

**Module: Planning**

**Lesson Title: Goal Setting and Decision Making**

**Standards**

<b>Florida Adult Basic Education</b>	<b>Level Expectation</b>
<b>CP.ABE.04 Develop and manage a career and education plan</b>	<b>NRS Levels 1-6</b>

**Interpreting the Standard**

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<b>Develop and manage a career and education plan</b>	<b>Develop Manage</b>	<b>Develop plans Think Problem Solve Manage plans</b>	<b>Print Internet  Discussion</b>	<b>DOK1 DOK2</b>	<b>Develop a career plan  Discuss short and long term goals</b>

## Objectives of the Lesson

Students will:

- Discuss the definition of a goal
- Write down their goals (Professional, educational, personal, etc.)
- Create a Career and Education Plan

## Materials

- Setting Goals (**Handout #1**)
- Student Goal Scenarios (**Handout #2**)
- SMART Goals – Yes or No? (**Handout #3**)
- SMART Goal Worksheet (**Handout #4**)

## Instructional Plan

### Overview

In this lesson, students will receive help to be realistic when thinking about and selecting the types of careers available to them. Students will begin to understand the importance of setting goals to reach their dreams. They will create and complete their own SMART Goal Worksheet.

### Process

- Teacher will write the word “Goal” on the board and ask students what is their definition of the word
- Students will share definitions
- Teacher will provide and discuss the correct definition of a “Goal”
- Teacher will explain there are different types of goals (short, long, general and specific) and ask students to give examples of each
- Teacher will explain that there are also goals for different life situations. Some of these are: Personal, financial, health, education and career goals
- Teacher will write the acronym SMART on the board and explain that a SMART goal is a special type of goal
  - Write SMART like this on the board:  
S  
M  
A  
R  
T
- Teacher will ask the students if they know what word each letter in the word SMART stands for. If they don't know, ask them to guess, keeping in mind the topic of discussion
- Teacher will give the students time to guess and discuss the answer

- Teacher will fill in the word for each letter as follows:
  - S Specific
  - M Measurable
  - A Achievable
  - R Relevant
  - T Timely
- Teacher will provide a brief description of each word
- Distribute Setting Goals **(Handout #1)**
  - Read and discuss the handout together
- Distribute Student Goal Scenarios **(Handout #2)** and SMART Goals – Yes or No? **(Handout #3)**
  - Teacher can divide the class in groups of 3 or 4 or complete the activity as a group
  - Ask individual students to read each scenario aloud
  - Explain that each scenario contains a different goal
  - Ask the students if they can explain what the goal is in each scenario
  - Ask them to think about the words they previously learned to define a SMART goal and decide if each meets all 5 required areas
  - Students can use the chart to check off which areas are met, then record yes or no if a goal meets or does not meet all five requirements
  - Students will share their findings
- Distribute Goal Worksheet **(Handout #4)**
  - Explain in depth the requirements of a SMART goal
  - Ask the students to write a SMART goal of their own (It may be best to start with a personal goal first)
  - Students will share their goals with everyone. Ask the students to keep their SMART goal for future reference.

### Sample Debriefing Questions

- Do you know what a goal is?
- Have you ever set a goal? If so, what was the goal?
- Did you have to make changes to your goal?
- How did you feel when you had to change your original goal?
- Were you able to complete your goal?
- Have you ever helped someone else set a goal?

### Modifications for Different Levels

#### Lower Levels

- Spend extra time explaining what a goal is, why they are important and the types of goals they can set

### Higher Levels

- Allow the students additional time to research and discuss other types of goals they can develop for various aspects of their lives.

### Assessments

- Informal questioning
- Successful completion of handouts

### Extensions

- Students can search online for more information on SMART Goals

## Setting Goals Handout #1

### What is a goal?

- A goal is something we set for ourselves.
- A goal is something we aim for.
- A goal is important for achieving success.
- A goal can help us measure our progress.
- A goal can be long-term or short-term. Long-term goals can be broken up into smaller goals.

### Tips to help you set goals:

- Create a “big picture” of what you want you want to do with your life
- Write your goals down.
- Keep it simple – a few sentences for each goal will be plenty.
- Make a commitment to review your goals regularly.
- Allow your goals to match your values.
- Think about achieving your goals.
- Use motivating, positive language.
- Share your goals with others and ask for their support.
- Reward yourself along the way - Small achievements deserve recognition.

### Setting goals is an ongoing process:

- Practice setting goals and you will get better at it.
- Review your goals regularly.
- Check your actions to see if they are moving you closer towards your goal or away from it.
- Make changes as necessary

## Student Goal Scenarios

### Handout #2

#### Scenario 1

Michael wants to travel to Virginia to visit his elderly father. He would like to go within the next few months. He has just started a new job, but he can't take a vacation until he has been working there for one year. He earns \$22.00 an hour. The ticket will cost him \$450.00 round trip, and Michael has already saved \$350.00.

#### Scenario 2

Amelia and Chris recently became engaged. They would like to have a big wedding next July and invite their family and friends from Trinidad and Jamaica. Of course, they also want to invite their family and friends from their hometown in the USA where they met. They would love to get married at Lake Tahoe and want to have the reception at a very fancy golf course. Amelia works part-time at a local retail store, and Chris has just started his own office cleaning business. However, he needs to find more customers because business is slow. Their parents don't have a lot of money, so Amelia and Chris are going to pay for their own wedding. They have saved \$120 already.

#### Scenario 3

Olivia is 17 years old, and she is a senior in high school. She studies very hard, has excellent grades, and will graduate from high school next June. She would like to go to college next August. She enjoys her part-time job at a local hair salon, and she uses her money to buy gas for her car. Olivia is very organized, and she has already applied for many scholarships to help with the expenses she will have. Her married sister lives in a large apartment close to the college. She told Olivia she can live with her and her family while she attends college, as long as she babysits her nephew occasionally.

## SMART Goals

### Handout #3

(Use Handout #2 to determine if each person made created a SMART goal.)

**Write Yes or No in each block**

Goal	Michael	Amelia and Chris	Olivia
Specific			
Measurable			
Achievable			
Relevant			
<b>Timely</b>			

### Goal Worksheet Handout #4

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Start date: \_\_\_\_\_ Target date: \_\_\_\_\_ Date Achieved: \_\_\_\_\_

Goal: \_\_\_\_\_

Check that your goal is SMART

Specific: *What exactly will you accomplish?*

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Measurable: *How will you know that you have reached this goal?*

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Achievable: *Is completing this goal realistic with effort and commitment?*

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Relevant: *Why is this goal important to your life?*

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Timely: *When will you complete this goal?*

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