.

– Now that we have looked at the steps of the *Take Action* process, think about the goals you said you had trouble accomplishing.

– Did you make a plan?

– What was your plan?

– Did you act on your plan?

– Did you evaluate your plan and action?

– Did you make any adjustments?

– Completing these steps will help you accomplish difficult goals.

D.

Review Worksheet

- Hand out the Take Action Steps worksheet.

- Discuss the order of the *Take Action* steps for accomplishing goals.

- Ask students to write them in the correct order on the worksheet.

  – What is the first step in the *Take Action* process?

A N S W E R
Make a plan

  – Right, you make a plan.

  – Once you have a plan what is the second step?

A N S W E R
Act

  – Good, you put the plan into action.

  – After you act on your plan you need to look at how your plan and action worked.

  – What is the third step?

A N S W E R
Evaluate

  – Yes, you evaluate what worked and what didn't work.

  – After you evaluate what worked and what didn't work, what's the last step?

A N S W E R
Adjust

  – Right, you adjust or make changes for anything that didn't work so you have a better chance of accomplishing your goal.

E.

Define Long-Term Goals and Short-Term Goals

- Present the following information.

  – Before we can start using the steps of the *Take Action* process, we need to look at goals.

  – Some goals take a long time to accomplish.

  – Let's say my goal is to become physically fit.

  – It may take a long time to accomplish this goal, so this is a long-term goal.

  – Why is this a long-term goal?

    > **ANSWER**
    > Because it may take a long time to accomplish.

  – You have a better chance of accomplishing a goal if you break it into short-term goals.

  – Short-term goals can give you a place to begin.

  – The definition of short-term goals has two important parts:

    1. Short-term goals are smaller goals that lead to your long-term goal.

    2. You can start working on short-term goals this week.

  – What are short-term goals?

    > **ANSWER**
    > Smaller goals that lead to your long-term goal.

  – When can you start working on short-term goals?

    > **ANSWER**
    > This week

F.

Break "Physically Fit" Long-Term Goal Into Short-Term Goals

- On the transparency of Breaking Down Long-Term Goals, write the long-term goal: Be physically fit.

- Ask the following question.

  – My long-term goal is to be physically fit. What would be some short-term goals that would lead to this goal?

- Write the following example on the transparency.

E X A M P L E
Exercise regularly

  – How do you know this is a short-term goal for my long-term goal?

A N S W E R
Because it leads to your long-term goal and you can start working on it this week.

  – What are some other examples of short-term goals for this goal?

S A M P L E   R E S P O N S E S
Eat the right foods.
Get plenty of rest.

- Write examples on transparency.

- KEEP TRANSPARENCY FOR LESSON 4.

G.

Put Short-Term Goals in Sequence

- Present the following information.

  – Some long-term goals need lots of short-term goals.

  – Some only need a few short-term goals.

  – Sometimes short-term goals need to be done in a specific sequence.

– For instance, if my long-term goal was to get a job and my short-term goals were to (1) interview; (2) fill out job applications; (3) find out about job openings; and (4) create résumé, is there a certain sequence in which I need to do my short-term goals?

> ANSWER
>
> First, find out about job openings.
>
> Second, create résumé.
>
> Third, fill out applications.
>
> Fourth, interview.

– For the goal, "To become physically fit," is there a short-term goal that needs to be completed first?

• Accept student answers but lead to this one because you will use it later as an ongoing example.

> ANSWER
>
> I can start by exercising.

• Review the following information.

– What is my long-term goal?

> ANSWER
>
> To become physically fit

– Why is that a long-term goal?

> ANSWER
>
> Because it will probably take me a long time to accomplish it.

– What is the definition of short-term goals?

> ANSWER
>
> They lead to the long-term goal and you can start working on them this week.

– What is one of my short-term goals?

ANSWER

To exercise regularly

– Why is this a short-term goal?

ANSWER

Because it leads to your long-term goal of getting physically fit and you can start working on it this week.

H.

Guided Practice: Break Roland Coaster's Long-Term Goals Into Short-Term Goals

- Hand out Roland Coaster's Breaking Down Long-Term Goals worksheet to each student.

- Put Roland Coaster's Breaking Down Long-Term Goals transparency on the overhead.

- Present the following information.

  – We're going to practice breaking long-term goals into short-term goals.

  – To do this, we're going to read Roland Coaster's story and look at some possible short-term goals for him.

- Ask a student to read Roland's story.

- Ask students to read Roland's long-term goal.

  – What is Roland's long-term goal?

  ANSWER

  Spend his birthday at the amusement park

  – Why is that a long-term goal?

  ANSWER

  Because it may take a long time to accomplish

  – What is the definition of a short-term goal?

  ANSWER

  It's a smaller goal that leads to the long-term goal, and you can start working on it this week.

– What would be some short-term goals for going to the amusement park? (Write on transparency.)

> EXAMPLES
>
> Invite friends to go with him.
>
> Get information about the amusement park. *(Make sure this one is included. It will be used in examples later).*
>
> Arrange transportation to the park.

– Good, each of these short-term goals lead to the long-term goal.

– You can start on them this week.

– Do these short term goals need to be done in any sequence?

> ANSWER
>
> Yes, he should get information about the park first.
>
> He needs the information so he can tell his friends about the price and other details.

- KEEP TRANSPARENCY FOR LESSON 4.

I.

Independent Practice: Breaking Long-Term Goals Into Short-Term Goals

- Hand out a blank copy of the Breaking Down Long-Term Goals worksheet to each student.

- Put blank Breaking Down Long-Term Goals transparency on the overhead.

  – Now you will try breaking a long-term goal into short-term goals on your own.

  – You will all use the same long-term goal.

  – The long-term goal is "Get good grades in class."

- Ask students to choose a class in which they want to improve their grade.

- Instruct students to write the long-term goal on their worksheets.

- Write "Get good grades in class" on the transparency.

- Ask students to write some short-term goals for that long-term goal on their worksheets.

EXAMPLES
Turn in homework
Read assignments
Take notes in class

- Ask students to look at their short-term goals and answer the questions at the bottom of the page.

  – Are your short-term goals smaller goals that will lead to your long-term goal?

  – Are your short-term goals ones you can begin working on this week?

- Ask students to tell you their short-term goals.

- Write them on the overhead.

- Critique short-term goals by asking the questions at the bottom of the Breaking Down Long-Term Goals page.

- Guide students if changes need to be made.

- Ask students to decide if the short-term goals need to be completed in a certain sequence. If they do, number them.

- Ask several students to share their responses.

- KEEP TRANSPARENCY FOR LESSON 5.

J.
Review Today's Lesson

– What is a long-term goal?

ANSWER
A goal that will take a long time to accomplish.

– What is a short-term goal?

ANSWER

A smaller goal that leads to the long-term goal and one you can start working on this week.

– What are the four steps to the *Take Action* process?

ANSWERS

plan, act, evaluate, adjust

– In the next lesson we will talk about the parts of the plan to accomplish a short-term goal.

Take Action Steps
Steps for Accomplishing a Goal

Name _____   Date _____

Write the steps in the correct order on the blanks.

STEPS: Act   Adjust   Plan   Evaluate

1. _____

2. _____

3. _____

4. _____

Breaking Down Long-Term Goals

Name _____   Date _____

Long-Term Goal   *What you want to accomplish*

Write your long-term goal in the box below.

Short-Term Goals

Smaller goals leading to your long-term goal you can start working on this week

Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no

Is the short-term goal one you can work on this week?   yes   no

Sequence

Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.

Roland Coaster's
Breaking Down Long-Term Goals

Roland Coaster's Story

Roland wants to spend his birthday with his friends at Joy Rides Amusement Park. He went there with his friend John on John's birthday and it was really fun. The problem is Roland doesn't know how to get there, when it's open, or how much it costs. To go, he'll need to get that information.

Long-Term Goal   *What you want to accomplish*

Write your long-term goal in the box below.

Spend my birthday at the amusement park

Short-Term Goals

Smaller goals leading to your long-term goal you can start working on this week

Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no

Is the short-term goal one you can work on this week?   yes   no

Sequence

Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.

Roland Coaster's
Breaking Down Long-Term Goals

Answer Key

Roland Coaster's Story

Roland wants to spend his birthday with his friends at Joy Rides Amusement Park. He went there with his friend John on John's birthday and it was really fun. The problem is Roland doesn't know how to get there, when it's open, or how much it costs. To go, he'll need to get that information.

Long-Term Goal *What you want to accomplish*

Write your long-term goal in the box below.

> *Spend my birthday at the amusement park*

Short-Term Goals

Smaller goals leading to your long-term goal you can start working on this week

Write your short-term goals in the boxes below.

Invite friends to go with me	*Get information about the amusement park*	*Arrange transportation to the park*	

_____ 1 _____

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no

Is the short-term goal one you can work on this week?   yes   no

Sequence

Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.

L E S S O N
2

Introducing the Plan Parts

Purpose

The first step of the *Take Action* process is to make a plan. The purpose of this lesson is to teach students how to develop a plan to accomplish their goals.

General Information

Students are introduced to this process by viewing a ten-minute video called *Take Action*. This video shows students developing plans and working on goals. The students in the video assisted in writing and creating the video. The goals you see them working on in the video are goals from their own lives. In this lesson, students learn four of the six plan parts necessary to accomplish their goals. There is a learning activity for each plan part. The other two plan parts are taught in Lesson 3.

Strand

"Taking Action"

Goals

Student Plan

Objectives

- Establish standard for short-term goals
- Determine motivation to complete specific goals
- Determine strategies for completing specific goals
- Prioritize and schedule to complete short-term goals

Location

School

Estimated Time

60 minutes

Materials

- Overhead projector
- TV/VCR
- *Take Action* video
- Rewards (e.g., candy) (Optional)
- Blank transparency or chalkboard
- Short-Term Goal: Exercise Regularly transparency
- Take Action Plan Parts transparency
- Take Action Plan Parts worksheet for each student

Lesson Overview

- Students view a ten-minute video showing the six parts of a plan to accomplish a goal.
- Students complete activities that demonstrate the first four parts of a plan.

Lesson Summary

A. Set up motivation demonstration
B. Review long-term and short-term goals
C. Review *Take Action* steps
D. Introduce and show *Take Action* video
E. Teach "standard"
F. Teach "motivation"
G. Teach "strategy"
H. Teach "schedule"
I. Review

A.

Set up Motivation Demonstration

- Tell the students that everyone who actively participates today will get candy (or other reward of your choice).

(**Note:** This sets up the example for external motivation in section F.)

B.

Review Long-Term and Short-Term Goals

- Review long-term goals.
  - What are goals?

A N S W E R
What you want to accomplish

  - One example of a long-term goal we discussed in the last lesson was to be physically fit.
  - Why is that a long-term goal?

A N S W E R
Because it takes a long time to accomplish it

  - What is a short-term goal?

A N S W E R S
Smaller goals that lead to your long-term goal
Goals you can work on this week

  - What were some of the short-term goals for the long-term goal of being physically fit?

A N S W E R S
Exercise regularly
Eating well
Getting enough sleep

C.

Review *Take Action* Steps

- Ask students the following questions.

– What is the name of the process you can use to accomplish goals?

A N S W E R
Take Action

– List the four steps in the *Take Action* process.

• Write them on a blank transparency or on chalkboard.

A N S W E R S
plan, act, evaluate, adjust

D.
Introduce and Show *Take Action* Video

• Present the following information.

– Today we are going to learn how to make a plan for accomplishing goals.

– We are going to watch a ten-minute video that introduces the *Take Action* process and describes how you can develop a plan to help you accomplish your goals.

– The plan has six parts.

– The six parts are shown in a video using animation.

– As you watch the video, pay attention to the animation.

• After watching the video, have students recall the plan parts they remember.

E.
Teach "Standard"

• Hand out a Take Action Plan Parts worksheet to each student and put the transparency on the overhead.

• Define standard.

– The first part of a plan is the standard.

– The standard is what you will be satisfied with.

- Remember in the video animation when the car radio broke and the driver wanted to replace it?

- He had to decide if he wanted the $25, $250, or $25,000 radio.

- People may have the same goal but different standards.

- Show the transparency, Short Term Goal: Exercise Regularly.

  - All three of these people have the same short-term goal, to exercise regularly, but each has a different standard.

  - Each person will be satisfied with something different.

- Give an example of the standard for each person.

- Write the standard by each picture on the transparency.

Runner

- The runner's standard tells at what level she wants to accomplish her goal.

- Her standard is to run 20 miles per week.

- Why is that her standard?

ANSWER
Because that's what she will be satisfied with.

Weight lifter

- His standard tells when he wants to accomplish his goal.

- His standard is to be able to lift 130 pounds by July 15.

- Why is that his standard?

ANSWER
Because that's what he will be satisfied with.

Man walking his dog

- His standard qualifies how he would like to meet his goal.

- His standard is to have a peaceful walk with his dog each day.

- Why is that his standard?

ANSWER
Because that's what he will be satisfied with.

- Put the transparency Take Action Plan Parts on the overhead.

- Introduce the question for standard.

  - For each part of the plan, turn the definition into a question you will ask yourself when making a plan.

  - For standard ask yourself, "What will I be satisfied with?"

  - Find the word "Standard" on the worksheet.

- Write the question next to the word "Standard" on the transparency.

- Ask students to write the question next to the word "Standard" on their worksheets.

F.
Teach "Motivation"

- Define motivation.

  - The second part of the plan is motivation.

  - Motivation is why you want to meet your standard and accomplish your goal.

  - Remember in the video animation the driver wanted to fix up his car to win a trophy.

- Ask students why they are participating in the lesson today.

S A M P L E   R E S P O N S E S
For the candy (or other reward)
To do well in class
To learn something

- Explain the different types of motivation.

  – Internal motivation—motivation that comes from inside you, such as your desire to learn something in class.

  – External motivation—motivation that comes from outside of you as a result of your performance, like a reward (the candy for participating in today's class or approval from your parents).

- Put transparency of people exercising on overhead.

- Give students examples for the motivation for these people to meet their goals and standards.

- Write each by the picture on the transparency.

Weight lifter

  – His standard is to be able to lift 130 pounds by July 15.

  – What could motivate him to do such a thing?

S A M P L E   R E S P O N S E S
He wants to win a weight lifting contest.
He wants big muscles.

  – So his motivation could be to have big muscles.

Runner

  – Remember her standard was to run 20 miles per week.

  – What could motivate her to do that?

She wants to run in a race.

She wants to feel like she has accomplished something.

Dog walker

– His standard was to have a peaceful walk with his dog every day.

– What might motivate him to do that?

He wants to reduce his stress by walking.

He wants to spend time with his dog and give his dog some exercise.

• KEEP TRANSPARENCY FOR LESSON 3.

• Introduce the question students will ask themselves for motivation.

– The question to ask yourself when identifying your motivation is, "Why do I want to do this?"

• Ask students to look at the Take Action Plan Parts worksheet and put the transparency on the overhead.

– Find the word "Motivation" on the worksheet.

• Write the question next to "Motivation" on the overhead.

• Ask students to write the question next to "Motivation" on their worksheets.

G.
Teach "Strategy"

• Define strategy.

– The next part of the plan is strategy.

– Strategy is the method you use to accomplish your goal and meet your standard.

– Remember in the video animation, the driver needed a strategy to get around the giant dinosaur.

