
Unit 4 (Goals and Objectives)

Unit Overview: Students will spend several days learning about goal setting-what it is and how it is to be used in their future planning. After defining and discussing ways that goal setting will be useful to them in their personal lives, students will complete a structured activity where they select personal and professional goals and objectives for their future. They will do a “backward chaining process” from stating their lifelong goals and working back to their current daily “to do” list to begin the process to achieve their stated goals. We will discuss regularly assessing one’s own goals and making appropriate changes when needed.

Lesson 4-1: Day 1 Topic: Goal Setting

Objectives:

1. Students will understand the definition of goal setting.
2. Students will identify ways in which goal setting will be useful to them.
3. Students will create their own blueprint of their future goals and identify steps they need to take to meet their own goals.
4. Students will know how to assess and adjust their goals as their needs and/or life circumstances change.

Motivation:

Understanding what goals and objectives are and knowing how to use them in various contexts will assist students in task completion and in decision making throughout their lives. They can use goal setting strategies for smaller, short term projects such as writing a paper for a class or for large, long term projects such as selecting and preparing for a career. Providing background information and definitions as well as providing a framework for how to do this process will support students in many areas. Students will use the knowledge and skills gained in this unit to create a life plan and to help to select a career path which they would like to pursue.

Starter Activity: Fast Forwarding. As students enter classroom, hand them sheets which have cells which resemble those in an old movie reel. Instruct students to select 6-8 colored pencils from the box and take their sheet and pencils to their seat. When all students are seated explain that they are to envision their future as a movie. They are to quickly sketch 6 scenes that they feel would depict some aspect of their lives 10 years in the future. Each cell would represent one picture that might have been cut from a scene in the movie reel. Encourage students to make each scene represent a different aspect of their lives.

Homilies:

Unit 4 (Goals and Objectives) Daily Lesson Plans

Homework: Complete Long Term Goal worksheets. Bring completed assignment to school tomorrow.

Vocabulary:

Technique	Skill set
Targets	Outcomes
Implement	Plan
Choose	Identify
Define	Terminal
Goal	Objective
Achieve	

Materials: Overheads/projector/screen
Handout "Long Term Goal Worksheet"

Content Background and Lecture Support:

Teacher will write tasks on the board.

Teacher explains that this unit will be helpful to students when they complete the remaining units and in many other aspects of their lives.

Teacher will provide information in lecture format then guide students to perform the first step in the goal setting process. Students will take notes on guide sheets as the lecture progresses.

Suggested Teaching Strategies: Teacher will make a formal presentation to class. She will define long term goals and short term objectives, state their purposes, state benefits of setting goals, discuss pitfalls/problems with not creating or following a good system, give examples of goal setting, discuss accurate goal setting, and demonstrate how to create and follow through on a life skills plan. Teacher will use a power point format to present and will give students structured note taking sheets to complete as they follow the lecture/presentation.

Procedure:

Step 1: Starter Activity: Fast Forwarding. As students enter classroom, hand them sheets which have cells which resemble those in an old movie reel. Instruct students to select 6-8 colored pencils from the box and take their sheet and pencils to their seat. When all students are seated explain that they are to envision their future as a movie. They are to quickly sketch 6 scenes that they feel would depict some aspect of their lives 10 years in the future. Each cell would represent one picture that might have been cut from a scene in the movie reel. Encourage students to make each scene represent a different aspect of their lives.

Unit 4 (Goals and Objectives) Daily Lesson Plans

Step 2: Slide 1: Definition/Explanation: Goal setting is a technique/skill set involving selecting targets or outcomes and developing and implementing a plan to meet the selected outcomes. It allows you to choose where you want to go and what you want to do. By identifying and defining your targets and steps needed to meet those targets you can develop a personal plan for success.

Step 3: Slide 2: Quote: “The difference between a goal and a dream is the written word.” (Credit? Don’t know the author and have lost the source)

Step 4: Slide 3: Goal setting is a critical step by step process done to organize and sequence personal planning. The process helps you to decide what direction you want your life to take. Setting and meeting goals is achieved by developing long term goals or targets. You then establish smaller measurable objectives or steps you will take to achieve/meet your goals. By identifying what you hope to achieve and breaking it into steps you understand exactly what you must focus on and do to succeed. You can also identify and eliminate distractions and irrelevant tasks.

