

SETTING GOALS FOR SUCCESS		Student/Class Goal Since many people are more successful when they have direction, students will establish personal goals for attending classes and the steps necessary for successfully reaching their goals.
Outcome <i>(lesson objective)</i> Students will develop SMART goals to put in their portfolios.		Time Frame 1-2 hours
Standard <i>Convey Ideas in Writing</i>		NRS EFL 1-6
COPs Determine the purpose for communicating.	Activity Addresses Components of Performance Students need to set goals to guide their educational journey. These goals will be written down and placed in the student's portfolio.	
Organize and present information to serve the purpose, context, and audience.	Students write SMART* goals and prioritize them using post-it notes, charts, drawings, and brainstorming.	
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.	Based on information from TABE and student writing samples, student goals will address areas that need to be improved. Teacher proofs the goals for grammar, punctuation, etc. and uses information for mini lessons.	
Seek feedback and revise to enhance the effectiveness of communication	Working in pairs during the goal setting process, students will use each other and the teacher to get feedback about revising and editing the drafts of their goals. They can use the computer to make changes to their drafts. * Specific, Measurable, Action Oriented, Realistic, and Time-framed	
Materials Paper, post-it-note Word processing Software <i>Success</i> Handout <i>SMART Goals</i> Handout <i>DAPPS Rule of Goal Setting</i> Handout <i>Goal Step</i> Handout Setting Goals for Success Learning Objects		
Learner Prior Knowledge After their initial diagnostic assessments, the class will discuss what they already know about goals and about the writing process. A KWL chart can be used to record points from this discussion.		
Instructional Activities Step 1 - Continue the discussion by sharing any information about goals and goal setting not already generated by the students. This could include information about what goals are, why they are important, possible barriers that might keep the students from reaching their goals, and supports that would help them succeed. (e.g., Writing down goals is a way to remember them and track progress toward them. Sharing your goals with others is a way to enlist support.) Responses can be added to the KWL chart for future reference. Steps 2 and 3 can help students think about what their goals for attending the program are. Step 2 - Students fold sheet of paper into four quarters. On each quarter they draw a picture of one of the four most important things in their lives. To get students started they could be asked to think about their roles as family member, worker/student, and community member. Students pair up and tell each other about their drawings. If students are not well acquainted the pairs can introduce each other to the class using the four most important things. Students can set these drawings aside to use in step 3. Step 3 - Students use the <i>Success</i> Handout and the think-pair-share strategy to discuss past success and what they did to be successful. Individual students can share the results with the class. Students will use information from their <i>Success</i> Handout and the four most important things activity to start thinking about what their goals related to the program will be. Brainstorming can be used to get these conversations started. Step 4 - As students decide on their goals they can write each one on a post-it-note. Once the students are done generating individual goals they can arrange their post-it-notes to reflect the importance of these goals. Introduce the idea of SMART goals to		

the students and give them the *SMART Goals* Handout. Students can rewrite their goals to reflect the SMART guidelines. Students work in pairs to give feedback to each other about whether or not their goals are SMART goals.

TEACHER NOTE Another goal-setting model that could be used with students can be found on the *DAPPS Rule of Goal Setting* handout [dated, achievable, personal, positive, specific].

Step 5 - Discuss the difference between long term (major, over arching), short term (smaller, support long term goals), and immediate (narrow focus, can be completed quickly) goals. Students can work in pairs to identify which category their goals fit into and to develop related goals in the other categories. To help students move from long term goals to short term goals, they can work backward by asking "What do I need to do to reach this goal?" They can then look at their answer and ask again, "What do I need to do to reach these goals?" Students can use the *Goal Step* Handout to record this process. Students may need more than one copy of the handout depending on the number of long term goals they have.

Step 6 - Once students have developed their goals they can use a word processing program to type up copies for their portfolios and to keep for themselves. The teacher can look over the drafts of these goals and note common error types. These can be used for future mini lessons on grammar and mechanics.

TEACHER NOTE For lower level students, scaffold this activity by having them draw pictures or by pairing them with a higher level student who is willing to help them write.

Assessment/Evidence *(based on outcome)*

Drawings of four most important things
Chart of successes
Draft of goals on post-it notes
Draft of SMART goals
Completed goal step handout
Copy of SMART goals to be placed in the student's portfolio

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Goals should be revisited at least every 90 days. Setting Goals for Success Learning Objects will give students additional practice writing effective goals.

