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Goal Setting- Obtaining Your Best [7th-8th grades]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: **Goal Setting- Obtaining Your Best**

Grade Level: **7th and 8th grade AVID**

Subject/Topic Area(s): **AVID- Advancement Via Individual Determination**

Designed By: **Erin Phillips**

Time Frame: **3-4 weeks**

School District: **North East Independent School District**

School: **Jackson Middle School**

School Address and Phone:

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San Antonio, Texas 78230
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Brief Summary of Unit (Including curricular context and unit goals):

In this unit, students will work to construct their own definition of a goal and from that spring into action in setting real, measurable, and motivating goals for their life. This unit is designed to not only teach students what a goal is, but to also explain why they are necessary. To emphasize to students that without them we have little to no direction and as a result we will not be led to success, but wander aimlessly.

The unit is also structured to go beyond the preliminary stages of goal setting, but to actually see the students through to the accomplishment of these goals, and celebrating in their successes.

Students will do this by establishing an accountability partner and write reflective journals as a means to monitor their progress. Meanwhile, students will participate in simulations to make the abstract concrete in understanding the importance of goals and explore second hand experiences of goal setting in literature.

**Unit: Goal Setting- Obtaining Your Best
Grade: 7th and 8th grade AVID**

Stage 1: Desired Results

Understandings

Students will understand that...

- Goals are designed by the individual and are subject to change with time.
- Goals provide direction during stability and/or uncertainty.
- Goals are a glimpse of one's best both short-term and/or long-term.

Essential Questions

Knowledge & Skill

- What is a goal? How might we live more effectively?
- Why is it important to know where we are heading?

(NEISD scope & sequence; TEKS; Core; etc.)

- Generate goals specific to their life both short-term and long-term.
- Follow the steps in making their goals both successful and effective:
 - ✓ Assess and modify their goals in order to stay on track.
 - ✓ Practice both individual and peer accountability.
 - ✓ Execute the social skills needed to complete the task at hand (obtain his/her goal)
 - ✓ Locate the resources needed to accomplish their goal and rely on that needed interdependence.

Stage 2: Assessment Evidence

Performance Task #1: Quest to Success

Setting goals and sticking to them is like a road trip. When going on a road trip you can't just wave a magic wand and be at your destination within a few seconds. Same is true with goals you cannot accomplish all your goals within one day. Accomplishing your goals and getting to your final destination takes times and requires you to take one step at a time or, in the case of a road trip, drive one mile at a time.

So far we have all taken a self journey in making are lives more successful and meaningful. We have all had very different experiences based on the varying degrees of our goals, but we have all been traveling. Along our way we have experienced obstacles, set backs, highlights, and self transformation (hopefully for the good). Taking what we have learned so far about goals, you are to create an analogy that compares your goal setting journey to a road trip; your road trip of life.

Your road analogy should include:

- ✓ The steps in which you took to reach your short-term goals
- ✓ The steps you will have to take to accomplish your remaining short-term goals and your semester goal (long-term goal)
- ✓ Where you are heading (long-term) - Why is this a goal to you?
- ✓ The individual accomplishments you have made or hope to make (these will also include the accomplishments of your goals)
- ✓ The obstacles and/or set backs you have had or foresee happening
- ✓ Any modifications you might have made since your original goal setting
- ✓ The final destination in which you ultimately hope to be after your pursuit of accomplishing all your set goals (both short-term and long-term)

All aspects of your road should be represented by an assigned symbol (ex. Your steps might be symbolized by green road signs). These symbols should stay consistent throughout your road analogy. What your symbols represent should be indicated in a key. In addition to providing symbols for each aspect, be sure to indicate the level of the aspects; for example, if one of your steps was really challenging, you would make the sign representing it either really big or a darker green than the other steps on your road. On the other hand, if the step was really easy, you would make the sign small or possibly a lighter green. The way in which you indicate the difficulty of your aspects is up to you. You might even want to change the actual condition of the road as way to indicate this (ex. Gravel or mud= difficult or nicely paved=easy).

