



Middle School

National FFA Organization

Lesson MS.14

DEVELOPING GOALS

Unit. Stage 1 of Development—ME

Problem Area. What Foundational Skills Do I Need for Leadership.

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

National Standards. NL-ENG.K12.8 — Students use a variety of technological 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 Define goals.
- 2 Identify the time range and life areas of goals.
- 3 Identify areas to develop personal self-improvement.



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Time. Instruction for this lesson: 50 minutes.



Resources

Covey, Sean. *The 7 Habits of Highly Effective Teens*, New York, NY: Simon & Schuster, 1998.
National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.14.AS.A—one per group of 4 students
- ✓ MS.14.AS.B—one per student
- ✓ MS.14.TM.A
- ✓ MS.14.TM.B
- ✓ MS.14.Assess—one per student



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

- ▶ Goal
- ▶ Short-term time frame
- ▶ Intermediate time frame
- ▶ Long-term time frame
- ▶ Life areas



Interest Approach



Imagine for a moment what your life will be like in ten years. Five years. One year. Six months. Next week. Tomorrow. Can you see that image. How will you be sure you will reach or exceed the images in your head.



Today you will be given the tools that will allow you to make those images become a reality. You will be required to think about your life honestly and openly in order to put your dreams into a plan about which you feel comfortable. Challenge yourself to be curious learners with open minds as you figure out what it takes to reach the end result you have in mind.



Listen carefully to the following three statements about three famous people you will recognize. As you listen, think about the progress these individuals have made, what made them successful, and what characteristics they share.

Share the following facts about the following notable figures:



Michael Jordan was cut from his high school basketball team when he was a sophomore in high school, yet he still became one of the greatest basketball players of all time.





George W. Bush struggled as a business owner in the oil and gas industry, yet became one of the most popular governors in Texas history and president of the United States.



Oprah Winfrey was a teenage runaway who was sent to a juvenile detention home at age 13. Today, however, her talk show has over ten million viewers, and she is considered one of the most powerful women of our time.

Optional: Include a local example students can relate to, such as a local athlete, community leader, or school administrator or teacher.

Elicit answers to the following questions, and have students capture their thoughts on their notes page:



What progress have these individuals made in their lives.
What made these three people successful.
What characteristics do these individuals have in common.



A person has to establish a goal before he or she can set about attaining it. For example, Michael Jordan set a goal for himself to become a great basketball player. Once he identified his goal, he could begin to take steps towards accomplishing it.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define goals.



As we have been talking about President Bush, Michael Jordan, and Oprah Winfrey, we have discussed their successes and what it took for them to achieve those successes. They each had to have an idea of what they wanted to achieve or become. Now we are going to explore the differences between people who have an idea of the end result, or what they hope to attain, and those who do not have an idea of what they hope to attain.

First, divide the class into at least three groups of four or five students. Suggestion: To divide them, line the students along the wall by height, shortest to tallest, and then count off the students into three groups. Each group will have the same task; however, each will have different materials to help them complete their task. Tasks are as follows:

►Group One

Students will have a picture of how a completed puzzle should look.

Students will use the picture to complete the task.



►Group Two

Students will complete the task with the puzzle pieces turned over.

Students will also complete the task WITHOUT a picture to work from.

►Group Three

Students will assemble a puzzle without a picture to work from.

Students will receive the puzzle pieces face-side up.



In a minute, each team will receive a puzzle to assemble. You will want to focus only on the puzzle your team has been given. When I say “puzzle,” your team is to work together to put the pieces back together. Everyone in the group must participate and be involved. This is a timed challenge, and the team that puts its puzzle together the fastest wins. What questions are there. Puzzle!

Pass out puzzles to each group. When all groups are finished, elicit responses to the following questions:



Group One, how difficult or easy was it for you to assemble the puzzle. What made the task easy.

Possible response: with a picture or a vision of the completed task, we knew what we were working towards



Group Two, what were your two challenges. How did those challenges affect your ability to assemble the puzzle quickly.

Possible responses: not a clear picture of what we were trying to accomplish; the resources that we were given were almost worthless since we had no idea of how any of the components led to the end result



Group Three, what made your task more difficult than the first group's. How much would the picture have helped in the completion of this task.

Possible response: we had the resources to complete the task, but were lacking the vision of what we were trying to accomplish



For everyone, what was the difference among the three groups.

Possible responses: some groups had a better idea of the end result before starting the project; they could see what they were trying to accomplish; some directions were clearer than others



Knowing this information, let's wrap our minds around defining the word “goal.” However, to do so, we are going to need a little help from the expert. But guess what: you are the expert! So, change your name to Webster, and let's go!





On your notes page, construct your own definition of the word “goal.”

Pause 40 seconds.



Now, connect with two other students to create a definition of the word “goal.” You will have three minutes to complete this task.

Elicit the definitions from each group and capture them on the writing surface. Students should capture the definitions from each group on their notes page. Provide the following on a writing surface or by using MS.14.TM.A. Have students capture in their notes.

I. What is a goal.



A goal is something someone wants to achieve.

Source: Webster’s Dictionary



You may not realize it, but you think about results or goals you want to reach all the time. You read a recipe before baking cookies. You map out your directions before you go hiking. You create an outline before you begin writing. It is easy to see that goals are around us every day.

As the instructor, share a personal example from your own life that illustrates the setting of a goal.

Objective 2. Identify the time range and life areas of goals.

II. Time range and life areas of goals



You and your partners have defined what a goal is. To make the most of a goal, you need to think about the different types of goals you might use and in what areas of your lives you might need to use them. So, it’s time to shift gears and reflect on how you can apply this within your own lives.

Use a Little Professor Moment to engage student learning and to introduce the following key terms. Share the following information using MS.14.TM.B.