- He used a map to find a route around the dinosaur.

- That was his strategy.

• Write a social security number on the overhead or chalkboard.

• Conduct strategy activity.

- You have three minutes to memorize the number.

• After one minute ask students to stop.

- Memorizing the number wasn't important.

- The method you used to memorize the number was an example of a strategy.

- What method did you use to memorize the number?

SAMPLE RESPONSES
Saying it over and over
Writing it down
Looking for patterns in the number like 2-4-6

- Saying a number over and over again is a method someone may use to memorize the number.

- It's a strategy for memorizing a number.

• Give students examples of strategies for the regular exercisers.

- A strategy the runner may use is to run four miles every weekday before work and rest on the weekends.

- Why is this a strategy?

ANSWER
Because it is a method she uses to meet her goal and standard of running 20 miles per week.

- Ask students for strategies the weight lifter might use.

SAMPLE RESPONSES
Work out three times per week
Start with lighter weights and gradually increase repetitions and weight
Eat a high carbohydrate diet

  – Why are these strategies?

ANSWER
Because they are methods he uses to meet his goal and standard

- Introduce the strategy question students will ask themselves.

  – The question you ask yourself when deciding on your strategy is, "What methods will I use?"

- Ask students to look at the Take Action Plan Parts worksheet and put the transparency on the overhead.

  – Find the word "Strategy" on the worksheet.

- Write the question next to "Strategy" on the overhead.

- Ask students to write the question next to "Strategy" on their worksheets.

- KEEP TRANSPARENCY FOR LESSON 3.

H.
Teach "Schedule"

- Define schedule.

  – Schedule is when you will do your strategy or work on your goal.

  – Remember in the video animation the driver wanted to get his car ready for the car show.

  – He wrote on his calendar what he was going to do on his car each day.

- – For example, Friday he planned to fix the mirror.
- Use the body builder as an example.
  - – What schedule might the body builder follow to meet his goal of exercising regularly?

ANSWER
Work out Mondays, Wednesdays, and Fridays after school

  - – Why is that his schedule?

ANSWER
Because it is when he will work on his goal

- Introduce going to prom as a scheduling example.
  - – What if your goal was to go to prom?
  - – What might you need to schedule to get ready for prom?
  - – When would you need to do each task?

SAMPLE RESPONSES
Ask someone to go with you (one month before the dance)
Order flowers (two weeks before the dance)
Order dress or tux (one month before the dance)
Buy prom tickets (when they go on sale)
Make restaurant reservations (one week before the dance)

  - – Why is this your schedule?

ANSWER
It tells when you will do these things

- Introduce the question.
- Put the Take Action Plan Parts transparency on the overhead and ask students to look at their worksheets.
  - – Find the word "Schedule" on the worksheet.

- – When you write your schedule you ask yourself, "When will I do this?"

- Write the question next to "Schedule" on the overhead.

- Ask students to write the question next to "Schedule" on their worksheets.

I.
Review

- Review the questions for each of the first four parts.

  - – What is the question you ask yourself when you write your standard?

    > **A N S W E R**
    > What will I be satisfied with?

  - – What is the question you ask yourself when you write your motivation?

    > **A N S W E R**
    > Why do I want to do this?

  - – What is the question you ask yourself when you write your strategy?

    > **A N S W E R**
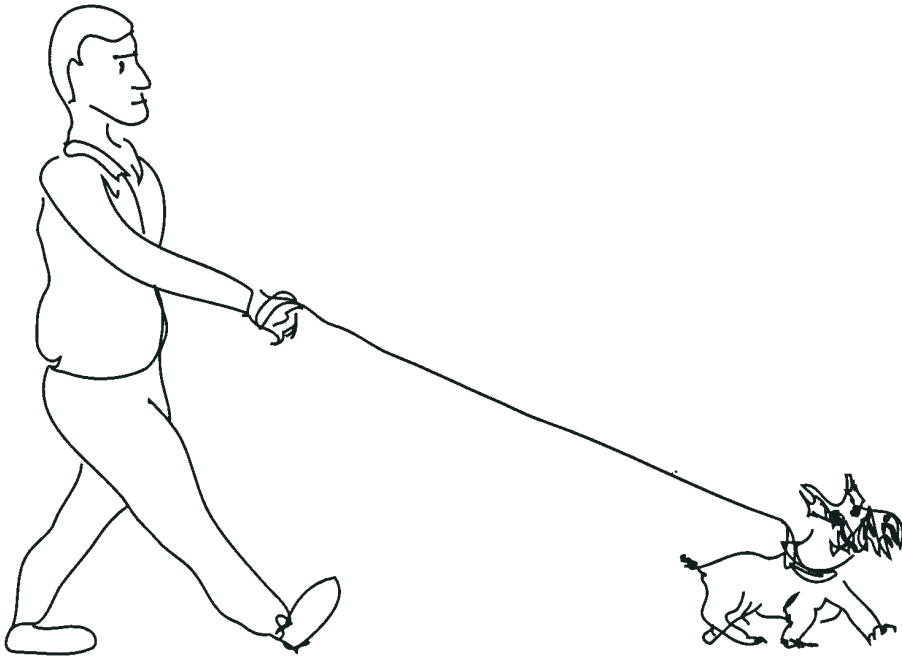   > What method will I use?

  - – What is the question you ask yourself when you write your schedule?

    > **A N S W E R**
    > When will I do this?

- Preview the next lesson.

  - – In the next lesson you will learn the last two parts of a plan: support and feedback.

- Collect worksheets or have students keep them in a folder for all *Take Action* materials.

Short-Term Goal: Exercise Regularly

Take Action Plan Parts

Name _____ Date _____

Directions

On the lines below, write the question you will ask yourself when you are completing each part of your plan. Remember, your plan is the first step in the *Take Action* process to accomplish your goal.

Plan Parts   Question I ask myself

Standard _____

Motivation _____

Strategy _____

Schedule _____

FRIDAY
Fix
Broken
Mirror
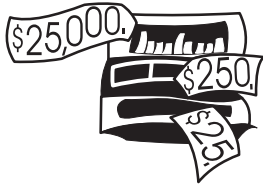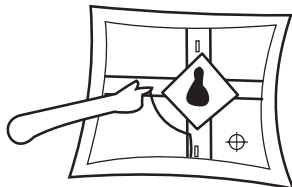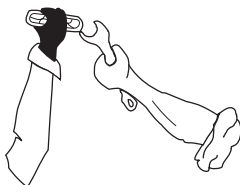
Support _____

Feedback _____
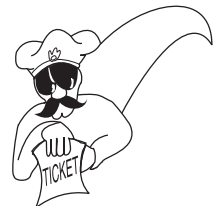
3

Continuing the Plan Parts

Purpose

The first step of the *Take Action* process is to make a plan. The purpose of this lesson is to teach students the last two plan parts for accomplishing goals.

General Information

In this lesson students learn the last two plan parts necessary to accomplish their goals. There is an activity for each plan part. The first four plan parts were taught in Lesson 2.

Strand

"Taking Action"

Goals

Student Plan

Objectives

- Determine support needed to complete short-term goals
- Determine how to get feedback from environment

Location

School

Estimated Time

60 minutes

Materials

- TV/VCR (Optional)
- *Take Action* video (Optional)
- Overhead projector
- Kristal's Breaking Down Long-Term Goals transparency
- Take Action Plan Parts student worksheets from Lesson 2
- Take Action Plan Parts transparency from Lesson 2
- Short-Term Goal: Exercise Regularly transparency from Lesson 2
- Feedback Activity Options
  Option 1
  - Set of shapes to trace for each student (make copies from template)
  - Tracing paper for each student
  - Hand mirrors for each student or for groups of students to share

  Option 2
  - Transparency of the shapes to trace
  - Transparency markers
- Kristal's Take Action (page 1) transparency
- Take Action Review worksheet for each student

Lesson Overview

- Students complete activities that demonstrate the last two parts of a plan.
- Students review a student plan from the video.
- Students match the plan parts to the appropriate question.

Lesson Summary

A. Review Kristal's long-term and short-term goals
B. Review the *Take Action* steps: standard, motivation, strategy, and schedule
C. Teach "support"
D. Teach "feedback"
E. Review Kristal's plan from the video
F. Review questions for each plan part

A.

Review Kristal's Long-Term and Short-Term Goals

- Review long-term goals.
  - What are goals?

ANSWER
What you want to accomplish

- Optional—show the video section of Kristal again.
- Put Kristal's Breaking Down Long-Term Goals transparency on the overhead.
  - We're going to look at Kristal's long-term goal from the video.
  - Her long-term goal was to get her driver's license.
  - Why was this her long-term goal?

ANSWER
Because it may take her a long time to accomplish it

  - What is a short-term goal?

ANSWER
Smaller goals that lead to your long-term goal
Goals you can work on this week

  - What are some of the short-term goals for her long-term goal?

ANSWERS
To take the written driving test
To learn to drive
To get car insurance

- Write responses on the transparency.
  - Which one was she working on in the video?

ANSWER
Learning to drive

– At the time of the video she had already passed the written test and had her permit.

– Later in this lesson we will look at the plan she used to accomplish her goal.

B.

Review the *Take Action* Steps: Standard, Motivation, Strategy, and Schedule

• Review the *Take Action* steps.

– List the four steps in the *Take Action* process.

A N S W E R S
plan, act, evaluate, adjust

– Last time you learned the first four parts of a plan.

• Ask students to take out their Take Action Plan Parts worksheet.

• Review standard.

– The first part is standard.

– What is the question you ask yourself when you decide on your standard?

A N S W E R
What will I be satisfied with?

• Review motivation.

– The second part is motivation.

– What is the question you ask yourself when you identify your motivation?

A N S W E R
Why do I want to do this?

• Review strategy.

– The third part is strategy.

– What is the question you ask yourself when you decide on your strategy?

ANSWER
What methods will I use?

- Review schedule.

    – The fourth part is schedule.

    – What is the question you ask yourself when you decide on your schedule?

ANSWER
When will I do this?

C.
Teach "Support"

- Define support.

    – Support is help provided by other people or things. It is help that comes from outside you.

    – Remember in the video animation parts of the car started breaking.

    – The tow truck came and mechanics helped fix the mirror. This was support that the driver needed.

- Give an example of support using the runner.

    – The runner may need the support of her alarm clock to wake her up early enough to run before work.

    – Another support she could use is having a friend come by to run with her.

    – Why are these supports?

ANSWER
Because they give her the help she needs

    – What support might the weight lifter need?

> **SAMPLE ANSWERS**
>
> Personal trainer
> Spotter
> Mom to pay for gym

– Why are these supports?

> **ANSWER**
>
> Because they give him the help he needs to accomplish his goal and meet his standard.

- Introduce the question.

- Put the Take Action Plan Parts transparency on the overhead projector and ask students to look at their worksheets.

  – Find the word "Support" on your worksheet.

  – When you think about support you ask yourself, "What help do I need?"

- Write the question next to "Support" on the transparency.

- Ask students to write the question next to "Support" on their worksheets.

- Ask students the following question.

  – What kind of support might you need in school?

> **SAMPLE ANSWERS**
>
> Study for test—ask teacher for a review sheet
> Problem with friend—see a counselor
> Poor at spelling—use a spell checker

D.

Teach "Feedback"

- Define feedback.

  – Feedback is information you get on your performance.

  – Remember in the video animation the driver started to drive very fast.

– The policeman stopped him and gave him a ticket.

– The policeman gave him information about his performance; he was driving too fast.

- Conduct feedback activity. (Option 1)

    – Hand out tracing paper, drawn shapes worksheet, and hand mirrors to students.

    – Instruct students to place a piece of tracing paper over the printed shape and trace one of the shapes by looking directly at the paper.

    – Instruct students to repeat this but this time hold the mirror perpendicular to the paper and trace the shape by looking only in the mirror.

- Conduct feedback activity. (Option 2)

    – Put Feedback Activity Shapes Template transparency on the overhead projector. Ask one student to look at the transparency and trace a shape.

    – Ask the student to trace another shape by looking at it on the screen, not looking at the transparency, while tracing the shape.

    – Ask students to talk about what happened.

        SAMPLE RESPONSE

        Students had no trouble tracing the shape when they looked directly at the shape on the transparency. They had a difficult time tracing it when they had to look at the shape in the mirror or on the overhead screen.

- Ask students to explain why that happened in terms of feedback.

> **SAMPLE RESPONSE**
>
> Looking at what you're tracing gives you feedback on your performance. It's easy to make a correction if you get off the line.
>
> When you used the mirror or looked at the screen to trace the shape, the feedback was backwards and confusing and it made the task harder. It was hard to stay on the line.

- Ask students what conclusions they can draw about feedback and a person's performance.

  > **SAMPLE RESPONSE**
  >
  > Getting good feedback can help your performance.

- Give students examples of how they could get feedback in different situations.

- Introduce getting feedback from other people.

  – In the activity you got feedback on how you were doing by watching the results.

  – Sometimes you get feedback from other people.

  – You need to choose the right people to give you feedback so that it's helpful feedback.

  – On the job your supervisor could give you information on your work performance.

  – Why wouldn't you ask your mother how you are doing on the job?

    > **ANSWER**
    >
    > Because she probably won't know how you are doing at work

  – For a research paper would you want to get feedback from friends who have never written a research paper?

> **ANSWER**
>
> No, because they wouldn't know what you were supposed to do so they couldn't give you helpful feedback on your performance

- Would you ask the teacher of the class for feedback on your research paper?

  > **ANSWER**
  >
  > Yes, because he or she could give you helpful information on your performance

- Introduce getting feedback by keeping records.

  - Another way you can get feedback is to keep track of how you are progressing toward your goal.

  - The runner might write on her calendar the number of miles she ran.

  - By the middle of the week she can see how close she is to meeting her standard and her short-term goal.

  - How could the weight lifter keep track of his progress toward his goal?

    > **ANSWER**
    >
    > He can keep a chart of the amount of weight he lifts each day.

  - If your short-term goal for improving grades is to turn in all your assignments, how could you keep track of that?

    > **ANSWER**
    >
    > Write assignments on your calendar and mark them off when they are completed.

- Introduce the question for feedback.

- Put the Take Action Plan Parts transparency on the overhead and ask students to look at their worksheets.

– Find the word "Feedback" on the worksheet.

– When you decide on your feedback you ask yourself, "How will I get information on my performance?"

• Write the question next to "Feedback" on the overhead.

• Ask students to write the question next to "Feedback" on their worksheets.

E.

Review Kristal's Plan From the Video

• Put the transparency of Kristal's Take Action (page 1) worksheet on the overhead.

– What was Kristal's long-term goal?

A N S W E R
To get her driver's license

– What was Kristal's short-term goal?

A N S W E R
To learn to drive

• Present Kristal's plan and write each part on the transparency.

– When Kristal made her plan to learn to drive, she first thought about her standard.

– What question did she ask herself to decide on her standard?

A N S W E R
What will I be satisfied with?

– What was Kristal's standard?

A N S W E R
Her standard was to get her driver's license by the time school started.

– What question did she ask herself to decide on her motivation?

> ANSWER
>
> Why do I want to do this?

– What was Kristal's motivation?

> ANSWER
>
> Kristal's motivation was to be able to drive herself places and not have to be picked up by her mother and brothers.

– What question did she ask herself to decide on her strategy?

