



THE STORY OF NEW JERSEY'S GREATNESS.

New Jersey Hall of Fame Official
CURRICULUM
GUIDE



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NJ HALL OF FAME Curriculum Mobile Museum GUIDE

Introduction

With the creation of the New Jersey Hall of Fame's Mobile Museum, students and educators will now have a resource available to them in their schools and communities. As the Museum will help the New Jersey Hall of Fame improve its services, this unit will focus on "arête". Arête is a philosophy that Plato adopted dealing with one achieving one's best or striving to reach one's highest possible potential. The unit will encourage students to think about what goals they would like to set for themselves and the path they will need to follow to achieve them. The lives of the inductees will serve as a reference to those who have achieved their individual "arête" in their chosen profession, community, or social life. More importantly, this unit is designed to motivate students to strive for success and individual betterment in all aspects of their lives.

Major Understandings

To develop a sense of goal setting and the motivation to achieve those goals by looking at the lives of people who have achieved success in their professions, communities, and personal lives

Essential Questions

- Why are goals important?
- What are the differences between short term and long term goals?
- What is something I want to achieve by the end of the month? The year? A lifetime?
- What problems may I encounter? How can I overcome them?
- What can I learn from those who came before me?

Key Knowledge Objectives

Students will:

- Understand the importance of striving for personal success.
- Understand that problems will occur throughout life, but they can be overcome.
- Understand that goals may be achieved with the proper plan and dedication.
- Understand the significance of not being satisfied with meritocracy.

Key Skill Objectives

Students will be able to:

- Create achievable and reach goals for the short term and long term settings.
- Identify possible barriers to their goals and design a plan to solve those problems.



- Construct a plan of action.
- Use the Mobile Museum as a source of information to assist in creation of the plan.
- Identify with the perseverance and road to success that the inductees took in their individual lives.

New Jersey State Standards

- 9.1 21st-Century Life & Career Skills A:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.1 21st-Century Life & Career Skills B:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.1 21st-Century Life & Career Skills F:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Lesson Plans

- 1. Pre-visit:** Grades 3 to 12 (Minor adjustments may need to be made for lower grades.)
 - A. Who am I? Self Inventory
 - B. The Game of Life
 - C. I want to be a _____. Comparison to the inductees
- 2. Visit:**
 - A. A Guide to the Museum: Grades K-12
 - B. A Motivational Scavenger Hunt: Grades 6-12
 - C. Museum Activities: Grades 2-12
- 3. Post-Visit:** Grades 3 to 12 (Minor adjustments may need to be made for lower grades.)
 - A. Goal creation and possible barriers to achievement
 - B. Strategic Plan
 - C. Reflection: Arête and Beyond

Culminating Performance Assessment

A journal will be created for each student that may include the writing of a short term and long-term goal, possible problems and solutions, as well as a timeline of achievement. The journals should be used by students to record their progress towards the achievement of their goals. A classroom or school wide “Wall of Fame” may be created for students to display their goals once they achieve them.



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Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create.

– Albert Einstein

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*Believe in love. Believe in magic. Hell,
believe in Santa Clause! Believe in
others. Believe in yourself. Believe in your
dreams. If you don't, who will?*

– Jon Bon Jovi

Unit I: Mobile Museum Pre-Visit Lesson Plan A: Who am I?

Objectives

Students will:

- Explore what makes them who they are.
- Analyze what ideals are important to them.
- Use information to draw conclusions on the type of adult, citizen, or community member they wish to be.

Materials

Old Magazines and/or newspapers
Poster Board
Scissors
Glue or Tape
Student Journals

Resources

Graphic Organizer A1 – Who am I?
Graphic Organizer A2 – What is so important?
Graphic Organizer A3 – Collage Assignment
Graphic Organizer A4 – Journal Entry #1

Glossary

Arête: Plato's belief that individuals should strive to reach his or her maximum potential
Family Characteristic: A trait a person has obtained directly from his or her family
Hobby: An activity a person does in his or her spare time for enjoyment
Physical Characteristic: A trait describing how a person looks
Value: An idea or cause important to a person



Opening

1. Have students do a quick write answering the question: "Who am I?" Hopefully, this will be a difficult question for students to answer. Provide minimal guidance to force students to think about the question.
2. Use student responses to guide a discussion on what makes a person who they are. Record responses on the board. Ask students to discuss why this question is so difficult to answer.

