## 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Convey Ideas in Writing</th>
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<tbody>
<tr>
<td>NRS EFL 1-6</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Prewriting</th>
<th>Benches</th>
<th>Drafting</th>
<th>Benches</th>
<th>Editing and Revising</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic, purpose, &amp; audience</td>
<td>1.1, 2.1, 3.1, 4.1, 5.1, 6.1</td>
<td>Organize writing</td>
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<td>Reread &amp; revise</td>
<td>1.18, 2.18, 3.18, 4.19, 5.17, 6.14</td>
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<td>1.2, 2.2, 3.2, 4.2, 5.2, 6.2</td>
<td>Sentences/paragraphs</td>
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<td>Proofread</td>
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<td>Writing for various tasks</td>
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<td>Descriptive language</td>
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<td>Feedback from others</td>
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<td>Generate ideas</td>
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<td>Sentence structure</td>
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<td>Checklists &amp; rubrics</td>
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<td>Punctuation</td>
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<td>Technology</td>
<td>1.22, 2.22, 3.22, 4.23, 5.20</td>
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<td>Capitalization</td>
<td>1.16, 2.16, 3.16, 4.17</td>
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<td>Publication</td>
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<td>Parts of speech</td>
<td>2.17, 3.17, 4.18, 5.16</td>
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<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>Paper, post-it-note</td>
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<td>Word processing Software</td>
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<tr>
<td>Success Handout</td>
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<td>SMART Goals Handout</td>
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<tr>
<td>DAPPS Rule of Goal Setting Handout</td>
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<tr>
<td>Goal Step Handout</td>
</tr>
<tr>
<td>Setting Goals for Success Learning Objects</td>
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</tbody>
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**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.

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### Success

<table>
<thead>
<tr>
<th>Your Life Roles</th>
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<tbody>
<tr>
<td>Your Dreams in each Life Role</td>
</tr>
<tr>
<td>Your Long-term Goals for each Dream</td>
</tr>
<tr>
<td>Your Short-term Goals for each Long-term Goal</td>
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### 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:**

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**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.

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

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

Start here

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.

Setting Goals for Success Learning Objects