



journey

Adult Basic Education



Lesson 2
Lesson Plan



GOAL SETTING

Learning Objective

To help students begin to understand the importance of setting goals to reach their dreams. Students will be able to differentiate and create short-term and long-term goals, as well as recognize the criteria for a SMART goal.

Training Materials & Equipment

- Audiovisual equipment for PowerPoint slides
- Lesson-Two.ppt
- Index card for each student (with colorful markers/pencils)
- Student Goal Scenario handout (1x each student)
- Student Goal Scenario worksheet (1x each group of 2-4 students)
- About Setting Goals handout (1x each student)
- Setting SMART Goals handout (1x each student)
- SMART Goals worksheet (1x each student)

Instructions

Theme Card Activity



Pass out an index card to each student while leading students through a meditative process to consider what themes define this period of their lives. **(Slide 2)**

What words are they clinging too as motivation for every action and decision? Allude to New Year's resolutions.

Ask students to choose theme words that describe their willingness and effort to reach their employment or educational goals. They should write the words on the cards as creatively as desired and bring the cards to each class to be displayed on their desks as their affirmation reminders.

Close the activity by asking students to share their theme words with their table partners and explain why they chose the words and what the words represent. Alternatively, ask a few people to share with the class.

Introducing Goal Setting



Read (and display) the following scenario on the board. Analyze the situation with students to identify the character's goals, obstacles and timeline. **(Slides 3 and 4)**

Su Min came to the United States from Korea. She finished high school in Korea but didn't learn much English before coming to the U.S. She is finding it difficult to keep a job due to her English skills and thinks it will be easier if she has a college degree. Su Min does not plan to return to Korea and would like to learn more about American citizenship. She doesn't have any family here, but she is very involved in her Korean church and has strong community support from them. What are her goals this year?

Possible Answers

- **Goals** include taking English classes, taking the TOEFL test, entering college and learning more about citizenship.
- **Obstacles** include limited English proficiency and possibly limited paths to citizenship.
- **Timeline:** It's not likely Su Min could accomplish all of this in one year, but she could enroll in English classes and start learning about citizenship immediately.



Directions

Place students in groups of 2-4. Provide students with copies of the handouts Students' Goal Scenarios and Worksheet for Student Goal Scenarios.

Students should use the worksheet to answer this question about each scenario: "What are the writer's goals for this year?" Students can break out each of the goals and record them on the worksheet.

After reviewing the activity together as a large group, ask students to internally respond to the following questions: **(Slide 5)**



- What were some dreams or hopes that I had for my life when I was a child?
- What hopes or dreams did I have about my career when I was younger?
- What hopes or dreams do I have for my life now?
- What hopes or dreams do I have for my career now?
- What do I need to do to reach my dreams?
- Where do I see myself in five years?

Provide a few moments for students to share their answers in pairs or in large group. Then ask students why it's important to have goals. Possible answers include having something to work toward, needing a road map, getting motivated and having something concrete.

Explain: When we can see clearly what our goals are, then it is more likely that we will achieve them. You need to start with a goal in mind. Having a plan helps you to get to where you want to go. It is important to remember that goals are not set in stone. Goals may change over time as we change.

Extension Activity (This is good for dual enrolled students who are receiving the same information in two separate classes.)

Have students practice writing goals through journals or prompts. Use a selection of those goals to illustrate the process of setting realistic goals and to inspire other students to write their own goals.



Sample prompts:

- What does it mean to you to be successful?
- Explain your dreams of the future you had when you were a child or a teenager. Did your dreams change? Why do you think that is? Identify pivotal moments in your young life that affected your future decisions.
- If money were not an issue, but you had to work doing something, what would you do? What career would you have?



SMART & Short/Long Term Goals

Ask how many students regularly set goals (expand upon what/why/how). Ask who has a specific goal for employment or continuing education (expand on what/why/how). Hand out, read through and discuss About Setting Goals in small or large groups. (Slide 6)

Explain: The purpose of setting goals is to identify for what we are aiming and to measure our success. From the handout we learned that goals can be small (or short-term), such as, "I will wash my car Saturday morning." We also learned goals can be big (or long-term), such as, "I will become a nurse in the next three years," and sometimes need to be broken into smaller steps.

Ask the whole group to break down the big goal into three short-term goals. Goals could be earn my high school equivalency, enroll in college, enrollment in CareerTech, complete a nursing program, pass my certification tests, get employed as a nurse, etc.


Lesson Two

Display slide 7 with these three goals: **(Slide 7)**


- I want to pass my math HiSET test before the next semester. (short)
- I want to earn my diploma and go to community college within the next year and a half. (long)
- I want to become a nurse. (long)

Ask students to identify which are short/long-term goals.

Distribute the Setting SMART Goals handout and review the vocabulary. Using the first goal, review the SMART criteria to establish whether or not it is a SMART goal. Do the same with the other two examples. Have students explain why the first two goals meet the SMART criteria and why the last one does not (A: no time frame, etc.).

 **Hand out** the SMART Goal Worksheet and ask students to complete it individually or in groups. This is an important activity and should not be skipped, but students may need to finish it at home. **(Slide 8)**

Close out the lesson by asking if anyone wants to share their work. Emphasize to students the work they are completing today will be built upon to finish their ICAPs. This is a significant step in taking charge of their paths through life. It sounds cheesy, but it's true.

 **Extension Activity** (This is good for dual enrolled students who are receiving the same information in two separate classes.)
Have students reflect on a goal they had set for themselves and met in the past. How did they go about achieving the goal? Was the goal SMART?

Review what was discussed in today's lesson and give a one or two sentence preview of what will be covered in the next lesson. Review the checklist so the students can see where they have been and where they are going next.

Create a goal sheet to build your ICAP. **SMART**