Procedure

1. Have students use Graphic Organizer A1 to add to their answers. Explain that many factors go into making a person who they are.
2. The areas created in the previous step will assist students in completing Graphic Organizer A2. This will guide students in determining what ideals are currently important to them as well as what ideals they expect to be important to them in the future.
3. Graphic Organizer A2 will be used by students to create a collage or diorama displaying who they are by cutting out images from newspapers, magazines, or the Internet. Through a written answer or oral presentation, students should explain what the images represent to them and/or how it shapes who they are.

Conclusion

1. In a journal created for this project, have students use their collages to answer questions related to the following: "What makes you who you are?" and "Who would you like to become?" The journal will be used throughout this Unit.



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Resource Packet: A1 to A4 – Who am I?

Directions

Use the headings listed below to help categorize the traits and characteristics listed on the board. Students will be able to discuss the lives and achievements of New Jersey Hall of Fame inductees.

Physical

A trait described by how a person looks.

Example: I have brown eyes.

Family

A trait or characteristic obtained directly from his/her family.

Example: I am the oldest child.

Hobbies/Interests

Something a person likes to do in his/her spare time.

Example: I like to play soccer with my friends.

Values

An idea or cause that is important to a person

Example: I think a person should always try his/her best.



1. When I am at my 20 year high school reunion, I want to have accomplished the following:

2. If I could help out one group of people or organization, I would help _____ because:

3. The single most important thing in my life is _____ because:

4. When you are sitting with your grandchildren one day, what is one story you hope to tell them about yourself?



This is me? Collage Assignment

Directions: After completing worksheets A1 and A2, you should have a better idea of what makes you who you are and who you would like to become. Now, create a photo collage to proudly depict yourself and the future you.

You will need:

Old magazines or newspapers
Scissors
Glue
Poster board

Step 1: Find pictures or groups of words that describe you in each of the categories on Graphic Organizer A1.

Step 2: Attach the images to the poster.

Step 3: After attaching the pictures or slogans to your poster, create a key numbering each image.

Step 4: On the back of the poster or on a separate sheet of paper, explain why you selected the image and how that image helps define who you are.



Journal #1

**After completing this assignment, do you have a better idea of who you are?
Why or why not?**

**If you had to describe what makes you who you are in three words, what would they
be? Explain.**

**How can a person knowing who he or she is help them achieve his or her personal
arête?**



Unit I: Mobile Museum Pre-Visit

Lesson Plan B: The Game of Life?

Objectives

Students will:

- Conduct research of the lives of inductees of the New Jersey Hall of Fame.
- Determine key accomplishments and hardships throughout the inductee's life.
- Transform collected information into a visual display.

Materials

Internet Access
Rulers
Markers/crayons/colored pencils
Poster paper
A Life Board

Resources

Graphic Organizer B1: Game/Research Comparison
Graphic Organizer B2: Assignment Guidelines
Graphic Organizer B3: Journal Entry #2
New Jersey Hall of Fame Curriculum page 14
New Jersey Hall of Fame Curriculum page 17
www.njhalloffame.org/inaugural-class/
www.njhalloffame.org/class-of-2009/
www.njhalloffame.org/class-of-2010/
www.njhalloffame.org/class-of-2011-2/
www.njhalloffame.org/class-of-2012/

Glossary

Hardship: A problem a person encounters
Overcome: To get through a difficult time or deal with a hardship
Persevere: To not give up, even if problems or a difficult situation occur



Opening

1. Have students play the game, Life. As they are playing, have them record problems and accomplishments their character experienced throughout the game.
2. Lead a class discussion using the following questions:
 - What accomplishments did you experience? Hardships?
 - What did you find realistic about the game? What was unrealistic?
 - Is winning the game the same as winning in real life? Explain.

Procedure

1. Introduce the assignment. Students will be creating a “Life Board” for an inductee in the New Jersey Hall of Fame. Through research, students will discover accomplishments and hardships that were encountered in the life of that person. The follow up lesson is intended to have a board for each inductee, so this may require collaboration between different classrooms. Depending on the age of your students, you may wish for this assignment to be completed in groups or partners.
2. Using various resources and the guide from page 14 of the standard New Jersey Hall of Fame Curriculum, students will complete research. Research should include a timeline of the inductee’s life, accomplishments, and hardships. See Graphic Organizer B1.
3. Research will be transferred to create a board game for each inductee.

