



Advanced High School

National FFA Organization

Lesson AHS.9

LONG-TERM GOALS AND OPPORTUNITIES

Unit.

Stage One of Development—ME

Problem Area.

Who Am I in Light of Serving Others?

Precepts.

F1: Implement a leadership and personal growth plan.

National Standards.

NL-ENG.K-12.7 - Evaluating Data - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify the characteristics of goals.
- 2 Outline the general procedures to setting goals.
- 3 Create a plan for setting goals and making schedules.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Ford, G.A., & Lippitt, G.L. *Creating Your Future: A Guide to Personal Goal Setting*. San Diego, CA: Pfeiffer & Company, 1988.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.9.TM.A
- ✓ AHS.9.TM.B
- ✓ AHS.9.TM.C
- ✓ AHS.9.TM.D
- ✓ AHS.9.AS.A—one per student
- ✓ AHS.9.Assess—one per student
- ✓ Apple—one per student



Interest Approach

How many trees are in an apple? Allow five to ten minutes. Say:



How many trees are in an apple? It is a relatively easy task for anyone to determine the number of apples on a tree—through observation and careful counting. Consequently, the task lends itself to completion on an individual basis. Yet, some tasks require immersion into them before the answer can be obtained.

Distribute an apple to students and then ask them:



Look at the apple ever so carefully and determine how many trees are, potentially, within your apple.

Explain to the class:



The solution, of course, lies in dissecting your apple and counting the number of seeds found.

Have students eat or cut the apple to find the seeds. After identifying the number of potential trees lying inside each apple, ask the following discussion questions:



What kind of problems have we encountered that are of a similar nature? What techniques have we found useful to aid us in the process of immersion? How are long-term goals like finding the number of trees in an apple?

Summarize this activity by saying:





Sometimes we need to completely immerse ourselves in an issue before seeing all of its dimensions. Establishing long-term goals and seeing future opportunities is much like finding the number of trees in an apple. We often need to get to the core before moving forward. The goal of today's activities will help you: 1) identify the characteristics of goals; 2) outline the general procedures to setting goals; and 3) establish a plan for setting goals and making schedules.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the characteristics of goals.

I. Characteristics of goals

Explain to the class:



- Establishing long-term goals and future opportunities is much like finding the number of trees in an apple. Before we can begin to establish our goals, we must first look at the six characteristics of goals. Please capture these characteristics in our notebooks.

Display AHS 9.TM.A and say:



The six characteristics of goals are:

- Some goals must be big-out of reach, not out of sight-to make us stretch and grow to our full potential-e.g., win a national proficiency award.
- Some goals must be long-range to keep us on track and greatly reduce the possibility of short-range frustration-e.g., becoming a national officer.
- Some goals must be broken down and analyzed to determine where we are and what the tangible steps will be-e.g., working on our SAE record books three hours a week.
- We must have some daily goals to keep us disciplined and in touch with the "nitty gritty" details of daily life e.g., action steps.
- Goals must be specific so we can pinpoint and envision them more easily, increasing motivation-e.g., practice our public speaking each week.
- Some goals must be ongoing because they are processes; -e.g., maintaining our fitness and health.

Review this information by using a Choral Response Moment.

Display AHS.9.TM.B and say:



What does Eleanor Roosevelt mean by: "The future belongs to those who believe in the beauty of their dreams"? Each of us needs to believe in the beauty of our dreams, however we must also not only believe in our dreams but we must work towards achieving our dream by setting goals.

Objective 2. Outline the general procedures to setting goals.

II. General procedures to setting goals

Let's establish some general procedures to setting goals. Please capture the following notes in our notebooks. *Display AHS.9.TM.C and say:*

The General Procedure for Setting Long-Term Goals:

- Step 1: Identify your goal.
- Step 2: Outline the benefits from reaching this goal.
- Step 3: Assess the major obstacles and mountains to climb to reach this goal.
- Step 4: Chart the skills or knowledge required to reach this goal.
- Step 5: Pinpoint individuals, groups, and organizations with whom to work to reach this goal.
- Step 6: Establish a plan of action to reach this goal.
- Step 7: Determine a completion date for the goal.
- Step 8: Evaluate the process and your success in achieving the goal.

Review this information by using a Motion Moment.

Objective 3. Create a plan for setting goals and making schedules.

III. Plan for setting goals and making schedules

Show AHS.9.TM.D and ask students:

Consider Zig Ziglar's quote: "Those who don't plan for their future are not interested in their future." What are ways in which you can plan for the future and set your goals?

Hand out AHS.9.AS.A to students and say:

As we have just discussed, part of establishing our long-term goals is to actually plan for the future. Take a few minutes to complete the handout. Remember we can either plan to fail or fail to plan for our future. I hope that this handout will allow us an opportunity to plan without failing.

Ask students to turn to their partners and share one of their long-term goals and how they plan to reach the goal.

After the students have shared their goals, ask the group the following three questions:





How much time have we set aside to meet our goals?
Does our time allocation reflect the priority of our goals?
Can our uncommitted hours be reallocated to meet our priorities?

Review this information by using a Little Professor Moment.