Finally, you need to indicate how you yourself changed throughout your goal setting journey. You might represent this by the type of vehicle you are driving at various points, just be creative!!! Indicate the transformation of yourself at least 3 times along the way.

Deciding on the level of difficulty of the various aspects and how you changed as a person can be aided by reading your thoughts and opinions in your daily journal.

Note: *This peer self-assessment of long-term goal(s) should be done at the accomplishment of these goals; ex. at the end of the semester and/or year. Students should take only one day to collect the information needed to write their case study and another day to actually write the report.*

Peer Case Study→

You will pair up with one classmate and conduct a case study on him/her in order to determine the successfulness and reality of the goals they set. This is also a means of holding each other accountability in pursuing our goals.

With your partner, you will take turns interviewing each other collecting information for your case study. The following is what should be included in your finalized case study of partner (your questions should be designed to retrieve this information):

- ✓ Title that emphasizes the goals success
- ✓ A quote from your partner commenting on the overall results of his/her long-term goals. How his/her accomplishment made them feel.

Divide the following five bullets into individual paragraphs with a descriptive subheading; ex. “Stumbling Blocks”:

- ✓ Tell your partner’s goal setting journey; include:
 - Describe the goals that were set→ what were the specifics of the goals? Why were the goals important to your partner?
 - Explain any obstacles that were faced during the goal setting process. How did these make your partner feel? What did they have to do during these tough situations?

- Explain how the goals were accomplished. What are some of the specific steps that had to be taken?
- ✓ Personal evaluation (your thoughts on your partner's progress) answering the questions: Was your partner's goals realistic? What could your partner have done better? What things did your partner do well? What evidence exists to prove his/her success?
- ✓ What did you learn from your partner that can help you with setting goals in the future?

*Your case study should be at least one page or more in length.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- **Four Corners**→ Group diagnostic performance of students' preconceptions of goals.
- **Word Association**→ Individual diagnostic performance of defining a goal.
- **Concept Attainment**→ Ability to provide examples and non-examples of a true goal.
- **Multiple Intelligence online Test**→ Finding individual strengths and weaknesses to make student goals specific to themselves.
- **Career Test**→ Finding student's interest in order to create motivation to succeed in their goals.
- **Journal Entries**→ Monitoring the students' thoughts and progress in their goal setting journey as well as their record of hold their partner accountable.
- **Comic Strips**→ Break down of long-term goals into several short-term goals. Shows them what they are aiming for.
- **Student-Teacher Conferences**→ How are they doing? What suggestions can you provide?
- **Goal Analogy**→ Making their understanding of goals concrete.
- **Interactive Homework**→ What they learned from a family members goal setting process.
- **Socratic Seminar Sheet**→ Applying the importance of goals to literature.

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: What is a goal? How might we live more effectively?

-Begin the unit by having students form opinions about goals. You will do this by having students participate in a Four Corners activity. You will read several statements at a time relating to what a goal is and/or is not. After reading each statement, students decide whether or not they "agree", "strongly agree", "disagree", or "strongly disagree". Once students have made their decision, they will move to the corner of the room that is posted with the sign that corresponds with their opinion. Once in the appropriate corner, students will discuss with the other students who are also in the same corner. Students will be asked to talk about why they went to the corner that they did; in other words why did they "agree", "disagree" with the statement said. After giving the groups of students in each corner time to discuss. Each corner

will be asked to share what their group said (to facilitate who will speak, have each corner assign a speaker for each statement). You will then go onto the next statement. At the most, give 5-6 statements. Statements may include:

- Goals make you successful
- Goals are easy to obtain
- Everyone has goals in their life
- You should set your goals low so that you will not be disappointed.
- Setting goals for you is a waste of time.

-After students, have been giving the opportunity to consider what a goal is from different perspectives, the students will then sit down at their desk and complete a word association. Students will receive a hand out with a different type of “goal” that students are familiar with (such as a soccer goal). In side the goal, students will be asked to write everything they know about goals; what they think a goal is. Students will keep their word association to use the following day.