Conclusion

1. Students will reflect on the research and the assignment by completing the attached journal assignment.



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Resource Packet: B1 to B3 – Game/Research Comparison

Directions

As you play the game, list the spots you land on. For each event, list whether the event had a positive impact (+), a negative impact (-), or was neutral (N). Then, explain why you selected the event as positive, negative, or neutral.

Event	Rank	Explanation



Directions

As you conduct your research, list important events in the inductee's life. For each event, list whether the event had a positive impact (+), a negative impact(-), or was neutral (N). Then, explain why you selected the event as a positive, negative, or neutral.

[illegible]



Assignment Guidelines

Directions

Use the following to assist you in the completion of your project.

Resources

You will need:

Complete research

Poster paper

Ruler

Markers, crayons, or colored pencils

Procedure

1. Organize your research into chronological order from birth to the most current.
2. Design the layout of your board to best depict your inductee. Be creative. If you are researching Thomas Edison, have your game board in the shape of a light bulb!
3. Complete your game board filling in the spaces with key events, accomplishments, and hardships experienced by your inductee from birth to the most current.

Conclusion

Answer the following:

What do you admire the most about the inductee you researched? Why?



Journal #2

After researching your inductee, what surprised you the most about his or her life? Explain.

Comparing the game and the inductee, define what success means to you.

How can knowing your personal definition of success help you shape your future goals?



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Unit I: Mobile Museum Pre-Visit

Lesson Plan C: I want to be a _____

Objectives

Students will:

- Compare and contrast their lives with those of the inductees.
- Connect and analyze similarities.
- Collect and interpret information from a visual display.
- Determine different sources of inspiration.

Materials

Completed inductee boards from previous lesson

Resources

Graphic Organizer C1: Inductee Comparison

Graphic Organizer C2: Journal Entry #3

www.njhalloffame.org/inaugural-class/

www.njhalloffame.org/class-of-2009/

www.njhalloffame.org/class-of-2010/

www.njhalloffame.org/class-of-2011-2/

www.njhalloffame.org/class-of-2012/

Opening

Lead a discussion on where students draw inspiration from. Ask: “Why is it important to have inspiration?” and “How can inspiration turn into motivation?”

Procedure

1. Have students look through the biographical game boards or biographical entries and complete Graphic Organizer C1.
2. After completing Step 2, have students tally which inductees they have the most in common with.

Conclusion

A journal entry will be completed linking inspiration and motivation.



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Resource Packet: C1 to C2 – Inductee Comparison

Directions

Complete this worksheet as you read through the various game boards and biographies of the inductees. Look for comparisons between you and the inductees in the areas listed. Feel free to add other similarities. An inductee may appear multiple times under the same question.

Physical

1. The following inductee(s) are similar to me because we live _____.

Inductee's Name: _____

Complete the Sentence:

2. The following inductee(s) grew up like me because:

Inductee's Name: _____

Complete the Sentence:

3. The following inductee(s) have hobbies or interests similar to me:

Inductee's Name: _____

Hobby/Interest:



4. The following inductee(s) have experienced hardships similar to me:

Inductee's Name: _____

Hardship: _____

5. I agree with the following inductee's opinion(s) on:

Inductee's Name: _____

Opinion: _____

6. I would like to be like the following inductee because:

Inductee's Name: _____

Reason: _____

Tally:

Inductee's Name: _____

Number of appearances in answers: _____

The inductee that I have the most in common with is _____.



Journal #3

**Currently, who is the biggest inspiration in your life?
Explain what that person means to you.**

How can an inspiration motivate you to overcome a hardship?



NJ HALL OF FAME Curriculum

Mobile Museum GUIDE

"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand."

– Vince Lombardi

Unit II: A visit to the Mobile Museum

Lesson Plan A: A museum walk-through

Objectives

Students will:

- Analyze visual displays to gather information.
- Incorporate technological resources in the information gathering process.
- Explore hands on displays to create individual responses.

Materials

Pen or pencil

Resources

Graphic Organizer A1: Discussion Questions

New Jersey Hall of Fame Mobile Museum

Opening

1. This part of the curriculum is intended to provide teachers with a brief overview of the museum and assist in planning the visit. It is recommended that teachers take a few minutes to explore the Museum on their own before accompanying students. Please remember, the curriculum is a guide. Please feel free to modify in any way to better meet the needs of your students.
2. As students approach the Museum, observe the graphics of inductees on the outside. Encourage students to identify each and share some key facts about the inductees' lives. Advise younger students to be careful on stairs, and the Hall of Fame is wheelchair accessible. Please see a staff member for assistance if assistance is necessary.

