

# JAG PBL Menu - Goal Setting

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources as prompts as you customize a PBL to fit the needs of your classroom and community.

## Title Options

- You're So SMART!
- Design Your Life
- Motivate 2 Graduate
- My 10-year Reunion
- *Create Your Own!*

## Duration

3-5 Weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 3-5 weeks; however, feel free to make it work as time allows and within any time constraints that may be present.

\*Completing this PBL after or alongside the character development unit may be useful to align personal goals along with goals for the future.

## Project Summary

Goal-setting is powerful because it provides focus. It shapes our dreams. It gives us the ability to hone in on the exact actions we need to perform to achieve everything we desire in life. Goals are great because they drive us to stretch and grow in ways that we never have before. In order to reach our goals, we must become better (Rohn, 2015). In this project, students will draft their short and long term goals and visions for their future success, as well as develop/update their Individual Development Plan (IDP).

## Driving Question

A Driving Question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality Driving Question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How can goals impact my life?
- What motivates me to achieve my goals?
- How can I set goals that are Specific, Measurable, Attainable, Realistic, & Timely?
- Where do I see myself in 5 years?
- How can students who are struggling be motivated to stay in school and graduate?

## Entry Event

An Entry Event should engage, intrigue and provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- Show a **video clip** on Goal Setting and ask students to **journal** about goals and dreams that they have for themselves. Discuss the difference between goals and dreams.
- Invite a **guest speaker** to discuss the importance of goal setting and accomplishing SMART goals. Students will develop their own SMART goals during the presentation.
- Complete a **meditation activity** where you visualize yourself in five years; i.e. where will you be professionally, personally, physically, etc. Follow the prompts in the resource section.
- Introduce a **famous leader** and share their story: Richard Branson, Cesar Chavez, Walt Disney, Shirley Chisolm, Crazy Horse, Bayard Reston, etc. Discuss their journey and how goal setting propelled them through trials and tribulations in their lives. Ask students to **journal** about what they learned and connect the message to their own life.
- Facilitate a **team building activity** to accomplish a goal. Debrief the activity and allow time to connect setting and accomplishing goals
- **Write a letter** to yourself that you will open in 5-10 years. List your hopes, dreams and goals for the future

## Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do's & Don'ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, etc.)
3. **A solution or answer to the driving question.**

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

<p><b>Major Group Products</b></p>	<ul style="list-style-type: none"> <li>• Develop a workshop for Middle School students on the value of setting and accomplishing goals</li> <li>• Create a visualization routine for meditation, facilitate the routine on an audience</li> <li>• Create a YouTube video on developing and achieving SMART goals</li> <li>• Design a cell phone app for goal setting</li> <li>• Develop a workbook to help others achieve personal success</li> </ul>
<p><b>Major Individual Projects</b></p>	<ul style="list-style-type: none"> <li>• Time capsule letter to self</li> <li>• Completed SMART Goals</li> <li>• Journal</li> <li>• Log progress on a goal setting app (Mint, myfitnesspal, or other app to track daily progress)</li> <li>• Vision Board – in person or online</li> <li>• Research paper on a leader</li> <li>• Complete/update the IDP</li> <li>• Create a study plan</li> <li>• Use a planner/calendar to organize homework, assignments, tests, appointments and work schedule</li> <li>• Create a personal vision statement</li> </ul>

## Competencies

Competency Attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

**Level 1:** A.1, F.31, F.32, F.33

**Level 2:** C.18, C.19, D.21, D.22 D.23, D.24, F.34, F.35, F.36, F.37, G.49, G.51, G.53, G.55, G.57, H.74, H.77, H.79, J.101, J.103, J.105, L1.11, L.113, M.114, P.127, Q.131,

**Level 3:** A.3, G.38, G.41, G.42, G.48, G.54, L.112

\*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

## Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

<b>Formative Assessments</b> (Mini-assessment to shape learning during Project)	Quizzes/Tests	Practice Presentations	
	Journal/Learning Log	Notes	
	Preliminary Plans/Outlines/Prototypes	Checklists	
	Rough Drafts	Concept Maps	
	Other:		
<b>Summative Assessments</b> (End of Project)	Oral Presentation, with rubric	Written Final, with rubric	
	Multiple Choice/Short Answer Test	Peer Evaluation	
	Essay	Self-Evaluation	
	Other:		

## Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major component of PBL, allowing students to think about what they've accomplished throughout the project.

<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log	Focus Group – Success Council	
	Whole-Class Discussion	Fishbowl Discussion	
	Survey	Peer Assessment	
	Self-Assessment	Other:	

## **Scaffolding (Managing the Process)**

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

### **Prior to the Project Beginning**

*\*Consider the following examples of tasks to prepare for prior to the launch of your project:*

- Build relationships with business partners to assist with talking about personal and professional goal setting.
- Secure necessary materials and resources, especially technology.
- Create examples of projects (Vision Board, Passion Project).
- Design lessons with relevant materials.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

### **Launching the Project**

*\*To build the excitement and engagement for the project, do the following:*

- Perform the Entry Event.
- Share the Driving Question.
- Discussion on student voice and choice.