Day 2:

-Using the word association that students completed the day before, students will participate in a think-pair-share. The word association they have already completed constitutes as the “Think” portion. Students will pair up and discuss what they think a goal is. After giving students about 5-7 minutes to do so, call all students back together as class.

-Students will then share to the whole class what definitions of a goal they came up with. As students share, write their thoughts on the overhead or white board. Prior to today’s lesson, construct your own list of what a goal is being sure to include different aspects of a goal (such as steps to a goal, setbacks to a goal, accomplishments that go with a goal, etc...). This will make sure to guarantee the depth of the list that the class formulates.

-Once you have added the students input onto your list, have students in groups of four find the commonalities of the items on the list and create categories in which they would place them under. Students will complete this on dry erase boards. Students should come up with things such as (steps, drawbacks, etc...). When students are done with this categorizing the resulted list of their word associations, have each group present their categories to the class (write these on the board).

Day 3:

-Looking at the categories that the students came up with the day before on the board, come up with a class definition of a goal. Students will write the class definition at the top of the Cornell note sheet that you will hand out. Then proceed to model Cornell notes to your students as you direct teach on the essential attributes of a goal. These include:

- *Be realistic.* Goals should be based on your abilities and circumstances.
- *Be possible.* Don't establish constraints that make the realistic, unrealistic.
- *Be flexible.* Anticipate bumps in the road and expect to work around them.
- *Be measurable.* Have a target in mind so you know when you have reached your goal.
- *Be under your control.* Set your own goals based on your values, interests, and desires. Target things where you can control the outcome.

-Discuss with the students in detail what the attributes mean. Have students provide examples and non-examples of each attribute in order to catch any misconceptions (write these down on the notes as well). For instance, a non-example of a “possible” goal would be an 8th grader wanting to graduate from the University of Texas in five years. Obviously there are constraints! Explain to students this will be their checklist as they determine their short-term goals and long-

term goal. In addition to their notes, take a few minutes to discuss valuable resources in which students can find encouragement and help in achieving the goals that they will eventually set. Not only identify the resources, but discuss how they would be helpful. For example, their teacher may be a helpful resource in obtaining the goal of making an “A” in math this semester, because she could tutor them.

Day 4:

- Read aloud to the class the picture book “The Quiltmaker's Gift” by Jeff Brumbeau and Gail De Marcken and discuss what goals were present in the story. Then, in order to assess, their understanding of the essential attributes in a goal, break the students up in to six even groups where they will participate in a jigsaw activity. Each group will be in charge of a different essential attribute, including “what resources”. Students will then on a piece of chart post-it paper explain how the goal(s) in the story fits the attribute of goal setting they were assigned to. Students will then present their individual group role to the class teaching them why the goal was “realistic”, why the goal “was under control”, etc... This provides a way for students to apply the attributes and for you, the teacher, to see if there are any misunderstandings or whether or not they will be able to apply this to their own life when the time comes. Other short stories you can use are: “Verde” by Jannell Cannon (his goal to remain youthful), any of Kevin Henke’s books, “The Horned Toad Prince” by Jackie Hopkins, or possibly one of Shel Silverstein’s pieces.

-The remainder of class, use concept attainment; providing examples of a good goal and non-examples of a good goal. Once students have figured out the concept they are trying to guess, have them argue why they are good examples and why the non-examples are not.

Day 5:

-Students will begin to discover what the essential attributes of making a goal means to them. In order to convey this to the students, they will go to the computer lab and complete both a Multiple Intelligence test and a career finding test. Be sure to explain to the students that it is important for them to take these seriously, as the results will tell them both their strengths and weaknesses as well as help them discover where their interest lie. Explain that the purpose of today is to address the attribute “Be under your control”. It will help them know what to base the goals they will be setting on.