Procedure

1. This guide will divide the interior of the Hall of Fame into six areas. This will allow students to be occupied in a variety of activities without overcrowding one display or area. All areas will have accompanying questions in the Motivational Scavenger Hunt.
2. The first area is wall displays, not including any of the monitors. Along the wall, students will see inspirational quotes, an award belonging to Althea Gibson, portraits of inductees, a map showing where inductees are from in New Jersey, as well as a visual graphic on the voting process.



Procedures (cont'd)

3. The second area is a monitor displaying a film highlighting New Jersey pride as well as the inductees.
4. The third area is a monitor featuring biographies of some inductees. Encourage students to watch and listen to the biographies. If students require more time, these are also accessible on the New Jersey Hall of Fame website.
5. The fourth area is a monitor featuring induction speeches from various New Jersey Hall of Fame induction ceremonies. The videos are wonderful primary sources that allow students to hear the thoughts and insights of the inductees in their own voice. If students require more time, these are also accessible on the New Jersey Hall of Fame website.
6. The fifth area is the "Objects of Inspiration Showcase." The showcase items define an aspect of select inductees' lives or accomplishments.
7. The sixth area is the "Discovery Table" in the center of the Museum. Students should spend the majority of their time here and explore each individual section. Encourage students to not only listen to the audio and visual segments, but to participate in the suggested activities.

Conclusion

As students are about to leave the Museum, have them take note of the nomination and voting process. Encourage them to be a part of the process to select future inductees. See the New Jersey Hall of Fame Curriculum Guide for additional lessons.



Resource Packet: A1 – Discussion Questions

Opening

Can you identify the inductees on the outside of the Museum?

Why do you feel _____ was selected to represent New Jersey on the Museum mural?

Procedures

- What inductees lived closest to our school?
- Did you find any information on the inductee you have the most in common with?
- If you had to describe New Jersey and its people, what would you say?
- How did the inductees achieve their dreams?
- Was the path to success easy for all the inductees? Explain.
- What display was the most meaningful to you? Why?
- If you could talk to one inductee, who would it be? Why?

Conclusion

- Who would you select to be nominated to the New Jersey Hall of Fame?
- What or who motivated you to achieve your goals/dreams?
- What would you like to see from the New Jersey Hall of Fame in the future?



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Unit II: A visit to the Mobile Museum

Lesson Plan B: A Motivational Scavenger Hunt

Objectives

Students will:

- Analyze information found in displays to respond to prompts.
- Interpret information to formulate conclusions.
- Reflect on ideals and values to make decisions.
- Explore primary sources to gather information.

Materials

Pen or pencil

Resources

Graphic Organizer B1: Motivational Scavenger Hunt

New Jersey Hall of Fame Mobile Museum

If needed:

www.njballoffame.org/inaugural-class/

www.njballoffame.org/class-of-2009/

www.njballoffame.org/class-of-2010/

www.njballoffame.org/class-of-2011-2/

www.njballoffame.org/class-of-2012/

Glossary

Innovate: To create a new product, idea, or method

Lead: To have others follow your example

Overcome: To get through a difficult time or deal with a hardship

Speak up: To stand up for yourself, an ideal, or value

Opening

1. Divide students into different groups to visit each section of the Mobile Museum when visiting.
2. Distribute the Motivational Scavenger Hunt Packets.



Procedure

Have students travel through the Museum and complete the activities in the packet and suggested by the displays. Encourage students to not only use information found in the Museum, but also their creativity and imagination.

Conclusion

Allow students to research biographies and induction speeches further using Internet resources. If not, make sure packets are completed. Packets will be useful resources for completing Journal Entry #4.



Resource Packet: B1 - B2 – A Motivational Scavenger Hunt

I. Innovation

Directions

Many of the inductees of the New Jersey Hall of Fame were inventors of groundbreaking technology, medicine, ideas, and musical instruments. As you travel through the Museum, answer the following questions.

