

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

Personal Goals

**Practical Problem**

What should we do about setting personal goals?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc. *Planning Process*. Reston, VA.

**Background Information for this Lesson**

Career and Family Leadership, Content Module 1

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

B.5 Evaluate personal goals (Evaluation)

**Missouri Show-Me Goals/Standards Addressed**

2.3 Exchange information, questions, and ideas while recognizing the perspectives of others.  
CA6 participate in formal/informal presentations and discussion of issues and ideas

**National Family and Consumer Sciences Standards Addressed**

12.2.4 Examine the effects of life events on individuals' physical and emotional development  
1.1.5 Determine goals for life long learning and leisure opportunities

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. List goals. (Knowledge)
2. Compare and contrast individual's goals. (Comprehensive)
3. Develop a definition for short and long term goals. (Synthesis)
4. Adapt personal goals to meet life situations. (Synthesis)

**Instructional Strategies**

1. List goals. (Knowledge)

Discuss with students how making a list can help them manage their money, time, and resources. Then ask students to:

Create a "To-Do" list for today. Include your class schedule in your list. (2 min.)

List your plans for the summer. (2 min.)

List your plans for the rest of high school (2 min.)

List plans for after high school (2 min.) (Management)

#### *Questions for Discussion/Formative Assessment*

1. *How is your list of "to do's" like setting goals?*

2. *What common themes do you notice about your list of "to do's"?*

3. *How does writing down what you want to do or accomplish help you to manage your resources?*

2. Compare and contrast individual's goals. (Comprehensive)

Discuss similarities and differences in your list of plans as a class. (Communication)

#### *Questions for Discussion/Formative Assessment*

1. *How are your lists similar/different?*

2. *What influences the similarities and differences?*

3. Develop a definition for short and long term goals. (Synthesis)

Develop a definition for short-term and long-term goals as a class. Include in the definition the parts of a goal – length of time, measurable etc. (Board graffiti words that would be important to use in our definition. Each student must write one word on the board!)

(Management, Problem Solving)

Ask students to transfer their goals into a hand held computer (PDA)/calendars. Discuss the benefits of keeping current with their goals, having them written down on a time line, using a hand held computer/calendar. (Technology)

Set up a clinic to assist students in the class/school/community to make use of the hand held computer (PDA). Use the FCCLA "Planning Process" to organize the clinic.

(Leadership)

4. Adapt personal goals to meet life situations. (Synthesis)

Create a master list of your personal short and long-term goals. Be sure to follow the definition developed in class. (Include any emotional, spiritual, physical, mental, social goals.) (Management)

#### *Questions for Discussion/Formative Assessment:*

1. *How easy was it to create your list of goals?*

2. *How could you use a list/creation of goals to help you manage your day/life better?*

Given a scenario, (from a group of pre-written cards with common/major life events), write a paragraph on adaptations that you would need to make to meet your goals, whether short-term or long-term to accommodate the scenario life event. (Problem solving, critical thinking, management)

#### *Questions for Discussion/Formative Assessment:*

1. *How did you use problem solving, critical thinking and management to help you adjust to meet the goals you have set?*

2. *How does a major life event change or affect personal goals?*
3. *How might it affect a person's determination to accomplish the goal?*
4. *Explain how a life event change that affects a person in one area, example: physically, could create problems in another, ex. spiritually or emotionally?*
5. *How can you use this information to help you achieve your goals?*

## **Assessments**

### Pencil & Paper:

1. Write a definition of short and long-term goals. (Knowledge)
2. Given a goal, create a "To Do" list to reach that goal that also includes short and long term goals. (Synthesis)
3. Compose a paragraph that explains how a change in life would affect meeting your goal and the adaptations necessary. (Synthesis and Evaluation)

### Application to Real Life

1. Organize up a clinic to assist students in the class/school/community to make use of the hand held computer (PDA). Use the FCCLA "Planning Process" to organize the clinic. Prepare a written report outlining your participation in the project and address the strengths and weaknesses of the project. (Leadership, Application)

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

What are my personal goals?

