



High School

National FFA Organization

Lesson HS.47

EVALUATING PLANS AND GOALS

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. **F1:** Implement a leadership and personal growth plan.

National Standards. NS.9-12.1 — Science as Inquiry — Students develop understandings of scientific inquiry.



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

- 1 Understand evaluation process for goals.
- 2 List reasons goals are not achieved.
- 3 Evaluate and adjust goals.



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Time. Instruction time for this lesson: 100 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
- ✓ Copies of HS.47.AS.A—one per group of four students
- ✓ Copies of HS.47.AS.B—one per student
- ✓ Copies of HS.47.AS.C—one per group of four students
- ✓ Copies of HS.47.AS.D—one per group of four students
- ✓ Copies of HS.47.AS.E—one per student



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

➤ Evaluate



Interest Approach

Teacher note: This lesson should be taught approximately two days from Lesson 47 to allow time for students to work towards a goal. This will assist in the evaluation process.



Close your eyes and imagine what a person who sets and achieves their goals looks like. Can you see that person? Capture the characteristics of that person in your mind. What do they look like? What are they wearing? How do they interact with others?



Now, erase that image, and imagine what a person who does not achieve their goals might look like. Again, what do they look like? What are they wearing? How do they interact with others? Do the individuals look the same or are they different?

Share the following information with the students about a famous individual. After you have shared the key information, have students draw on scratch paper what they think that person looks like. Provide the following information on HS.47.TM.A.



Listen to the following information about a person, and imagine what that person looks like. After hearing key characteristics, draw on scratch paper what you think that person looks like. This person:

- Failed in business at the age of 22
- Was defeated for the state legislature at age 23



- Failed in business at age 25
- Coped with the death of his sweetheart at age 26
- Suffered a nervous breakdown at age 27
- Was defeated for Congress at age 34
- Was elected to Congress at age 37
- Lost re-nomination for Congress at age 39
- Was defeated for the Senate at age 46
- Was defeated for vice-presidency of the United States at age 47
- Was defeated for the Senate at age 49



Capture the characteristics of this person on paper. What does this person look like? What is he/she wearing? How does he interact with others? You will have two minutes to complete this task.

Allow the students two minutes to capture the key characteristics of this person. When they have finished, ask for volunteers to share their drawings. Ask if anyone knows who this person is. If they know, keep the identity of this person a secret until others have shared.



This person encountered a tremendous amount of setbacks in his life. He set goals, but did not achieve them. However, that did not stop him from trying. Once he did or did not reach his goal, he evaluated his progress and never stopped trying. Do you know who this individual is ? Wait for response. That's right. The person described is none other than Abraham Lincoln, one of the greatest presidents in U.S. history.

Elicit responses for the following questions:



What can we learn from Lincoln's misfortunes. *Possible responses: we might not reach all our goals; keep on working towards what we want to accomplish; failing once does not make us a failure, quitting does.*



How can we apply the lessons we learned from his story to our own lives.

Possible responses:

even if we fail, we must keep working towards our other goals; don't let one setback keep you from becoming something great; evaluate your goals and set new ones



Can you imagine what our nation would have been like if Lincoln had given up after his first business failed? Things would never have been the same. Abraham Lincoln knew that if he did not reach his goals, it was okay. He would be able to try again tomorrow.



Unfortunately, setting goals and having a plan doesn't mean we will achieve them. Today, we need to be hungry learners as we learn how to evaluate our progress towards reaching our goals. We will also explore why people do not achieve their goals, and finally, let's take a look at one of our goals and check our progress in reaching it.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand evaluation process for goals.

I. Definition of evaluate



Once your goals have been set, it is important to evaluate each goal individually. Who will share with us a definition for the word evaluate.

Wait for response. Praise individuals for volunteering their ideas.



Provide the following on a writing surface or show HS.47.TM.B.

A. **Evaluate:** to examine and judge carefully, appraise -*American Heritage - Dictionary*



In order to be able to achieve our goals, we must be sure to evaluate our progress. One of the first places to start is back at the beginning. We have learned about S.M.A.R.T. goals, but as we work towards our goals, we have to make sure they meet the criteria that is set forth.

Students are to complete HS.47.AS.A in groups of three to four. The activity sheet provides five goals. Within the group, students are to provide examples of a goal that does meet the S.M.A.R.T. criteria and one that does not.



When I say, “goal,” you will have seven minutes to complete component of S.M.A.R.T goals, you are to write an example of a goal that meets the criteria for that component and one that does not. You may utilize the mind power of three other students to assist you. What questions are there? Goal!

