Active Classroom Guide for Setting Goals

Setting Goals Module Overview 3

Section 1: Overview 4

Lesson Plan 5

Activity: Your Ideal Life Plan 9

Additional Activities 10

Section 2: Overview 11

Lesson Plan 12

Activity: Setting Goals 18

Additional Activities 20

Section 3: Overview 21

Lesson Plan 22

Activity: The STEPS System 27

Additional Activities 28

Class Discussion 30

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Active Classroom Guide for Setting Goals

Setting Goals Module Overview 3

Overviews:

Section 1 Overview 4

Section 2 Overview 11

Section 3 Overview 21

Lesson Plans:

Section 1 Lesson Plan 5

Section 2 Lesson Plan 12

Section 3 Lesson Plan 22

Activities:

Section 1 Activity: Your Ideal Life Plan 9

Section 2 Activity: Setting Goals 18

Section 3 Activity: The STEPS System 27

Additional Activities:

Section 1 10

Section 2 20

Section 3 28

Class Discussion 30

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Return to first page

SETTING GOALS Module Overview

This module focuses on providing strategies for students to learn and develop goals to successfully complete school, as well as assisting students in cultivating their plans for life after college. The goals for this module are for students to:

1. Write your ideal life plan, and understanding how past experiences and current circumstances connect to it.
2. Identify long-, mid-, and short-term goals to help you achieve your ideal life plan.
3. Discover how to develop strong goals using the SMART method.
4. Learn how commitment and motivation impact your future, and determine your motivators in relation to personal experiences and needs.
5. Take responsibility for the future through the STEPS system.

First Section: Students learn how to create an ideal life plan to determine what they want in life, as well as apply these skills in an activity that has students write their own plans.

Second Section: Students explore how to create long-, mid-, and short-term goals that are specific, measureable, attainable, results-driven, and time focused, and then students complete a goal setting activity in which they set long-, mid-, and short-term goals based on the knowledge they have acquired about SMART goals.

Third Section: Students examine the formula for success—motivation + commitment, and how they can use these two tools following the STEPS system to overcome any potential obstacles, which concludes with an activity that guides students through the implementation of the STEPS process in their own lives.

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Return to first page

Setting Goals, Section 1

In this section, students will evaluate how past experiences influence current life and the future. Students will analyze their dreams for the future and develop an ideal life plan.

LESSON OVERVIEW

SECTION 1: YOUR IDEAL LIFE PLAN		
Learning Outcomes	1. Write your ideal life plan, understanding how past experiences and current circumstances connect to it.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 1: Writing Your Ideal Life Plan
		  • College Mission
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Your Ideal Life Plan
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–8 for lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 8 in the textbook—Your Ideal Life Plan.
Lesson Review and Wrap-Up	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 1–9 • PowerPoint slides 1–12 • Detailed class notes for activity	

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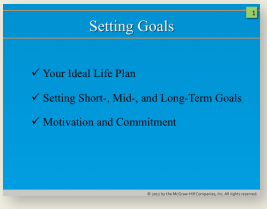
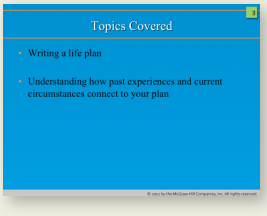
Return to first page

Setting Goals, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 1–3 *Slide 1, Setting Goals*  *Slide 2, Your Ideal Life Plan: Get Ready!* *Slide 3, Topics Covered*  	**Lesson Notes** *Open up PowerPoint, briefly present the module, topics, and begin with this warm-up exercise.* *Ask students to **reflect:*** Do you remember what you wanted to be when you were younger? ***Elaborate** that their aspirations change as they learn more about their talents and what interests them.* *Call on volunteers to **share** their reflections.* ***Emphasize** that as adults, it is still important to dream, but at this age, they are better equipped to gain the necessary tools to actually transform a dream unto a reality.* **Section Overview:** *Introduce **topics covered** in this class session:* • Writing a life plan. • Understanding how past experiences and current circumstances connect it.	**GOT TIME?** Provide a few moments to share answers with a partner. Extend: What do you think has changed from your childhood dreams to now?

