**Lesson Topic**: Introduction to Self-Determination- defining terms

**Title**: Intro to Self-Determination

**Target Level**: K-12- adjust as needed for grade level

**State Standards**: Align to appropriate grade level standard

**Objectives**:

Define self-determination

Explain why self-determination is important to your life

Define related terms: goals, goal setting, problem solving

**Materials needed**:

Anchor Chart for terms

Intro to Self-Determination assessment checklist-attached

**Time Frame**: One class period- 15 minute lesson

**Lesson Procedure**:

1. Begin by asking the class what they would do if they wanted extra recess or free time. How would they make this happen? Let them share their solutions and then tell them all they just set a goal and found a way to solve the problem of earning extra recess time. “The lesson today is all about goals and how to reach those goals through problem-solving and goal setting.”
2. Define self-determined. Being self-determined means acting or causing things to happen in your life. Write term on anchor chart.
3. Explain why SD is important to kids’ lives.

Making decisions on things that impact your daily life: what to wear, what to eat, games to play, making friends, choice of books or activities, where to work, college and career goals, etc.

1. Define goal. A goal is something you work toward to make happen. It is the aim of your effort.
2. Ask students to brainstorm goals. List a few on the anchor chart and lead a discussion on why we need to set goals and how this will positively impact their lives.
3. Define goal setting. Goal setting is the process of deciding what you want and making a plan to obtain it. Write the definition on the anchor chart. Make modification to verbiage depending on grade level.
4. Define problem solving. Problem solving is the process of finding solutions to difficult issues. Write the definition on the anchor chart and lead a discussion on how we problem solve every day.
5. Ask a few questions to check for understanding before moving students into small groups. They are to discuss and define goals, goal setting, problem solving, and self-determination in their small groups. The teacher will rotate through the groups with the assessment checklist to ensure all students understand the terms, asking clarifying questions as needed.

**Specific Options for Differentiating this Lesson**: Customize according to grade and developmental level of students.

**Evaluation**: Introducing Self-Determined Learning Model of Instruction Checklist; see attached

 **Extending Understanding**:

Address questions such as:

1. What are the benefits of being self-determined at school and home?
2. What are some goals you want to obtain soon?
3. What happens if you cannot complete one of the steps in your goal?
4. What is your next step when a problem arises?

Introducing Self-Determined Learning Model of Instruction Checklist

Ask students the following questions and place a check mark in each box that each student answers correctly.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Define Self-Determination | Explain why Self-Determination is important to your life  | Define goals | Define goal setting | Define problem solving |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |