



High School

National FFA Organization

## Lesson HS.45

# GOAL SETTING STRATEGIES

**Unit.** Stage One of Development—ME

**Problem Area.** How Do I Begin to Grow?

**Precepts.** **A2:** Focus on results.

**National Standards.** NL-ENG.K-12.8 — Developing Research Skills — Students use a variety of tech no logical and information resources to gather and synthesize information and to create and Communicate knowledge.



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

- 1 Identify the time range and life areas of goals.
- 2 Understand the requirements for setting S.M.A.R.T. Goals.
- 3 3. Apply goal-setting requirements to personal goals.



© 2004 National FFA Organization  
It is illegal to reproduce copies of this material  
without written permission from the National FFA Organization.  
National FFA Organization





**Time.** Instruction time for this lesson: 50 minutes.



## Resources

National FFA Organization's Essential Learnings, 2003.



## Tools, Equipment, and Supplies

- ✓ Plastic wrap
- ✓ Writing surface
- ✓ Transparencies and projector
- ✓ Masking tape
- ✓ Paper ball/basket
- ✓ Copies of HS.45.AS.A—one per student



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

- ▶ Short-term
- ▶ Intermediate
- ▶ Long-term
- ▶ Physical
- ▶ Spiritual
- ▶ Job/Career
- ▶ Family/Friends
- ▶ Education
- ▶ Specific
- ▶ Measurable
- ▶ Approved by you
- ▶ Realistic
- ▶ Time Stamped



## Interest Approach

*As the students enter the room, select three volunteers. Each volunteer is going to have the opportunity to see if they can throw a wadded piece of paper into the trashcan. The three volunteers can select the distance they want to throw from. However, there will be only three distances from which they can throw: one approximately 15 feet away, another approximately 5 feet away, and the final one only 1 foot away. The distances should be marked on the floor with masking tape. As they prepare to make the shot, encourage the rest of the class to cheer loudly for the three participants.*





Volunteer One, please come forward!

Encourage loud cheering from the class. In front of the basket, there are three lines marked on the floor with masking tape. Knowing that your goal is to make the basket, select which line you would like to shoot from. You will have only one shot, so think about which line you want. Volunteer shoots, and the class should respond accordingly. For a basket, loud cheering. For a miss, loud “ahs.”

*Proceed the same way for the final two volunteers. Remember to keep the rest of the class involved by cheering for their classmates. Hopefully, at least one person will try to make it from 15 feet away and one will go for the shortest shot. Some will miss and some will make it. Logically, the furthest away will miss and the closer ones will make it.*

*After the competition, thank the participants with a round of applause as they return to their seats. Elicit responses from the participants by asking the following questions:*



Why did you select to shoot from the furthest distance? *Possible responses: I wanted to take the biggest challenge; knew it would feel good if I made it; it was the biggest risk; I like a challenge.*



Why did you select to shoot from the closest distance? Possible responses: easiest, knew I could make it, wanted the sure thing.



Are you pleased with your decision? Why or why not? *Possible responses: yes, I made the shot; no, I did not achieve what I had hoped to.*



Is there anything you would do differently? Why or why not? Possible responses: yes, I would take the other shot for a bigger risk or sure thing; no, I am happy with the results.



Our three individuals just shared with us their reasoning to shoot from the line they chose. They all wanted to make their goal of shooting the paper into the basket, but in order to do so; they each went about a specific process. For some of you, you might easily say, “No way can I make that furthest shot, I want the sure thing!” Others might live on the edge and try to push the limit. Each individual went through a process in his or her mind that relates to his or her goal setting ability. Let us put our minds into rewind for a moment. Yesterday we defined a goal as what?



As we put that definition to work for us in this activity, we were able to see that each person had the same task, but went about it in a different way. Today we are going to take our definition of goal and put it to work for us. So, it's time to expand your mind. Everyone ready? Let's go!



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify the time ranges and life areas of goals.



Many of you asked me after the last period when were going to start setting goals. Today is that day, but before we get to that point, there is more information we need in order to be successful.

## I. Time range and life areas of goals

*Share the following information on a writing surface or show HS.45.TM.A. After you introduce each term, ask students to provide additional examples*

### A. Time range

1. Short-term: Goals that can be accomplished in less than one year. Examples: raising your GPA, spending more time with family, attending church each week
2. Intermediate: Goals that can be accomplished between one and three years. Examples: graduating from high school, buying a car, getting into college
3. Long-term: Goals that can be accomplished in more than three years. Examples: graduating from college, getting married, having a family

*Use a Choral Response Moment to promote student understanding.*

### B. Life areas

1. Physical
2. Spiritual
3. Job/Career
4. Family/Friends
5. Education

*Have students turn to their neighbor to brainstorm examples of goals that relate to each area. Give them three minutes to complete this. At the conclusion of this activity, students will share three examples of each life area. Have groups capture the examples in their notebook.*



When I say brainstorm, we will have five minutes to come up with examples of goals that relate to each life area. Be prepared to share your examples with the class. You may partner up with your neighbor. Questions? Brainstorm!