> ANSWER
>
> What method will I use?

– What was Kristal's strategy?

> ANSWER
>
> Kristal's strategy was to practice driving with her mother.

– What question did she ask herself to decide on her schedule?

> ANSWER
>
> When will I do this?

– What was Kristal's schedule?

> ANSWER
>
> Kristal's schedule was to practice driving on her mom's days off, Wednesday and Sunday.

– What question did she ask herself to decide on her support?

> ANSWER
>
> What help do I need?

     – What was Kristal's support?

A N S W E R
Kristal's support was her mother driving with her.

     – What question did she ask herself to decide on her feedback?

A N S W E R
How can I get information on my performance?

     – What was Kristal's feedback?

A N S W E R
Kristal's feedback was what her mom said about her driving.

F.

Review Questions for Each Plan Part

- Hand out the review worksheet. Ask students to complete it matching the questions to the parts of a plan.

- Check worksheets to ensure all students have the correct responses.

- Preview next day's lesson.

     – In the next lesson you will critique some sample plans.

Kristal's Breaking Down Long-Term Goals

Name ___Kristal___   Date ___June 15___

Kristal's Story

Kristal is sixteen but she doesn't have her driver's license yet. Her mom has to drive her places and her brothers, who embarrass her, always want to ride along. She wants to get her license by the time school starts.

Long-Term Goal   *What you want to accomplish*

Write your long-term goal in the box below.

To get my driver's license

Short-Term Goals

Smaller goals leading to your long-term goal you can start working on this week

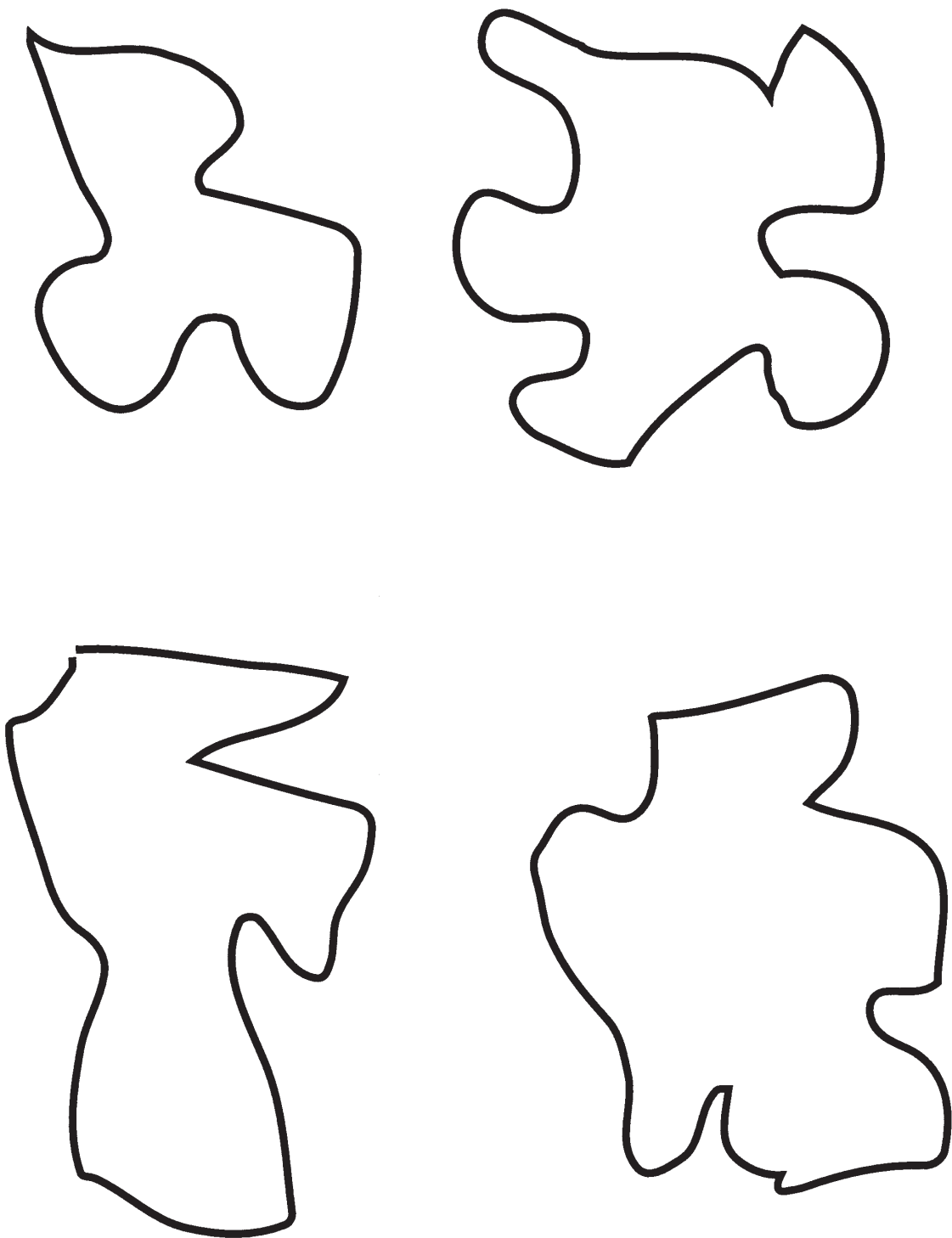Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no

Is the short-term goal one you can work on this week?   yes   no

Sequence

Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.

Feedback Activity - Shapes Template

Kristal's
Take Action (page 1)

Name Kristal

Date June 15

Long-Term Goal Get my driver's license

Short-Term Goal Learn to drive

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?

Kristal's
Take Action (page 1)

Name __Kristal__

Date __June 15__

Long-Term Goal __Get my driver's license__

Short-Term Goal __Learn to drive__

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get it by the time school starts	To go places by myself and not have my mom drive me	Practice driving with my mom	When Mom is available—Wednesday and Sunday afternoons	Mom and Richard	Hear what Mom says about my driving

Take Action Review

Name _____ Date _____

Find the question that explains each part of a plan. Write it under the correct part of the plan.

QUESTIONS

How will I get information on my performance?	What help do I need?	When will I do it?	What will I be satisfied with?	What methods should I use?	Why do I want to do this?

PARTS OF A PLAN

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK

L E S S O N

4

Critiquing Example Plans

Purpose

To provide students with examples of student plans and to teach students a method for critiquing plans and predicting whether a plan will work.

General Information

In this lesson, students learn criteria for each plan part. They critique two examples using the criteria.

Strand

"Taking Action"

Goals

Student Plan

Objectives

- Break long-term goals into short-term goals that can be completed in a week
- Establish standard for short-term goals
- Determine how to get feedback from environment
- Determine motivation to complete short-term goals
- Determine strategies for completing short-term goals
- Determine support needed to complete short-term goals
- Prioritize and schedule to complete short-term goals

Location

School

Estimated Time

60 minutes

Materials

- Overhead projector
- Take Action Plan Puzzle transparency
- Take Action Plan Puzzle worksheet for each student
- "Physically Fit" Breaking Down Long-Term Goals transparency from Lesson 1
- Buff's Take Action (page 1) worksheet for each student
- Take Action Plan Critique Transparency
- Roland Coaster's Breaking Down Long-Term Goals transparency from Lesson 1
- Roland Coaster's Take Action (page 1) worksheet for each student
- Take Action Plan Critique worksheet for each student

Lesson Overview

- Students read a sample student situation. The teacher models using the Take Action Plan Critique worksheet to critique each plan and predict how well each part will work.
- In pairs, students complete the same process for another sample student situation.

Lesson Summary

A. Review
B. Overview lesson
C. Review "Physically Fit" goal breakdown worksheet
D. Critique Buff's plan
E. Review Roland Coaster's goal breakdown worksheet
F. Critique Roland Coaster's plan in pairs
G. Preview next lesson

A.

Review

- Ask students to list the four *Take Action* steps for accomplishing goals.

A N S W E R S
plan, act, evaluate, adjust

- Ask students the difference between a long-term goal and a short-term goal.

A N S W E R S
A long-term goal is a goal that may take a long time to accomplish.
A short-term goal is a smaller goal that leads to your long-term goal.
You can work on the short-term goal this week.

- Hand out the Take Action Plan Puzzle worksheet.

- Ask students to write the part of the plan that matches each question and picture (from the animation in the video).

- When students have completed the worksheets, ask students to share their responses for each piece of the puzzle.

- Write the correct response on the overhead transparency of the worksheet.

- Ask students to correct their worksheets.

A N S W E R S
Schedule—When will I do this?
Motivation—Why do I want to do this?
Strategy—What methods will I use?
Support—What help do I need?
Feedback—How will I get information on my performance?
Standard—What will I be satisfied with?

B.

Overview Lesson

- Present the following information.

  – Before you write your own plan, we're going to read and discuss plans developed by other students.

  – First we will read a story about the person.

  – Then we will read their plan and decide on which parts of the plan we think will work and which parts won't work.

C.

Review "Physically Fit" Goal Breakdown Worksheet

- Put transparency of "Physically Fit" Breaking Down Long-Term Goals (from Lesson 1) worksheet on overhead.

- Ask students what the long-term and short-term goals were.

> ANSWERS
>
> The long-term goal was to be physically fit.
>
> The short-term goals were to exercise regularly, eat healthy foods, get plenty of rest (or whatever your class said in Lesson 1).

D.

Critique Buff's Plan

- Use the example of the weight lifter.

- Hand out copies of Buff's Take Action (page 1) worksheet.

- Ask someone to read Buff's story.

- Ask someone to read when Buff made his plan.

- Ask different students to read each part of the plan.

- Put the Take Action Plan Critique Transparency on the overhead.

- Model, using the critique sheet, how to evaluate the six parts of the plan.

(**Note:** Students may have different opinions about how well the different parts of the plan will work. It is important for students to provide a rationale for their responses.)

- Write on transparency as students offer responses.

- Critique standards.

- Ask the three questions about Buff's standard.

- Ask students to justify their responses.

> SAMPLE RESPONSES
>
> Is the standard too hard to reach?
>
> > Yes, because it will take a very long time to increase to 130 pounds. It took him from January until June to increase 50 pounds. He only has one and a half months to increase 30 pounds more.
>
> Is the standard too easy to reach?
>
> > No, it's too hard.
>
> Do you think this will be the right standard?
>
> > No, it's too hard.

- Critique motivation.

  – Will this help him work on his goal this week?

  > ANSWER
  >
  > Yes, because he wants to play football.

- Critique strategy.

  – Does he have the skills to do this strategy?

  > ANSWER
  >
  > Yes, because he has been lifting since January.

  – Has this strategy worked before?

  > ANSWER
  >
  > Yes, it sounds like he was using it all year.

  – Do you think this strategy will work?

ANSWER

Yes, because he has used it and has increased his weights by 50 pounds.

- Critique schedule.
  - Is there a set time to take action?

    ANSWER

    There are set days but not set times.

  - Can he handle this schedule?

    ANSWER

    Yes, he can lift weights three times a week.

  - Do you think this schedule will work?

    ANSWER

    Yes, if he schedules a regular time.

- Critique support.
  - Can he rely on this support?

    ANSWER

    He is not getting any support so he will have to rely on himself.

  - Will he need more support?

    ANSWER

    He may need more support.

  - If Buff was getting support from a person we'd ask, "Does the person have the skills to help you in this way?"
  - Again, if Buff had chosen to get support we'd ask, "Do you think this support will be helpful?"

- Critique feedback.

  – Does the person he is asking for feedback know about his standard and performance?

  > ANSWER
  >
  > No, the girlfriend can't tell by looking at him how he is doing or how much he can lift.

  – Does the feedback keep track of his performance and show how close he is to reaching his standard and goal?

  > ANSWER
  >
  > No, he doesn't have a way to track how much weight he is lifting.

  – Will he get feedback in time?

  > ANSWER
  >
  > He may get the feedback in time but it won't be helpful feedback.

  – Why won't this feedback be helpful?

  > ANSWER
  >
  > Knowing what his girlfriend thinks about how he looks won't be helpful in meeting his goal and standard.

- Discuss the last three questions.

  – What parts of the plan do you think will be most effective?

  > ANSWERS
  >
  > Motivation—he wants to play football
  >
  > Strategy—it seems to have worked for him during the summer

  – What plan parts do you think will be least effective?

> ANSWERS
>
> Standard—it's not realistic, too high
>
> Support—he will probably need some support
>
> Feedback—his girlfriend telling him how he looks won't be helpful

– What would be more effective in each of those parts?

> ANSWERS
>
> Standard—he could lift something more reasonable like 115 pounds
>
> Support— he could ask a friend who lifts weights to lift with him
>
> Feedback—he could get feedback from the coach or weight lifting instructor, or keep track on a chart or calendar the amount of weight he is lifting each time

E.

Review Roland Coaster's Goal Breakdown Worksheet

- Put the transparency of Roland Coaster's Breaking Down Long-Term Goals worksheet (from Lesson 2) on the overhead.

- Ask a student to read Roland's story.

- Ask students what his long-term and short-term goals were.

> ANSWERS
>
> His long-term goal was to spend his birthday at the amusement park.
>
> His short-term goals were to invite friends to go with him, get information about the amusement park, and arrange transportation to the park. (Use whatever your class said. They need to include a short-term goal of getting park information.)

- Ask students to discuss which of the short-term goals Roland needs to do first.

> ANSWER
>
> Get information about the amusement park.

F.

Critique Roland Coaster's Plan in Pairs

- Hand out Roland's Take Action (page 1) and a Take Action Plan Critique worksheet to each student.

- Ask different students to read each part of his plan.

- Ask students to work in groups of two.

- Give students an appropriate amount of time to answer the questions on the critique worksheet.

- Circulate and check for understanding.

- Ask students to come back to the large group and review their responses.

- Students might critique the plan differently; ask students to justify their responses.

> SAMPLE RESPONSES
>
> For his strategy, he may need to call the amusement park instead of asking a friend.
>
> He may need to be more specific about his schedule.

G.

Preview Next Lesson

- Present the following information.

  – In the next lesson, you will have a quiz over the definition of long-term and short-term goals, the *Take Action* steps, the parts of the plan, and the matching questions.

  – You will also learn to write a plan for a goal.

Take Action Plan Puzzle

Name _____ Date _____

Directions: Write the plan part in each box that matches the illustration and question.

Plan Parts

motivation   standard   support   strategy   schedule   feedback
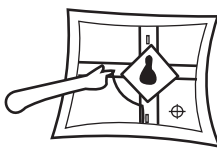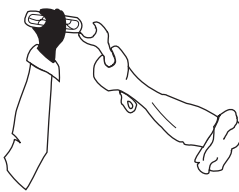
_____

FRIDAY
Fix
Broken
Mirror

When will I do it?

_____

Why do I want to do this?

_____

What methods will I use?

_____

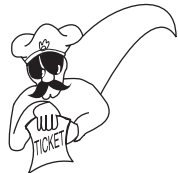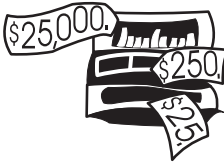What help do I need?

How will I get information on my performance?

What will I be satisfied with?

