OWNERSHIP OF LEARNING

LESSON 6-28 ▲ TARGET SKILLS

**LEARNING GOALS/OUTCOMES**

* Identify top five target skills.
* Compare target skills with those of other students.
* Identify ten different work, education, recreation, leisure, and/or volunteer activities where the target skills can be developed.

**MATERIALS NEEDED**

* **Student Handouts:**
* Target Skills for Middle School
* Journal Page
* **Handouts from previous lessons:**
* Completed *My 6th Grade Goals Worksheet* (from Lesson 6-2)
* **Colored pencils or markers and poster board**

**CLASSROOM ACTIVITIES**

1. **Students are introduced to the concept of ‘target skills’**. Tell students that today they are going to identify specific ‘target skills’ that enable them to reach their goals. Explain that a ‘target skill’ is a specific skill they wish to develop or improve. For example, a basketball player may have a goal of developing her dunking skills. She chooses a target skill to work on - vertical jumping, and develops a practice schedule for skill improvement. Another person sets a goal of making more friends this year, so sets a target skill to become a better listener. Target skills are the specific skills that allow a person to achieve their goals.
2. **Students select a target skill from a list of ten sample skills.** Write the following ten types of skills on the board: Athletic, Creativity, Decision-Making, Math, Organization, Problem-Solving, Reading, Speaking, Technical, Writing. Ask students to imagine these were all the skills in the world. Which one would they make their target skill for the next year? Survey students to see what they have chosen as the most common ‘target skill’. Ask students why they think some skills are more commonly chosen than others.
3. **Students practice identifying important skills**. Ask students to go to one of five corners of the room, based on the target skill they chose from the list. Point to five areas in the room, based on these groupings: Athletic/Technical, Creativity/Decision-Making, Math/Problem-Solving, Organizational/Speaking, and Reading/Writing. If any groups are too large, balance group sizes.  
     
   Give each group a different topic for skills analysis. Sample topics could include things like working with animals, playing basketball, being a world traveler, photography, building a house, teaching a class, or owning a business. In each group, ask students to identify vital skills for success in each topic area. Review skills identified by each group. Look for common skills identified in groups.
4. **Students identify their own target skills.** Ask students to return to their seats and get out their *My 6th Grade Goals* sheet from Lesson 6-2, “Welcome to Middle School.” What specific skills do students need to achieve their five 6th grade goals? Give each student *Target Skills for Middle School*. Ask them to write their five top target skills for middle school, some which will help them to achieve their goals.
5. **Students relate their target skills to life activities.** Remind students that skills can be developed in two ways – through classroom instruction or through life experience. Ask them to fill out the second section of *Target Skills for Middle School*, identifying two different ways that they could develop each of their personal Target Skills
6. **Students compare their target skills to those of two other students**. Ask students to find someone in the room with whom they share at least one target skill. Sit down with that person and review their *Target Skills for Middle School* handout. Repeat this activity with a different person. In each case, students observe the types of activities that people identify to develop their target skills.
7. **Students create target skill ads**. Have each pair of students read the “Create an Ad” activity on the 2nd page of *Target Skills for Middle School*. Instruct students to invent a class or activity they would develop to achieve one of their target skills. The team creates the perfect class or activity and makes a poster to promote their target skill offering. Post the poster in the class. This poster should serve as a reminder to students throughout the year to keep working on their goals.
8. **Students evaluate their target skills goals.** Distribute a copy of the *Journal Page* to each student. Remind them that they will find their journal entries to be an interesting ‘time capsule’ of their thoughts and feelings as a 6th grade student. Students’ journal entries will be reviewed by the advisor from time to time so they should remember they are writing things that someone else will read.  
     
   Ask students to write answers to the following questions in their *Journal Page:*

* What is your easiest target skill to work on of the five you have selected today? Which is the most challenging? Why?
* What will be the first of your target skills to be achieved? How soon will you master that skill?
* Describe a time when you have missed a goal you set for yourself. Would development of specific target skills have helped

**STUDENT PRODUCTS**

* **Completed *Target Skills for Middle School***
* **Completed *Journal Entry*** on the possibilities of mastering target skills.

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LESSON 6-28 STUDENT HANDOUT

TARGET SKILLS FOR MIDDLE SCHOOL

Directions: Identify five target skills you would like to develop before the end of 8th grade. It may be a skill that you don’t have or a skill you have but would like to improve. Your chosen target skills should relate to goals you have set for yourself.

List 5 target skills you would like to work on this year.

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For each target skill think of 2 types of work, education, recreation, leisure, or volunteer activities where you could develop each target skill.

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**CREATE AN AD**

Target skills can be learned in two ways, through learning or through activity. In your group, invent the perfect class or activity to learn a skill you are most interested in developing. Then create a poster to promote and attract people to join that class or activity.

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LESSON 6-28 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 6-28 | *TARGET SKILLS***

***Q1:*** What is your easiest target skill to work on of the five you have selected today? Which is the most challenging? Why?

***Q2:*** What will be the first of your target skills to be achieved? When will you master that skill?

***Q3:*** Describe a time when you have missed a goal you set for yourself. Would development of specific target skills have helped?

***Answers:***