-Students will record the results of these tests on the back of their Cornell notes that contain the essential attributes of a goal. Be sure to walk around and discuss with the students individually what there findings mean. The following websites are where you can find both tests; however there are several available:

- Multiple Intelligence Test (strengths and weaknesses)→
<http://www.mitest.com/omitest.htm>
- Career Toolbox (what jobs might work according to their interests)→
<http://www.myfuture.com/toolbox/workinterest.html>

Day 6:

-Students will begin the day writing in their “Goal Setting” journals (this will be the first of several days to use this. You may create a place in your classroom for students to store these). They will answer the following question: How do you think finding your strengths, weaknesses, and interests yesterday will help you in making realistic goals for your life? When students have had adequate time to respond (no more than 10 minutes), allow students to volunteer and share what they wrote.

-Then explain to the students the structure of goals, how they work. Explain how within a long-term goal (in their case it will be a semester goal), there are several short term goals that must be met in order to ultimately get to the final point. To do so model this to your students using a personal example. For example, if my long-term goal is to run a marathon, there are several short-term goals that will have to take place. I will not be able to run a marathon over night, it will take time. Model this in the format of a 4 piece comic strip or more (this should be drawn on the white board; be creative and make it fun for the students). The last piece would be I coming across the finish line with a smile on my face. However the first piece would be me accomplishing the short-term goal of consistently getting up in time in the morning to run before work. The second piece might be me accomplishing the short-term goal of refusing to eat junk food so that my body feels healthy enough to run at its best. The third piece might be me accomplishing the short-term goal of running 10 miles successfully and so forth. As you model this to them be sure to add in your discussion the awareness of setbacks (need to be flexible), just so the students start getting use to the terminology. To make sure students fully understand, model another comic strip break down of a long-term goal with it’s short-term goals using a more relevant 7th or 8th grade goal, such as making the basketball A-team. The strip may include making 5 shots out of every 10, being able to run an entire mile without walking, going to practice early every day for extra time, etc...

-Finally, let the students try this alone. Using the same picture book you read two days ago, have the students break the Kings long-term goal of wanting a quilt into at least three short-term goals. Students will turn this comic strip in so that you can check their understanding. It should include a picture and a caption.

-As students leave, tell them to brainstorm both academic and personal goals for themselves. This will help them with the following day.

Day 7:

-Today is the day that the students will create 2 comic strips for their lives. One must be the short-term and long-term goals for their academic life and the other must be for their personal life. Explain to the students that we are aiming for our long-term goals to be reached by the end of the semester. Students will be provided paper with 2 comic strips in the center. Each comic strip will consist of 8 pieces, but students are only required to complete 4 for each.

-Once students have completed their 2 long-term goals and the short-term goals necessary to accomplish them, they will be partnered up with another student whom they can trust; someone they feel safe with and feel as if they can be held accountable by them. Using the essential attributes checklist, students will peer edit and discuss each others goals, noting whether or not the goals fit all attributes. Each partner will be in charge of writing why both goals are realistic, why both goals are measurable, etc... If they are unable to explain this, than the students must

help each other revise their goal so that they are able to do so. Student checklist with explanations will be turned in (when finished; today or during the first 10-15 minutes of the following class).

Day 8:

-Students will finish up their peer editing and you will begin your one on one student- teacher conferences. During the conferences you will discuss the goals set by the student and provide any suggestions to make them better and more attainable. You might also note any concerns you may have. This also gives you a chance to be conscientiously aware of what each student is aiming for so that you can be an advocate and resource for them. At the end of each conference, have students sign a contract with you stating that both of you will do your best to either accomplish the goal or, in your case, help that student be successful in reaching the goal. Students will then take this contract home to share with their parents/guardians and have them sign it. The signed copy will be due the following day and will be posted on the “I promise board” in the classroom (make sure the contract does not state the student’s actual goals for privacy reasons). This will be a visual reminder that we are all aiming for goals throughout the semester.