Buff's
Take Action (page 1)

Name _Buff_   Date _June 1_

Buff's Story

Buff is 16 years old and wants to go out for the football team. That's why he wants to be physically fit. He weighs 120 pounds. He started lifting weights in January. When he started he could bench press 50 pounds. He worked out three times per week and now he can bench press 80 pounds. Football tryouts are in the middle of July and he wants to be able to lift 130 pounds by then.

Long-Term Goal _Be physically fit_

Short-Term Goal _Exercise regularly_

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Bench press 130 pounds by mid July	Want to make the football team	Use lighter weights and gradually build up	Mondays, Wednesdays, Fridays	None	Ask my girlfriend how I look

Take Action Plan Critique Transparency

Short-Term Goal _____

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Is the standard too hard to reach?	Will this help you work on your goal this week?	Do you have the skills to do this strategy?	Is there a set time to take action?	Can you rely on this support?	If a person is giving you feedback, does the person know about your standard and performance?
Is the standard too easy to reach?		Has this strategy worked for you before?	Can you do this schedule?	Will you need more?	Does the feedback help you keep track of your performance and how close you are to meeting your goal?
Do you think this will be the right standard?		Do you think this strategy will work?	Do you think this schedule will work?	Does the person have the skills to help you in this way?	Will you get the feedback in time?
				Do you think this support will be helpful?	Do you think this feedback will be helpful?

What parts of the plan do you think will be most effective?

Why?

What parts of the plan do you think will be least effective?

Why?

What changes would you make in the plan?

Roland Coaster's
Take Action (page 1)

Name _Roland Coaster_   Date _June 23_

Roland's Story

Roland wants to spend his birthday with his friends at Joy Rides Amusement Park. He went there with his friend John on John's birthday and it was really fun. The problem is Roland doesn't know how to get there, when it's open, or how much it costs. To go, he'll need to get that information.

General Goal _Spend my birthday at the amusement park_

Specific Goal _Get information about the amusement park_

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get all the information about the amusement park: the cost and the times it is open, the location	I want to spend my birthday at the amusement park	Ask John to give me the information	I'll ask John when I see him in class	John will give me the information	Write down the information John gives me and see if I have everything I need

Take Action Plan Critique

Name (Planner) _____ Name (Critiquer) _____ Critique Date _____

Long-Term Goal _____

Short-Term Goal _____

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Is the standard too hard to reach?	Will this help you work on your goal this week?	Do you have the skills to do this strategy?	Is there a set time to take action?	Can you rely on this support?	If a person is giving you feedback, does the person know about your standard and performance?
Is the standard too easy to reach?		Has this strategy worked for you before?	Can you do this schedule?	Will you need more?	Does the feedback help you keep track of your performance & how close you are to meeting your goal?
Do you think this will be the right standard?		Do you think this strategy will work?	Do you think this schedule will work?	Does the person have the skills to help you in this way?	Will you get the feedback in time?
				Do you think this support will be helpful?	Do you think this feedback will be helpful?

What parts of the plan do you think will be most effective?

Why?

What parts of the plan do you think will be least effective?

Why?

What changes would you make in the plan?

LESSON

5

Writing a Plan

Purpose

To teach students to develop a plan to accomplish goals.

General Information

In this lesson students will develop a plan for accomplishing a goal. All students will use the same long-term goal but will develop their own short-term goals and plan. It works best for all the goals to be on a similar topic the first time students are writing their own plans. In later lessons students will use the process for goals of their choice.

Strand

"Taking Action"

Goals

Student Plan

Objectives

- Break long-term goals into short-term goals that can be completed now
- Establish standard for short-term goals
- Determine how to get feedback from environment
- Determine motivation to complete short-term goals
- Determine strategies for completing short-term goals
- Determine support needed to complete short-term goals
- Prioritize and schedule to complete short-term goals

Location

School

Estimated Time

60 minutes

Materials

- Overhead projector
- Take Action Quiz Lessons 1-4 for each student (3 pages)
- Breaking Down Long-Term Goals transparency for "Get good grades in class" completed in Lesson 1
- Each student's Breaking Down Long-Term Goals worksheet for "Get good grades in class" completed in Lesson 1
- Take Action (page 1) worksheet for each student
- Take Action Plan Critique worksheet for each student

Lesson Overview

- Students complete a quiz matching words and definitions, matching plan parts to the question, and critiquing a plan.
- Students individually develop a short-term goal and a plan for a class long-term goal.
- In pairs, students critique their plans.

Lesson Summary

A. Give quiz and review
B. Overview of today's lesson
C. Review Breaking Down Long-Term Goals worksheet for "Get good grades in class"
D. Complete "Get good grades in class" plan
E. Critique plan with a partner
F. Wrap up

A.

Give Quiz and Review

- Hand out a Take Action Quiz Lessons 1-4 (pages 1-3) to each student.

- Ask students to read the instructions for each part, then have them individually complete the quiz.

- When students have completed the quiz, collect and go over or have them correct their own.

ANSWERS

Part I.

Long-term goal (B): goal that takes a long time to accomplish

Short-term goal (E): a smaller goal you can start on right away and that leads to a long-term goal

Plan (A): decide what you will do

Act (D): take action on your plan

Evaluate (C): decide what worked and didn't work in your plan and action

Adjust (F): change anything that didn't work

Part II.

Standard (B): "What will I be satisfied with?"

Motivation (D): "Why do I want to do this?"

Strategy (E): "What methods will I use?"

Schedule (F): "When will I do this?"

Support (C): "What help will I need?"

Feedback (A): "How will I get information on my performance?"

Part III.

- Review Michelle's plan critique.

  – What parts of her plan do you think will be most effective and why?

SAMPLE RESPONSES

Motivation—she doesn't want to get grounded.

Standard—she needs a B on the test.

– What parts of her plan do you think will be least effective and why?

> **SAMPLE RESPONSES**
>
> Schedule—it might be too much material to study in one day and she might get tired and quit.
>
> Feedback—the feedback comes too late.

– What changes would you make in her plan?

> **ANSWERS**
>
> She may need strategies to study on her own.
>
> She probably needs to study more than just the night before the test.
>
> She could take a pretest to see how well she knows the material before she takes the actual test.

- Reteach concepts as necessary.

B.

Overview of Today's Lesson

- Give students an overview of the lesson.

  – Today you will write a plan for a long-term goal.

  – You will all use the same goal this time: Get good grades in class.

  – You will write something for each part of the plan.

  – In the future, you will use this process to accomplish your goals without writing each part down.

  – Writing the parts now will help you learn this thinking process.

  – We will be doing it this way several times so you can see what works for you.

  – Many successful people may not write out their plans, but they have one.

  – Take for instance a football coach getting ready for a big game.

- He has a standard of performance he will be satisfied with during practice.

- He is motivated by the fact he wants to win the game.

- His strategy is to watch game films of the opposing team and then to run certain plays during practice.

- He sets up a schedule for each day of practice.

- He has the support of his assistant coaches to work with different groups: offense, defense, kicking team.

- He will get feedback by watching the team during practice to see what they need to work on more the next day.

- If he does not use one of these parts, his team might not win.

• Discuss what might happen if the coach did not use parts of the plan.

> S A M P L E   R E S P O N S E S
>
> No motivation—doesn't care so doesn't make the team work hard
>
> Doesn't use his assistant coaches for support—won't be able to help all 30 players

• Discuss with students other situations they can think of where people have a plan but may not necessarily write it down.

> S A M P L E   R E S P O N S E S
>
> applying for a scholarship
>
> planning a birthday party

- After you have written your plan, you will critique it with someone else in the class today.

- Next week you will review your progress toward your goal with a partner.

C.

Review Breaking Down Long-Term Goals Worksheet for "Get good grades in class"

- Put the Breaking Down Long-Term Goals transparency for "Get good grades in class" from Lesson 1 on the overhead.

- Hand out students' Breaking Down Long-Term Goals worksheets from Lesson 1.

(**Note:** Sharing their responses with the class requires trust. Ask for volunteers and encourage responses.)

- Ask students to share some of their sample short-term goals.

  – Remember, a short-term goal is one you can work on in the next week and leads to your long-term goal.

E X A M P L E S
Get homework done.
Read assignments.
Take notes in class.

- Ask students the two questions about their short-term goals:

  – Is the short-term goal a smaller goal that will lead to your long-term goal?

  – Is the short-term goal one you can work on in the next week?

- Ask students to sequence their short-term goals and pick the one they want to work on first.

D.

Complete "Get good grades in class" Plan

- Hand out a Take Action (page 1) worksheet and a Take Action Plan Critique worksheet to each student.

- Have students write in their long-term and short-term goals.

- Guide students through the plan parts.

- Standard—What will I be satisfied with?

EXAMPLES

Standard examples for "Get homework done":

> Complete 90% of homework assignments for week.
>
> Complete homework by 9:00 at night.

- Ask two students to tell their standard.

- If a student's response is not a standard, ask the questions on the critique worksheet to guide him or her to an appropriate standard.

- Motivation—Why do I want to do this?

EXAMPLES

Motivation examples for "Get homework done":

> Teacher will not call home and tell parents my homework isn't turned in.
>
> Teacher will send a note home telling my parents I'm doing well.
>
> My grades will improve.

- Strategy—What methods should I use?

EXAMPLES

Strategy examples for "Get homework done":

> Go to library after school to do homework.
>
> Work on homework with a friend.
>
> Do not talk on phone or watch TV until homework is done.
>
> Write down assignments on calendar.
>
> Make sure I have all the books I need for homework before I leave school.

- Schedule—When will I do this?

EXAMPLES

Schedule examples for "Get homework done":

> Do homework at 6:00 each night.
>
> Do homework right when I get home.

- Support—What help do I need?

> EXAMPLES
>
> Support examples for "Get homework done":
>
>   Call friend to find out assignment.
>
>   Ask parents to check homework I have completed.
>
>   Get help from sisters or brothers.

- Feedback—How will I get information on my performance?

> EXAMPLES
>
> Feedback examples for "Get homework done":
>
>   Ask teachers how I am doing.
>
>   Keep a list of assignments and check off what I have completed.
>
>   Look at the teacher's weekly print-out of my grades.

(**Note - Potential Problems:** (a) There are some activities that could fit under more than one part of a plan. For example, "studying with a friend" may be considered a strategy or a support. The important issue is students are thinking about the parts of the plan. As long as it's reasonable, let students decide what makes sense to them. (b) A student may choose something you know won't work for them such as "study four hours each night." You or the student partners may question this, but if the student thinks it will work, let them keep it. In the evaluation and adjustment steps they should see for themselves they need to do something different. (c) If students are not understanding each plan part, reteach the parts.)

E.

Critique Plan With a Partner

- Set ground rules for students giving constructive criticism to each other.

EXAMPLES
No put downs
Say things in a polite way
Be open to others' ideas

- Ask students to critique their plan with a partner, using the Take Action Plan Critique worksheet.

- Ask students to present their critique of their partner's plan to the class.

- KEEP PLANS FOR LESSON 7.

F.

Wrap Up

- Present the following information.

  – For the next week you will act on your plan.

  – After the week is over, you will evaluate your plan and action, and make adjustments.

  – In later weeks, you will write a plan for a goal of your choice.

  – The plan is just the starting point.

  – Most people will need to make adjustments in their plan.

  – It's not so important that you write a plan that works the first time.

  – What's more important is how well you evaluate it and the adjustments you make.

Take Action Quiz (page 1)
Lessons 1-4

Name _____ Date_____

I.   Match the terms on the left to the description on the right. Write the letter of the correct description in the blank in front of each term.

<div>

TERMS

1. ____ Long-term goal

2. ____ Short-term goal

3. ____ Take Action Steps

4. ____ Plan

5. ____ Act

6. ____ Evaluate

7. ____ Adjust

DESCRIPTIONS

A.   decide what you will do

B.   goal that takes a long time to accomplish

C.   decide what worked and didn't work in your plan and action

D.   take action on your plan

E.   a smaller goal you can start on right away and that leads to a long-term goal

F.   change anything that didn't work

G.   a process to help you accomplish your goals

</div>

II.   Match the correct question to each of the plan parts.

<div>

PLAN PARTS

8. ____ Standard

9. ____ Motivation

10. ____ Strategy

11. ____ Schedule

12. ____ Support

13. ____ Feedback

QUESTIONS

A.   How will I get the information on my performance?

B.   What will I be satisfied with?

C.   What help do I need?

D.   Why do I want to do this?

E.   What method will I use?

F.   When will I do this?

</div>

III.   Read Michelle Pass' story and plan on page 2 of the quiz. Answer the questions on the Take Action Plan Critique on page 3 of the quiz.

Michelle Pass'
Take Action Quiz (page 2)
Lessons 1-4

Name _Michelle Pass_   Date _March 15_

Michelle Pass' Story

Michelle's parents are upset with her because her grade in social studies has dropped. They want her to keep a "B" grade point average. In order to do this she needs to pass social studies class. Mr. Jones, the social studies teacher, gives grades for homework, participating in class, and tests. Michelle likes participating in class and turns her homework in, but she hasn't done well on the tests. To pass, she has to get a "B" on the next unit test. Her parents said they will ground her if she doesn't get a good grade in social studies.

Long-term Goal _Pass the class_

Short-term Goal _Get a "B" on the unit test_

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get a "B" on the test	To keep from getting grounded	Study with a friend	Study with Joe all day Sunday before the test	Study with Joe	See what my grade is on the test

Take Action Plan Critique
Take Action Quiz (page 3)
Lessons 1-4

Name (Planner) _Michelle Pass_____   Name (Critiquer) _____   Critique Date _____

Long-Term Goal _____

Short-Term Goal _____

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Is the standard too hard to reach?	Will this help you work on your goal this week?	Do you have the skills to do this strategy?	Is there a set time to take action?	Can you rely on this support?	If a person is giving you feedback, does the person know about your standard & performance?
Is the standard too easy to reach?		Has this strategy worked for you before?	Can you do this schedule?	Will you need more?	Does the feedback help you keep track of your performance & how close you are to meeting your goal?
Do you think this will be the right standard?		Do you think this strategy will work?	Do you think this schedule will work?	Does the person have the skills to help you in this way?	Will you get the feedback in time?
				Do you think this support will be helpful?	Do you think this feedback will be helpful?

14. What parts of the plan do you think will be most effective?   Why?

15. What parts of the plan do you think will be least effective?   Why?

16. What changes would you make in the plan?

Answer Key

Take Action Quiz (page 1)
Lessons 1-4

Name _____ Date_____

I. Match the terms on the left to the description on the right. Write the letter of the correct description in the blank in front of each term.

	TERMS		*DESCRIPTIONS*
1. _B_	Long-term goal	A.	decide what you will do
2. _E_	Short-term goal	B.	goal that takes a long time to accomplish
3. _G_	Take Action Steps	C.	decide what worked and didn't work in your plan and action
4. _A_	Plan	D.	take action on your plan
5. _D_	Act	E.	a smaller goal you can start on right away and that leads to a long-term goal
6. _C_	Evaluate	F.	change anything that didn't work
7. _F_	Adjust	G.	a process to help you accomplish your goals

II. Match the correct question to each of the plan parts.

	PLAN PARTS		*QUESTIONS*
8. _B_	Standard	A.	How will I get the information on my performance?
9. _D_	Motivation	B.	What will I be satisfied with?
10. _E_	Strategy	C.	What help do I need?
11. _F_	Schedule	D.	Why do I want to do this?
12. _C_	Support	E.	What method will I use?
13. _A_	Feedback	F.	When will I do this?