*Possible examples include:*

### C. Life aspects

1. Physical: Goals that relate to body image, health, personal hygiene.



2. Spiritual: Goals that relate to reflection, religious expression, morals and faith.
3. Job/Career: Goals that relate to SAE, summer jobs and long-term career plans.
4. Family/Friends: Goals that relate to relationships with friends and family.
5. Education: Goals that relate to grades, academic honors.

*Have groups share examples they came up with for each area.*

**Objective 2.** List the requirement for setting S.M.A.R.T. Goals.

## II. S.M.A.R.T. Goals



We have defined goal, and we have just broken down goals into two areas. The first area is Time frames. What was it?

*Wait for response.*



Show me the number of time frames there are.

*Wait for response.*



We also know that goals relate to life areas. What are they called?

*Wait for response.*



Now it's time to switch gears and get our body caught up with our mind.

*Have the entire class stand on one side of the room and gather in a tight clump. When that is completed, wrap plastic wrap around the whole group at waist height. When the group is wrapped, share with them their task of getting from one side of the room to the other. They need to do it as quickly as possible. Have them do it once, and after that, have them do it again. Remind them to get across the room as quickly as possible. Give the following directions after the group has the plastic wrap around them.*

Everyone needs to stand up and move to the back of the room.



Stand as close as you can to your classmates to form a tight clump.

*When that is complete, wrap plastic wrap around the whole group at waist height.*



When I say, "move," your mission is to get your group from one side of the room to the other side of the room. You must travel as a group.



How fast do you think you can reach the other side of the room?

*Allow group to come up with response.*





What questions are there? Move!

*Time their effort and celebrate their success no matter what the result. Repeat the same process for the second trip. Encourage them to think through their first results as they plan the next trip. Have them travel the distance a second time, time their effort, again celebrate success, and have students return to their seat.*



Great job! You almost met your goal. When I say, “again,” your group will have the same task before you. You must travel as a group. Set your goal for how fast you can make it across the room. Questions? Again!

*After the second try, have students return to their seats. Remember to praise their efforts no matter what the results. Elicit responses from the following questions:*



How did you set the goal for your time? What were some characteristics of your goal? Since the goal was to get over there fast, why didn’t you set the goal of one second? Why did you specifically state how fast you wanted to get across the room?



Just like your initial goal, there are certain guidelines you must follow as you plan your goals. We know we all are smart, but you’ll see in a minute how developing S.M.A.R.T. goals can change your life.

*Student should write the following information from the writing surface or from HS.45.TM.B and HS.45.TM.C.*



As you develop your goals, you should develop goals that are S.M.A.R.T.

- A. Specific: Goals must be specific. If goals are set but are not specific, it is impossible to judge whether we reach them or not.
  - 1. Example: “I will exercise more,” versus “I will exercise 20 minutes three times this week.”
- B. Measurable: Goals must be measurable. Measurable goals will help you evaluate your progress and measure your success.
  - 1. Example: “I will meet new people,” versus “I will attend four activities each month and connect with one new person.”
- C. Approved by you: Your goals must be set and approved by you. If you set your own goals, your chance of success will increase.
  - 1. Example: Wanting to improve your own ACT score versus your teachers wanting you to improve your score.



D. Realistic: Goals must be realistic. Setting goals that you have the potential to achieve will help you to follow through.

1. Example: “I will run a marathon next week with no training,” versus “I will run a marathon after six months of vigorous training.”

E. Time-Stamped: Goals must have a time stamp. By setting and writing your deadlines down, you will start to live your goals.

1. Example: “I will visit my grandmother,” versus “I will visit my grandmother by the end of the week.”

*Review information with students by using a Choral Response Moment that provides the examples given, and have the students give the requirement it relates to.*

**Objective 3.** Apply S.M.A.R.T. goal-setting steps to personal goals.

### III. Using S.M.A.R.T. goals



You have been given the tools for success; now it is time to make it happen. For the remaining portion of today’s lesson, we are going to examine where we want to be, and set goals that will help us get there. Remember, our goals must be our own. Please respect your classmates as we apply S.M.A.R.T. goals to our own lives.

*Students will complete HS.45.AS.A to start to develop personal goals. They should write at least one goal for each life area previously discussed. They are allowed to write short-term, intermediate, or long-term goals, but they need to be prepared to share which time range it falls into. They should also write one goal that can be accomplished within a two-day time period. This goal will be used in HS.49.*



When I say “goals,” you will have seven minutes to put your life down on paper. Using the activity sheet, you will write S.M.A.R.T. goals for the five life areas we discussed earlier. You must also identify which time range the goal falls into. Write at least one of your goals that can be completed in two days. If you have questions while working, please raise your hand. What questions are there? Goals!

*As students complete the activity sheet, circulate through the room to check on their progress. Help them focus on setting goals that are S.M.A.R.T. When time is up, allow five students to share one goal they wrote.*



### Review/Summary

*Use Descartes Moment strategy for the review/summary. Have them turn and share their letter with their neighbor when all students are finished.*





► **Extended Classroom Activity:**

*Have students identify two goals they had previously set in their life that were not S.M.A.R.T. and change those goals to meet the criteria.*

► **FFA Activity:**

*Encourage students to set a S.M.A.R.T. goal for a CDE they would like to participate in.*

► **SAE Activity:**

*Have the students review the requirements for the State FFA Degree and develop two S.M.A.R.T. goals that will allow them to earn the degree.*