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: WRITING YOUR IDEAL LIFE PLAN (30 MIN.)

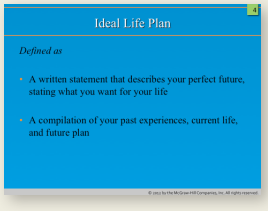
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

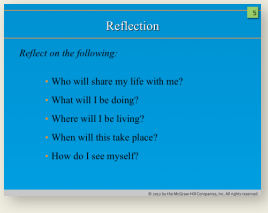
Resources

PowerPoint slides 4–12

Slide 4, Ideal Life Plan



Slide 5, Reflection



Slide 6, Past, Present, Future

Slide 7, Sarah's Life

Lesson Notes

Introduction: In order to turn your dreams into reality, you will need a plan.

Build on Background: Just like your favorite successful athlete, you must practice and stay focused to create your own plan. This is like hitting your own personal bull's eye.

Connect: *Using the PowerPoint, introduce the concept of an "ideal life plan."*

Ideal life plan: A written statement that describes your perfect future. It states what you want for your life.

- A compilation of your past experiences, current life, and future plan.

*Provide students 1 minute to **jot down** their answers to the following questions:*

- Who will share my life with me?
- What will I be doing?
- Where will I be living?
- When will this take place?
- How do I see myself?

Past: *Ask students to close their eyes and think about the past.*

Think about some challenges and success. Past events have a major effect on our current life and future.

*Using the PowerPoint, explain **Sarah's situation.** Next show the graphic organizer showing the effects on her current life.*

*Now that Sarah has reflected on her past, she can identify how it has affected her current situation. **Recognizing** pieces of the past allows you to make a choice and change the direction of your life.*

Current Life: *Ask students to think about their current life.*

What parts of your life do you like? What would you change?

Explain that it is in your power to change things you don't like in your current life, just as Sarah does.

Quote: Write this quote on the board "All our dreams can come true, if we have the courage to pursue them" – Walt Disney. Discuss what students believe this means.

Tip: If available, prepare a few more examples of ideal life plans to share.

Tip: Have students keep this piece of paper handy.

Tip: Provide students a moment to discuss with a partner.

GOT TIME?

Allow an opportunity for students to freewrite. Have them write about difficult past situations.

Tip: Connect students back to the questions they answered earlier. This will help them determine what they may want to change.

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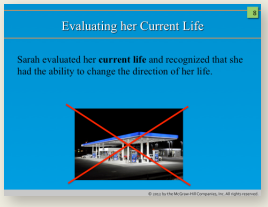
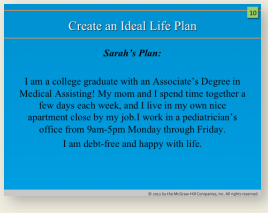
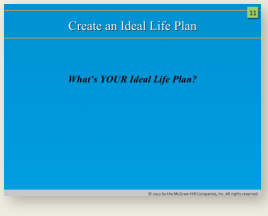
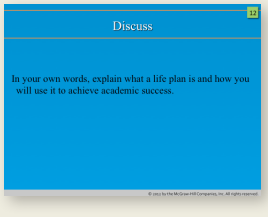
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 8, Evaluating Sarah's Current Life  *Slide 9, Sara's Positive Progression* *Slide 10, Create an Ideal Life Plan*  *Slide 11, Create an Ideal Life Plan*  *Slide 12, Discussion*  	*Using the PowerPoint, **show** where Sarah is today.* Sarah made a choice to change the direction of her life. Sarah: • Went back to school. • Works nights to pay off debt. • Made an appointment to learn about a medical assisting program. Ultimately, by **reflecting on her current life,** Sarah is getting close to her ideal life plan. **Creating an ideal life plan.** Consider the future. What will your future look like? Think back to the questions you answered in the beginning of the lecture. Let's turn these into an ideal life plan. Using the PowerPoint, show the **example** of Sara's ideal life plan. Provide a few minutes for students to **brainstorm** about their own life plan by using their answers to the questions, and following these guidelines: 1. Write in first person. 2. Use present-tense verbs (I am, I live, I work, etc.) 3. Be specific. 4. Consider who, what, where, when, and how. Ask students to **share** their ideas about their ideal life plan with a neighbor. **Discussion** **Small group:** *Give students a brief moment to share answers to the following discussion question with someone nearby:* In your own words, explain what a life plan is, and how you will use it to achieve academic success. *Come back together as a **whole class** and call on students to share their answers.* ***Conclusion:** Share these key points with the students:* • You are in charge of your future. • Reflect on the past to change your current situation.	Tip: Before explaining what an ideal life plan is, ask students what they think it is. Extend: To meet multiple learning styles, ask students to draw their ideal life plan. Draw symbols to represent parts of their plan. Tip: Write a list of the benefits of creating an ideal life plan on the board as a class.