III. Read Michelle Pass' story and plan on page 2 of the quiz. Answer the questions on the Take Action Plan Critique on page 3 of the quiz.

Take Action (page 1)

Name _____ Date _____

Directions

Long-Term Goal Write your long-term goal on the line below.
Short-Term Goal Write your short-term goal on the line below. Short-term goals are smaller goals that lead to your long-term goal. Short-term goals are things you can work on during the next week.

1. Plan Write a plan to accomplish your short-term goal. Complete the six parts of the plan by answering the questions in each box.

2. Action Next week, review your action. Answer the question, "Did I meet my short-term goal?" Answer the questions in each box on page 2 of this worksheet.

3. Evaluate After you complete the questions in Part 2: Action, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box under Part 3: Evaluate. Answer the question, "What were the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust Decide if you want to change your short-term goal. If you want to change it, write a new one on the line on page 3. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Long-Term Goal _____

Short-Term Goal _____

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?

Take Action Plan Critique

Name (Planner) _____ Name (Critiquer) _____ Critique Date _____

Long-Term Goal _____

Short-Term Goal _____

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Is the standard too hard to reach?	Will this help you work on your goal this week?	Do you have the skills to do this strategy?	Is there a set time to take action?	Can you rely on this support?	If a person is giving you feedback, does the person know about your standard & performance?
Is the standard too easy to reach?		Has this strategy worked for you before?	Can you do this schedule?	Will you need more?	Does the feedback help you keep track of your performance & how close you are to meeting your goal?
Do you think this will be the right standard?		Do you think this strategy will work?	Do you think this schedule will work?	Does the person have the skills to help you in this way?	Will you get the feedback in time?
				Do you think this support will be helpful?	Do you think this feedback will be helpful?

What parts of the plan do you think will be most effective?

Why?

What parts of the plan do you think will be least effective?

Why?

What changes would you make in the plan?

L E S S O N

6

Evaluating and Adjusting Plans

Purpose

To teach students to evaluate how well plans and actions worked and how to make adjustments.

General Information

Use this at least a week after students have completed their plans in Lesson 5. In this lesson students are introduced to the evaluation and adjustment part of the *Take Action* process. They practice evaluating and adjusting sample plans from previous lessons, and they evaluate and adjust their own plans. These are the crucial steps of the *Take Action* process. Often people develop plans with parts that don't work well. This lesson teaches how to recognize and make the necessary adjustments. Students need to realize accomplishing goals often takes lots of adjustments.

Strand

"Taking Action"

Goals

- Student Action
- Student Evaluation
- Student Adjustment

Objectives

- Act on standard, feedback, motivation, strategies, support, schedule
- Evaluate standard, feedback, motivation, strategies, support, schedule
- Adjust standard, feedback, motivation, strategies, support, schedule

Location

School

Estimated Time

60 minutes

Materials

- TV/VCR (Optional)
- *Take Action* Video (Optional)
- Overhead projector
- Sean's Take Action worksheets (pages 1 and 2) for each student
- Take Action worksheet (page 2), two copies for each student
- Take Action transparency (page 2)
- Michelle Pass' Take Action worksheets (pages 1 and 2) for each student
- Roland Coaster's Take Action worksheets (pages 1 and 2) with what happened for each student (optional)
- Students' completed Take Action worksheet (page 1) from Lesson 5

Lesson Overview

- Students review Sean's plan, action, evaluation, and adjustment (from the video) as a model.
- The class reads how Michelle Pass, from Lesson 5, acted on her plan. The class evaluates and adjusts the plan in pairs.
- Students individually evaluate and adjust their plans (steps 2-4 on the Take Action worksheets).
- In pairs, students review their evaluations and adjustments.
- Students present their partners' evaluations and adjustments to the class.

Lesson Summary

A. Review
B. Overview of today's lesson
C. Discuss Sean's example from the video
D. Evaluate and adjust Michelle Pass' plan and action, in pairs
E. Review students' plans
F. Provide rationale for evaluation and adjustment, steps 2-4
G. Complete Part 2: Action and Part 3: Evaluate
H. Complete Part 4: Adjust
I. Review in pairs and present to class
J. Wrap up

A.
Review

- Ask students what the four *Take Action* steps are for accomplishing goals.

A N S W E R S
plan, act, evaluate, adjust

- Review the plan parts.

  – Use the Take Action Plan Puzzle transparency from Lesson 4.

  – Ask students to define each part.

A N S W E R S
Standard—what you will be satisfied with
Motivation—why you want to do this
Strategy—what methods you will use
Schedule—when you will do it
Support—what help you need
Feedback—how you will get information about your performance

B.
Overview of Today's Lesson

- Present the following information.

  – The plan is only the beginning.

  – It's a rare plan that works the first time.

  – Usually people need to evaluate their plans and the action they took and then make an adjustment of some kind.

  – First you'll look at Sean's evaluation and adjustment from the video.

  – Next you will hear how a sample plan we read previously worked for the individuals who developed them.

  – You will evaluate and adjust their plans.

  – Then you will evaluate and adjust your plans.

C.

Discuss Sean's
Example From the
Video

- Hand out Sean's Take Action pages 1 and 2.

- Optional—view Sean's section of the *Take Action* video.

- Ask students to read Sean's long-term and short-term goals.

A N S W E R S
Get out of debt
Pay off Visa card

- Go over each part of Sean's plan by reading the response for Part 1: Student Plan, then Part 2: Action, then Part 3: Evaluate.

  – What was Sean's standard?

A N S W E R
Zero balance on his Visa card

  – Did he meet his standard?

A N S W E R
No

  – Was it the right standard?

A N S W E R
Yes, because he wants a zero balance on his card

- Continue with the rest of Sean's plan.

- Discuss the question, "What were the main reasons you got these results?"

A N S W E R
Several parts of Sean's plan didn't work, but the main reason it didn't work was because he kept charging on his credit card.

- Discuss the adjustments Sean made in Part 4: Adjust.

ANSWERS

His new strategy was to stop charging on the card.

To do that he changed his support by giving the card to a responsible person to keep until he paid off the balance.

Motivation—He still wants to have good credit. For his schedule, he'll make monthly payments until the card is paid off.

D.

Evaluate and Adjust Michelle Pass' Plan and Action, in Pairs

- Hand out Michelle's plan with "What Happened" and a blank Take Action worksheet (page 2) to everyone in the class.

- Ask different students to read different parts of Michelle's plan.

- Have someone read what happened to Michelle from page 1.

ANSWERS

Joe got bored trying to study with her all afternoon so he stopped helping her.

She still studied on her own.

She thought she knew the material, but she got a "C" on the test.

- Complete the Part 2: Action and Part 3: Evaluate questions for the Standard column together.

- Use a transparency of the Take Action worksheet (page 2) and complete it while you discuss Michelle's situation.

- Ask students to complete their worksheet.

  – Did Michelle meet her short-term goal?

ANSWER

No, she got a "C" on the test.

  – Did she meet her standard?

ANSWER

No, she wanted a "B."

– Was it the right standard?

ANSWER

Yes, she needed a "B" to raise her grade.

- Ask students to work in pairs and complete the rest of the Action and Evaluate questions on page 2 and to make adjustments for Michelle.

- Ask each small group to share how they evaluated and adjusted her plan.

- Ask them to provide explanations for their responses.

- See your Sample Answer sheet.

- If students need more practice evaluating and adjusting plans before evaluating and adjusting their own plans, Roland Coaster's plan with "What Happened" and sample evaluation and adjustment responses are included.

- Hand out students' completed plans from Lesson 5.

E.

Review Students' Plans

- Review students' short-term goals to get good grades.

  - Everyone had the long-term goal: Get good grades in class.

  - Someone tell us what your short-term goal is.

  - Why is that a short-term goal?

    ANSWER

    Because it is something I have to do to accomplish my long-term goal, and I can start working on it this week.

- Call on students to share parts of their plans.

- When you ask them to read one of their parts, also have them tell what their short-term goal is.
  - What was your short-term goal?
  - What was your standard?
  - What was your motivation?
- Continue with the other plan parts.

F.

Provide Rationale for Evaluation and Adjustment, Steps 2-4

- Provide rationale for evaluating and adjusting plans and action.
  - The plan is just the beginning.
  - You will need to take action, evaluate the plan and action, and adjust whatever didn't work.
  - All plans need evaluation and adjustment.
  - Look at what did and didn't work.
  - What's most important is how you evaluate, why the plan did or did not work, and how you are going to adjust it.

G.

Complete Part 2: Action and Part 3: Evaluate

- Instruct students to look at their standard, think about the action they took, and answer the questions under Part 2: Action and Part 3: Evaluate.
- Instruct students to answer the question, "Why or why not?" as they relate to their responses in Part 2.
- Ask a couple of students to share their responses.
- Ask students to look at their motivation, think about the action they took, and answer the questions under Part 2: Action and Part 3: Evaluate.
- Instruct students to answer the question, "Why or why not?" as they relate to their responses in Part 2.
- Ask a couple of students to share their responses.

- Have students continue with the other plan parts on their own.

- Ask students to answer the question, "What was the main reason you got these results?"

- Discuss with students what parts of their plans worked, and stress to them the importance of using those parts in the future when they are working on similar goals.

- Also discuss the parts that didn't work and how they could change them so they work better.

H.
Complete Part 4: Adjust

- Ask students to adjust anything that didn't work.

- Instruct students to consider which part of the plan will address the reasons they got their results, and write their changes in the boxes of Part 4: Adjust.

(**Note:** It may take students several weeks of adjustments to figure out how to make their plan work. Through the process they will learn what they need to do differently.

These plans may not work as well as other plans because the goals are teacher chosen; the motivation may be less than when students choose their own goals.)

I.
Review in Pairs and Present to Class

- Ask students to pair up and review their action, evaluation, and adjustment.

- Ask one person in the pair to give feedback on the other person's evaluation and adjustment.

- Ask each person to explain the other person's evaluation and adjustment to the class.

- Restate, model the thinking involved, and ask questions as they report.

EXAMPLES

"You didn't pay off your credit card because you didn't have the money. You worked and got paid, so you used your strategy, but the balance was too high for you to pay it off, which was your standard. Was your standard too high? Maybe you could set a payment that you could make each month."

"Were you really motivated to do that or was it a goal your parents have for you?"

"Are there other strategies you could use?"

"Where else could you get help?"

- In a class where students know each other well and are comfortable receiving feedback from each other, allow them to comment and offer suggestions. These comments are often the most powerful change producers.

J.
Wrap up

- Ask students to keep their original plan and their adjustments to review next week.

  - To accomplish goals people are constantly adjusting their plans, looking at what is working and what is not working.

  - During the week, you will continue to work on your plan with the adjustments.

  - Each week we will take a few minutes to review your progress toward your goal.

  - Pay attention to parts of your plan that work well for you. You may want to use them for other goals.

- Tell students in the next lesson they will develop a plan for a goal of their choice.

Sean's
Take Action (page 1)

Name _Sean_

Long-Term Goal _Get out of debt_

Short-Term Goal _Pay off Visa card_

Date _June 15_

Part 1: Student Plan

STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Zero balance on Visa card	Have good credit	Work and pay balance each month	Pay balance every month	Keep job and work steady hours	Getting the Visa statement

Sean's
Take Action (page 2)

Name Sean   Date June 22

Short-Term Goal Pay off Visa card

Did I meet my short-term goal?   YES   (NO)

Part 2: Action

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Did I meet the standard? yes (no)	Was I motivated? yes (no)	Did I use the strategy? yes (no)	Did I follow the schedule? yes (no)	Did I use support? (yes) no	Did I get feedback? (yes) no

Part 3: Evaluate

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Was it the right standard? (yes) no Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Was the feedback helpful? (yes) no Why or why not?
Yes – want zero balance	Want good credit but want spending money more	Worked but charged on card for spending money & didn't pay balance	Paid every month but not full balance because I kept charging on it	Worked regular hours but I didn't pay the balance each month	Statement showed what I owe

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no."

I keep charging on the card

Part 4: Adjust

Short-term Goal?   (OK) or change?   If change, new short-term goal

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
If standard wasn't right, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?	If feedback wasn't helpful, what will I change?
	Still want to have good credit	Stop charging on the card	Make monthly payments until the card is paid off	Give card to someone responsible to hold until I pay off the balance	

Take Action (page 2)

Name _____   Date _____

Short-Term Goal _____

Did I meet my short-term goal?   YES   NO

Part 2: Action

STANDARD Did I meet the standard? yes no	**MOTIVATION** Was I motivated? yes no	**STRATEGY** Did I use the strategy? yes no	**SCHEDULE** Did I follow the schedule? yes no	**SUPPORT** Did I use support? yes no	**FEEDBACK** Did I get feedback? yes no

Part 3: Evaluate

STANDARD Was it the right standard? yes no Why or why not?	**MOTIVATION** Did it work? yes no Why or why not?	**STRATEGY** Did it work? yes no Why or why not?	**SCHEDULE** Did it work? yes no Why or why not?	**SUPPORT** Did it work? yes no Why or why not?	**FEEDBACK** Was the feedback helpful? yes no Why or why not?

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no."

Part 4: Adjust

Short-term Goal? _____   **OK or change? If change, new short-term goal** _____

STANDARD If standard wasn't right, what will I change?	**MOTIVATION** If I wasn't motivated, what will I change?	**STRATEGY** If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?	**FEEDBACK** If feedback wasn't helpful, what will I change?

Take Action

Michelle Pass'
Take Action (page 1)

Name *Michelle Pass*   Date *March 15*

Michelle Pass' Story

Michelle's parents are upset with her because her grade in social studies has dropped. They want her to keep a "B" grade point average. In order to do this she needs to pass social studies class. Mr. Jones, the social studies teacher, gives grades for homework, participating in class, and tests. Michelle likes participating in class and turns her homework in but she hasn't done well on the tests. To pass, she has to get a "B" on the next unit test. Her parents said they will ground her if she doesn't get a good grade in social studies.

What Happened

Joe got bored trying to study with her all afternoon so he stopped helping her. She still studied some on her own. She thought she knew the material but she got a "C" on the test.

Long-term Goal *Pass the class*

Short-term Goal *Get a good grade on the unit test*

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get a "B" on the test	*To keep from getting grounded*	*Study with a friend*	*Study with Joe all day Sunday before the test*	*Study with Joe*	*See what my grade is on the test*

Michelle Pass'
Take Action (page 2)

Name __Michelle__   Date __March 15__

Short-Term Goal _Get a good grade on the unit test_

Did I meet my short-term goal?   YES   (NO)

Part 2: Action

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Did I meet the standard? yes (no)	Was I motivated? (yes) no	Did I use the strategy? (yes) no	Did I follow the schedule? (yes) no	Did I use support? (yes) no	Did I get feedback? (yes) no

Part 3: Evaluate

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Was it the right standard? (yes) no Why or why not?	Did it work? (yes) no Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Was the feedback helpful? yes (no) Why or why not?
Needed a "B" to pull my grade average up	_Want good grades so I won't get grounded_	_I didn't get a high enough grade_	_I couldn't learn the material in one afternoon_	_Joe got tired and went home_	_Got feedback too late_

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no."

I needed to study more than just one afternoon for the test. I also got the feedback about how well I knew the material too late.

