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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Principles of Human Services |
| **Lesson/Unit Title** | Needs, Wants, Values, and Goals: Making the Right Decisions |
| **TEKS Student Expectations** | **130.272. Knowledge and Skills.**  (2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:  (A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities;  (B) develop measurable short- and long-term goals for personal and professional life; and  (C) demonstrate personal-management skills needed for productivity.  (3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:  (A) apply the decision-making process in planning the allocation and use of finances. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify the differences between needs, wants, values, and goals * Understand the differences between short-and long-term goals for personal and professional life * Determine individual short-and long-term goals for personal and professional life * Identify and practice skills needed for productivity for personal and professional life * Develop a personal plan to assist them in achieving their goals |
| **Rationale** | Do you want to graduate from high school? College? Do you want a nice car? Designer clothes? Setting goals for yourself and making decisions to achieve them is one way to get what you want. This lesson will help you make a personal plan to get started. |
| **Duration of Lesson** | Six 45-minutes class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Alternatives:** The choices you have when developing a plan to achieve a goal  **Consequences:** The possible roadblocks, or outcomes that could develop when following the steps in the decision-making process  **Decision making:** The act of making a choice  **Goals:** The things we want to achieve or obtain which reflect our values  **Higher Value:** Values that are considered moral, deal with human needs or are aesthetic  **Human Resources:** Resources that come from within yourself or from others  **Instrumental Value:** The methods or means by which you achieve your higher values  **Needs:** Things essential to survival, such as food, clothing, and shelter  **Non-human Resources:** Resources that come from exterior sources  **Personal Management Goals:** Skills or resources we possess that will help a person be successful in the workplace and in the future  **Personal Priorities:** Another term for value  **Resources:** The ways and means by which we achieve our goals  **Standards:** Acceptable measures for behavior in society or a means of measuring performance for goals  **Values:** Values are the things most important to you  **Wants:** Things desired even though they are not essential |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computer lab (be sure to follow district guidelines) * Light projector (Elmo)   **Materials**  Photos of:   * Blouse or shirt   + Plain   + Name brand * Cars   + Minivan   + Sports car * House   + Mansion   + Modest * Jeans   + Plain   + Name brand * Purse   + Plain   + Name brand * Tennis shoes   + Plain   + Name brand   **Supplies:**   * Butcher paper * Colored paper * Glue * Markers * Scissors * Copies of all handouts   **PowerPoint:**   * Needs, Wants, Values and Goals: Making the Right Decisions * Presentation Notes – Needs, Wants, Values and Goals: Making the Right Decisions   **Technology:**   * Free iPad App:   + Time Optimizer Organizes and presents goals, plans, and tasks<https://itunes.apple.com/us/app/time-optimizer/id528003202?mt=8> * Infographic:   + Six Ways to Make Faster Decisions (Infographic) How to think on your feet and make better decisions faster.<http://www.inc.com/larry-kim/6-ways-to-make-faster-decisions-infographic.html> * TEDx Talk:   David Brooks: Should you live for your résumé … or your eulogy? Within each of us are two selves, suggests David Brooks in this meditative short talk: the self who craves success, who builds a résumé, and the self who seeks connection, community, love — the values that make for a great eulogy. (Joseph Soloveitchik has called these selves “Adam I” and “Adam II.”) Brooks asks: Can we balance these two selves?<http://www.ted.com/talks/david_brooks_should_you_live_for_your_resume_or_your_eulogy>  **Graphic Organizers:**   * Goals and Values * Time and Energy Management   **Handouts:**   * FCCLA Planning Process * Rubric for Values and Goals Tree Project * Values and Goals Crossword * Values and Goals Crossword (Key) * Values and Goals Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display as many items from the Materials or Specialized Equipment Needed section as you have available on a table in the front of the room. Divide the table in half with labels of NEEDS on one side and WANTS on the other.  Lead students into a discussion on Needs versus Wants.  Divide the board in two columns and label one side with NEEDS and the other with WANTS. Assign a scribe to write student answers to the following questions on the board:   * What things do we need? * What things do we want? * Do we really have to have the name brand purse, jeans, and shoes? * Are the name brands different from the no-name brands? * Is the quality different between the name brands and no-name brands? * Is the price different between the name brands and no-name brands? * How much different? * What do we value? * How do we achieve things we want? |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute handout The FCCLA Planning Process and review the decision-making process.  Distribute graphic organizers Goals and Values and Time and Energy Management and allow students to answer the worksheet as you review the slide presentation.  Introduce PowerPoint Needs, Wants, Values, and Goals: Making the Right Decisions. Discuss with students the differences between Needs and Wants as well as the importance of making short-term and long-term goals.  View YouTube video:   * Needs vs Wants  Learn about understanding Needs vs. Wants!<http://youtu.be/el40d2gyWaI>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * provide notes and assistance with note-taking * allow partner reading * shorten writing assignments |
| **Guided Practice \*** | Allow the students to read the introduction and then click on the interactive tool for their personal plan.  This tool will allow them to:   * Write a specific goal * List reasons why they want this goal * List simple things to do to reach their goal * List obstacles * List people who can help * Decide on a start date * Find ways to stay on track   Students will be able to print the plan to remind them of the goal they have set.  If a computer lab is not available, students may write their answers on a sheet of paper as you display the interactive tool on a large screen.  Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples include, but are not limited to:*   * allow students peer tutoring * allow extra time to complete task * teach time management skills |