A. Time frames

1. Short-term time frame: an amount of time of less than one year in which a goal can be accomplished

Einsteins teach the Michelangelos. Create a distinctive hand gesture to represent short-term goals. Have the students demonstrate it.

Switch roles for a Little Professor Moment.

2. Intermediate time frame: an amount of time of between one to three years in which a goal can be accomplished



Michelangelos teach the Einsteins. Create a distinctive hand gesture to represent intermediate goals. Have the students demonstrate it.

Switch roles for a Little Professor Moment .

3. Long-term time frame: an amount of time of over three years in which a goal can be accomplished

Einsteins teach the Michelangelos. Create a distinctive hand gesture to represent long-term goals. Have the students demonstrate it.



Quick review time. Show the number of time frames there are for goals.

Wait for response.



Excellent! We know that goals can be categorized by time, but there is another way to further categorize your goals. They are called life areas. What are they called.

Wait for student response. Provide the following on a writing surface, or use MS.14.TM.B and have students capture in their notes.

B. Life areas: the five parts that comprise or make up an individual's existence

1. Physical
2. Spiritual
3. Job or career
4. Family or friends
5. Education

Divide the class into the groups they were in earlier. Have them brainstorm examples that might fall into each life area. Give them three minutes to complete this exercise. At the conclusion of the activity, students will share three examples from each life area.



Within each of these life areas, there are many examples to draw from. When you hear the word "go," you will have three minutes to come up with as many examples as you can for each of the five life areas. Remember to capture them on your notes page. Oh, by the way, you may work in the group in which you worked earlier. What questions are there. Go!

When time is up, have groups share examples that they came up with and capture on writing surface or MS.14.TM.B. Possible examples include:

Life Areas

Physical -- Body image, health, personal hygiene

Spiritual -- Reflection, religious expression, morals, faith

Job or Career -- SAE, summer jobs, long-term career plans

Family or Friends -- Relationships, friendships

Education -- Grades, academic honors



Objective 3. Identify areas to develop personal self-improvement.

III. Areas for personal self-improvement



We have discussed many ideas of how we can classify goals for our own lives. We know it is important to decide how long it will take to accomplish each goal and to understand the areas of our lives goals can influence. We all have areas in our lives we can improve. In a moment, you will have the chance to put your life down on paper.



Look at your life in the five life areas we just discussed—physical, spiritual, job or career, family or friends, and education. This next step is an important one. You can be as loud as you want ... in your head. Remember, this is your life! It is up to you to honestly reflect where you are and where you want to be. It's important to give others the same respect that you expect from them while completing the next task.

Students will write on MS.14.AS.B where they currently view themselves in the life areas mentioned earlier. Students will also write where they would like to be in each of these areas. This serves as their foundation for developing personal goals.



Take three minutes to write down where you see yourself in each of the five categories. For example, in the physical area, you might write down that you currently exercise only twice a month or you do not eat a healthy breakfast each morning. Types of things you would not want to write down would include being short, having bad hair, etc.

Allow three minutes to complete the “Where I am” column.



Take three minutes to let your mind go and dream about where you would like your life to be in these areas. For example, going back to the physical area, maybe you would like to exercise twice a week or take 15 minutes each morning to eat breakfast. You would not want to write down that you want to be taller, have curly hair, etc.

Allow three minutes to complete the “Where I want to be” column. Allow students to share with the class what they have written, if they feel comfortable doing so. As the instructor, you could also share where you are and where you would like to be in a couple of areas.



Review/Summary

Students should imagine themselves in the mind and body of one of the individuals discussed earlier—Michael Jordan, George W. Bush, or Oprah Winfrey. When they were the students' age, what are some of the earlier goals they set for themselves that helped them reach their end goal. Allow students to share their responses.



► **Extended Classroom Activity:**

Encourage students to ask a family member or friend about a specific goal he or she set and achieved. Have them discover what were the person's short-term, intermediate, and long-term goals.

► **FFA Activity:**

Students should seek out an FFA officer and discover two chapter goals.

► **SAE Activity:**

Have students identify an area to improve within their SAE.

✓ **Evaluation**

Have students complete MS.14.Assess.

Answers to Assessment:

1. Intermediate: Physical
2. Long-term: Education
3. Short-term: Spiritual
4. Short-term: Family or Friends
5. Short-term: Education
6. Short-term: Job or Career



DEVELOPING GOALS

Directions: Using the Time Frames listed in Column A and Life Areas listed in Column B, write the time frame and life area for the six goals listed in the table below.

- Column A-Time Frame

Short-term
Intermediate
Long-term
- Column B-Life Area

Physical
Spiritual
Job or Career
Family or Friends
Education

Goals	Time Frame	Life Area
1. Run six-minute mile by sophomore year		
2. Attend college		
3. Attend church regularly		
4. Call or write relative monthly for a year		
5. Make an A in a class		
6. Obtain a summer job		



WHAT IS A GOAL.

**Something someone
wants to achieve**

Source: Webster's Dictionary



TIME FRAMES

◆ **Short-term:** goals that can be accomplished in less than one year

◆ **Intermediate:** goals that can be accomplished in one to three years

◆ **Long-term:** goals that can be accomplished in more than three years

LIFE AREAS AND EXAMPLES

◆ **Physical.** Examples: body image, health, personal hygiene

◆ **Spiritual.** Examples: reflection, religious expression, morals, faith

◆ **Job/Career.** Examples: SAE, summer jobs, long-term career plans

◆ **Family/Friends.** Examples: relationships, friendships

◆ **Education.** Examples: grades, academic honors





Life Areas	Where I am ...	Where I want to be ...
Physical		
Spiritual		
Job/Career		
Family		
Education		