Part 4: Adjust

Short-term Goal? (OK) **or change? If change, new short-term goal**

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
If standard wasn't right, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?	If feedback wasn't helpful, what will I change?
		Study some every night the week before the test	_Study every day_	_Don't rely on Joe to study all day with me on Sunday_	_Could take a pretest or Joe could quiz me_

Roland Coaster's
Take Action (page 1)

Name _Roland Coaster_   Date _June 23_

Roland's Story

Roland wants to spend his birthday with his friends at Joy Rides Amusement Park. He went there with his friend John on John's birthday and it was really fun. The problem is Roland doesn't know how to get there, when it's open, or how much it costs. To go, he'll need to get that information.

What Happened

Roland asked John for the information about the amusement park. Roland wrote it all down and made all the arrangements. They got to the amusement park right at 9:00 when John said the park opened. Unfortunately the park didn't open until 11:00 so they had to sit and wait.

General Goal _Spend my birthday at the amusement park_

Specific Goal _Get information about the amusement park_

Part 1: Student Plan

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get all the information about the amusement park: the cost and the times they are open, the location	I want to spend my birthday at the amusement park	Ask John to give me the information	I'll ask John when I see him in class	John will give me the information	Write down the information John gives me and see if I have everything I need

Roland Coaster's
Take Action (page 2)

Name __Roland Coaster__   Date __June 30__

Short-Term Goal __Get information about the amusement park__

Did I meet my short-term goal?   YES   NO

Part 2: Action

STANDARD Did I meet the standard? yes (no) Why or why not?	**MOTIVATION** Was I motivated? (yes) no	**STRATEGY** Did I use the strategy? (yes) no	**SCHEDULE** Did I follow the schedule? (yes) no	**SUPPORT** Did I use support? (yes) no	**FEEDBACK** Did I get feedback? (yes) no

Part 3: Evaluate

STANDARD Was it the right standard? (yes) no Why or why not?	**MOTIVATION** Did it work? (yes) no Why or why not?	**STRATEGY** Did it work? yes (no) Why or why not?	**SCHEDULE** Did it work? (yes) no Why or why not?	**SUPPORT** Did it work? yes (no) Why or why not?	**FEEDBACK** Was the feedback helpful? (yes) no Why or why not?
Need the information to be able to go	I got the information from John	I did get information from John but he told me the wrong opening time	I asked him in class	John helped me by giving me the information but some of it was wrong	I checked to see that I had all the information about the park

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no."

John didn't have the right information about when the amusement park opened

Part 4: Adjust

Short-term Goal?   (OK) or change? If change, new short-term goal

STANDARD If standard wasn't right, what will I change?	**MOTIVATION** If I wasn't motivated, what will I change?	**STRATEGY** If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?	**FEEDBACK** If feedback wasn't helpful, what will I change?
		Call the amusement park to get the information		Use the phone book or directory assistance to find the park number	

L E S S O N
7

Using the *Take Action* Process

Purpose

To give students an opportunity to practice the *Take Action* process to accomplish their goals.

General Information

In this lesson students will use the *Take Action* process for a goal of their choice. They will break the long-term goal into short-term goals and develop a plan for one of the short-term goals. A week later they will evaluate and adjust their plans and action. For students with an IEP, this is when they can learn to apply the *Take Action* process to their IEP goals.

Strand

"Taking Action"

Goals

- Student Plan
- Student Action
- Student Evaluation
- Student Adjustment

Objectives

- Plan standard, feedback, motivation, strategies, support, schedule
- Act on standard, feedback, motivation, strategies, support, schedule
- Evaluate standard, feedback, motivation, strategies, support, schedule
- Adjust standard, feedback, motivation, strategies, support, schedule

Location

School

Estimated Time

- 30-40 minutes
- 30-40 minutes one week later

Materials

- Breaking Down Long-Term Goals worksheet for each student
- Take Action worksheets (pages 1 and 2) for each student
- Take Action Plan Critique worksheet for each student

Lesson Overview

- Students choose a long-term goal they want to accomplish.
- Students break long-term goals into short-term goals and choose one to work on now.
- Students write plans for short-term goals.
- In pairs students critique plans.
- One week later students evaluate and adjust their plans and review with their partners.

Lesson Summary

- A.   Review
- B.   Choose goal
- C.   Complete the Breaking Down Long-Term Goals worksheet
- D.   Develop plan for own goal

A week later

- E.   Evaluate and adjust plan and action
- F.   Continue to plan, act, evaluate, and adjust goals

A.

Review

- Ask students to list the *Take Action* steps to accomplish a goal.

ANSWERS
plan, act, evaluate, adjust

- Ask students to share what parts of their current plans are working and which are not.

B.

Choose Goal

- Present the following information.

  – Today you will write a plan for a goal you want to accomplish.

  – You will critique it with a partner.

  – In a week you are going to evaluate and adjust your plan.

  – What is a long-term goal?

ANSWER
A goal that takes a long time to accomplish.

- Ask students to choose a long-term goal to work on.

- You can suggest areas they might want to choose from: school, personal, or employment.

- If you have students with an I.E.P., ask them if they want to work on a goal from it.

POSSIBLE GOALS
trying out for the school play
improving my computer skills
buying a stereo
going on a ski trip
getting my learner's permit

- Check students' goals to assure they are safe, legal, and healthy.

- Ask students to share their goals.

C.

Complete the Breaking Down Long-Term Goals Worksheet

- Hand out a blank Breaking Down Long-Term Goals worksheet to each student.

- Review the defintion of short-term goals.

> **A N S W E R**
>
> They are smaller goals that lead to the long-term goal and you can start working on them this week.

- Ask students to break their long-term goal into short-term goals.

- Have students ask themselves questions about short-term goals.

    – Does it lead to your long-term goal?

    – Is it something you can start working on this week?

- Ask students the following question.

    – Do your short-term goals need to be completed in any certain sequence?

    – If yes, number them.

- Have students share their short-term goals and sequence to check for feasibility.

- Have students choose the short-term goal they want to work on first.

D.

Develop Plan for Own Goal

- Hand out a Take Action worksheet (page 1) to each student.

- Present the following information.

    – You are going to write a plan to accomplish the goal you have chosen.

- Think about the parts of your plan that worked for you before.

- See if any of those parts would work for this goal.

- In a week you'll evaluate and adjust your plan and action.

• Have students write their plan.

• Ask students to work in pairs and review each other's plan using the Take Action Plan Critique.

• Circulate and check plans.

• Remind students why they are learning the process.

- In the future, you will use this process to accomplish your goals without writing each part down.

- Writing the parts now will help you learn this thinking process.

- We will be doing it this way several times so you can see what works for you.

Optional Activity

• Have students get into groups of four or five to discuss their plans.

• Let students select their own groups so they are with people they trust.

• Tell students they will be getting back into the same group to evaluate and adjust their plans in a week.

• Students can use others in their group for support or feedback.

• This can be a very valuable experience for students if it is set up properly.

• Review guidelines for cooperative groups: no put downs, be open to others' ideas, give constructive criticism, etc.

Wait a week to evaluate and adjust goals.

E.

Evaluate and Adjust Plan and Action

- Hand out a Take Action worksheet (page 2) to each student.

- Ask students to evaluate and adjust their plans completing steps 2-4.

- In pairs or small groups ask students to review their evaluation and adjustments.

- Ask for volunteers to share their results.

F.

Continue to Plan, Act, Evaluate, and Adjust Goals

- Instruct students to continue working on their goals until they accomplish them.

- If someone accomplished their goal, have them write a new one.

- Once a week ask students to evaluate and adjust their plans, or write new ones.

- If you have small groups working together, continue to have them meet weekly to give each other feedback and support.

- Have the class help students who are having difficulty reaching their goals.

(**Note:** If students are having a difficult time deciding on parts of their plans or reaching their goals, they may need to select a different goal.)

Breaking Down Long-Term Goals

Name _____ Date _____

Long-Term Goal *What you want to accomplish*

Write your long-term goal in the box below.

Short-Term Goals

Smaller goals leading to your long-term goal you can start working on this week

Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal?   yes   no

Is the short-term goal one you can work on this week?   yes   no

Sequence

Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.

Take Action (page 1)

Name _____   Date _____

Directions

Long-Term Goal   Write your long-term goal on the line below.

Short-Term Goal   Write your short-term goal on the line below. Short-term goals are smaller goals that lead to your long-term goal. Short-term goals are things you can work on during the next week.

1. Plan   Write a plan to accomplish your short-term goal. Complete the six parts of the plan by answering the questions in each box.

2. Action   Next week, review your action. Answer the question, "Did I meet my short-term goal?" Answer the questions in each box on page 2 of this worksheet.

3. Evaluate   After you complete the questions in Part 2: Action, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box under Part 3: Evaluate. Answer the question, "What were the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust   Decide if you want to change your short-term goal. If you want to change it, write a new one on the line on page 3. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Long-Term Goal _____

Short-Term Goal _____

Part 1: Student Plan

STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?

Take Action (page 2)

Name _____ Date _____

Short-Term Goal _____

Did I meet my short-term goal?   YES   NO

Part 2: Action

STANDARD Did I meet the standard? yes no	**MOTIVATION** Was I motivated? yes no	**STRATEGY** Did I use the strategy? yes no	**SCHEDULE** Did I follow the schedule? yes no	**SUPPORT** Did I use support? yes no	**FEEDBACK** Did I get feedback? yes no

Part 3: Evaluate

STANDARD Was it the right standard? yes no Why or why not?	**MOTIVATION** Did it work? yes no Why or why not?	**STRATEGY** Did it work? yes no Why or why not?	**SCHEDULE** Did it work? yes no Why or why not?	**SUPPORT** Did it work? yes no Why or why not?	**FEEDBACK** Was the feedback helpful? yes no Why or why not?

What were the main reasons you got these results? Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered "yes." If you didn't meet the short-term goal, consider the parts you answered "no."

Part 4: Adjust

Short-term Goal?   **OK or change? If change, new short-term goal** _____

STANDARD If standard wasn't right, what will I change?	**MOTIVATION** If I wasn't motivated, what will I change?	**STRATEGY** If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?	**FEEDBACK** If feedback wasn't helpful, what will I change?

Take Action

Take Action Plan Critique

Name (Planner) _____ Name (Critiquer) _____ Critique Date _____

Long-Term Goal _____

Short-Term Goal _____

STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Is the standard too hard to reach?	Will this help you work on your goal this week?	Do you have the skills to do this strategy?	Is there a set time to take action?	Can you rely on this support?	If a person is giving you feedback, does the person know about your standard & performance?
Is the standard too easy to reach?		Has this strategy worked for you before?	Can you do this schedule?	Will you need more?	Does the feedback help you keep track of your performance & how close you are to meeting your goal?
Do you think this will be the right standard?		Do you think this strategy will work?	Do you think this schedule will work?	Does the person have the skills to help you in this way?	Will you get the feedback in time?
				Do you think this support will be helpful?	Do you think this feedback will be helpful?

What parts of the plan do you think will be most effective?

Why?

What parts of the plan do you think will be least effective?

Why?

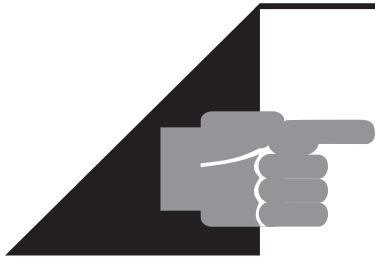What changes would you make in the plan?

Take Action

PAGE 165

Modified Lessons

The following four lessons have been modified for use with students who need a simpler *Take Action* process. These lessons may be further adjusted to meet the needs of your specific class.

LESSON

1M

Introducing the *Take Action* Process (Modified Version)

Purpose

To introduce the *Take Action* process for accomplishing goals.

General Information

The modified version was developed for students for whom the *Take Action* lessons and process are too complex. The three changes are:

- Students don't break long-term goals into short-term goals. Instead they choose goals they can accomplish in the next day or two.

- The plan consists of three parts instead of six: strategy, schedule, support.

- Because the goals are usually something students can accomplish in a day or two, they evaluate and adjust their plans in that time frame instead of waiting a week.

Strand

"Taking Action"

Goals

- Student Plan
- Student Action
- Student Evaluation
- Student Adjustment

Objectives

- Plan strategies, support, schedule
- Act on strategies, support, schedule
- Evaluate strategies, support, schedule
- Adjust strategies, support, schedule

Location

School

Estimated Time

35 minutes

Materials

- Take Action Steps worksheet for each student

Lesson Overview

- The *Take Action* steps (plan, act, evaluate, and adjust) are introduced.
- Students complete a worksheet to review the major steps of the *Take Action* process.

Lesson Summary

A. Introduction and overview
B. Introduce the *Take Action* process
C. Reflect on *Take Action* steps and past goals
D. Review worksheet

A.

Introduction and Overview

- Today we are going to talk about a way to accomplish goals.

  - What are goals?

  - Goals are what you want to do.

- Ask students the following questions to demonstrate the need for the *Take Action* process to accomplish goals.

  - How many of you have ever set goals?

  - What goals did you accomplish?

SAMPLE RESPONSES
Got a stereo
Learn to ride the city bus
Passed a test

  - How did you feel?

SAMPLE RESPONSES
Good
Happy
Independent

  - What goals did you not acomplish?

  - Has anyone ever set goals but couldn't make them happen?

- Ask students to share goals they didn't accomplish.

SAMPLE RESPONSES
Lose weight
Control my temper

- Ask students the following questions.

  - How did you feel when you didn't accomplish your goal?

S A M P L E   R E S P O N S E S
Frustrated
Sad
Like a loser

– Why didn't you get the results you wanted?

S A M P L E   R E S P O N S E S
Too hard to do
No money
No time
Someone else's fault

– Wouldn't it be nice if you could accomplish more of your goals?

B.

Introduce the *Take Action* Process

- Present the following information.
  - In these lessons you will learn how to complete four steps to help you accomplish your goals.
  - These four steps are called the *Take Action* process.
- Write each step on the board or overhead as you introduce it.
  - The first step is to make a plan.
  - A plan describes what I'm going to do.
  - What's a plan?

A N S W E R
What you are going to do

  - The second step is act.
  - That's when I do what's on my plan.
  - What do I do for the second step, act?

ANSWER

You do what's on your plan.

– The third step is evaluate.

– When I evaluate, I think about how my plan and actions worked.

– What do I do when I evaluate?

ANSWER

You think about how your plan and actions worked.

– The fourth step is adjust.

– When I adjust, I look at what changes I need to make so my plan and action will work better.

– What do I do when I adjust?

ANSWER

You look at what changes you need to make.

C.

Reflect on *Take Action* Steps and Past Goals

• Conduct a discussion using the following questions.

– Now that we have looked at the steps of the *Take Action* process, think about the goals you said you had trouble accomplishing.

– Did you make a plan?

– What was your plan?

– Did you act on your plan?

– Did you evaluate your plan and action?

– Did you make any adjustments?

– Completing these steps will help you accomplish difficult goals.

D.

Review Worksheet

- Hand out the Take Action Steps worksheet.

- Discuss the order of the *Take Action* steps for accomplishing goals.

- Ask students to write them in the correct order on the worksheet.

  – What is the first step in the *Take Action* process?

A N S W E R
Make a plan

  – Right, you make a plan.

  – Once you have a plan what is the second step?