1. Name the inductees who you would consider inventors.
2. What invention designed by an inductee do you feel was the most influential? Why?
3. In the area below, design an invention you feel could change the world: Explain what it will do.
4. As you look at the display of Michael Graves, describe his designs. How do different designs make life more interesting?
5. List the inductees related to space exploration.
6. In your mind, what do you envision when you think of the word, "Space"?
7. As you observe the display on Carl Sagan, how is the information alike and different to what you envisioned?
8. List the inductees who were musicians.
9. Looking at Les Paul's display, listen to his information and strum a few chords on the guitar. What instrument would best describe you? Why?
10. Paul Robeson is an example of an inductee who continuously spoke up making his voice heard. How has he as well as other inductees made their voices heard to better the communities we are a part of?
11. At the display of William Carlos Williams, a selection of words is available to create a poem that describes your "Everyday." Please copy your poem below.



Resource Packet: B1 - B2 – A Motivational Scavenger Hunt

II. Lead

Directions

The New Jersey Hall of Fame is filled with leaders on the sports field, in government, and throughout various communities. As you travel throughout the displays, answer the following questions. Also, think about what made each of these individuals leaders.

1. Many inductees were at their finest when times were the most difficult. As you go through the Museum and listen to the films, biographies, and induction speeches, who do you think is the best example of this statement?
2. The New Jersey Hall of Fame has some inductees who were coaches. List the coaches or managers below.
3. What motivates you to achieve success?
4. Which inductees were leaders of companies? What values do you think are crucial for a company to succeed?
5. Select one inductee of the New Jersey Hall of Fame. How is the person you selected responsible for bringing people together?



Resource Packet: B1 - B2 – A Motivational Scavenger Hunt

III. Overcome

Directions

The inductees of the New Jersey Hall of Fame all have one attribute in common. He or she has overcome something that could have possibly stood in the way of success. As you explore the Museum, think about the hardships encountered by each of the inductees and what he or she did to fight through the hardship.

1. As you observe the display of Alice Paul, think about the causes she believed in. List below some of the causes for which New Jersey Hall of Fame inductees have fought.
2. The Museum and the communities we live in are filled with heroes. After your trip to the Museum, who do you consider a hero? What makes that person heroic?
3. Multiple inductees have had to persevere and overcome hardships because of people judging who they were by how they looked. Does this problem occur today? What can we do to prevent this problem from continuing?
4. List some examples of how various inductees have helped those in need.
5. What inductee do you think overcame the biggest obstacle in his or her life? Why?
6. Which inductee's life vision do you feel is the most worthwhile? Explain.



Resource Packet: B1 - B2 – A Motivational Scavenger Hunt

IV. Speak Up

Directions

The New Jersey Hall of Fame is filled with people who have spoken up for their beliefs and values through their music, spoken word, and writings. As you explore the different parts of the Museum, look for examples not only of this, but also what causes were worth speaking up for.

1. Have you ever been told what you can or cannot read? How did this make you feel? Should you or others be told this?
2. If you had to select three rights that you have or would want to have to be protected by the law, what would they be?
3. What are various methods inductees have used to draw attention to causes they believe in?
4. If you could play any inductee in a movie, who would it be? How would you tell his or her story?



Journal #4

Your visit was broken up into four areas: Innovate, Lead, Overcome, and Speak Up. If you had to choose one area to define you, what would it be? Why?

Think of a challenge you have worked to overcome or are going through now. What was it like fighting through the challenge to solve the problem?

As you left the Museum, a graphic encourages viewers by saying they may be the future inductees. If you were inducted into the New Jersey Hall of Fame, what would you want it to be for?



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Mobile Museum

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Unit II: A visit to the Mobile Museum

Lesson Plan C: Additional Activities

Objectives

In this section, additional resources are provided for students of different age groups. The materials provided are not part of one lesson, but provides teachers and students with the flexibility to complete activities in addition to, or instead of, the Motivational Scavenger Hunt.

Directions: Use the NJ Inductee map to create a bar graph representing the inductees from each county Remember to include a title and labels.

County	Number of Inductees



Create graph below



Objectives

As you look at the “Objects of Inspiration” Showcase, read the quotes associated with each object.

How does the object represent the inductee it showcases?

Jon Bon Jovi:

Vince Lombardi:

Les Paul:

Larry Doby:

Thomas Edison:

William C. Williams:

**Directions**

Imagine you are designing a future showcase for the Museum. Select six different inductees. What objects would you select to represent them? Explain.