Step 5: Slide 4: Goal setting is used by elite business people, professional athletes, and other highly successful individuals in many arenas of life. The process of goal setting is useful for both personal and professional venues. It may be used for the “big picture” creating your life plan or for smaller aspirations such as making the high school team. The process gives you a concrete long term vision of your aspirations and short term motivational steps you need to take to accomplish your goals. It creates a framework to organize your resources and to identify your needs. It provides markers along the way so that you can see what you have accomplished and what you are capable of doing as well as seeing what you need to do and learn to succeed.

Step 6: Slide 5: By identifying clearly defined goals and objectives you can measure your success and accomplishments throughout the process and create ongoing motivation by noting and celebrating your successes along the way. As you experience progress your self esteem will likely increase because you will see the results of your efforts and recognize that your general competence and new sets of skills will increase/emerge. Your confidence, knowledge and experience with the goal setting process will allow you to use this structure in all areas of your life and to begin a “success spiral”. Once you experience success and feel good about what you have done to earn that success, your confidence and motivation will increase and you will continue to succeed in things that you do because success in itself can be motivating. Once you begin the positive process and experience the results you are likely to continue to succeed. This process becomes more broad with more successes.

Unit 4 (Goals and Objectives) Daily Lesson Plans

Step 7: Slide 6: Setting and achieving life goals is a “backward chaining” process. You first select your “terminal” goals-what you want to do with your life and what you want the big picture to look like. In creating your life plan you will look at a number of areas. You may consider the following:

CAREER-paid and volunteer work. What do you want to do? What price are you willing to pay to succeed?

PERSONAL-Behavior/attitude/relationships. Are there changes you wish to make? Areas in which you would like to grow?

EDUCATION-Area in which you want to learn/become more proficient?

Degree you wish to earn? Area you need to master to succeed in your chosen area?

Topic which piques your curiosity?

FAMILY-Do you hope to marry? Have children? Create a different type of family? Have pets?

FINANCIAL-How much do you need to earn at various stages of life?

Want to earn? How will you accomplish this?

HEALTH/PHYSICAL-Do you choose to improve your health and longevity?

Remediate an existing health condition? Accomplish a goal as an athlete?

Make a team in a chosen sport? Access and follow a health/fitness regimen?

SOCIAL/RECREATIONAL-What do you want to do with your life outside of work? How do you want to ensure peace and pleasure in your personal life? How do you want your life to interface with others? What pursuits do you find to be meaningful and wish to pursue-arts, tech, sports, hobbies, etc.?

SERVICE-What do you want to do to make your home, family, community and society better?

SPIRITUAL-Are there activities or groups in which you would like to be involved?

Personal growth activities in your chosen faith? Education or training to achieve your choices?

Step 8: Closing Activity: Hand out Long Term Goal worksheets. Explain to students that they will begin goal setting by selecting long term goals for each major aspect of their life. (The entire process will only be practiced related to their career choices in this class but they will be encouraged to follow the goal setting process in other areas of their life that they will identify as high priority). Explain that they are to spend at least two hours choosing and listing at least one terminal goal for each of the major areas of their lives. They may use the remainder of this class period to begin the process and to have the support/suggestions of the teacher as they begin. Ask students to look at assignment and ask any questions they may have. When students have all their questions answered they may begin to work on the activity. Teacher will circulate and assist students as they work.

Application: Goal setting is a process that can be used in careers and life. When students learn or develop a system that works for them and implement this system when faced with decisions, they will be better equipped to make sound decisions that will work well for them.

Unit 4 (Goals and Objectives) Daily Lesson Plans

Assessment: Graded assignment.

Closing Activity: Hand out Long Term Goal worksheets. Explain to students that they will begin goal setting by selecting long term goals for each major aspect of their life. (The entire process will only be practiced related to their career choices in this class but they will be encouraged to follow the goal setting process in other areas of their life that they will identify as high priority.) Explain that they are to spend at least two hours choosing and listing at least one terminal goal for each of the major areas of their lives. They may use the remainder of this class period to begin the process and to have the support/suggestions of the teacher as they begin. Ask students to look at assignment and ask any questions they may have. When students have all their questions answered they may begin to work on the activity. Teacher will circulate and assist students as they work.