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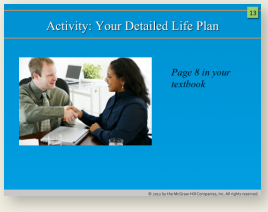
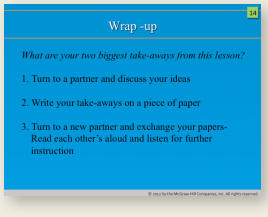
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
ACTIVITY: YOUR IDEAL LIFE PLAN (25 MIN.)		
Resources Textbook, page 8 **Detailed Activity Notes** PowerPoint *Slide 13, Activity: Your Detailed Life Plan*  	**Activity** **Introduction:** *Now that students have brainstormed about their ideal life plan, it is time to write a plan.* *Use the* ***Detailed Activity Notes*** *to conduct this activity. Prepare students to locate page 8, and continue with directions from the instructor guide.* **Activity Wrap-Up** *After the activity, ask students the following questions:* • After creating your life plan, do certain future aspirations feel more attainable? Why or why not? • Why is having a logical and clear direction in life important? • How can your life plan assist you with achieving success?	Tip: After completing the activity in the book, have students write down their ideal life plan on a separate piece of paper. Recommend that students should keep this is a convenient location. It is a good idea to read the plan every once in a while to help with motivation. Additional Instructor Resources/Activities: Role Models **ONLINE EXTRA** Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
Resources PowerPoint *Slide 14, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, and ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during this activity. Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 1: Detailed Activity Notes

YOUR IDEAL LIFE PLAN

This activity teaches students how to create a focused direction for their future by thinking about past events and reflecting on their current life.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will be writing their own ideal life plan. • **Tell** them that they will begin by selecting two important experiences from their past that they feel have impacted them in a positive or negative way. • **Refer** your class to the categories on page 8 in their textbooks for ideas: school, interests, sports, art, social time, work, community, religion, friends, family, health, and relationships. • Once they have selected their two experiences, **explain** that they will write down key points about each event. • After they have finished, **have your students reflect** on the two experiences. • **Tell** them to use the boxes on page 8 to write ideas about what they learned about themselves through those two experiences. • Then **ask** your students to consider their current lives and complete the questionnaire on page 8–9. • Once they have finished the questionnaire, **tell** your students to think about how their current circumstances play into their future. Explain that they will list the positives and negatives about their current lives. • **Tell** them they are ready to plan their future by responding to the questions on page 9. • After they have written their responses, **instruct** them to write a clear description of their ideal life plan. Remind them to write it in first person, use the present tense, be specific, and include names if possible. • You will need to **read** students' life plans to ensure that they completed it successfully. • **Refer** to the discussion questions on page 8 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 1 **Ask** your students the following discussion questions: ***After creating your life plan, do certain future aspirations feel more attainable? Why or why not?*** ***Why is having a logical and clear direction in life important?*** ***How can your life plan assist you with achieving success?***	• Students should be following along with the directions in their textbooks. • Students should select two events to write about. Then students should write about these two events. If they feel comfortable, they may share these events with a classmate. • Students should write what they have learned about themselves through those two events in the boxes provided on page 8 of their textbooks. • Students should fill out the questionnaire on page 8-9. • Students should list the positive and negative points about their current lives. • Students should consider their future and respond to the questions on page 9. • Students should write their ideal life plan in the first person, in present tense, using specifics, and including names if possible. • Students should ask questions or ask for the instructor to review their plan. • Students should reconvene as a class to discuss this activity.

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Return to first page

Section 1 Additional Activity: Your Ideal Life Plan

ROLE MODELS

This activity helps students to identify their role models, as well as reveal how they serve as role models to others to motivate them to achieve their academic goals.

Classroom Management: This activity will be completed individually, and then students will share how they are a role model with each of their classmates.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** that students will consider their role model—a person who they look to as a positive example, but who is involved in their lives as opposed to a popular figure in the media. • **Tell** your students that they will identify their role model and explain why this individual is their role model. • **Ask** your students to look at themselves. • **Tell** them to consider the qualities, decisions, or actions they have made in their lives that set a positive example. • Once they have reflected on their positive traits, **tell** your students to write about how they are a role model to others in their lives. • After all of your students have written about how they are role models, **explain** that they will all partner with a classmate. • Once everyone has located a partner, **elaborate** that each student will take turns sharing what he or she wrote about, and why he or she is a role model. • **Clarify** that after both partners have shared that each student will switch partners and share with their new partner why he or she is a role model. • **Emphasize** to your class that they will repeat this process until they have shared with every single classmate. • After everyone in the class has shared with all of their classmates, tell them to respond to the following questions in their notebooks reflecting on this experience: 1. How did it feel to share positive qualities about yourself with someone else? 2. Did you find it difficult to speak positively about yourself? Why or why not? 3. How can sharing your positive traits with others positively influence your ideal life plan? • You could **have students share** their responses in a class discussion.	• Students should be thinking about their role model, and then writing about this person and why he or she is their role model. • Students should be looking at their positive qualities, decisions, and actions. • Students should be writing about how they are a role model to others. • Students should be partnering with a classmate. • Students should be sharing how they are an inspiration to others with their partner. • Students should switch partners after they shared with their original classmate. • Students should continue to switch partners until they have shared how they are role models to all of their classmates. • Students should be responding to these questions in their notebooks.

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Return to first page

Setting Goals, Section 2

In this section, students explore long-, mid-, and short-term goals focusing on their ideal life plan. Students learn about SMART goals as well as complete a goal-setting activity, using SMART goals.

LESSON OVERVIEW

SECTION 2: SETTING SHORT-, MID-, AND LONG-TERM GOALS		
Learning Outcomes	2. Identify long-, mid-, and short-term goals to help you achieve your ideal life plan. 3. Discover how to develop strong goals using the SMART method.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 2: Making Long-, Mid-, and Short-Term Goals Work for You
		  • Lecture/Activity
		  • Discussion
		  • LO 3: Setting SMART goals
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Setting Goals page 16
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 12–17 lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 16 in the textbook
Lesson Review and Wrap-Up	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 10–18 • PowerPoint slides 15–32 • Detailed Class Activity Notes	

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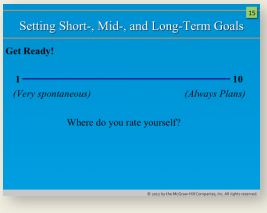
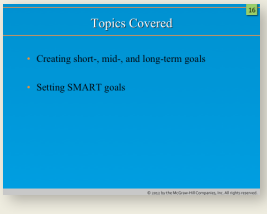
Return to first page