-While you are holding these conferences, the same peer editing pairs (when finished with their peer editing) will draw a piece of paper from a bag; the paper will contain an item, ex. ladder, salami, flower, etc... Students will be instructed to make an analogy, answering how a ladder for example is like the goal setting process. Students will write this analogy on a piece of typing paper nicely and include a visual that demonstrates their analogy. **Note:** *You will need to model this to your students at the beginning of class before you begin your conference. For example, you might use a map. If you want to get to Mississippi (long-term goal) you will have to drive through Austin and run into the obstacle of a lot of traffic on Highway 35, etc...* Explain to students that they will present their analogy the following day.

Day 9:

-Students will present their goal analogies that they completed the day before during the first half of class. Their analogies will be hanged up as a border of the “I promise board” in the classroom.

-Students will then take their goal comic strips and finalize them with any revisions from yesterday’s conferences. They will write their goals (short-term and long-term) on a card and decorate it however they wish knowing that the card will be posted in a spot that they see frequently every day (inside their locker, on their bathroom mirror, etc...). Students will also be given the option to post a copy of their card in the classroom, but this should be on a volunteer basis as some of their goals might be too personal.

-Finally, before the students leave, introduce the interactive homework assignment. This assignment is designed for students’ to communicate with their parents or another family member older than themselves about goals. It will ask the students to interview a family member asking them the following questions:

- Describe a recent goal you have set.

- What steps/short-term goals did you have to accomplish to get there?
- What were some of the obstacles you had to overcome? How did this impact the success of your goal?
- What was the outcome of your goal? Where you pleased? Why or why not?
- How is life different now that you have set that goal?

The students will then be asked to share in detail their goal setting process. The student and their family member will then compare and contrast their goal setting process within a Venn diagram. Finally the students will answer the question, what new insights of goal setting did you take from the interactive homework interview. This assignment will be due on day 11 and should require a parent signature ensuring the validity of the assignments completion.

Day 10: Why is it important to know where we are heading?

-From this point on, students will start each day with time to talk and share with their accountability partner (the partner they peer edited with) on how each other is doing in their pursuit of reaching their goals. They will also use this time to provide any suggestions and/or encouragement needed. After the students are given about 5-7 minutes to share with their partner, students will write in their "Goal Setting" journal reflecting on their process. They may answer questions such as how am I today/so far?, who have I asked for help?, How can I improve?, What are some problems I have had? How have I changed so far in this process? What suggestions have I given to my partner?, etc...**Note:** *This time of each day following should not take more than 15 minutes total. Also, it would be helpful to create a poster that provides prompts that aide students in knowing what to discuss with their accountability partner as well as prompts in knowing what to write about in their journals. Provide as much structure as possible. You should also model this, write in your journal about your goals.*

-When students are doing writing, allow student a couple of minutes to share their reflections if they would like to; also don't be afraid to share your reflections. Be honest with your students, this will make the goal processing more real to them.

- Students will then participate in a simulation. Preferably and if funds allow, take the students to a local ropes course and break them up into two teams. For one team, tell the students they are to complete the rope activity and give no further directions. For the other team, tell the students they are to complete "task A" (Whatever it might be specific to that ropes course) and why they are doing it. Give both teams time to complete or attempt to complete the task at hand. When students are finished, have them debrief and discuss what happened. What were some of the obstacles, what steps did you have to take, was it easy to devise a strategy, how would you measure the success of the outcome, etc... If the resource is available, compare the two team's experiences in a Venn diagram, if not just discuss orally. Ultimately lead the students to the realization that it was easier for the second team to be successful because they had directions. Explain to the students that the ropes course is like life and setting goals. Your goals are what give you direction; without them you will walk aimlessly.

-If you don't have the ropes course available to you, you can give each group the same task to do in the classroom; providing one with a "goal" and not the other and then do the same compare and contrast aspect.

Day 11:

-Interactive Homework Due!

-Students will be given accountability share time and journal reflection time. Afterwards, allow any students who would like to share the insights they gained about goals through their interactive homework.