As students work on the activity sheet, be sure to observe the groups and make sure everyone is participating. When time is up, have groups share examples of a goal that meets the criteria and one that does not. Next, have students take out the S.M.A.R.T. goal sheet they completed in Lesson MS.15. Using the S.M.A.R.T. goal checklist, HS.47.AS.B, students will evaluate two life area goals and whether or not their goals meet the S.M.A.R.T. criteria



This process is very important as we start to think about the goals we set earlier in the week. Using the S.M.A.R.T. goal checklist, you each will be able to make sure the goals you set in each life area are set according to the S.M.A.R.T. method.

When students finish HS.47.AS.B, have them trade with a partner to double check their understanding of the concept of S.M.A.R.T. goals.





When evaluating your goals, it is important to begin the evaluation process this same way. Take out your S.M.A.R.T. goal checklist and look to make sure your goals are set in this manner. Have a partner assist you.

Objective 2. List reasons goals are not achieved.

II. Why people fail to meet their goals



Unfortunately, setting S.M.A.R.T. goals isn't enough. Just because S.M.A.R.T. goals are set doesn't mean they will be achieved. Let's take a look at some of the reasons why people do not achieve their goals.

Students should write the following information from the writing surface or from HS.47.TM.C.

►Reasons People Do Not Achieve Their Goals:

A. They set goals that are too big.



You should be sure to make goals that are bite-sized. Instead of setting a goal to get better grades in all classes, set a goal to make better grades for two classes.

B. They don't write down or plan goals.



It is a proven fact that a written goal carries more power. Writing your goal forces you to be specific and think through all actions.

C. Fear of failure leads to a fear to start.



Many people are too afraid they will fail, so they never start working towards their goal. They do not want to commit the time and energy without the guarantee of success. However, there are no guarantees in life, so just go for it.

D. They go it alone.



When setting goals, you borrow strength from others. You should identify key individuals who can help you reach your goals. It could be a brother, sister, parent, counselor, grandparent, pastor, etc. Find someone who will hold you accountable for reaching your goals.

After discussing each reason, have students get back into their groups again. Give them seven minutes to create and then perform a Karaoke Moment for two of the reasons people do not reach their goals. Select a couple of groups to share their Karaoke Moment with the class.



By planning your goals on paper and evaluating them throughout the entire process, your chances of reaching and



even exceeding your goals increases. Obviously it is important to make sure our goals are S.M.A.R.T., but what happens if either the goal is met or was not achieved? Are we finished? Is that it? Of course not, some of you wanted to know what “evaluate and adjust” meant on your Goal-Setting Plan. Well, it’s time to get those questions answered.

Objective 3. Evaluate and adjust goals.

III. Evaluating the process of goal setting



There comes a point and time when either we have met or did not meet our goals. Then what? In order to get the most out of setting goals, we must evaluate and adjust our plans for goal setting. As we finish our discussion about setting goals, it is important to know what happens after we think we are done.

In the next activity, students will perform the task once and then answer evaluation questions before they perform the task again. Students will need to be in groups of three to four. Each group will be given a star pattern, scratch paper, and scissors. The goal is to cut as many stars as possible. First, the groups must set a S.M.A.R.T. goal for the number of stars they can cut out. They will have three minutes to try to meet their goal. After time is up, each group will answer the evaluation questions on HS.47.AS.D. Then they will set a new goal and try to meet it.



When I say, “go,” you will have three minutes to use the star pattern, scratch paper, and scissors to cut out as many stars as you can.

However, before you can do that you will have to set a S.M.A.R.T. goal that will help you focus on how productive you want to be. You will have the assistance of three other individuals to assist you. When you find your work partners, remember to set your goal on the scratch paper provided.

Allow groups to get together and set their S.M.A.R.T. goal.



What questions are there? Go!

After students perform the task the first time, they are to answer the questions on HS.47.AS.D to evaluate their performance. Then they should set another S.M.A.R.T. goal for the number they want to cut, and go through the process again. When groups finish the second time, elicit responses for the following questions:



What was the difference between the first time and second time.

Possible responses: we did better; we met our goal; we were able to think about what worked and what didn’t, and set new goals.



How did answering the questions between the first and second time help your group?

Possible responses: our group was able to think about what worked and what didn’t; we could think about other ways that might work.





How could you relate the process of evaluation to your personal goals?

Possible responses: after we work towards a goal, we should evaluate what went well to see if it could help us with another goal.



The process of evaluating your progress is one that should be done for each major goal we set in our life. In a previous lesson, you wrote a S.M.A.R.T. goal for something you wanted to achieve

this week. Last time you developed a plan to achieve that goal. Now let's take a look at whether or not we accomplished what we wanted to accomplish.

Have students take out the goal-setting plan for the goal they wanted to achieve this week. The goal should have been set in Lesson 46. The process of evaluating their goals is done by asking and answering several questions. Have students evaluate the goal they had set this week by answering the following question on HS.47.AS.E.