Setting Goals, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! • Reflection • Section Overview **Resources** PowerPoint slides 15–16 *Slide 15, Setting Short-, Mid-, and Long-Term Goals: Get Ready*  *Slide 16, Topics Covered*  	**Lesson Notes** *Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:* *Ask students to **reflect:*** • On a scale of one to ten, with "Very Spontaneous" being one and "Always Plans" being ten, where do you rate yourself? • How can someone who is very spontaneous benefit from making plans and setting goals? *Call on volunteers to **share** their reflections.* **Section Overview:** *Introduce **topics covered** in this class session:* • Creating short-, mid-, and long-term goals. • Setting SMART goals.	Tip: Give an example of someone who is very spontaneous and always planning. Tip: Share a few examples of how planning has helped people achieve goals.
LO 2: MAKING LONG-, MID-, AND SHORT-TERM GOALS WORK FOR YOU (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Lesson Notes
	Introduction: *Explain that students will need to acquire strong planning, prioritizing, and focusing skills to be a successful college student. Creating goals will help students achieve their ideal life plans.*
	Build on Background: *As an informal assessment, ask students to raise their hands if they've used goals in their lifetime. Call on a student to share an example.*
		Tip: Ask a student to share how setting goals has positively affected his or her life.

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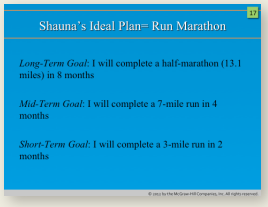
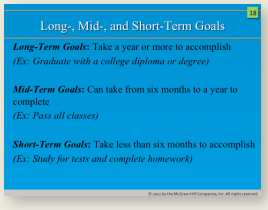
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Resources PowerPoint slides 17–20 *Slide 17, Shauna's Ideal Plan—Run Marathon*  *Slide 18, Long-, Mid-, Short-Term Goals*  	***Connect:*** *Introduce the concept of goals to students using Shauna as an example.* *Shauna is a new runner and wants to complete a marathon =* ***Her ideal running plan.*** • *Goes on first run.* • *New shoes.* • *Can't think about how difficult it will be.* • *Becomes discouraged accomplishing her ideal plan.* • *Friend encourages her to set goals.* *Use PowerPoint to display Shauna's goals.* ***Explain*** *how Shauna can stay focused on the small goals to work up to completing her long-term goal. The short-term goals provide direction.* **Defining Goals** *Use this example to explain the difference between long-, mid-, and short-term goals.* *Setting these goals will help students stay focused and give direction.* ***Long-term goals:*** *Goals that generally* take a year *or more to accomplish.* • *Are created from thinking about your ideal life plan.* • *It's best to focus on 3 to 5 goals first.* • *Review them often.* • *Can be adjusted if your life plan changes.* • *Example: Graduate with a college diploma or degree.* ***Mid-term goals:*** *Goals that can take from* six months to a year *to complete.* • *Breaking down long-term goals into smaller, more manageable chunks creates mid-term goals.* • *Helps make long-term goals less overwhelming* • *Each mid-term goal should move you closer to achieve a long-term goal.* • *You should not set a mid-term goal unless it directly supports a long-term goal.* • *Example: Pass all classes.* ***Short-term goals:*** *Goals that take* less than six months *to complete.* • *You accomplish them often, helping you stay focused towards your mid-term and long-term goals.* • *Example: Study for tests and complete homework.*	**TRY IT** Divide students into groups; give each group either long-, mid-, or short-term goal. Ask groups to write examples of that type of goal on a poster board. Have students present goals to class. Tip: Write each type of goal on the board. As you introduce the three types of goals, write a few points from the list provided to help define the goals. Tip: To inspire their own goal setting, you may consider writing this quote on the white board: "A goal is a dream with a deadline." –Napoleon Hill

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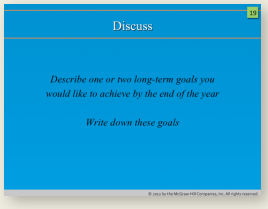
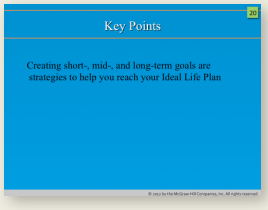
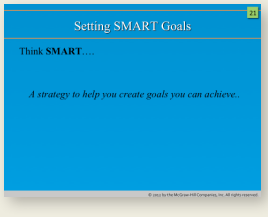
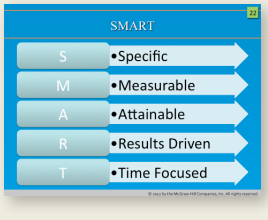
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 19, Discuss  *Slide 20, Key Points*  	***Ask*** *students to think about their ideal life plan. Setting these types of goals will help them reach that plan.* **Discussion** **Small group:** *Give students a brief moment to share answers to the following discussion question with someone nearby:* ***Discuss*** *with a partner:* *Describe one or two long-term goals you would like to achieve by the end of the year. Write this down.* *Come back together as a* ***whole class*** *and call on students to share their goals.* **Conclusion:** *Share the* ***key points*** *to implementing these concepts.* • *Creating short-, mid-, and long-term goals are strategies to help you reach your ideal life plan.*	
LO 3: SETTING SMART GOALS (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
PowerPoint slides 21–30
Slide 21, Setting SMART Goals
 