A N S W E R
Act

  – Good, you act on your plan.

  – After you act on your plan you need to look at how your plan and action worked.

  – What is the third step?

A N S W E R
Evaluate

  – Yes, you evaluate what worked and what didn't work.

  – After you evaluate what worked and what didn't work, what's the last step?

A N S W E R
Adjust

  – Right, you adjust or make changes for anything that didn't work so you have a better chance of accomplishing your goal.

- In the next lesson you will learn about the parts of a plan.

Take Action Steps
Steps for Accomplishing a Goal

Name _____   Date _____

Write the steps in the correct order on the blanks.

STEPS: Act   Adjust   Plan   Evaluate

1. _____

2. _____

3. _____

4. _____

LESSON
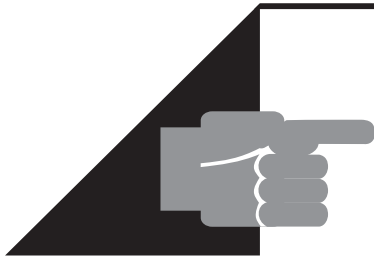
2M

Introducing the Parts of a Plan (Modified Version)

Purpose

The first step of the *Take Action* process is to plan. The purpose of this lesson is to teach students how to develop a plan to accomplish goals.

General Information

In this lesson students learn each part of a plan necessary to accomplish their goals by viewing a ten-minute video showing students developing plans and working on goals. The students in the video assisted in writing and creating the video. The goals you see them working on in the video are goals from their own lives. There is an activity for each plan part. This lesson focuses on three plan parts instead of six. The parts taught are strategy, schedule, and support.

Strand

"Taking Action"

Goals

Student Plan

Objectives

- Determine strategies for completing specific goals
- Determine support needed to complete specific goals
- Prioritize and schedule to complete specific goals

Location

School

Estimated Time

60 minutes

Materials

- Overhead projector
- TV/VCR
- *Take Action* video
- Take Action Plan Parts transparency
- Take Action Plan Parts worksheet for each student
- Blank transparency or chalkboard
- Kristal's Take Action transparency (page 1)
- Take Action Review sheet
- Goal: Exercise Regularly overhead

Lesson Overview

- Students complete activities that demonstrate the three parts of a plan to accomplish a goal.
- Students review a student plan from the video.

Lesson Summary

A. Review *Take Action* steps and give lesson overview
B. Introduce and show *Take Action* video
C. Teach "strategy"
D. Teach "schedule"
E. Teach "support"
F. Review Kristal's plan from the video
G. Review questions for each plan part
H. Wrap up

A.

Review *Take Action* Steps and Give Lesson Overview

- Ask students the following question.
  - What does the *Take Action* process help you do?

ANSWER
Accomplish goals

- As students review the steps, write them on the overhead or chalkboard.
  - What is the first step in the *Take Action* process?

  You have to write a . . .

ANSWER
Plan

  - Once you write a plan you do the second step which is . . .

ANSWER
Act

  - After you act on your plan you do the third step which is . . .

ANSWER
Evaluate

  - After you evaluate you do the fourth step which is . . .

ANSWER
Adjust

- Present the following information.
  - Today we are going to learn how to make a plan for accomplishing goals.

B.

Introduce and Show the *Take Action* Video

- Present the following information.
  - Let's watch a ten-minute video that introduces the *Take Action* process and describes how you can develop a plan to help you accomplish your goals.
  - As you watch the video, pay attention to the animation.
  - Each piece of animation represents a part of a plan.
- Show video

C.

Introduce the Three Plan Parts

- Show the transparency of the plan parts and read the three parts.
  - We'll use a plan that has three parts: strategy, schedule, and support.

D.

Teach "Strategy"

- Hand out the Plan Parts worksheet.
- Define strategy.
  - The first part of the plan is strategy.
  - Strategy is the method you use to meet your goal.
  - Remember in the video animation the driver needed a strategy to get around giant dinosaur.
  - He used a map to find a way around the dinosaur.
  - That was his strategy.
- Write a telephone number on the transparency or chalkboard.
- Conduct strategy activity.
  - You have three minutes to remember the number.

- After one minute ask students to stop.

  - Remembering the number wasn't important.

  - The method you used to remember the number was an example of a strategy.

  - What method did you use to remember the number?

POSSIBLE RESPONSES
Saying it over and over
Writing it down
Looking for patterns in the number like 2-4-6

  - Saying a number over and over again is a method someone may use to memorize the number.

  - It's a strategy for memorizing a number.

- Show the transparency, Goal: Exercise Regularly.

  - All three of these people have the same goal—to exercise regularly, but each will use a different strategy to reach the goal.

- Give students examples for strategies for the exercisers.

  - Let's look at the runner. Her goal is to exercise regularly.

  - Her strategy is to run four miles every weekday before work and rest on the weekends.

  - Why is this a strategy?

ANSWER
Because it is a method she uses to meet her goal.

- Ask students for strategies the bodybuilder might use.

  - Think about the bodybuilder. His goal is to exercise regularly.

– What strategies might he use?

POSSIBLE RESPONSES
Work out three times per week
Start with lighter weights and gradually increase repetitions and weights
Eat a high carbohydrate diet

– Why are these strategies?

ANSWER
Because they are methods he uses to meet his goal.

- Introduce the question students will ask themselves for strategy.

  – To write the first part of your plan you decide on your strategy.

  – To decide on a strategy you ask yourself, "What methods will I use?"

- Ask students to look at the Take Action Plan Parts worksheet and put the transparency on the overhead.

  – Find the word "Strategy" on the worksheet.

- Write the question next to "Strategy" on the overhead.

- Ask students to write the question next to "Strategy" on their worksheets.

E.

Teach "Schedule"

- Define schedule.

  – Schedule is when you will do your strategy or work on your goal.

  – Remember in the video animation the driver wanted to get his car ready for the car show.

  – He wrote on his calendar what he was going to do on his car each day.

- For example, Friday he planned to fix the mirror.
- Use the bodybuilder as an example.
  - What schedule might the bodybuilder follow to meet his goal of exercising regularly?

    ANSWER

    Work out Mondays, Wednesdays, and Fridays after work

  - Why is that his schedule?

    ANSWER

    Because it is when he will work on his goal

- Introduce going to prom as a scheduling example.
  - What if your goal was to go to prom?
  - What might you need to schedule for prom?
  - When would you need to do this?

    POSSIBLE RESPONSES

    Ask someone to go with you

    Order flowers (two weeks before the dance)

    Order dress or tux (one month before the dance)

    Buy prom tickets (when they go on sale)

    Make restaurant reservations (one week before the dance)

  - Why is this your schedule?

    ANSWER

    It tells when I will do these things.

- Introduce the question students will ask themselves for schedule.
- Put the Take Action Plan Parts transparency on the overhead and ask students to look at their worksheets.
  - Find the word "Schedule" on the worksheet.

– When you write your schedule you ask yourself, "When will I do this?"

- Write the question next to "Schedule" on the overhead.

- Ask students to write the question next to "Schedule" on their worksheets.

F.

Teach "Support"

- Define support.

  – Support is help provided by other people or things—it is help that comes from outside you.

  – Remember in the video animation parts of the car started breaking.

  – The tow truck came and people helped fix the mirror.

- Give an example of support using the runner.

  – The runner may need the support of her alarm clock to wake her up early enough to run before work.

  – Another support she could use is having a friend come by and get her to run with her.

  – Why are these support?

A N S W E R
Because they give her the help she needs

  – What support might the weight lifter need?

P O S S I B L E   R E S P O N S E S
Personal trainer
Spotter
Mom to pay for gym

  – Why are each of these support?

> **ANSWER**
> Because they give him the help he needs to accomplish his goal.

- Introduce the question students will ask themselves for support.

- Put the Take Action Plan Parts transparency on the overhead and ask students to look at their worksheets.

  – Find the word "Support" on the worksheet.

  – When you write your support you ask yourself, "What help do I need?"

- Write the question next to "Support" on the overhead.

- Ask students to write the question next to "Support" on their worksheets.

- Ask students the following question.

  – What kind of support might you need in school?

  > **POSSIBLE RESPONSES**
  > Study for test—ask teacher for a review sheet
  > Problem with friend—see a counselor
  > Poor at spelling—use a spell checker

G.

Review Kristal's Plan From the Video

- Put the transparency of Kristal's Take Action (page 1) worksheet on the overhead.

  – What was Kristal's goal?

  > **ANSWER**
  > To get her driver's license

- Present Kristal's plan and write each part on the transparency.

  – When Kristal made her plan to get her driver's license, she first thought about her strategy.

– Kristal's strategy was to practice driving with her mother.

– What question did she ask herself to decide on her strategy?

ANSWER
What method will I use?

– Kristal's schedule is to practice driving on her mom's days off, Wednesday and Sunday.

– What question did she ask herself to decide on her schedule?

ANSWER
When will I do this?

– Kristal's support was her mother and Richard driving with her.

– What question did she ask herself to decide on her support?

ANSWER
What help do I need?

H.
Review Questions for Each Plan Part

- Ask students to complete the review worksheet matching the questions to the parts of a plan.

- Check worksheets to ensure all students have the correct responses.

I.
Wrap up

- Set up next day's lesson.

  – In the next lesson you will critique some sample plans.

Take Action Plan Parts

Name _____   Date _____

Directions

On the lines below, write the question you will ask yourself when you are completing each part of your plan. Remember, your plan is the first step in the *Take Action* process to accomplish your goal.
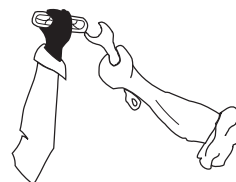
Plan Parts   **Question I ask myself**

Strategy _____
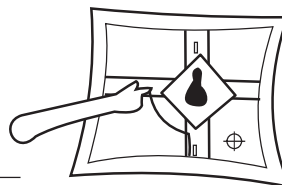
FRIDAY
Fix
Broken
Mirror

Schedule _____

Support _____

Kristal's
Take Action (page 1)

Directions: In the boxes below, write Kristal's plan parts.

Name _Kristal_   Date _June 15_

Goal _Get my driver's license_

Part 1: Student Plan

STRATEGY What methods will I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?

Name _____

Date _____

Take Action Review

Find the question that explains each part of a plan. Write it under the correct part of the plan.

Questions

What help do I need?	When will I do this?	What methods will I use?

Parts of a Plan

STRATEGY	SCHEDULE	SUPPORT

Goal: Exercise Regularly
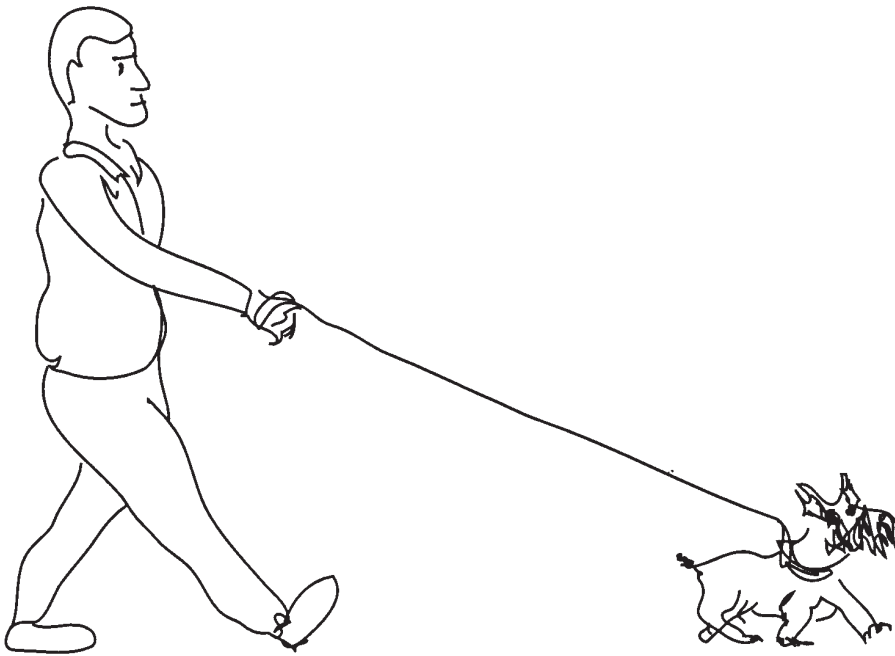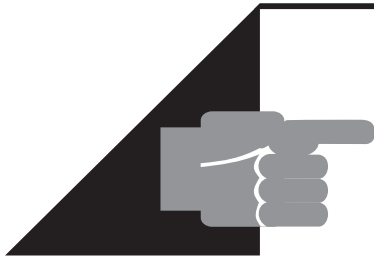
3M

Critiquing Example Plans and Writing Own Plan (Modified Version)

Purpose

To provide students with examples of student plans.

To teach students a method for critiquing plans and predicting whether a plan will work.

General Information

In this lesson students are presented with criteria for each part of a plan. They critique three example student plans using the criteria. The plans they are critiquing are for goals that can be accomplished in a day or two. They will then write a plan for a goal they choose.

Strand

"Taking Action"

Goals

Student Plan

Objectives

- Determine strategies for completing specific goals
- Determine support needed to complete specific goals
- Prioritize and schedule to complete specific goals

Location

School

Estimated Time

60 minutes

Materials

- Overhead projector (Optional)
- Four copies of the Take Action Plan Critique worksheet for each student
- One copy of Compliment Plan for each student
- One copy of Want Ads Plan for each student
- One copy of Asking Out Plan for each student
- One copy of blank Take Action worksheet (page 1) for each student

Lesson Overview

- Students read the sample situations and the goals and plans for three people.

- Students use the Plan Critique worksheet to critique each plan and predict how well each part will work.
- Students write a plan for a goal they choose.

Lesson Summary

A. Review
B. Overview lesson
C. Critique "compliment" plan
D. Students work in pairs to critique the "want ads" plan
E. Students work in pairs to critique the "asking out" plan
F. Overview how students will use the plan
G. Complete "plan"
H. Critique plan with a partner
I. Wrap up

A.
Review

- Ask students to list the four *Take Action* steps for accomplishing goals.

ANSWERS
plan, act, evaluate, adjust

- Ask students what is the question to ask themselves when writing each part of a plan.

ANSWERS
Strategy
What methods will I use?
Support
What help do I need?
Schedule
When will I do this?

B.
Overview Lesson

- Present the following information.

  – Before you write your own plan, you will critique sample plans to help you see what makes a good plan.

  – You will read a sample plan, then you will use a critique sheet to decide which parts of the plan you think will work and which parts won't work.

C.
Critique "Compliment" Plan

- Hand out the "compliment" plan.
- Ask different students to read the parts of the plan.
- Hand out the Plan Critique worksheet.
- Model using the critique sheet to critique the three parts of the plan.
- Write on the overhead while students write on their handouts of the worksheet (to keep them involved).

(**Note:** Students may have different opinions about how well the different parts of the plan will work. Part of this is because they are critiquing the plan of an imaginary person. The reasons they give for their responses are what's important.)

S A M P L E   R E S P O N S E S
Strategy
People in our class have the skills to practice and compliment Mrs. Guido.
Practicing has worked for us before.
Schedule
There is a set time—lunchtime.
That is a time we could talk to Mrs. Guido.
Support
There are people in this class who can and will tell me how I did.

D.