►Evaluating My Progress

- A. What did I learn from choosing this goal.
- B. Is there anything that did not work the way I thought it would.
- C. Is there anything I would have changed about the way I worked towards my goal.
- D. Did I do enough work to accomplish my goal.
- E. Is there something I can show or tell that is a result of my work.

Allow students the opportunity to evaluate the goal they had set earlier in the week. They are to answer the evaluation questions for the goal they set for the HS Lesson 47. Answer the question on HS.47.AS.E.



It is unrealistic to think that we will always achieve our goals. The evaluation process allows us the chance to recognize and celebrate our successes and determine our next step.



You will have six minutes to evaluate a goal you set earlier this week. This is the goal you have been working towards accomplishing this week. As you ask yourself the evaluation questions, remember to be honest about your progress. Being honest will benefit you in the long run.



What questions are there. Begin.

As students are completing HS.47.AS.E, be sure to circulate the room and make sure they are completing the questions. Remember to set the environment and encourage students to work individually.



Review/Summary

Have students use a Cartographer Moment to review the areas that relate to goal setting. Specifically, they should use a Mind Map. Place the word "goal" in the center and, recalling the information presented about goals, diagram how topics relate to the word goal.





Application

►Extended Classroom Activity:

Have students locate a friend who has written goals. Encourage them to share the evaluation process with that individual.

►FFA Activity:

Have students develop a presentation about evaluating goals and present to the chapter officers. Have officers and students use the evaluation questions to evaluate a chapter activity.

►SAE Activity:

Each time record books are updated, have students evaluate the goals they had written in their record book.



Evaluation

A written test is provided.

Answers to Assessment:

1. choosing
2. work
3. changed
4. accomplished
5. show
6. big
7. written down
8. failure
9. alone



EVALUATING PLANS AND GOALS

►Directions:

Fill in the blank for the evaluation questions and reasons people do not reach their goals.

Evaluating My Progress

1. What did I learn from _____ this goal.
2. Is there anything that did not _____ the way I thought it would.
3. Is there anything I would have _____ about the way I worked towards my goal.
4. Did I do enough work to _____ my goal.
5. Is there something I can _____ or tell that is a result of my work.

People do not achieve goals because:

6. They set goals that are too _____.
7. Goals are not _____ or planned.
8. Fear of _____ leads to a fear to start.
9. They go it _____.



SUCCESS STORY.

After reading the following key characteristics, draw on scratch paper what you think that person looks like. This person:

- ➔ Failed in business at the age of 22
- ➔ Was defeated for the state legislature at age 23
- ➔ Failed in business at age 25
- ➔ Coped with the death of his sweetheart at age 26
- ➔ Suffered a nervous breakdown at age 27
- ➔ Was defeated for Congress at age 34
- ➔ Was elected to Congress at age 37
- ➔ Lost re-nomination for Congress at age 39
- ➔ Was defeated for the Senate at age 46
- ➔ Was defeated for vice-presidency of the United States at age 47
- ➔ Was defeated for the Senate at age 49



DEFINITION

Evaluate—to examine and judge carefully,
appraise

—*American Heritage Dictionary*



REASONS PEOPLE DO NOT ACHIEVE THEIR GOALS

- ◆ **They set goals that are too big.**
- ◆ **Goals are not written down or planned.**
- ◆ **Fear of failure leads to a fear to start.**
- ◆ **They go it alone.**



► **Directions:**

Within your group, provide examples of goals that do and do not meet the criteria for S.M.A.R.T. goals. Utilize the goals provided for each letter of S.M.A.R.T.

Specific—Goal: Improving grade in a class

Meets criteria:

Does not meet criteria:

Measurable—Goal: Spending more time with family

Meets criteria:

Does not meet criteria:

Accepted by you—Goal: Going to a college

Meets criteria:

Does not meet criteria:



Realistic—Goal: Get ting married

Meets criteria:

Does not meet criteria:

Time Stamped—Goal: Having a successful career

Meets criteria

Does not meet criteria:



S.M.A.R.T. GOAL CHECK LIST

►Directions:

Complete for each life area goal you set.

Specific: .Yes .No

What makes this goal specific.

Measurable: .Yes .No

What makes this goal measurable.

Accepted by you: .Yes .No

What makes this goal acceptable to you.

Realistic: .Yes .No

What makes this goal realistic.

Time Stamped .Yes .No

What makes this goal time stamped.



Specific: .Yes .No

What makes this goal specific.

Measurable: .Yes .No

What makes this goal measurable.

Accepted by you: .Yes .No

What makes this goal acceptable to you.