 	
Slide 22, SMART
 
 	
	Lesson Notes
	Introduction: When setting goals, the more clear and exact you are, the more likely you are to achieve them. The SMART method will help you create goals you can reach.
	Build on Background: Have students raise their hands. Ask how many have set a goal, either long-term, mid-term, or short-term, and not achieved it?
	Connect: The SMART method helps you move one step closer to achieving your goals.
	SMART Method: A goal-setting formula that ensures each goal you set is specific, measurable, attainable, results driven, and time focused.
	Explain *the SMART method stands for:*
	• *Specific*
	• *Measurable*
	• *Attainable*
	• *Results driven*
	• *Time focused*
	Use the PowerPoint to ***elaborate*** *on each step of the SMART method:*
	
	Specific
	• *Making sure your goals are specific—the more detail you can provide, the better.*
	• *Set a specific action, set a time frame and a reason for achieving the goal*
	• *If goals are too general, you won't feel the same urgency to finish them as if they were clear and specific.*
		Tip: Ask students if anyone has used a SMART goal before.
		
		Tip: As you are describing each step, ask students to share an example of each. Check for understanding.
		
		TRY IT
		Divide each step of SMART into groups. Students can create a poster to explain that step and share with the class.

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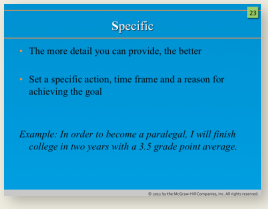
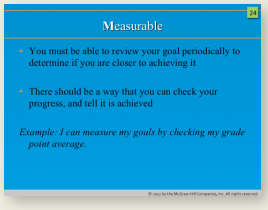
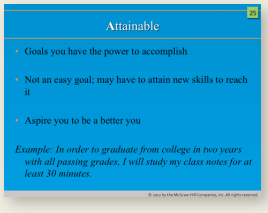
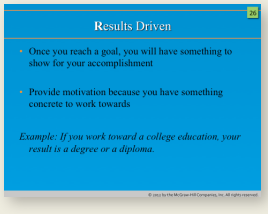
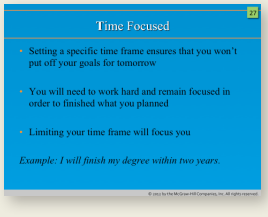
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 23, Specific  	***Example**: In order to become a paralegal, I will finish college in two years with a 3.5 grade point average.*	
Slide 24, Measurable  	**Measurable** • *After creating a goal, make sure that it is measurable.* • *You must be able to review your goal periodically to determine if you are closer to achieving it.* ***Example**: Grade point average, time to graduation*	**GOT TIME?** Write a few examples and nonexamples of SMART goals on the board. Call on students to explain why or why not it is considered a SMART goal.
Slide 25, Attainable  	**Attainable** • *Goals you set should challenge you, but, at the same time, they should be goals you can reach.* • *Attainable goals are goals that you can reach.* • *Attainable goal is not an easy goal.* • *You may have to attain new skills or experiences to reach it.* • *Attainable goals will inspire you to be a better you.* ***Example**: In order to graduate from college in two years with all passing grades, I will study my class notes daily for at least 30 minutes.*	
Slide 26, Results Driven  	**Results Driven** • *Once you reach a goal, you will have something to show for your accomplishment.* • *Results-driven goals provide motivation.* • *You need to find something concrete to work toward.* ***Examples:** Exercise plus better eating habits equal weight loss; studying plus attending class equals passing grade*	Tip: Discuss the different areas with the class. Take a poll to see in which areas students seem to need the most help. This could be a good discussion point.
Slide 27, Time Focused  	**Time Focused** • *Setting a specific time frame ensures that you won't put off your goals for tomorrow.* • *You will need to work hard and remain focused in order to finished what you planned.* • *Limiting your time frame will focus you.* ***Example:** I will finish my degree in two years.* ***Clarify** why this goal is a SMART goal:* In order to become a paralegal, I will finish college in two years with a 2.5 grade point average.	
Slide 28, Your Goals Preparation 		Tip: Environmental Print—Write the SMART acronym on the board. Leave it up for a few class sessions. Seeing the acronym a few times will help students remember its meaning.

