



High School

National FFA Organization

Lesson HS.46

DEVELOPING A PLAN USING GOALS

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. A3: Plan effectively. F1: Implement a leadership and personal growth plan.

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 Understand how to prioritize personal goals.
- 2 Identify resources for achieving goals.
- 3 Create a written plan for personal goals.



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Time. Instruction time for this lesson: 50 minutes.



Resources

American Heritage Dictionary. Houghton Mifflin Company, 2000.
National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Transparencies and projector
- ✓ Index cards
- ✓ Blindfold
- ✓ Copies of HS.46.AS.A—one per student
- ✓ Copies of HS.46.AS.B—one per student
- ✓ Copies of HS.46.Assess.A—four per student



Key Terms. The following terms are presented in this lesson and appear in bold italics.

- ▶ Prioritize
- ▶ Plan



Interest Approach

Before students enter the room, have the four following quotes written on the writing surface or show HS.46.TM.A. In pairs, the students are going to write at least three sentences explaining what each quote means to them.

Quote 1: “Whatever failures I have known, whatever errors I have committed, whatever follies I have witnessed in private and public life have been the consequence of action without thought.” Bernard Baruch

Quote 2: “A good plan is like a road map: it shows the final destination and usually the best way to get there.” H. Stanley Judd

Quote 3: “You win not by chance, but by preparation.” Roger Maris

Quote 4: “To be prepared is half the victory.” Miguel De Cervantes



As you can see, there are four quotes on the overhead.

When I say, “write,” you will have four minutes to put these quotes into your own words, and your description must have at least two sentences. Questions? Write!



Have the groups write each quote on their notes page and put their description after the quote. When time is up, have at least two groups volunteer their explanation for each quote.

Elicit responses for the following questions:

 What do these four quotes have in common? *Possible responses: planning, preparing, and achieving success.*

 What are the general themes among the quotes? *Possible responses: achieving your goal because of thinking beforehand; success depends on how much planning is done; you have to plan to be successful.*

 How can you relate that to our own lives? *Possible responses: the more we plan, the better chance we will succeed; we have the ability to reach our goals by planning.*

 Think back over our discussions the past couple of days. We know how to set S.M.A.R.T. goals, but what good are they if we don't have a plan to achieve them? Our goals are only as good as our plan to make them happen. As we dive into this topic, remember that you have the power. You have the what?

Wait for response.

 That's right YOU have the power to make your goals your reality. So what are we waiting for? Let's get started!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand how to prioritize goals.

I. Prioritizing your life areas and goals

 Setting goals helps us begin with an idea of what we want to achieve. However, once we have set our goals, there are certain tricks that will help us achieve them.

Provide each student with five index cards. On each card, the students are to write down a life area for goal setting on the blank side of the card. Students will sort the cards according to the importance of each life area. For example, the life most important will be on top of the pile.





You will receive five index cards. On each of the cards, write a life area for goal setting on the blank side of the card. When that task is completed, rank the life areas according to how important that area is in your life. To rank them, sort your cards until you have your most important life area as the first card in your stack, the second most important as the second cards, etc., etc. Continue with this process until your cards are in order of importance to you. When you are finished, please quietly wait until your classmates are finished sorting their cards. What questions are there? You may begin.

Pass out index cards and make sure students are writing only one life area for each card. Remind students to look at their previous lesson's notes to refresh themselves about the life areas. Have students sort their cards, and, once they are finished, to quietly wait for the others to finish. Elicit responses for the following questions:



What was difficult about this task? *Possible responses: all areas were equally important, couldn't decide which was more important.*



How will this process help us determine which goals we should work on first? *Possible responses: for the areas that are more important; we should focus on achieving those goals first; focus on achieving the goals that are important.*



The process we just experienced helped us to prioritize our goals.

Provide the following definition on a writing surface or show HS.46.TM.B.

A. Prioritize: to arrange or deal with in order of importance -American Heritage Dictionary-



? After this process, there is still another way we can prioritize our goals. Within each life area, our goals will have different time frames. It only makes sense that we focus on short-term goals first, and then worry about the long-term goals. That doesn't mean we can't start working towards our long-term or intermediate goals, but it does mean we have to focus on the short-term goals first. Many times, our short-term goals will help us reach our intermediate and long-term goals.

Have students use HS.46.AS.A to prioritize their goals. They should write down the order in which they ranked their life areas and the goal they set in lesson HS.46 for each life area.



? Take four minutes to capture the order in which you prioritized your life areas. When that is completed, write down the goals you set yesterday for each life area. As you copy your goals from yesterday onto the activity sheet, make sure they meet the S.M.A.R.T. guidelines.



II. Resources for achieving goals



With goals set and prioritized, there are still things to be done to make sure we achieve our goals. To help demonstrate another way to reach our goals, we need to locate the oldest and wisest student in the room. However, you may not talk while you are trying to locate that person.

Once the oldest student has been identified, bring that student to the front of the room for instructions for the next activity. The student will have two chances to walk from one side of the room to the other while being blindfolded. The other students may not assist or aid the student in any way on the first trip. However, on the second trip, the student may select one individual from the class to assist them in their journey.



To the student who is blindfolded: You will have two minutes to travel from this side of the classroom to the other. You may not receive any assistance from your fellow classmates. Questions? Go!

Be sure to watch for potential safety concerns. Remind the other students that they may not help their classmate move across the room. Call time when two minutes is up.



