**Lesson Two**

**Title**: Intro to Self-Determination- defining additional terms

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

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

**Objectives**:

Review why self-determination is important to your life and terms from LP 1: goal, goal setting, and problem solving

Define related terms: Problem, Barrier, Action

**Materials needed**:

Anchor Chart for terms from lesson one

Intro to Self-Determination assessment checklist LP2-attached

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

**Lesson Procedure**:

1. Begin the class with a review of the terms from lesson one: goal, goal setting, and problem solving using the anchor chart from lesson one. Ask the students if they remember the problem they were trying to solve in the first lesson (extra recess time, free time).
2. Tell the students that this lesson is going to teach them more about setting goals. Ask them why goal setting is important and how it impacts their lives.
3. Define problem. (The last lesson discussed problem solving as the process of finding solutions to difficult issues.) A problem is something that keeps people from getting what they want. For example, a problem for getting a driver’s license might be passing the state driver’s test if you cannot read the test. Add this term to the anchor chart or create a new one for the new terms.
4. Ask students to brainstorm some problems they have encountered recently and discuss what they did to solve them.
5. Define Barrier and add to the anchor chart. A barrier is something that stands in the way of getting what you want; something that blocks your progress. For example, I want to succeed in math class, but I do not know how.
6. Ask students to brainstorm some barriers they have experienced this year so far.
7. Define Action and add to the anchor chart. An action is something you purposefully do to help you reach your goal or solve a problem. Connect ACTION back to GOAL from the review of terms from LP 1. (Goal: something you work toward to make happen. It is the aim of your effort.) Help the students relate action to meeting goals.
8. Ask a few questions to check for understanding before moving students into small groups. They are to discuss the terms from the day’s lesson (problem, barrier, action) while the teacher monitors their discussions and clarifies as needed. The teacher will use the assessment checklist to be sure all students understand and use the terms correctly and reteach terms 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 2; see attached

 **Extending Understanding**:

Address questions such as:

1. What are some problems you think you might have this year? Next year?
2. What are some actions to help you solve those problems or get through a barrier?
3. How are goals and actions connected?

Introducing Self-Determined Learning Model of Instruction Checklist 2

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student | Define Problem | Define Barrier | Define Action  | Explained the difference between a goal and action |
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