

18 Write a Free Time Growth Goal

TRANSITION OBJECTIVE

Students will identify, write and monitor a free time growth goal for the next six weeks.

RELEVANCE TO SUCCESSFUL TRANSITION

Research supports the importance of goal setting. Writing and thinking about goals makes it more likely that they will be reached. In addition, assessing our progress promotes continued growth.

INSTRUCTIONAL SEQUENCE

☐ STEP 1: Update Journal

One goal I have is . . .

☐ STEP 2: Convene Roundtable

"One way I am growing is ____."

☐ STEP 3: Advance Organizer

"Today you will write a **Free-Time Growth Goal** using the information you will learn about managing your free time."

☐ STEP 4: Activity - 30 Minutes

Explain again how important it is to set goals for yourself. Tell them research shows that if they set a goal, write it down, read over it or think about it often, they will reach that goal. Read through the handout **Free-Time Growth Goal Contract**. On the screen image, share your personal **Free-Time Growth Goal Contract** with the class. Talk about how and why you decided on your goal.

Students share their results from the **Personal Health Growth Goal Contract** from Unit 1. Using their completed **Daily Goals Chart** students share their progress with a partner. On the handout **Graph Your Results**, mark the total number of "yes" responses in the columns representing each of the six weeks. Have students calculate their percentage of success by dividing the number of "total" days into the number of "yes" days. Ask pairs to analyze the results. After three minutes, have pairs share their conclusions. Discuss

the reasons for success or lack of success with the class.

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LIFE MANAGEMENT: Unit 2

LESSON 18

Graph Your Results

Circle the number that represents your total number of "yes" answers for each of the six weeks. Connect the numbers with a line to show your progress over the six weeks.

7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
0	0	0	0	0	0
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Directions:
 Circle the number that represents your total number of "yes" days in each week.
 Write the total number of days possible: _____
 Write the total number of "yes" days: _____
 To find your percentage of success, divide:
 total "yes" days _____ by the total days: _____ = _____ %

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LIFE MANAGEMENT: Unit 2 LESSON 18

FREE-TIME GROWTH GOAL CONTRACT

To use my free time wisely, I will: _____

I will work on this goal for this amount of time:
From: _____ To: _____

I will evaluate and record my progress on the chart below.

I am committed to this growth goal.
Student Signature: _____ Date: _____

Daily Goals Chart

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							

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in the unit to determine their growth goal. Help students decide upon an appropriate goal and provide assistance with spelling and vocabulary to complete the contract. Assure students that this goal is personal and will not be shared with others. After students have completed their growth goals, explain that the next step is to keep track of their progress on a daily basis.

Go over the handout **Daily Goals Chart** with students. Tell students to mark a “yes” or “no,” relating to their progress. This should be done daily before class starts.

□ STEP 5: Activity - 30 Minutes

Give students time to complete the handout **Free-Time Growth Goal Contract**. Remind them that they may refer to other lessons

□ STEP 6: Evaluate Outcomes

Checking my progress on my growth goal each day is important because “_____.”

□ STEP 7: Connecting Activity

Students select a person they feel is successful to ask about the goals that person has set throughout his/her life.

KEY WORDS

growth

goals
analyze

contract

decision
calculate

personal

MATERIALS AND PREPARATION

- Student Handouts: **Graph Your Results**, page 85; **Free Time Growth Goals Contract**, page 86.
- Prepare a sample growth goals contract.
- Prepare sample of the daily growth goals chart.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math, Listening, Speaking
- Thinking Skills: Decision Making, Visualizing
- Personal Qualities: Responsibility, Self-Management