Review/Summary

Review this information by saying:



The way in which we set goals strongly affects their effectiveness. The following broad guidelines apply to setting effective goals:

- Positive statement: express our goals positively. "Execute this technique well" is a much better goal than "Don't make this stupid mistake."
- Be precise: if we set a precise goal, putting in dates, times, and amounts so that achievement can be measured, then you know the exact goal to be achieved and can take complete satisfaction from having completely achieved it.
- Set priorities: when we have several goals, give each a priority. This helps us to avoid feeling overwhelmed by too many goals and helps to direct our attention to the most important ones.
- Write goals down to avoid confusion and give them more force.
- Keep operational goals small: Keep the goals we are working toward immediately-i.e., in this class-small and achievable. If a goal is too large, then it can seem that we are not making progress toward it. Keeping goals small and incremental gives more opportunities for reward. Today's goals should be derived from larger goals.

At this time pass out AHS.9.Assess.



Application

►Extended Classroom Activity:

Have students establish a goal chart for the year with weekly short-term goals.

Have students work with their families to establish family short- and long-term goals.

►FFA Activity:

Have students work with the FFA officers to establish short-term and long-term goals for the chapter. This would be an excellent way to include the program of action for the chapter.



►SAE Activity:

Have students develop short- and long-term goals for the SAE project.

✓ Evaluation

AHS.9.Assess

Answers to Assessment:

►Section 1

- 1) Some goals must be big-out of reach, not out of sight-to make you stretch and grow to your full potential-e.g., win a national proficiency award.
- 2) Some goals must be long-range to keep you on track and greatly reduce the possibility of short-range frustration-e.g., becoming a national officer.
- 3) Some goals must be broken down and analyzed to determine where you are and what the tangible steps will be-e.g., working on your SAE record books three hours a week.
- 4) You must have some daily goals to keep you disciplined and in touch with the "nitty gritty" details of daily life e.g., action steps.
- 5) Goals must be specific so you can pinpoint and envision them more easily, increasing motivation-e.g., practice your public speaking each week.
- 6) Some goals must be ongoing because they are processes-e.g., maintaining my fitness and health.

►Section 2

1. c.
2. f.
3. b.
4. e.
5. a.
6. g.
7. d.
8. h.



LONG-TERM GOALS AND OPPORTUNITIES

Describe the six characteristics of goals.

Match the eight general procedures for setting long-term goals

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
- a. Pinpoint individuals, groups, and organizations with whom to work to reach this goal.
 - b. Assess the major obstacles and mountains to climb to reach this goal.
 - c. Identify your goal.
 - d. Determine a completion date for the goal.
 - e. Chart the skills or knowledge required to reach this goal.
 - f. Outline the benefits from reaching this goal.
 - g. Establish a plan of action to reach this goal.
 - h. Evaluate the process and your success in achieving the goal.



THE SIX CHARACTERISTICS OF GOALS

Some goals must be big—out of reach, not out of sight—to make you stretch and grow to your full potential—e.g., win a national proficiency award.

Some goals must be long-range to keep you on track and greatly reduce the possibility of short-range frustration—e.g., becoming a national officer.

Some goals must be broken down and analyzed to determine where you are and what the tangible steps will be—e.g., working on your SAE record books three hours a week.

You must have some daily goals to keep you disciplined and in touch with the “nitty gritty” details of daily life—e.g., action steps.

Goals must be specific so you can pinpoint and envision them more easily, increasing motivation—e.g., practice your public speaking each week.

Some goals must be ongoing because they are processes—e.g., maintaining your fitness and health.



AHS.9.TM.B

**“The future belongs to those
who believe in the
beauty of their dreams.”
—Eleanor Roosevelt**



THE GENERAL PROCEDURE FOR SETTING LONG-TERM GOALS

- ◆ **Step 1: Identify your goal.**
- ◆ **Step 2: Outline the benefits from reaching this goal.**
- ◆ **Step 3: Assess the major obstacles and mountains to climb to reach this goal.**
- ◆ **Step 4: Chart the skills or knowledge required to reach this goal.**
- ◆ **Step 5: Pinpoint individuals, groups, and organizations with whom to work to reach this goal.**
- ◆ **Step 6: Establish a plan of action to reach this goal.**
- ◆ **Step 7: Determine a completion date for the goal.**
- ◆ **Step 8: Evaluate the process and your success in achieving the goal.**



**“Those who don’t plan for their
future are not interested in
their future.” Zig Ziglar**



SETTING GOALS/MAKING A SCHEDULE

Set Your Goals:

List your major goals:	More important	Less important
Long-term		
Long-/short-term		
Short-term		

Determine how you spend your time:

<u>Column I:</u> List the amount of time in hours that you expect to spend in weekly activities.		<u>Column II:</u> Multiply your recurring daily activities by five—weekdays—or seven—weekly—to estimate the number of hours you engage in these recurring activities in a week.	
Class time Study time Working Family Volunteer activities Exercise Regularly scheduled functions Sports, clubs, church, etc. Socializing with friends Chores and errands Other		Commuting/travel time $\times 5 =$ Meal preparation/eating $\times 7 =$ Personal care $\times 7 =$ Sleep $\times 7 =$	
Total A:		Total B:	
Total A + B = Total C: _____ hours			
There are 168 hours in a week. Subtract Total C from 168 = _____ Uncommitted hours 168—total C			

► Evaluate your time management:

- How much time have you set aside to meet the goals above.
- Does your time allocation reflect the priority of your goals.
- Can your uncommitted hours be reallocated to meet your priorities.



