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 (*lesson objective*)
Students will develop SMART goals to put in their portfolios.

Time Frame
1-2 hours

Standard *Convey Ideas in Writing*

NRS EFL 1-6

Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	1.1, 2.1, 3.1, 4.1, 5.1, 6.1	Organize writing		Reread & revise	1.18, 2.18, 3.18, 4.19, 5.17, 6.14
Writing for purpose	1.2, 2.2, 3.2, 4.2, 5.2, 6.2	Sentences/paragraphs		Proofread	1.19, 2.19, 3.19, 4.20
Writing for various tasks		Descriptive language		Feedback from others	1.20, 2.20, 3.20, 4.21
Generate ideas	1.4, 2.4, 3.4, 4.4, 5.4, 6.4	Sentence structure	1.13, 2.13, 3.13, 4.14, 5.14, 6.12	Checklists & rubrics	
Main idea/thesis	1.5	Spelling	1.14, 2.14, 3.14, 4.15, 5.15, 6.13	**Publishing**	**Benchmarks**
Research		Punctuation	1.15, 2.15, 3.15, 4.16	Technology	1.22, 2.22, 3.22, 4.23, 5.20
Plagiarism		Capitalization	1.16, 2.16, 3.16, 4.17	Publication	
Sources		Parts of speech	2.17, 3.17, 4.18, 5.16		
Organize ideas					
Organizational pattern					

Materials
Paper, post-it-note
Word processing Software
Success Handout
SMART Goals Handout
DAPPS Rule of Goal Setting Handout
Goal Step 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 *Success* 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 *Success* 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.
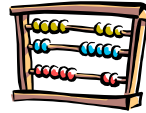
SMART Goals
Handout

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?
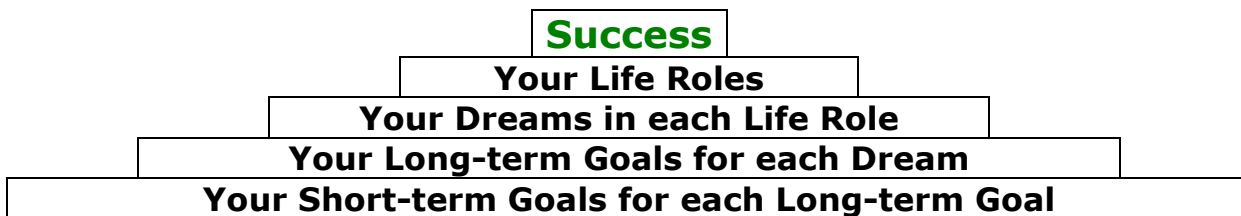
The **DAPPS** Rule of Goal Setting

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.
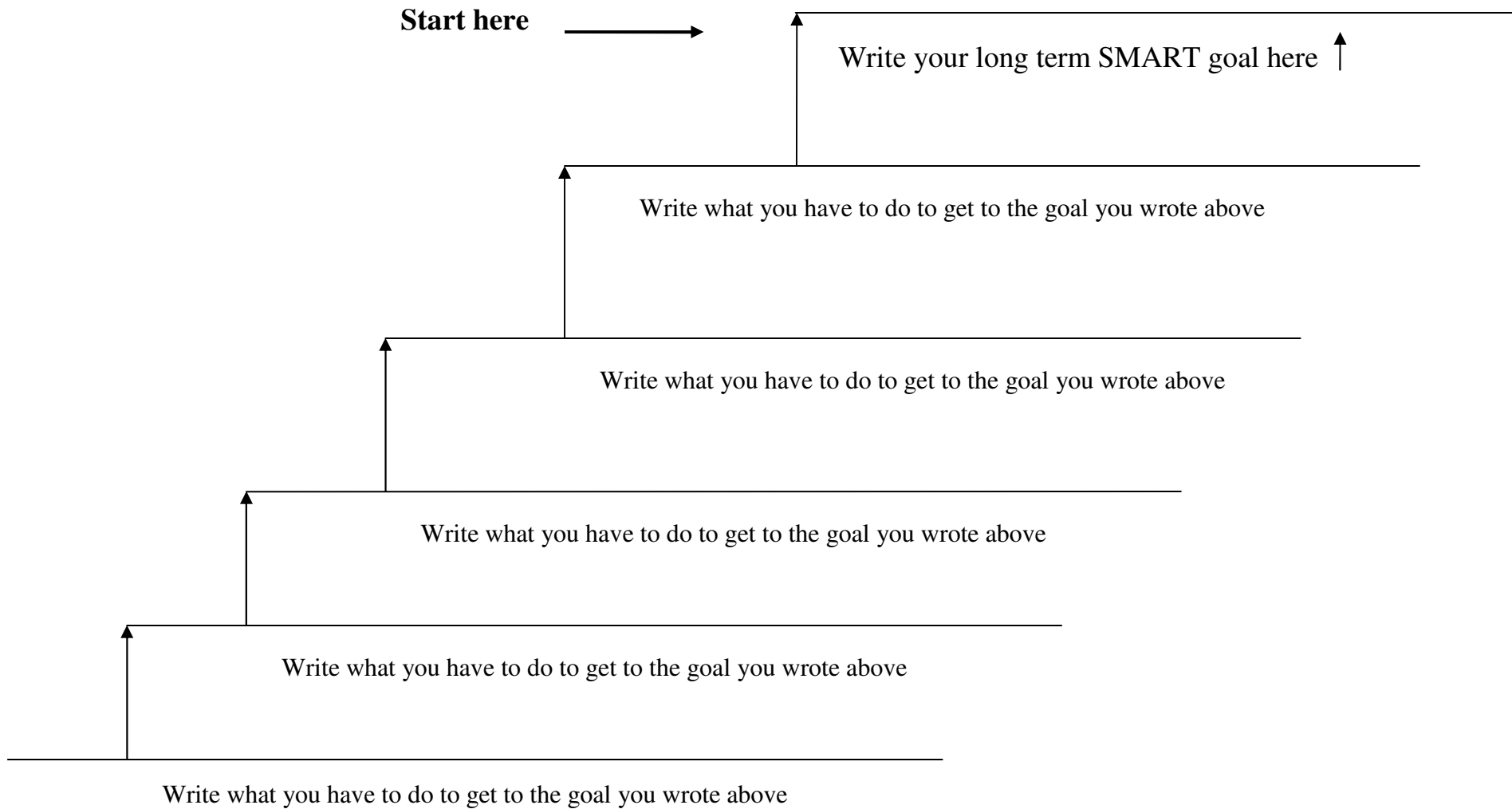
Success
Your Life Roles
Your Dreams in each Life Role
Your Long-term Goals for each Dream
Your Short-term Goals for each Long-term Goal

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.

Downing, Skip. On Course: Strategies for Creating Success in College and in Life. Boston: Houghton Mifflin Company, 2005.

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

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