**Practical Problem**

What actions can be taken to develop and to evaluate my personal goals?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc. *Power of One, Planning Process*, Reston, VA. 2002.

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State University, 1996. Vocational Instructional Materials Laboratory

**Background Information for this Lesson**

Career and Family Leadership, Content Module 1

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

B.5 Evaluate Personal Goals (Evaluation)

**Missouri Show-Me Goals/Standards Addressed**

1.6 Discover and evaluate patterns and relationships in information, ideas, and structures.

**National Family and Consumer Sciences Standards Addressed**

1.1.5 Determine goals for lifelong learning and leisure opportunities for all family members.

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. Define goals (Knowledge)
2. Classify goals (Comprehensive)
3. Determine personal goals (Evaluation)
4. Develop a plan for reaching personal goals (Synthesis) (Process skills)

**Instructional Strategies**

1. Define goals (Knowledge)  
Display a definition of goals.

*Questions for Discussion/Formative Assessment*

1. *What are goals?*
2. *What are different types of goals?*
3. *In what areas of your life do you set goals?*

2. Classify goals (Comprehension)

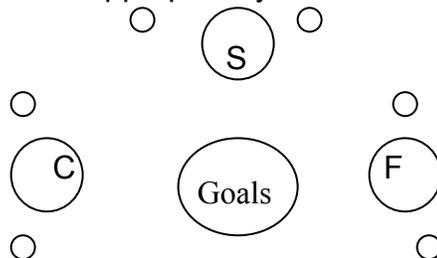
In cooperative learning groups, students brainstorm goals related to school, family, work, and community. Post all ideas on the wall. Assign each group a category – then circulate groups around room. The groups are to classify the goals as to school, family, work, or community. (Management, critical thinking)

*Questions:*

1. *How did classifying each goal help in managing and clarifying the goals?*
2. *What differences do you notice in individual goals?*
3. *What critical thinking skills did you use in classifying the goals?*

3. Determine Personal Goals (Application)

Use a Graphic organizer (*Alternative Assessments* p. 72) to help clarify personal goals. Select one personal goal for each area. Write the goal in the appropriate circle. Now determine other goals that would need to be met or that would affect the achievement of the main goal. Ex: Main goal– get to class on time next hour. This is a short term goal but would be influenced by having books lined up and with you, visiting between classes, getting out of class on time, having papers organized, not forgetting your lock combination etc. Another ex: Getting a job for this summer. This is a more long-term goal and would require that you fill out applications, organize your schedule, dress appropriately, etc.



*Questions:*

- Are these goals attainable?*
- Are these goals measurable?*
- Are the goals, specific, measurable, realistic?*
- Which could be achieved in short-term and which long-term?*
- Which goals must be achieved first before others?*

4. Develop a plan for reaching personal goals.

Select a short-term goal to reach. Use the FCCLA “Planning Process” to make a plan to reach a short-term goal. As you complete the planning process consider how the process will help you manage resources to meet your goal. (Leadership)

Critical thinking involves reflectively deciding what to believe or what to do. As a part of developing a plan for reaching personal goals what critical thinking helped you choose your goal and identify a process to reach it? (Problem solving, management, critical thinking)

## **Assessments**

Pencil/paper:

1. Write a definition of a goal. (Knowledge)
2. Develop a graphic organizer that reflects personal goals and goals that would assist you in reaching that goal. (*Alternative Assessment* p. 72) (Application)

Classroom Experience:

1. Participated in cooperative learning experiences to brainstorm and classify goals. (Comprehension)

Application to Real Life:

1. Plan for achieving a personal goal using the FCCLA "Planning Process" and the "Power of One" program. Use the planning process to help evaluate the success of meeting a short-term goal. (Synthesis, Evaluation)