



High School

National FFA Organization

Lesson HS.44

THE BENEFITS OF GOAL SETTING

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

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

National Standards. NPH-H.9-12.3 — Reducing Health Risks — Evaluate strategies to manage stress.
to manage stress.



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

- 1 Define goal.
- 2 Differentiate between types of goals.
- 3 List the benefits of setting goals.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Transparencies and projector
- ✓ Scratch paper
- ✓ Blindfold
- ✓ HS.44.TM.A
- ✓ HS.44.TM.B
- ✓ HS.44.TM.C
- ✓ HS.44.Assess.A



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

- ▶ Goal
- ▶ Routine Goals
- ▶ Problem Solving/Developmental Goals
- ▶ Innovative Goals



Interest Approach

Allow the students to visualize what their lives will be like in 10 years. After two minutes, students will draw the picture they see for themselves on a piece of scratch paper.



Close your eyes and think about the future. More specifically, think about your life. It's 10 years from today. What are you doing?
Pause 10 seconds.



Where do you live?
Pause ten seconds.



Who is with you?
Pause ten seconds.



What do you do for a living?



Pause ten seconds.



Please open your eyes.



The pictures you see represent what you hope to accomplish in your life. More importantly, the pictures you see provide us with an idea of the important things in your life. Let's capture those on paper.



When I say, "draw," you will have four minutes to draw a representation of what you saw in your mind on the scratch paper provided.



As you prepare to draw, think about the key pictures that came into your mind. Focus on what you were doing, where you live, who was with you, and what you do for a living. What questions are there? Draw!

When time is up, have four or five students share their drawings. Praise each student with power claps after each person shares. Elicit responses for the following questions:



Why is it important to visualize where you want to be in ten years? Possible responses: helps us to focus on what we want to achieve; we can think about what it will take to achieve that future.



How can the pictures in our mind help us achieve what we want in life? Possible responses: the pictures allow us to focus on what we want; they help us to identify what we are working towards.



In order for us to make the pictures in our minds a reality, we need a clear understanding of our final destination. It means that we must know where we are going so we can better understand where we are right now, so the steps we take are always in the right direction.



As we start this journey today, challenge yourself to truly focus on how you can apply this in your life. Throughout today's class, you will be provided with information that can help make your dreams a reality. Focus on those pictures and be curious learners with a strong desire to make the most out of your life

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define goal.



As we continue, let's remember how the pictures in our minds can help us achieve what we want in life.



Locate one individual who wants to be blindfolded, and give this individual the challenge of walking from one side of the room to the other. The other students will be scattered throughout the room with their arms open. If the blindfolded student hits one of the other student's arms, the student may spin the blindfolded individual three times. Remember to watch for any safety concerns that may arise during this activity.

To decide which student will be blindfolded, locate the student whose birthday is the closest to the current day. Have that individual come forward.

 *To help us get started, let's locate the person whose birthday is closest to today.*

After that student is located, have the individual come to the front of the room.

 *In a minute, _____ will have the challenge of getting from this side of the room to the other. However, to make this challenge interesting, _____ will be blindfolded. If that isn't interesting enough, everyone else will be adding to the challenge. When I say, "move," everyone else will have 10 seconds to locate a spot in the room to stand. When you get there, stand with you feet shoulder-width apart and your arms stretched out beside you.*

If _____ should happen to run into you on the journey, you may spin him/her three times before _____ continues on his/her way. What questions are there? Move!

Have student start across the room. Remember to watch for any safety concerns and stop them before they happen.

Allow the student about four minutes to cross them room. If the student did not finish, stop him/her where he/she is and take off the blindfold. Encourage all students to praise the volunteer. Have other students return to their seats.

Ask the following questions to the blindfolded individual:

 *What made this simple task challenging? Possible responses: doing it alone, being blindfolded; not being able to see the final destination; encountering obstacles along the way.*

 *So what information can you take from this task? Possible responses: you need to see where you want to go; some people will try to stop you from getting where you want to be.*

 *As we think about the last task, it is easy to see that our task was simple: walk from one side of the room to the other. However, when we added the element of a blindfold, something was taken away that was important to successfully completing this task. What was taken away?*

Elicit responses from the students.

 *That's right, being able to see the goal was taken away. In order for us to reach our destination, we need to have an idea, or goal, of how we can get to that point. But what exactly is a goal?*



List the following notes on a writing surface or show HS.44.TM.A.



What is a goal?

I. Definition of goal: something someone wants to achieve -*Webster's Dictionary*-



Goals help us identify where we want to be, and help clarify where we currently are. Goals also help determine how we can get where we want to be, and will let us know when we have reached that point. In a sense, goals will give meaning and purpose to all we do.

Objective 2. Differentiate between types of goals.

II. Types of goals



We have just defined what a goal is, and it almost seems too simple. However, there is still much to learn about goals in general. It's now time to be hungry learners as we get into the specifics about goals and how they can be applied to your life.



There are three types of goals that can be set.



There are how many types of goals?

Wait for response.

List the following notes on a writing surface or show HS.44.TM.B.

- A. Routine Goals: goals that are based on your daily activities and cover primary on-going responsibilities
 - 1. Examples: Remembering to take the trash out each week, cleaning your room without being told
- B. Problem Solving/Developmental Goals: goals that are based on developing and improving your performance for a current skill
 - 1. Examples: Raising your Grade Point Average, increasing the number of books you read each month
- C. Innovative Goals: goals that are based on developing a new skill or implementing a new idea that will require significant planning
 - 1. Examples: Starting a new community service program, learning how to play a new sport

After introducing students to these terms, have them pair up with a partner and review the definitions and create more examples. Have them share their examples with the class.



Objective 3. List benefits of setting goals.

III. Benefits of goal setting



We know what goals are, and we also know that there are different types of goals we can set. Before we start writing some of our own goals, let's explore a little more about the benefits of goals.

List the following notes on a writing surface or show HS.44.TM.C. After writing each benefit, discuss what that means to the students.

A. Goals provide a sense of direction.



What does that mean? *Possible responses: goals will help you get where you want to go; goals help you figure out how to reach your final destination.*

B. Goals help us identify what is important in our life.



What does that mean? *Possible responses: they help us determine what we should be working on; they help clarify our purpose in life.*

C. Goals will help us monitor our progress.



What does that mean? *Possible responses: goals will help us know if we are on the right path, help us to identify what we need to work on.*

D. Goals motivate us because we feel good when we accomplish them.



What does that mean? *Possible responses: you feel successful when you reach your goals; accomplishing something makes us want to set other goals in order to have the same feeling.*



It becomes easy to see that by setting goals, our direction in life becomes much clearer. That clarity will provide us with benchmarks to determine how successful we are and how successful we could be.

Use Picasso Moment strategy to engage student learning. Give students seven minutes to draw on scratch paper what two of the benefits of goal setting means to them. Have students share when completed.



Review/Summary

Have students answer the following question in their notebooks: What have I learned about goal setting?

Give them 44 seconds to respond. Ask several students to share their answers.



► **Extended Classroom Activity:**

Have students identify three famous individuals that they feel have set and achieved their goals, and write a paragraph summary of each individual.

► **FFA Activity:**

Encourage students to develop an innovative goal for the FFA chapter.

► **SAE Activity:**

Have students review the national FFA proficiency award list and identify two areas they would like to set goals in to achieve.

✓ **Evaluation**

A written test is provided to measure Objectives One, Two, and Three.

Answers to Assessment:

1. achieve
2. routine
3. problem solving/development
4. innovative
5. direction
6. identify
7. progress
8. motivate