<i>Inductee's Name</i>	<i>Object</i>	<i>Explanation</i>



As you are walking around the Museum, watching the “Film” Monitor, or clips of the inductions, you will hear a variety of songs being played. Select one song that you heard played at the Museum. Research the lyrics and meaning behind the song. Why do you feel the song was an appropriate choice to represent New Jersey?

As you listen to the music being played at the Museum, create a soundtrack for state of New Jersey using songs you know. Be sure to explain why you selected the music you did.

Create a mural that you would use to advertise the Museum. What values and characteristics of the Hall of Fame and its inductees are you showing?

After watching the biographies and induction speeches of the various Hall of Famers, create a dialogue of a conversation that may occur between two inductees.

Design a display or poster for this year's class of inductees. What message would you use to explain their selection? What would you include in their display case?

Think of one person who inspires or motivates you. What qualities make that person inspirational in your eyes? Write a letter thanking that person for being your inspiration.

After watching some induction speeches, write a speech for yourself as you are about to be inducted into the Hall of Fame. Who would you thank? What are you proud of?

Use the terms New Jersey Hall of Fame or Mobile Museum to create an acrostic poem using facts and information learned from the Museum.



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*"Our greatest weakness lies in giving up.
The most certain way to succeed is always
to try just one more time."*
– Thomas Edison

Unit III: Mobile Museum Post-Visit Lesson Plan A: Goal Creation

Objectives

Students will:

- Create achievable goals for the short term and long term settings.
- Identify possible barriers to their goals and create suggestions to overcome the barriers.
- Understand that goal setting is an important part of future achievements.

Materials

Folder or Portfolio
Pen or Pencil

Resources

Graphic Organizer A1: Short Term Goals
Graphic Organizer A2: Long Term Goals
Graphic Organizer A3: Problems/Solutions
Graphic Organizer A4: Journal #5

Glossary

Achievement: An accomplishment
Long Term Goal: An achievement that happens after an extended period of time working towards it
Persevere: To not give up, even if problems or a difficult situation occur
Problem: A difficulty or barrier
Short Term Goal: An achievement that happens after a reasonably short period of time
Solution: An answer to a problem

Opening

1. The purpose of this lesson is to take what has been discussed in the pre-visit and visit section and apply it to a real life situation. Students should be reminded of the information they filled out regarding what makes them who they are.



Opening (*cont'd*)

2. To introduce the lesson, a discussion, quick write, or pair share can be completed creating a list of what students are good at, and what students like to do.
3. Have students share what they would like to improve on in their own lives. Encourage all students to participate.

Procedure

1. Have students discuss the meaning and importance of short-term goals. Examples may be provided for younger students. Using Graphic Organizer A1, have students draft some ideas of goals, and evaluate their choices to determine what should be selected.
2. Using Graphic Organizer A2, repeat the process for long-term goals.
3. Following the creation of goals, students should evaluate the possible problems they may encounter during their path to success. Using Graphic Organizer A3, students will analyze anticipated problems, determine whether or not a solution is within their control, and create solutions.

Conclusion

Students will reflect on goal creation process in Journal Entry #5.



Resource Packet: A1 to A4 – Long-Term Goals

Directions

Answer the following questions to create and prioritize a series of short-term goals.

Part 1

Goal Creation:

List 3 goals you would like to achieve in a short period of time.

Goal 1: _____

Goal 2: _____

Goal 3: _____

Part 2

Goal Selection:

	Can the goal be achieved in a week or month?	Is the goal realistic?	The goal will make you a better _____ by _____.	Can future goals be built off of the achievement of this goal?
Goal 1:				
Goal 2:				
Goal 3:				



Resource Packet: A1 to A4 – Long-Term Goals

Directions

Answer the following questions to create and prioritize a series of short-term goals.

Part 1

Goal Creation:

List 3 goals you would like to achieve in a long period of time.

Goal 1: _____

Goal 2: _____

Goal 3: _____

Part 2

Goal Selection:

	Can the goal be achieved in a year or longer?	Is the goal realistic?	The goal will make you a better _____ by _____.	What smaller steps need to be taken to achieve this goal?
Goal 1:				
Goal 2:				
Goal 3:				



Resource Packet: A1 to A4 – Short-Term Goals

Directions

Short Term Goal:

Part 1

1. What problems do I anticipate in the achievement of my goal?

Problem 1: _____

Problem 2: _____

Problem 3: _____

Others: _____

2. Which problems are completely out of my control?

3. Of the remaining problems answer the following:

Problem # _____

- The following people can help me solve this problem because

- My plan for overcoming this problem is:

Repeat for remaining problem(s).



