

Student Learning Plan

Unit 3: Foundations for Success

Goals and Goal Setting [U3C10L2]



Why this is important:

Think of your goal as your destination. The most efficient way to get from one place to another is to identify the final destination and follow a map that will guide you in your journey. Goals give you direction and keep you focused on a purpose. If you go through life without goals, you will probably waste a lot of time and energy. Setting and achieving goals is one way to achieve a more fulfilling life. In this learning plan you will explore the meaning of goals for your own life and how to establish criteria to attain them.



What you will learn to do:

(Competency)

Develop a personal goals action plan

Linked Core Abilities

- A. Build your capacity for life-long learning
- C. Take responsibility for your actions and choices



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by developing a personal goals action plan

Your performance will be successful when:

- Action Plan addresses long-term goals
- Action Plan includes goals that meet S-P-A-M criteria
- Action Plan includes mid-term and short-term goals



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Define goals
- b. Differentiate between short-, medium-, and long-term goals
- c. Analyze goals to determine what makes goals meaningful
- d. Identify with criteria for well-defined goals
- e. Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

2 Goals and Goal Setting [U3C10L2]

- ____ 1. THINK ABOUT the definition of a “goal”. CREATE a Bubble-Map® (or other graphic organizer) of the qualities of a goal. [Work with a team of 3-6 cadets] SHARE goal definitions. OUTLINE the types of goals: Long-Term, Mid-Term and Short-Term. RECORD two personal short-term, mid-term and long-term goals and DETERMINE how likely you will be to achieve them. [Work independently]. SHARE your goals with someone else. ADD your answers to the reflection questions into your Cadet Notebook.
- ____ 2. SELF-PACED OPTION: DEFINE the word “goal”. THINK ABOUT two long-term, mid-term and short-term goals you would personally like to achieve. COMPARE your definition to your personal goals. BE SURE to keep a list of your six goals for future reference in this learning plan. ADD answers to the reflection questions into your Cadet Notebook.
- ____ 3. THINK ABOUT what makes a meaningful goal and what it takes to attain it. EXAMINE the following two goals: (1) I am going to get a car. (2) I will buy a used car by this September using the money I earn during summer vacation. DETERMINE which goal is better and RECORD your answers. NOTE the similarities and differences of the goal preferences. [Work independently] VIEW Visual 1: S-P-A-M and EVALUATE whether the goals posted above meet the S-P-A-M criteria. LEARN MORE by reading Section 2: Goals and Goal Setting in Chapter 10 of the student text. ANSWER the section review questions. [Work with a partner] ADD answers to the reflection questions into your Cadet Notebook.
- ____ 4. [SELF-PACED OPTION:] THINK ABOUT what makes a meaningful goal and what it takes to attain it. DETERMINE whether your six personal goals written in learning activity 2 meet the S-P-A-M criteria as outlined in Section 2: Goals and Goal Setting in Chapter 10 of the student text. ADD answers to the reflection questions into your Cadet Notebook.
- ____ 5. CONSIDER the long-term goal provided by your instructor. EVALUATE the goal and REVISE it to be more specific, positive, achievable and measurable. MAKE PLANS for achieving the goal by writing short-term and mid-term goals to support it. CREATE a Multi-Flow Map® to illustrate your plan. [Work with a team of 3-6 cadets] SHARE your map with others in the class. RE-EXAMINE the six goals you wrote for yourself earlier. [Work independently] DISCUSS ways to improve them. [Work with a partner] ADD answers to the reflection questions into your Cadet Notebook.
- ____ 6. [SELF-PACED OPTION:] USE Exercise 1: Goal Action Plan to evaluate, revise and attain a stated goal. ADD answers to the reflection questions into your Cadet Notebook.
- ____ 7. ANALYZE a few goal statements provided by your instructor. DETERMINE which goal statement you might consider for yourself. [Work independently] DEVELOP an action plan for attaining that goal by evaluating the goal and making it more specific, positive, achievable and measurable. PLAN for achieving the long-term goal by writing a mid-term and short-term goal to support it. DEVELOP a Thinking Map® or graphic organizer of your choice to illustrate your goal action plan. [Work with a team of 3-6 cadets] OBTAIN the Personal Goal Action Plan Assessment Task and Scoring Guide from your instructor. ADD answers to the reflection questions into your Cadet Notebook.
- ____ 8. [SELF-PACED OPTION:] REVIEW one of your personal goals and CREATE a goal action plan using the steps provided in Exercise 1: Goal Action Plan. OBTAIN the Personal Goal Action Plan Assessment Task and Scoring Guide from your instructor. ADD answers to the reflection questions into your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Personal Goals Action Plan Assessment Task. ASSESS your work using the Scoring Guide. SUBMIT your completed assessment task to your instructor.
- ____ 2. [SELF-PACED OPTION:] COMPLETE the Personal Goals Action Plan Assessment Task. ASSESS your work using the Scoring Guide. SUBMIT your completed assessment task to your instructor.