To the student who is blindfolded: You were close to reaching your goal the first time. We know that you will make it this time. To assist you, you may select one of your classmates to guide you across the room. They may not touch you, but can only verbally help you to the other side. Select your guide.

Wait for selection.



Questions. Go!

Be sure to watch for potential safety concerns. Remind the students that only one person is to help their classmate across the room. The student should make it across the room before two minutes is up.

Elicit responses for the following questions:



To the student who was blindfolded: What made the first try difficult? Possible responses: not being able to see; not having any help; having to go alone.



To the student who was blindfolded: What made the second try easier? Possible responses: having someone to guide; having support or assistance.



To the entire class: How does that relate to the goals we have set? Possible responses: we need people to guide us; having support and assistance will help us reach our goals.



In the activity, our volunteer needed additional support and help to reach the goal of getting across the room. We all need the same for the goals in our lives. We must find people who will



support us and our goals. To accomplish any goal, we need the help and cooperation of many people. This could be family, friends, co-workers, or even certain organizations.

In pairs, have students identify resources in their lives that can help them reach their goals.



Take the next three minutes to create a list of people who will help you reach your goals. Capture your ideas on your notes page and be prepared to share those with the class.

When time is up, have each pair share the ideas they came up with. Capture their suggestions on a writing surface.

Objective 3. Create a written plan for personal goals.

III. Creating a written plan



Developing our goals is important, but as we learned from the four quotes at the beginning of the lesson, developing a plan for our goals is how we achieve them. This next step is taking our goals to the next level. Be prepared to truly focus on how you will go about reaching your goals.



For each goal that is set, a detailed plan is needed to assist us along our way. This allows us to focus on the details of reaching our goals. Before we starting planning, let's take a closer look at what a plan actually is.

Provide the following on a writing surface or show HS.46.TM.B.

- A. Plan: a scheme, program, or method worked out beforehand for the accomplishment of an objective -*American Heritage Dictionary*-



? To accomplish our objectives, or goals, we need to have a method worked out before we start working towards that goal. Goal-setting plans must contain the following information. Please capture this information in your notebooks.

Provide the following on a writing surface or show HS.46.TM.B.

► **The Goal-Setting Plan**

- 1. The S.M.A.R.T. Goal**
- 2. Date to achieve by**
- 3. The obstacles**
- 4. Who can help, resources**
- 5. Things to do**
- 6. Evaluate and Adjust**

Walk through an example of a goal being set, using the Goal-Setting Plan. Use an example that students can relate to rather easily. For example, getting an A on a math test. Use HS.46.TM.D.



►The Goal-Setting Plan

1. *The S.M.A.R.T. Goal: I will earn a 90 percent on my math test next Tuesday.*
2. *Date to achieve by: Next Tuesday.*
3. *The obstacles: finding time to study, my desire to study, working each night, not understanding the concepts being tested.*
4. *Who can help, resources: friends in my class, math teacher, my parents.*
5. *Things to do: study each night for 30 minutes, spend two days this week after school with teacher, review the night before with classmates.*
6. *Evaluate and adjust.*



When we develop a plan for our goals, the goal will be likely to be achieved. One of the most powerful tools for making a goal a reality is to write it down as you would like to see it in reality. Not only will this help you to visualize your goals, but it will also help you determine what you are willing to do to make them happen.



You might be wondering why we left step six blank. You'll have to keep those questions in your mind because we will come back to those in the next lesson.

Have student complete HS.46.AS.B to develop a plan for the goal they set for their most important life area. After they have completed their plan, have them trade with a partner to check their understanding of the planning process.



You will have five minutes to develop a plan for the goal you set for your most important life area using the activity sheet provided. Thoroughly think through all the steps of the goal-setting plan. When you have your plan completed, trade with a partner so they can check your plan for anything that might have been left out. What questions are there? Begin!

Students will develop their plan and trade when they are finished.



Review/Summary

Have students answer the following question in their notebooks: "Why is developing a plan to achieve my goals important?" Give them 45 seconds to respond. Use the Me-You-Us to review the students answers.



Application

►Extended Classroom Activity:

Have students develop a plan for each life area and bring it to the next class period.



►FFA Activity:

Encourage students to view the POA wall chart for plans for achieving chapter goals.

►SAE Activity:

Have students develop a plan for a goal they would like to achieve through their SAE program.

✓ Evaluation

Students will develop a plan for their goals for the four remaining life areas. The following assessment tool is to be used. For each goal 20 points are possible.

Component	Level of Performance	Points Scale
S.M.A.R.T. Goals	<u>Exceptional</u> : Student meets all criteria of S.M.A.R.T. goals <u>Satisfactory</u> : Student meets some criteria of S.M.A.R.T. goals <u>Needs Improvement</u> : Student meets no criteria of S.M.A.R.T. goals	5 3 1
Obstacles	<u>Exceptional</u> : Student has identified at least three obstacles <u>Satisfactory</u> : Student has identified at least two obstacles <u>Needs Improvement</u> : Student has identified only one obstacle	5 3 1
Resources	<u>Exceptional</u> : Student has identified at least four resources <u>Satisfactory</u> : Student has identified at least three resources <u>Needs Improvement</u> : Student has identified at least two resources	5 3 1
Things to do	<u>Exceptional</u> : Student has identified at least five things to do <u>Satisfactory</u> : Student has identified at least four things to do <u>Needs Improvement</u> : Student has identified at least three things to do	5 3 1