### **Project Navigation:**

*\*Based on your student's previous knowledge and the design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.*

- Introduce and discuss SMART goals.
- Complete activity using SMART goals. (L.112)
- Journal.
- Look at personal transcripts, set academic goals for remainder of year and a plan to transition to college and/or career.
- Update the Individual Development Plan.
- Discuss and perform goal achieving techniques, such as visualization, modeling, meditation. (G.38, G.41)
- Discussion on positive choices, habits, prioritizing, and support system and how it effects reaching your goals. (A.3, G.42, G.48, G.54)
- Introduce Public Product.
- Form groups.
- Research for Public Product activity.
- Ask experts for advice.
- Complete Public Product.
- Debrief.
- Journal.
- Assessment goal setting.
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

## **Accommodations**

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>

## **Resources**

What resources will make this project successful? Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

*\*For example, assist with setting personal and professional goals*

### **School-based individuals:**

- Principal or Assistant Principals
- Athletic Coaches
- Secretary
- Teachers

### **Community:**

- Business professionals – HR Managers, Company CEO/Presidents, other professionals
- Civic organization leaders
- College Admissions Office
- Employment and Workforce Centers

### **Technology:**

- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (projector, screen, speakers, etc.)

### **Materials & Supplies:** (if necessary)

- Magazines, poster board, markers, glue, scissors for vision board
- Organizational planners
- Copies of IDP
- Calendar
- Student Transcripts to update IDP

## **Supplemental Links**

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Goal Setting, Achievement and Celebration - [http://www.roachievementconference.org/Handouts/Goal\\_Setting\\_Achievement\\_n\\_Celebration\\_Handout.pdf](http://www.roachievementconference.org/Handouts/Goal_Setting_Achievement_n_Celebration_Handout.pdf)
- Personal Goal Setting - <https://www.mindtools.com/page6.html>
- Goal Setting: Developing a Vision and Goals for Your Career Plan - <http://hr.berkeley.edu/development/career-development/goal-setting/career-plan-vision>  
Continued...



- Pinterest Goal Setting Board - <https://www.pinterest.com/explore/goal-setting-worksheet/>
- Goal Setting Begins with a Dream - [http://www.ncwd-youth.info/sites/default/files/ilp-how-to-guide/Goal\\_Setting\\_Begins\\_with\\_a\\_Dream.pdf](http://www.ncwd-youth.info/sites/default/files/ilp-how-to-guide/Goal_Setting_Begins_with_a_Dream.pdf)
- Goal Setting Toolkit- [http://www.activeminds.org/storage/documents/Toolkit/Goal\\_Setting.pdf](http://www.activeminds.org/storage/documents/Toolkit/Goal_Setting.pdf)
- Goal Setting Icebreakers for Teens - [http://www.ehow.com/list\\_7557169\\_goal-setting-icebreakers-teens.html](http://www.ehow.com/list_7557169_goal-setting-icebreakers-teens.html)

## **Videos**

### Entry Event # 1

- One-step-at-a-time - goal achieving cartoon doodle video - <https://www.youtube.com/watch?v=8cCiqbSJ9fg>

### Entry event # 2

- Visualization Techniques – A meditation to Achieve Your Dreams - <https://www.youtube.com/watch?v=LpY5dUnYPH0>
- The Best Motivation Video 2015 - GOALS SETTING - <https://www.youtube.com/watch?v=cveQgzlz0WE>
- Famous Failures - <https://www.youtube.com/watch?v=zLYECIjmnQs>

## **Assessments & Rubrics**

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - [www.bie.org](http://www.bie.org)

For questions or assistance contact [pbl.jag@gmail.com](mailto:pbl.jag@gmail.com) or join the discussion on Facebook @pbl.jag!

## **One Step Further**

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- JAG students shall research their high school graduation data, uncover why students do and don't drop out, and conduct interviews with school administrators, dropouts, and students with barriers who've graduated from the high school. They will study and reflect on what motivates people, including themselves. They will then break into teams to write marketing plans with the goal of motivating more students to stay in school and graduate. JAG teams will present their plans to a panel of judges who will select the winning pitch. The winning pitch team will present to the school board, receive a prize and the winning marketing plan will be implemented at high school through a new PBL.
- Work on collaboration with community organization to develop goal-setting seminar
- A goal setting project could be a component of a much larger project where goals are required, pause your current project and implement a goal-setting project within.

Work Cited:

Rohn, J. (2016, June 28). Rohn: 4 Tips for Setting Powerful Goals. Retrieved June 29, 2016, from Rohn: 4 Tips for Setting Powerful Goals

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