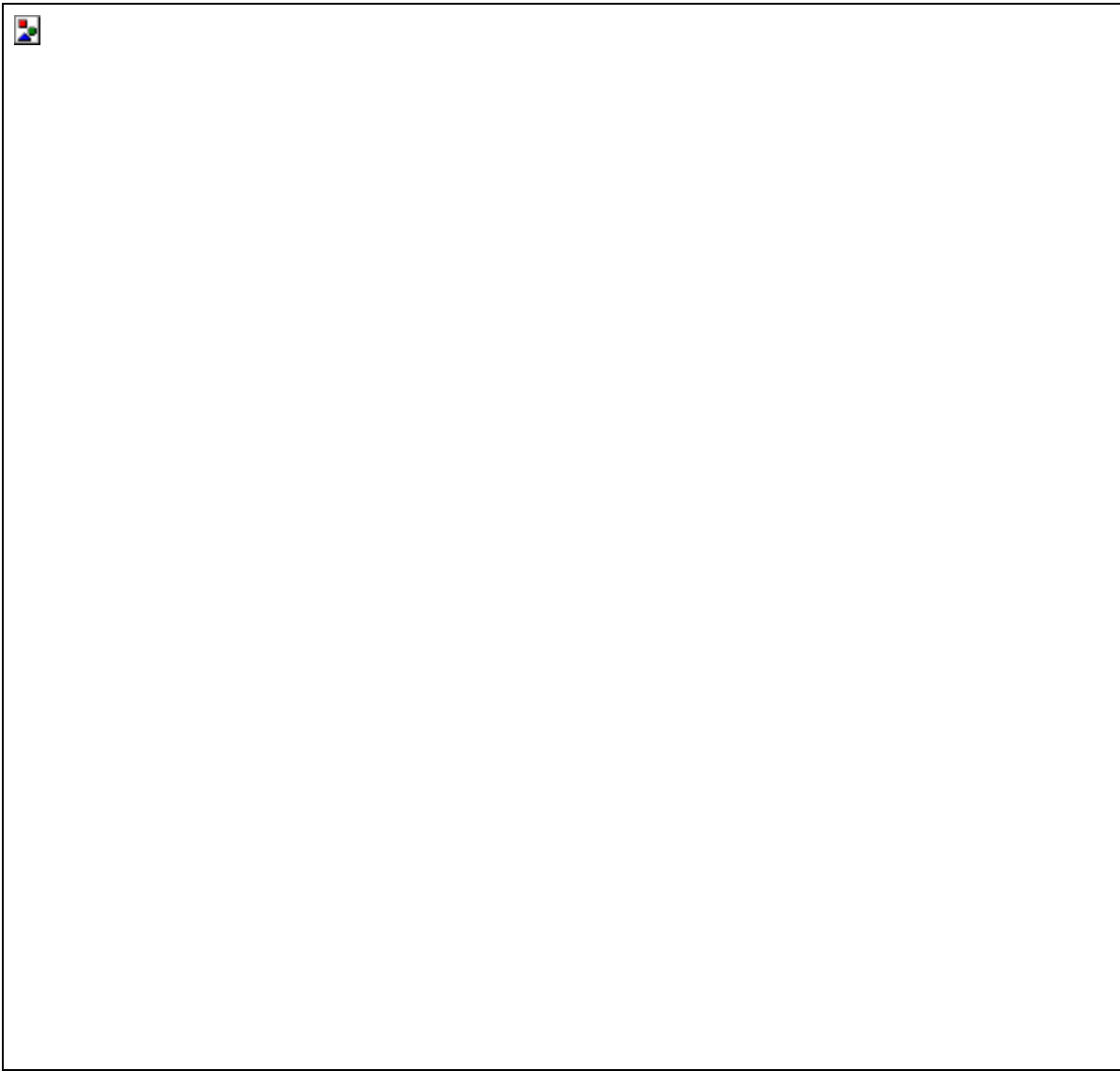
Realistic: .Yes .No

What makes this goal realistic.

Time Stamped .Yes .No

What makes this goal time stamped.





► **Directions:**

Answer the following questions within your group. These questions will help you as you set a new goal to achieve.

1. What did we learn about the goal we set.

2. Is there anything that did not work they way we thought it would.

3. Is there anything we would have changed about the way we worked towards our goal.

4. Did we do enough work to accomplish our goal.

5. Is there something we can show or tell that is a result of our work.



► **Directions:**

Answer the following questions regarding the S.M.A.R.T. goal you set to achieve this week.

1. What did I learn about the goal I set.

2. Is there anything that did not work they way I thought it would.

3. Is there anything I would have changed about the way I worked towards my goal.

4. Did I do enough work to accomplish my goal.

5. Is there something I can show or tell that is a result of my work.