-Read aloud as a class two Langston Hughes' poems; "Dream Deferred" and "Dreams". After reading the poems, discuss what they mean. What symbolism is being used, what is the main point he is trying to get across. Then hold a Socratic seminar. Have students first respond to the leader's question: Why would Langston Hughes argue that it is important to know where you are heading in life? After giving students time to respond individually, have the students lead a Socratic seminar; sharing their answers. Hopefully students will touch on why goals are needed, what life is like without them, that goals make you successful etc... At the end of class, students will respond to the prompt what did I learn from today's discussion? and how did my original answer change after hearing what my peers had to say? (this is on the same sheet at the leader question and answer) They will turn in this Socratic seminar sheet.

Day 12:

-Students will be given accountability share time and journal reflection time.

-Students will watch and A&E biography of Winston Churchill. As they watch, they will complete a guided road map (similar to what they will do on their own for performance task #1). On the road map, they will be required to write and draw, two obstacles he had, two accomplishments he had, three steps he had to take to where he was heading, and two destinations where Churchill was heading. One of the destinations should be where his goal truly led him and the other should be the destination of where he would have ended up had he not set goals for his life. Students will turn this in at the end of class.

Day 13:

-Students will be given accountability share time and journal reflection time.

-Hand out Performance Task #1 and rubric. Explain to students what is expected of them. Provide examples of what it might look like and remind students that it will be similar to the road map they did for Churchill.

-Discuss the rubric with the students. Ask for any questions and have the students explain in their own words what each aspect of the rubric means; making sure everyone is clear on how their road analogy will be graded.

-Students will begin work on Performance Task #1.

Day 14:

-Students will be given accountability share time and journal reflection time.

-Students will work on Performance Task #1.

Day 15:

-Students will be given accountability share time and journal reflection time.

-Students will work on Performance Task #1 (should be completed today).

Day 16:

-Students will be given accountability share time and journal reflection time.

-Students will present their road analogies to the class.

-Go over what will be expected of the students at the end of the semester (Peer Case Study); explaining to them that you truly expect the students to continue working on their goals and holding each other accountable.

-From this point on, students will be asked to write in their “Goal Setting” journal every Friday and share with their accountability partner as a means to monitor their goal setting progress.



Quest to Success

Setting goals and sticking to them is like a road trip. When going on a road trip you can't just wave a magic wand and be at your destination in a few seconds. Same is true with goals; you cannot accomplish all your goals in one day. Accomplishing your goals and getting to your final destination both take time and require you to take one step at a time or, in the case of a road trip, one mile at a time.

Taking what we have learned about goals, you are to create an analogy that compares your goal setting journey to a road trip. Your analogy should be a visual representation including a symbol (ex. Your steps might be symbolized by green road signs) and a brief explanation for each of the following elements:

Use the checklist as a guide

- ✓ The steps in which you took to reach your short-term goals → **@ least 3**
- ✓ The steps you will have to take to accomplish your remaining short-term goals and your semester goal → **@ least 3**
- ✓ Where you are heading → Explain why this is a goal to you?
- ✓ The individual accomplishments you have made or hope to make (these will also include the accomplishments of your goals) → **@ least 3**
- ✓ The obstacles you have had or foresee happening → **@ least 3**
- ✓ Any changes you may have made since your original goal setting → **@ least 1**
- ✓ The final destination where you ultimately hope to be when you accomplish your goals (both short-term and long-term)

How it all Works

- 1.) The symbols you assign to each bulleted element should stay consistent throughout your road analogy. Provide a key that indicates what your symbols represent.
- 2.) Indicate in the symbols the level of the elements; for ex., very challenging step= really big road sign; easy step=small road sign. You might even want to change the actual condition of the road as way to indicate this (ex. Gravel or mud= difficult or nicely paved=easy).
- 3.) Indicate how you yourself changed throughout your goal setting journey. You might represent this by the type of vehicle you are driving at various points. **Indicate the transformation of yourself at least 3 times along the way.**

BE CREATIVE IN YOUR REPRESENTATION!!!

