Lesson Number: **RNH.3.2**

Personal and Group Goals

Purpose:

The purpose of this lesson is to help students categorize their goals into long-, medium-, and short-term goals and break them down into manageable, achievable steps. This lesson also addresses setting group goals.

Quick Reference:

Time Required:
60 minutes

Objectives:
After completing this lesson, students should be able to:

1. Explain how to set long- and short-term goals.
2. Break goals into manageable steps.
3. Evaluate their progress.
4. Discuss their commitment to fulfilling their goals.
5. Discuss why groups should set goals and the group goal-setting process.

Materials:

- ✔ RNH.3.1.AS.E (Each student should have their own copy from the RNH.3.1; however, a copy is included at the end of this lesson for convenience.)
- ✔ RNH.3.2.AS.A– one per student

Directions:

1. To begin the lesson, ask students, "How would you accomplish the task of eating an elephant?"
    a. Let them think on it a minute, then tell them the answer is "bite by bite."
    b. Write the "yard by yard" quote on the board. Explain that during today's lesson they will learn how to break their goals down into manageable tasks and therefore how to accomplish goals that at first seem huge and unattainable.
        i. "Yard by yard life is hard. Inch by inch it is a cinch." –Anonymous
2. Explain that there are three types of goals:
    a. long-term,
    b. medium-term and
    c. short-term goals.
3. Ask students to take out the list of goals they prepared on RNH.3.1.AS.E, "Seven Areas of Success" or, if this has not been done, distribute one copy of RNH.3.1.AS.E to each student and have them record goals in each of the seven areas before moving on.
    a. Ask them to volunteer to share some of their goals.
        i. Some of these will be very lofty; some will not.

ii. Use them as examples to explain the difference between long-term, medium-term, and short-term goals.

iii. Explain that we need all three types of goals and that the way to reach long-term goals is by breaking them down into medium- and short-term goals.

b. Give an example such as the following:

i. Long-term goal = Become a veterinarian

ii. Medium-term goal = attend veterinary school

iii. Short-term goal = graduate from high school with good grades in college preparatory courses, particularly those in science, math, and agriculture

iv. Long-term goal = become a national FFA officer

v. Medium-term goal = become a state FFA officer

vi. Short-term goal = become a chapter FFA officer

c. Even short-term goals need to be broken down into steps or "ways and means."

i. To illustrate how short-term goals can be reached, list additional steps under each short-term goal.

1. For example, for a student to get good grades in their high school science classes, they may want to set "study for 30 minutes every day" as an immediate step or goal.

2. To become a chapter officer, they may want to set a goal of being involved in all chapter activities.

4. Ask students to refer back to the goals they wrote on RNH.3.1.AS.E, "Seven Areas of Success," and identify three long-term goals.

a. Have them write each of the three long-term goals on the top of separate sheets of paper.

b. Then, have them write medium-term and short-term goals under each.

c. Under the short-term goals, have them list the things they can start doing on a daily basis to reach their short-term goals.

d. Note: You will probably need to circulate through the class and assist them with this activity. Some students may need research time to determine the appropriate medium- and short-term goals.

e. When the students have finished developing their first three goals and breaking them down into bite-size pieces, encourage them to take time on their own to develop their remaining goals.

Explain that this will be an important step in moving toward their goals. The next step is putting the plans into action. Show them how to start incorporating the steps they listed under each of their short-term goals into their daily planner "to do" lists.

Explain that one of the things that keeps us on track is spending a few minutes every day thinking about the things we need to accomplish that day and making a list. When making their daily task lists, encourage students to briefly review their values and goals and incorporate several tasks each day that will get them closer to their goals. In this way, they will find that they are truly working toward the goals they value the most.

Encourage them to check tasks off their lists as they accomplish them each day. This small, seemingly insignificant act is a way to congratulate themselves for their accomplishments. They'll find that they will tend to give themselves little mental "rewards" as they check off the tasks accomplished. This activity also serves as a reminder of the things they still need to accomplish and helps them determine if they're getting closer to accomplishing their goals.

Finally, let them know they shouldn't expect to accomplish large goals overnight and that often in the course of pursuing a goal, they might decide to alter it. Recognize that by choosing to do one thing, they are simultaneously choosing not to do another. If a person chooses to study an extra 30 minutes a day, they are choosing not to do something else—watch television, talk to friends, exercise, etc.—for 30 minutes a day. This is important because it helps us put things in the context of trade-offs. For example, if a person chooses to lose weight, they are choosing to eat less, exercise more, or both. These trade-offs are important to realize because they can help us meet our goals.

Setting Goals as Groups – Just as it is important for individuals to have goals, it is also critical for groups, such as your FFA chapter, to have goals. For a group to be effective, members must share a common purpose or focus. Often, a group will develop a team mission statement that serves as a reminder of what the group stands for and what it values as a body of individuals. The process of creating the mission and goals also helps the group members focus on common goals and develops team spirit.

5. The following four-step plan may be helpful in determining goals for the group. Display RNH.3.2.AS.A as you review the following:
    a. Generate a list of possible goals.
        i. Keep in mind the purpose of the group.
        ii. Discuss what the group should accomplish.
        iii. Everyone should participate.
        iv. All ideas should be recorded, no matter how unrealistic.

b. Set priorities among the goals.
    i. Discuss the goals in relation to the group's needs—consider the group's strengths and weaknesses.
    ii. Rank the goals in order of importance.
    iii. Achieve consensus on a few important and specific goals to which the whole group can make a commitment.

c. Select activities/projects to help you achieve your goals.
    i. Some goals may be accomplished with one project, while others require ongoing efforts.
    ii. Determine when the activities should happen and plan your group's yearlong calendar of activities.

d. Develop an action plan.
    i. Identify specific steps to achieving goals, projects, or activities.
    ii. Place steps in chronological order.
    iii. Set timelines and budgets.

Connection Questions:

1. Goals seem to have a structure with regard to time, short-term, medium-term, and long-term. What other things that you are familiar with have similar structure?
2. Think of a great leader. What do you believe some of their short-, medium-, and long-term goals were?
3. Our school is an example of a group. What might be some of the organizational or group goals our school has?

LifeKnowledge Connections

Precept(s) Addressed:

Action

A1. Work independently and in group settings to get things done.
A2. Focus on results.
A3. Plan effectively.

Relationships

B2. Interact and work with others.

Vision

C1. Contemplate the future.

Continuous Improvement

F1. Implement a leadership and personal growth plan.

Physical Growth

G4. Set goals for long-term health.

Personal Growth

I1. Plan (implement) professional goals and set priorities.

Decision Making

N4. Choose a career based on passion, abilities and aptitudes.

LK Lesson Suggestion:

MS.14 – Developing Goals
HS.18 – Vision and Personal Success
HS.44 – The Benefits of Goal Setting
HS.45 – Goal-Setting Strategies
AHS.9 – Long-Term Goals and Opportunities

Name: _____

Date: _____

Seven Areas of Success

Write at least two SMART goals in each of the following areas.

SMART = Specific, Measurable, Action-Oriented, Relevant, Timely

Family and Personal Goals

- _____
- _____

Physical and Health Goals

- _____
- _____

Mental and Intellectual Goals

- _____
- _____

Personal Development Goals

- _____
- _____

Career Goals

- _____
- _____

Seven Areas of Success

Financial and Material Goals

- _____
- _____

Spiritual Goals

- _____
- _____

Source: Brian Tracy, motivational speaker (www.briantracy.com)

Name: _____

Date: _____

1. Generate a list of possible goals.

2. Set priorities among the goals.

3. Select activities/projects to help you achieve your goals.

4. Develop an action plan.