Lesson 4-2: Day Topic: Goal Setting

Objectives: See Lesson 4-1: Day 1

Motivation: See Lesson 4-1: Day 1

Starter Activity: Review your long term goals (yesterday's homework assignment). Read them again and take time to reflect on each stated goal and its significance to you.

Homilies:

Homework: Review your Long Term Goal worksheet. I will hand out a sheet which begins to focus on specific goals and objectives that will you choose to move forward to access the career of your choice. You may wish to review results of the skills, interests, and values inventories from the last unit before completing these tasks. In the line next to the title of life goal area write the career of your choice. When you envision your life in twenty to twenty-five years what career do you see yourself doing/succeeding/enjoying? Now, remembering that we are "backward chaining" move to envisioning yourself ten years in the future. What will you be doing now-remember to keep your focus career oriented. Now, do the same for five years and one year from now.

Vocabulary: See Lesson 4-1: Day 1

Materials: Handout "Long Term Goal Worksheet"
"Backward Chaining"

Unit 4 (Goals and Objectives) Daily Lesson Plans

Content Background and Lecture Support:

List the day's tasks on the board.

Provide information and examples and clarify information as students ask questions.

Frame information in reference to students' lives and stress how this process can be helpful to them in a number of settings and situations.

Suggested Teaching Strategies: Teacher will provide initial instruction. Students will work on their goals with support and guidance from the teacher.

Procedure:

Step 1: Starter Activity: Review your long term goals (yesterday's homework assignment). Read them again and take time to reflect on each and its significance to you.

Step 2: Slide 1: After you have spent time in reflection, assign a priority to each item. (Slide is the sample sheet). Priority column will be at the right side of the Long Term Goal worksheets. Place the number one next to the item that is most important to you, number two next to your second priority, etc. until all goals have a number designation. Take a brief break from the activity and review your choices. Continue to review and reflect changing your priorities until you are satisfied that they accurately reflect your choices and priorities. Remember these are YOUR choices-not those of your parents, peers, supervisors, society at large or any other "shoulds" in life. You need to feel excited about the possibility each holds for you and feel confident that you can achieve them.

Step 3: Complete "Backward Chaining". Select one or several goals that are most critical to you as you move forward into your adult life. These will be areas where you want to focus much of your energy. List those goals that are most important to you now

Step 4: List any "shoulds" you currently feel are holding you back. List one or two strategies next to each "should" to help you to eliminate the concern and stay on the path you have chosen.

Step 5: Stay the course. You have taken the first steps toward setting and achieving the goals which will propel you toward your life's dreams. You have dreamed about how you would like your life to look, selected long term goals in major areas of your life and chosen those which are most important to you. You will now begin with a plan. For this class you will create career goals and objectives. You may use this process to achieve success in other areas of your life.

Step 6: Wrap-up activity: Ask several student volunteers to tell the class about a "should" and what they will do to eliminate the "should" from interfering with their chosen goals.

Unit 4 (Goals and Objectives) Daily Lesson Plans

Application: Goal setting is a critical skill that students will need in order to select an appropriate career path. It will assist them in their decision making as they pursue the career of their choosing as well as in many other aspects of their lives.

Assessment: Graded activity.

Wrap-up activity: Ask several student volunteers to tell the class about a “should” and what they will do to eliminate the “should” from their plan.

Lesson 4-3: Day 3 Topic: Setting Goals

Objectives: See Lesson 4-1: Day 1

Motivation: See Lesson 4-1: Day 1

Starter Activity: Set up a Velcro target. Allow each student to toss a ball at the target. Give the winner a small prize. Explain that we will be talking more about goals and hitting the target today.

Homilies:

Homework: Adjust your goals if you have not completed this task.

Vocabulary: See Lesson 4-1: Day 1

Materials: Overheads/projector/screen

Content Background and Lecture Support: See Lesson 4-1: Day 1

Suggested Teaching Strategies: Class will begin with a fun activity to introduce the topic. The remainder of the class will be lecture format concluding with a Wrap-up Activity to reinforce concepts learned.

Procedure:

Step 1: Slide 1: Goals are more long term and generalized targets you wish to achieve. To reach those goals you will need to break them down into smaller, concrete, measurable steps. Note that as each step gets closer to you it will break down into smaller tasks and help you to take the steps to reach your long term goals.

Step 2: Slide 2: When you have established your short term objectives you will write a daily task (to do) list. This list will simply state exactly what steps you will take each day to bring you closer to your goal.