Resource Packet: A1 to A4 – Short-Term Goals (*cont'd*)

Part 2

Long Term Goal:

1. What problems do I anticipate in the achievement of my goal?

Problem 1: _____

Problem 2: _____

Problem 3: _____

Others: _____

2. Which problems are completely out of my control?

3. Of the remaining problems answer the following:

Problem# _____

- The following people can help me solve this problem because

- My plan for overcoming this problem is:

Repeat for remaining problem(s).



Journal #5

Do you think actually writing out a series of goals will make you more likely to work towards their achievement? Why or why not?

How can anticipating problems before they happen help you solve them?

Who will be your source of inspiration for achieving your goals?



Unit III: Mobile Museum Post-Visit

Lesson Plan B: Strategic Planning

Objectives	<p>Students will:</p> <ul style="list-style-type: none">• Create a plan for achievement of goals.• Develop solutions to anticipated problems.• Turn plan of goal achievement into a reality.
Materials	<p>Construction paper</p> <p>Pen or Pencil</p>
Resources	<p>Graphic Organizer B1: Strategic Plan</p> <p>Graphic Organizer B2: Journal #6</p>
Glossary	<p>Strategic Plan: A course of action taken to achieve a goal.</p>
Opening	<ol style="list-style-type: none">1. This lesson will assist students in thinking out a realistic plan to make their goals a reality. Introduce the lesson by asking “How do people find directions to a destination?” Use this analogy to introduce the topic of strategic planning. Hopefully, students will mention resources like GPS or a map within the discussion.
Procedure	<ol style="list-style-type: none">1. Have students brainstorm a list of events that will need to take place in order for goals to be achieved.2. Make sure list is in chronological order or at least as close as possible.3. Have students create a flowchart or timeline of events for both sets of goals. Be sure to include anticipated problems/solutions within the chart.
Conclusion	<ol style="list-style-type: none">1. Assist students in transforming the plan on paper into a plan in life.2. Students will reflect on goal creation process in Journal Entry #5.3. When time allows, follow up on progress of goals, and have students modify existing plans when necessary.



Resource Packet: B1 to B2 – Strategic Plan

Directions

Use the space below to brainstorm the events that will need to occur for you to achieve your goal. Create a separate list for both your short and long-term goals. Include how long you think it will realistically take to achieve each stage.



Directions

**Create using Landscape Page-set-up*

<i>Date Started</i>	<i>Event</i>	<i>Date Achieved</i>	<i>Comments</i>



Journal #6

What do you think of your plan? Do you feel you will be able to stick to your schedule?

How can you use strategic planning to create success in other aspects of life?

What aspects of achieving your goals will make you a better student, family member, community member, or all around person? Explain.



Unit III: Mobile Museum Post-Visit

Lesson Plan C: Arête & Beyond

Objectives

Students will:

- Achieve short-term goals
- Translate feeling of success into motivation for persevering towards long-term goal achievement.
- Be recognized for efforts.
- Reflect on process of goal setting, planning, and achievement.

Materials

Portfolio
Previously completed lessons

Resources

Graphic Organizer C1: Journal #7

Opening

1. Monitor student progress as much as possible. Encourage students to share successes and troubleshoot hardships. Remind students that goals may not be achieved as envisioned and encourage them to stick with their dreams.

Procedure

1. Create a bulletin board, display, or area to display student successes. Titles can be Arête and Beyond, Classroom Hall of Fame, or something students create themselves. Students may display strategic plans on the board and check off steps as achieved or can attach an artifact showing completion or progress towards a goal.

Conclusion

1. Have students reflect on this entire process by completing Journal #7.
2. Encourage students to create another goal to work towards whenever one is achieved.
3. Share your student's success with the New Jersey Hall of Fame!



Resource Packet: C1

Journal #7

Now that you have concluded the lessons and are working towards your goals, what is your arête? How can it shape your future as you go through the school year and beyond?

What has surprised you most about yourself during this process? Explain.

What will your “beyond” be? (See title.)







New Jersey Hall of Fame

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