Students Work in Pairs to Critique the "Want Ads" Plan

- Ask students to work in pairs to critique the "want ads" plan.

- Discuss their critique of each plan part.

S A M P L E   R E S P O N S E S
People in our class have used the front page of the paper to find items in the paper.
We can do it during life skills class.
Miss German is good support.

E.

Students Work in Pairs to Critique the "Asking Out" Plan

- Ask students to work in pairs to critique the "asking out" plan.

- Discuss the parts of the plan they think will be most and least effective.

SAMPLE RESPONSES

The most effective part of the plan is Miss German helping one of us decide who to choose.

The least effective part might be the schedule. It might be hard to find a time when there aren't a bunch of people around.

F.
Overview How Students Will Use the Plan

- Give students an overview of what they will be doing in the next lessons.
  – You will write a plan for one of your goals for today.
  – After you write your plan you will critique it with a partner.
  – During the day you will take action according to your plan.
  – In the next lesson, you will critique your action, evaluate, and adjust your plan with a partner.

G.
Complete "Plan"

- Hand out a blank Take Action worksheet (page 1) to each student.
- Ask students to write the goal they chose on the worksheet.

(**Note:** Teachers may use the students' IEP goals to provide goals from which the students choose or students may write their own goals. Whether the students write the goals themselves or the teacher provides a goal menu, the goals need to be something the students can accomplish in the next day or two.)

- Guide students through the parts of the plan.
  – What question do you ask yourself for strategy?

ANSWER

What method will I use?

  – Write a strategy for your goal.

- Ask students the questions on the plan critique.

  - Do you have the skills to do this strategy?

  - Has this strategy worked for you before?

  - Do you think this strategy will work?

- Guide students through each part of the plan the same way.

- Remind students they will go over their completed plan with someone else in the class today, and next lesson they will critique their progress toward their goal with a partner.

(**Note - Potential Problems:** There are some things that could fit under different parts of a plan. For example, "studying with a friend" may be considered a strategy or a support. The important issue is students are thinking about the parts of the plan. As long as it's reasonable let students decide what makes sense to them.

Students may choose something you know won't work for them such as "study four hours each night." You or the student partners may question this, but if students think it will work let them keep it. In the evaluation and adjustment steps they should see for themselves that they need to do something different.

If students are not understanding the concept of each of the plan parts, reteach the parts.)

H.

Critique Plan With a Partner

- Ask students to critique their plan with a partner, using the Plan Critique worksheet.

- Ask students to present their critique of their partners' plan to the class.

(**Note:** In classes where the students know and trust each other, students will give each other good information about what might work for them.)

I.

Wrap up

- Remind students that in the next lesson they will evaluate and adjust this plan.

    – Explain that the plan is just the starting point.

    – Most people will need to make adjustments in their plan.

    – It's not so important that you write a plan that works the first time.

    – What's more important is how well you evaluate it and the adjustments you make.

Take Action
Plan Critique

Name (Planner) _____ Name (Critiquer) _____ Critique Date _____

Directions

Answer these questions about the plan to see if you think it will work.

Goal _____

STRATEGY	**SCHEDULE**	**SUPPORT**
Do you have the skills to do this strategy?	Is there a set time to take action?	Can you rely on this support?
Has this strategy worked for you before?	Can you do this schedule?	Will you need more support?
Do you think this strategy will work?	Do you think this schedule will work?	Does the person have the skills to help you in this way?
		Do you think this support will be helpful?

What parts of the plan do you think will be most effective?

Why?

What parts of the plan do you think will be least effective?

Why?

What changes would you make in the plan?

Compliment Plan
Take Action (page 1)

Name _Wanda B. Nice_   Date _February 5_

Directions

Goal   Write your goal on the line below.

1. Plan   Write a plan to accomplish your specific goal. Complete the three parts of the plan by answering the questions in each box.

2. Action   Each day, review your action. Answer the question, "Did I meet my goal?" Answer the question in each box.

3. Evaluate   After you complete the Action questions, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box. Answer the question, "What are the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust   Decide if you want to change your goal. If you want to change it, write a new one on the line. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Goal _Give a compliment to a peer or teacher_

Part 1: Student Plan

STRATEGY What methods will I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?
Compliment Mrs. Guido Practice with a friend during life skills class	Give Mrs. Guido a compliment at lunch time	A friend will practice with me and tell me how I did

Want Ads Plan
Take Action (page 1)

Name _Ivanna Job_   Date _January 20_

Directions

Goal   Write your goal on the line below.

1. Plan   Write a plan to accomplish your specific goal. Complete the three parts of the plan by answering the questions in each box.

2. Action   Each day, review your action. Answer the question, "Did I meet my goal?" Answer the question in each box.

3. Evaluate   After you complete the Action questions, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box. Answer the question, "What are the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust   Decide if you want to change your goal. If you want to change it, write a new one on the line. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Goal   _Find the job want ads in the newspaper_

Part 1: Student Plan

STRATEGY What methods will I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?
Look on the front page of the paper to find the section the classifieds are in	_Look for want ads during life skills class_	_Miss German or one of the peer tutors will help me find the ads_

Asking Out Plan
Take Action (page 1)

Name _Juan Adate_ Date _March 20_

Directions

Goal Write your goal on the line below.

1. Plan Write a plan to accomplish your specific goal. Complete the three parts of the plan by answering the questions in each box.

2. Action Each day, review your action. Answer the question, "Did I meet my goal?" Answer the question in each box.

3. Evaluate After you complete the Action questions, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box. Answer the question, "What are the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust Decide if you want to change your goal. If you want to change it, write a new one on the line. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Goal _Ask someone out for a coke and the other person accepts_

Part 1: Student Plan

STRATEGY	SCHEDULE	SUPPORT
What methods will I use?	When will I do this?	What help do I need?
Name peers I have done things with _Name peers who have been friendly to me_ _From those 2 groups choose someone to ask for a coke_	_Choose a time when I see that person without a bunch of people around_	_Miss German and a peer will help me choose who to ask_

Take Action (page 1)

Name _____ Date _____

Directions

Goal   Write your goal on the line below.

1. Plan   Write a plan to accomplish your specific goal. Complete the three parts of the plan by answering the questions in each box.

2. Action   Each day, review your action. Answer the question, "Did I meet my goal?" Answer the question in each box.

3. Evaluate   After you complete the Action questions, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box. Answer the question, "What are the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust   Decide if you want to change your goal. If you want to change it, write a new one on the line. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Goal _____

Part 1: Student Plan

STRATEGY What methods will I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?

LESSON
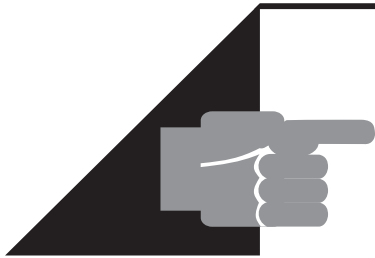
4M

Evaluate and Adjust Plans (Modified Version)

Purpose

To teach students how to evaluate and adjust plans.

General Information

In this lesson students are introduced to the evaluation and adjustment steps of the *Take Action* process. They evaluate and adjust their own strategies, schedules, and supports from their own plans written in Lesson 3.

Strand

"Taking Action"

Goals

- Student Action
- Student Evaluation
- Student Adjustment

Objectives

- Act on strategies, support, schedule
- Evaluate strategies, support, schedule
- Adjust strategies, support, schedule

Location

School

Estimated Time

60 minutes

Materials

- Overhead projector (Optional)
- Take Action worksheet (page 2)—one copy for each student
- Sean's Take Action (pages 1 and 2) transparencies

Lesson Overview

- Students review Sean's evaluation and adjustment from the video.
- Students evaluate and adjust their plans and actions from Lesson 3.

Lesson Summary

A. Review
B. Overview lesson
C. Review Sean's example in the video
D. Introduce evaluation and adjustment, steps 2-4
E. Complete Part 2: Action
F. Complete Part 3: Evaluate
G. Complete Part 4: Adjust
H. Review in pairs and present to class
I. Wrap up

A.

Review

- Ask students to list the four steps for accomplishing goals.

ANSWERS
plan, act, evaluate, adjust

- Ask students to list the three parts of a plan.

ANSWERS
strategy, schedule, support

B.

Overview Lesson

- Present the following information.

  - Plan is only the beginning.

  - It's a rare plan that works the first time.

  - Usually people evaluate their plans and the action they took and then make an adjustment of some kind.

  - Remember, evaluate is when you think about how your plan and action worked.

  - What do you do when you evaluate?

ANSWER
Think about how your plan and action worked

  - Adjust is when you look at what changes you need to make so your plan and action will work better.

  - What do you do when you adjust?

ANSWER
Look at what changes you need to make so your plan and action will work better

  - Today we'll look at Sean's evaluation and adjustment from the video.

– Then you will evaluate and adjust your plans.

C.
Review Sean's Example in the Video

- Put Sean's Take Action transparencies (pages 1 and 2) on the overhead and briefly review Sean's example.

  – Remember Sean from the video?

  – His goal was to pay off his credit card but his plan wasn't working.

  – When Sean evaluated his plan and action he saw that several parts of his plan didn't work.

  – The main reason they didn't work was because he kept charging on the credit card.

  – Sean adjusted his plan.

  – His new strategy was to stop charging on the card.

  – To do that he changed his support by giving the card to a responsible person to keep until he paid off the balance.

D.
Introduce Evaluation and Adjustment, Steps 2-4

- Introduce the action, evaluation, and adjustment process.

  – The plan is just the beginning.

  – You will need to take action, evaluate the plan and action, and adjust whatever didn't work.

  – All plans need evaluation and adjustment.

  – Look at what did and didn't work.

  – What's most important is how you evaluate why the plan did or did not work, and how you are going to adjust it.

E.

Complete Part 2: Action

- Ask students to look at their plan, think about the action they took this week, and answer the questions under Part 2: Action.

- Ask a couple of people to share their responses.

F.

Complete Part 3: Evaluate

- Ask students to complete Part 3: Evaluate on their own.

  - Instruct students to answer the questions, "Why or why not?" as they relate to their responses in Part 2.

- Ask students to respond to the question, "What were the main reasons you got these results?"

  - This is to help them focus on the crucial piece that did or didn't work.

G.

Complete Part 4: Adjust

- Ask students to adjust anything that didn't work.

  - They should pay particular attention to their response to the question, "What were the main reasons you got these results?"

(**Note:** It may take students several weeks of adjustments to figure out how to make their plan work. Through the process they will learn what they need to do differently.)

H.

Review in Pairs and Present to Class

- Ask students to pair up and review their action, evaluation, and adjustment.

- Ask the other person in the pair to give feedback on the first person's evaluation and adjustment.

- Ask each person to explain the other person's evaluation and adjustment to the class.

- Restate, model the thinking involved, and ask questions as they report.

> **EXAMPLES**
>
> Are there other strategies you could use?
>
> Where else could you get help?
>
> Did you schedule a time to do this?

- In a class where students know each other well and are comfortable receiving feedback from each other, allow students to comment and offer suggestions. These are often the most powerful change producers.

I.
Wrap up

- Ask students to keep their original plan and their adjustments to review at the end of each day.

  – To accomplish goals people are constantly adjusting their plans, looking at what is working and what is not working.

  – During the day you will work on your plan with the adjustments.

  – Each day we will take a few minutes to review your progress toward this goal.

  – Pay attention to parts of your plan that work well for you. You may use them for new goals.

Take Action (page 2)

Name _____ Date _____

Goal _____

Part 2: Action

Did I meet my goal?   YES   NO

STRATEGY Did I use the strategy? yes no	**SCHEDULE** Did I follow the schedule? yes no	**SUPPORT** Did I use support? yes no

Part 3: Evaluate

STRATEGY Did it work? yes no Why or why not?	**SCHEDULE** Did it work? yes no Why or why not?	**SUPPORT** Did it work? yes no Why or why not?

What were the main reasons you got these results? Write them in the space below. Look at the Action and Evaluate sections. If you met your specific goal, consider the parts of the plan you answered "yes." If you didn't meet the specific goal, consider the parts you answered "no."

Part 4: Adjust

Goal OK or change?   If change, new goal _____

STRATEGY If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?

Sean's
Take Action (page 1)

Name _Sean_   Date _June 15_

Directions

Goal Write your goal on the line below.

1. Plan Write a plan to accomplish your specific goal. Complete the three parts of the plan by answering the questions in each box.

2. Action Each day, review your action. Answer the question, "Did I meet my goal?" Answer the question in each box.

3. Evaluate After you complete the Action questions, evaluate whether each part of your plan worked. Write the reasons they did or didn't work in each box. Answer the question, "What are the main reasons you got these results?" Look at your reasons in the Evaluate boxes. Decide which of those are the main reasons you got the results you did. Write them in the space under the question.

4. Adjust Decide if you want to change your goal. If you want to change it, write a new one on the line. You will probably want to adjust the parts of your plan that didn't work. Write the changes in the boxes. Remember which parts of your plan did work so you can use them again.

Goal _Pay off Visa card_

Part 1: Student Plan

STRATEGY	SCHEDULE	SUPPORT
What methods will I use?	When will I do this?	What help do I need?
Work and pay balance	Pay all of it every month	Don't need any help

Sean's
Take Action (page 2)

Name (Planner) __Sean__   Date __June 15__

Goal __Pay off Visa card__

Did I meet my goal?   YES   (NO)

Part 2: Action

STRATEGY	**SCHEDULE**	**SUPPORT**
Did I use the strategy? (yes) no	Did I follow the schedule? yes (no)	Did I use support? yes (no)

Part 3: Evaluate

STRATEGY	**SCHEDULE**	**SUPPORT**
Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?
Worked but charged on card for spending money and didn't pay balance	Paid every month but didn't pay it all because I kept charging on the card	Worked regular hours but I didn't pay the balance each month

What were the main reasons you got these results? Write them in the space below. Look at the Action and Evaluate sections. If you met your specific goal, consider the parts of the plan you answered "yes." If you didn't meet the specific goal, consider the parts you answered "no."

I kept charging on the card

Part 4: Adjust

Goal (OK) or change?   **If change, new goal** _____

STRATEGY	**SCHEDULE**	**SUPPORT**
If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?
Stop charging on the card	Pay some each month until it is paid off	Give card to someone responsible to hold until I pay off the balance

---

The ChoiceMaker Self-Determination Curriculum

Choosing Employment Goals

These lessons provide students with school- and community-based experiences to help them choose employment goals by identifying their interests, skills, and limits. A student video introduces the concepts by showing high school students using the "Choosing Goals" process.

Choosing Personal Goals

These eleven lessons help students to develop satisfying personal lives and increase their self-determination skills. The package includes the *Choosing Goals* video, a teacher's manual, and reproducible student worksheets.

Self-Directed IEP

Self-Directed IEP is a multimedia package that teaches students how to participate in and manage their own IEP meetings. It includes two videos, a Teacher's Manual, and a Student Workbook. The eleven lessons in the Student Workbook match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. The instructional 17-minute video, *Self-Directed IEP*, is alternately available in open-captioned format upon request.

Take Action

These lessons help students plan how to attain their goals by making decisions about performance standards, receiving feedback, motivation, needed supports, strategies, and schedules. A ten-minute video is included to demonstrate how students use the *Take Action* process.

To order or receive more information call **1-800-547-6747**