

F33-L1

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| <b>Goals</b>                       | <b>Core Competency:F33</b>   | <b>Level 1, Introductory</b> |
| Base decisions on values and goals |  |                              |
| Time to complete: 180 minutes      |  |                              |
| <b>Objectives</b>                  | Upon completion of this lesson students will be able to:<br>1. Understand how to base decisions on values and goals.<br>2. Identify action steps to achieving personal goals.<br>3. Demonstrate the ability to write short- and long-term goals. |                              |

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| <b>Cross Competencies</b> | C18 Follow directions<br>G41 Apply critical thinking skills<br>G47 Demonstrate techniques for building commitment by others<br>G54 Set and prioritize goals and establish a timeline for achieving them |
| <b>Core Standards</b>     | Career and Vocational/Technical Education: Content Standard 3<br>Workplace Competencies Content Standard 1 and 6  |

| Materials in Lesson Plan  | Other Supplies Required   | Supplemental Resources |
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| <ul style="list-style-type: none"> <li>F33L1ACT1 Time Capsule</li> <li>F33L1ACT2 Circle Pass</li> </ul> | <ul style="list-style-type: none"> <li>Construction paper</li> <li>Old magazines</li> <li>Scissors/glue</li> <li>Goal Collages</li> <li><a href="http://www.10rulesforsuccess.com">www.10rulesforsuccess.com</a></li> </ul> | Computer/projector     |

| MCA              | Portfolio Project        | Guest Speakers  | Program of Work                      |
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|                  |                          | Invite a guest speaker to talk about goal setting in the work place; both individual and company goals. |                                      |
| Civic Engagement | Indian Education for All | Career Pathways   | Competitive Events                   |
| Service Day      |                          |   | Decision Making<br>Critical Thinking |



| <b>Suggested Instructional Approach</b> |   | <b>Notes</b> |
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| <b>Introduction</b>                     | <p>As students continue their education for eventual entry into adulthood, they need to set goals to achieve their final destination. The goals they set, both personal and career, must be in keeping with their belief system. Otherwise they may run into many “road blocks” to achieving these goals.</p> <p>As you go through life and make decisions, it is necessary that these decisions be compatible with your values and goals in life. In addition, your goals must be compatible with your values in order to minimize inner conflict. For instance, if you value stability and rural life, your goal to become a market analyst on Wall Street in New York City would not be consistent with your values. Keeping your values in mind as you make decisions and develop goals will minimize these conflicts.</p> <p>Goals are dreams with deadlines. There are two types of goals, short term and long term.</p> <p><b>Long-term goals</b> are for the more distant future (months, years, even decades). They look at the <b>BIG</b> picture (career, life decisions, college, life style, retirement). They don’t change very often nor very quickly and don’t have many specifics on how to get there. Example: “My goal is to become a computer technician.”</p> <p><b>Short-term goals</b> are for the immediate future (today, this week, this semester). They tend to be more detailed and are stepping stones that lead to long-term goals. They are always created to reach long-term goals. Example: “Schedule an appointment tomorrow with the guidance counselor to help me select high school classes that fit into my career goal.”</p> <p>Goal setting is a very powerful technique that can yield strong returns in all areas of your life. A goal is clear if you are able to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Does it make it clear <b>what you can do</b> when you achieve the goal?</li> <li>• Does it indicate <b>a time</b> by which you should achieve the goal?</li> <li>• Is there a <b>way to judge</b> whether you have reached the goal?</li> </ul> <p>Many students need assistance and lots of practice to develop clear short and long term goals that are in keeping with their values.</p> |              |

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| <b>Preparation</b> | <ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul> |  |
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| <ol style="list-style-type: none"> <li>1. Have the students make collages which represent their short and long term goals. Provide students with construction paper, magazines, scissors, and colored markers.</li> <li>2. As the students work on the collages, discuss what is needed to reach goals and the importance of knowing what is needed. When students are finished, encourage them to explain their goal collages. As an alternative to explaining their goals, you could have the students write a paragraph or two about their goals and how they plan to attain them.</li> <li>3. Monitor students to ensure that they understanding the relationship of their goals with their values. Some students may need additional assistance in identifying short term goals or steps needed to accomplish their long-term goals.</li> <li>4. Present <a href="http://www.10rulesforsuccess.com">www.10rulesforsuccess.com</a> - This video highlights 10 RULES of GOAL SETTING.</li> <li>5. Have students complete <a href="#">F33L1ACT1 Time Capsule</a>.</li> <li>6. Have students participate in <a href="#">F33L1ACT2 Circle Pass</a>. Hold group discussions after each exercise. Monitor progress of the students to ensure that the competency has been achieved. Additional assistance may be necessary for students who are having problems developing short and long term goals.</li> </ol> | <b><u>Notes</u></b> |
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| <b>Assessment</b>              | Completion of activities   |  |
| <b>Supplemental Activities</b> | <ul style="list-style-type: none"> <li>• Invite a successful person to discuss how setting goals helped him/her to achieve the success he/she wanted. Were the goals in keeping with his belief system? If not, did he change or modify his belief system or his goals?</li> </ul> |  |