Technology Integration

Purposeful/Transparent

Goal setting is an important part of orientation and goals are a tool students can use to track their progress.

Contextual

Goals are based on what students identify as important in their lives and can be used both inside and outside of the classroom.

Building Expertise

Students start with past successes to plan future successes. Students refine their goals. Students get experience with brainstorming, organization, working collaboratively, writing, revising, and editing.

SMART Goals Handout

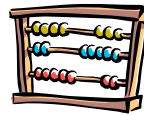
Specific



- Is your goal well defined?
- Do you have short term goals to help you reach your long term goals?

Measurable

- Do you have steps you can check off on your way to your goal?
- Did you set a "score" for yourself? (80% of the time, twice a week)



Action Oriented



- Is this something you can work toward?
- Will you be able to track your progress toward this goal?

Realistic

- Is this something you can actually achieve?
- Have you looked at your past successes to decide if this goal is realistic?

Time-framed

- Do you have enough time to complete your goal?
- Did you set a time limit to have your goal completed?



The **DAPPS** Rule of Goal Setting

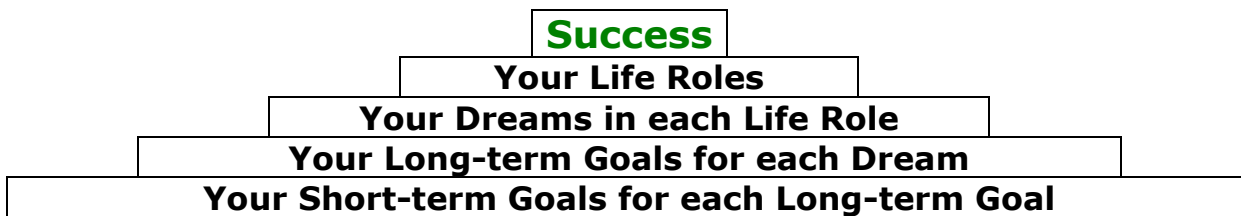
Dated Effective goals have deadlines. A short-term goal usually has a deadline within a few months; while long-term goals can be for one, five or ten years.

Achievable Effective goals are realistic. When you set goals at the outer reaches of your present ability, stretching to reach them causes you to grow. Listen to other's advice, but trust yourself to know what is achievable for you.

Personal Effective goals are *your* goals, not someone else's.

Positive Effective goals focus your energy on what you *do* want rather than on what you *don't* want.

Specific Effective goals state outcomes in specific, measurable terms. Think about what concrete evidence you'll have. "I will achieve a 3.5 or better grade average this semester" rather than just saying I'll do better.



Building My Life Plan

My Life Role: Student

My Dream in this Role:

My Long-term Goals in this Role:

My Short-term Goals in this Role:

Remember As you write the long and short-term goals, remember to apply the DAPPS rule. If you wish, repeat this process for one or more additional life roles.

Start here



Write your long term SMART goal here ↑

Write what you have to do to get to the goal you wrote above

Write what you have to do to get to the goal you wrote above

Write what you have to do to get to the goal you wrote above

Write what you have to do to get to the goal you wrote above

Write what you have to do to get to the goal you wrote above

Goal Step Handout

What kinds of things have you
done that were successful?

How did you do them?

Success Handout



<http://www.wisconline.org>

Goal Setting: Business, Personal and Family Goals

Author: Kevin Rauchholz

School: Fox Valley Technical College **Date:** 8/31/2004

Description: In the first section of this activity, learners listen to an introduction explaining the importance of setting goals in all aspects of life. The remaining pages list examples of goals and procedures relating to a farming operation.

http://www.wisc-online.com/objects/index_tj.asp?objID=AGC104

Self-Perception Exercise

Author: Kathy Henning

School: Gateway Technical College **Date:** 3/21/2002

Description: Learners will write about their attributes and analyze their perception of their abilities, roles, personality, beliefs, and goals.

http://www.wisc-online.com/objects/index_tj.asp?objID=OIC1200

Writing Effective Goals for Employee Motivation

Author: Ann Heidkamp

School: Milwaukee Area Technical College **Date:** 5/23/2002

Description: Learners read a description of effective goal statements. In an interactive exercise, they identify the elements that are missing from proposed goal statements and practice writing effective statements.

http://www.wisc-online.com/objects/index_tj.asp?objID=LDD202

Setting Goals for Success Learning Objects