Student Name: _____ Due Date _____

CATEGORY	4	3	2	1
Required Elements	The road analogy includes all required elements and/or additional information.	All but 1 of the required elements are included on the poster.	All but 2 of the required elements are included on the poster.	Several required elements are missing (3 or more).
Originality	Several to all of the graphics and symbols used on the road analogy reflect an exceptional degree of student creativity in their creation and/or display. There is no doubt that the project is unique to the student.	Part of the road analogy reflects student creativity and the other half appears to be generic and/or not specific to the student in their creation and/or display.	The graphics and symbols are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Content - Accuracy	The road analogy demonstrates a realistic understanding of goals and the factors contributing to success. There is a steady flow of the elements along the journey.	The road analogy demonstrates a realistic understanding of goals and the factors contributing to success. There is a steady flow of the elements along the journey with 1 to 2 interruptions that do not align with the rest.	The road analogy demonstrates a questionable understanding of goals and the factors contributing to success. There is a flow of the elements along the journey with several (3 or more) interruptions that do not align with the rest.	The steps, accomplishments, changes, obstacles, and final destination do not align at all. The way in which the road analogy is conveyed makes little sense. Little understanding is evident of goals and the factors contributing to success.
Attractiveness	The road analogy is exceptionally attractive in terms of design, layout, and neatness. It is obvious that an abundant amount of time has been dedicated to the project along with a lot of thought.	The analogy is attractive in terms of design, layout and neatness. A sufficient amount of time and thought was put into the project.	The road analogy is acceptably attractive though it may be a bit messy. The project appears as if the student ran out of time.	The road analogy is distractingly messy or very poorly designed. It is not attractive. Little to no time or thought was spent on the project.
Self Portrayal	On the road analogy, I was honest in portraying the transformations I made whether good or bad. Provide Explanation:	On the road analogy, I attempted to be honest in portraying my transformation accurately, but hesitated in with the more difficult areas. Provide Explanation:	On the road analogy, I struggled to be honest in accurately portraying myself both positively and negatively. Provide Explanation:	I made no attempt to portray myself. Provide Explanation

Name _____

Due Date _____



Peer Case Study

How well did you do?! Let's find out!

With a partner, you will take turns interviewing each other collecting information about each other's long-term goals. You will be evaluating whether or not the long-term goals your partner set ended up being realistic and/or successful? The information you gather during your interview, will be compiled into a case study (your "case" is your partner). The following information should be included in your finalized case study:

- ✓ Title that emphasizes the goals success → this should be catchy; use action verbs!
- ✓ A quote from your partner commenting on the overall results of his/her long-term goals → Example: How did his/her accomplishment make them feel?

Divide the following five bullets into individual paragraphs with a descriptive subheading; ex. "Stumbling Blocks":

- ✓ Tell your partner's goal setting journey; include:
 - Describe the goals that were set → what were the specifics of the goals? Why were the goals important to your partner?
 - Explain any obstacles that were faced during the goal setting process. How did these make your partner feel? What did they have to do during these tough situations?
 - Explain how the goals were accomplished. What are some of the specific steps that had to be taken?
- ✓ Personal evaluation (your thoughts on your partner's progress) answering the questions: Was your partner's goals realistic? What could your partner have done better? What things did your partner do well? What evidence exists to prove his/her success?
- ✓ What did you learn from your partner that can help you with setting goals in the future?

Your case study should be written knowing that you are reflecting on a significant event in your partner's life; accomplishing life goals!!! Your case study should be at least one page or more in length.

Peer Case Study

How you will be graded:

Make sure you can check off all elements in your case study

___ Title = 5 pts.

___ Quote = 10pts.

___ Goal Setting Journey:

- Subheadings = 3pts. each (should be 5)
- Goal Description = 10pts.
- Obstacles = 10pts.
- How they got there? = 10pts.

___ Personal Evaluation (be sure to address the given questions on case study description) = 20 pts.

___ Length Requirement = 10 pts.

___ What did you learn? = 10pts.