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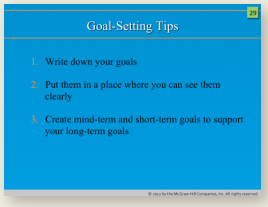
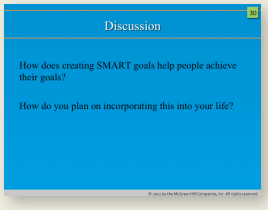
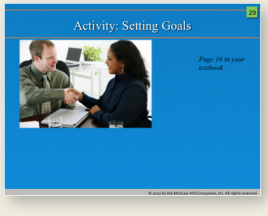
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 29, Goal-Setting Tips  *Slide 30, Discussion*  	*Ask students to **reflect:*** What areas of your life require goal setting? *Using the PowerPoint, **read** the list of topics to students. Instruct students to review their ideal life plan in order to decide which area to focus on.* *Explain to students that when goal setting, keep these **tips** in mind:* 1. *Write down your goals.* 2. *Put them in a place where you can see them clearly.* 3. *Create mid-term and short-term goals to support your long-term goals.* **Discussion** **Small Groups:** *Have students reflect on the discussion, then share with a neighbor:* • How does creating SMART goals help people achieve their goals? • How do you plan on incorporating this into your life? **Conclusion:** *Share these important **key points:*** • *Using the SMART method will help you achieve your goals.* • *Use your ideal life plan to give direction in creating your goals.*	

STUDENT ACTIVITY: SETTING GOALS (25 MIN.)

Resources	Activity Notes	
Detailed Activity Notes Textbook, page 16 PowerPoint *Slide 31, Activity*  	**Activity Notes** **Introduction:** Tell your students that now they are equipped with the knowledge to set SMART goals, they will need to determine what areas of their life require goal setting. Think back to the areas they believe they should focus on. **Build on Background:** *Take an informal survey and ask students:* • How many of you think you could benefit from setting long-term, mid-term, and short-term goals? *Use the **Detailed Activity Notes** to conduct this activity. Prepare students to locate page 16 in their book.* **Activity Wrap-Up** *Discuss the following:* • How did it feel to use the SMART method to set goals? • How are these goals different from goals you have set in the past? **Conclusion:** Encourage your students to share their SMART goals out loud.	**ONLINE EXTRA** Your students can complete this exercise online in the Connect program. Additional Instructor Resources/Activities: 1. Setting Long-Term Career Goals

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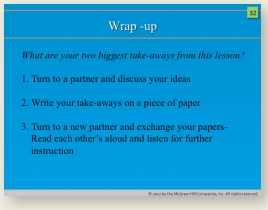
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources PowerPoint *Slide 32, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, then ask students to share with a partner their* ***two biggest takeaways*** *from this lesson.* *Direct students to* ***write*** *these on a piece of paper, turn to a partner, and switch papers. Invite students to* ***read aloud*** *the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 2: Detailed Activity Notes