| **Independent Practice/Laboratory Experience/ Differentiated**  **Activities \*** | Divide the class into subgroups of three or four students.  Distribute the handout Values and Goals Tree Project and assign the project. Students will create a forest of trees with goals and values.  Students may use the tree template or search for a different one at:   * All-free-download.com Bare tree<http://all-free-download.com/free-vector/bare-tree.html>   Leaves and more instructions on how to construct a fall tree are at:   * DLTK’s Crafts for Kids Autumn Tree Craft<http://www.dltk-holidays.com/fall/mfalltree.html>   Note to Teacher:  This assignment can be done in several ways:   * Use the template handout * Draw a tree trunk by tracing hands * Enlarge template and use butcher paper * Add more leaves and fruit   Another way to use this assignment would be to use your school mascot as the template for the goals and values and draw a “home” for the mascot; for example: nest, doghouse, den, cave, and so forth.   * Display the project on a wall outside of your classroom so that students will always be reminded of their goals as they enter your classroom. This is a great visual to show parents at open house.   Distribute Rubric for Values and Goals Tree Project so that students will understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow visual representation of task * use visuals |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Distribute handout Values and Goals Crossword.  Allow students to work individually or in groups to complete crossword and review lesson terms and definitions. |
| **Summative/End of Lesson Assessment \*** | Groups will present their Values and Goals Tree Project.  Student projects will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow students to summarize key points * use visual imagery |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Jackson, L., (2003). *Careers in Focus.* Tinley Park, IL: Goodheart-Wilcox Company. * Kelly-Plate, J., & Eubanks, E., (2004). *Today’s Teen.* New York, NY: Glencoe/McGraw-Hill. * Ryder/ Harder. (2004). *Contemporary Living.* Tinley Park, IL: Goodheart- Wilcox Company. * Wehlage/Larson-Kennedy. (2001). *Goals for Living.* Tinley Park, IL: Goodheart-Wilcox Company.   **Websites:**   * All-free-download.com Bare tree<http://all-free-download.com/free-vector/bare-tree.html> * DLTK’s Crafts for Kids Autumn Tree Craft<http://www.dltk-holidays.com/fall/mfalltree.html>   **YouTube:**   * Needs vs Wants  Learn about understanding Needs vs. Wants!<http://youtu.be/el40d2gyWaI> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize four corners vocabulary/ word wall activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Allow students to read the following article on goals.   * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | I can’t change the direction of the wind, but I can adjust my sails to reach my destination. **-Jimmy Dean**  A goal without a plan is just a wish.  **-Antoine de Saint**  Money has never made man happy, nor will it, there is nothing in its nature to produce happiness. The more of it one has the more one wants. **-Benjamin Franklin**  What you get by achieving your goals is not as important as what you become by achieving your goals. **-Henry David Thoreau**  We are the creative force of our life, and through our own decisions rather than our conditions, if we carefully learn to do certain things, we can accomplish those goals. **-Stephen Covey**  You know, everybody has setbacks in their life, and everybody falls short of whatever goals they might set for themselves. That’s part of living and coming to terms with who you are as a person. **-Hillary Clinton** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I value my best friend because … * I value my parents because … * I need to have a name brand purse/jeans/shoes because … * I want to have money to buy … * My goal is to have this type of car to drive … and the reasons for it are … * It is easy/difficult for me to make the right decisions because …   **Writing Strategy:**   * RAFT Writing strategy   + Role – child   + Audience – parents   + Format – letter * Topic – positive values you have given me |
| **Communication**  **90 Second Speech Topics** | * My top three WANTS after I graduate from high school are … * The reasons I NEED to have name brand clothes are … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students may create a bulletin board that depicts Needs and Wants and display photos of name brand clothing vs. no name clothing.  The board may show the difference in cost, quality, and value.  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow the students to view the video, and lead a discussion concerning the TEDTalk.  David Brooks: Should you live for your résumé … or your eulogy? Within each of us are two selves, suggests David Brooks in this meditative short talk: the self who craves success, who builds a résumé, and the self who seeks connection, community, love — the values that make for a great eulogy. (Joseph Soloveitchik has called these selves “Adam I” and “Adam II.”) Brooks asks: Can we balance these two selves?<http://www.ted.com/talks/david_brooks_should_you_live_for_your_resume_or_your_eulogy> |
| **Family/Community Connection** | * Have students discuss with their family the short-and long-term goals their families would like to achieve. Determine what resources are currently available and which resources would they need to obtain in order to achieve these goals. * Invite a guest speaker to come speak to students about establishing sound professional and personal values, in order to achieve their long-term personal and professional goals. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>   * Interpersonal Communications – An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupational skills and apply communication techniques to develop a project designed to strengthen communication. * National Programs in Action – An individual or team event – recognizes participants who explain how the FCCLA Planning Process was used to implement a national program project. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning, see <http://www.servicelearning.org.>  Possible ideas: Students may develop a plan using the decision-making process in order to assist community groups in achieving their goals of   * Collecting donations for a food drive * Providing for needy families in the community * Assisting with a library fund raiser |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)