SETTING GOALS

This activity teaches students how to set specific, measurable, attainable, results-driven, and time-focused short-, mid-, and long-term goals.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your class that now that they understand how to create a SMART goal, they will set their own long-, mid-, and short-term SMART goals. • **Refer** your class to the activity on page 16 of their textbooks. • **Explain** that they will start by listing four topics for which they would like to set and achieve a long-term goal. • Then **tell** your students to consider mid-term goal topics that will help support the long-term topics they just listed. **Emphasize** that they are not creating specific goals yet, just identifying areas they may want to address sooner than the long-term topic. • You may need to **check** their mid-term goals to ensure that your class understands what they should be writing. • Once the class has completed their mid-term topics, **tell** them that they will add a short-term goal topic, which will support both the mid- and long-term goal topics. • After your class has completed their goal topics, **explain** that they will select one of the topics from the above list that is the most important to them. • **Elaborate** that they will create one long-term goal, one mid-term goal, and one short-term goal that correspond with their selected goal topic. • **Emphasize** to your students that the mid-term and short-term goals should lead them closer to achieving their long-term goal. • **Remind** your students to follow the SMART guidelines as they create their long-, mid-, and short-term goals.	• Students should be following along to directions on page 16 of their textbooks. • Students should be listing four long-term goal topics in the space provided in their textbooks. • Students should be writing four mid-term goal topics that support the long-term topics they just listed. • Students should ask any questions if they are confused or need assistance. • Students should be writing four short-term goal topics that support their mid- and long-term goal topics. • Students should be selecting the goal topic they feel is most important to achieve as a goal. • Students should be writing their long-term goal in the space provided on page 16.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Tell** your students that after they complete the SMART checklist for their long-term goal, if it does not meet all five requirements, then they will need to rewrite it until it does. • Then **have your students create** a mid-term goal that supports their long-term goal. • Again, **remind** your students that after they complete the SMART checklist for their mid-term goal, if it does not meet all five requirements, then they will need to rewrite it until it does. • Finally, **tell** your students to set a short-term goal that supports both the mid- and long-term goals. • You may need to **review** your students' goals to ensure that they are following the SMART guidelines. • **Remind** your students to fill out the SMART checklist one last time for their short-term goal, and if it does not meet all five requirements, then they will need to rewrite it until it does. • **Refer** to the discussion questions on page 16 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 2. **Ask** your students the following discussion questions: ***How did it feel to use the SMART method to set goals?*** ***How are these goals different from goals you have set in the past?*** ***How might this method change the way you pursue your goals?***	• Students should be filling out the SMART method checklist and revising their long-term goal if necessary. • Students should be writing a mid-term goal that supports their long-term goal. • Students should be filling out the SMART method checklist and revising their mid-term goal if necessary. • Students should be writing a short-term goal that supports their long- and mid-term goal. • Students should ask questions if they are confused or would like assistance. • Students should be filling out the SMART method checklist and revising their short-term goal if necessary. • Students should reconvene as a class to begin the discussion.

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Return to first page

Section 2 Additional Activity: Setting Short-, Mid-, and Long-Term Goals

SETTING LONG-TERM CAREER GOALS

This activity teaches students to prioritize their long-term career goals, as well as identify ways they can work towards these goals in their present situation.

Classroom Management: This activity will be completed individually, and then students will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that it is very motivating and inspiring to look forward to what they want to achieve in the future; therefore, they will set long-term goals focused on what they want to achieve in their careers. • **Tell** your students that they will write about everything they would like to experience in their career three years from now. • **Remind** them to consider the skills they want to acquire, occupation title, salary, benefit options, schedule flexibility, and travel opportunities.	• Students should be recording their ideas in the space provided in their textbooks.
• After they have brainstormed everything about what they want in their career three years from now, **explain** that they will prioritize those items from most to less important.	• Students should be prioritizing their goals from the brainstorming.
• Once they have prioritized their career goals, **tell** them to respond to the following questions: 1. Examine your priorities. What do they reveal is most important to you in your career? 2. Since three years may seem too far in the future, let's examine what goals you can begin to work toward during your education. List three of your career goals that you can start working on now. 3. Explain how you will begin to work on each goal. 4. List two sacrifices you will need to make now or in the future in order to achieve your long-term career goals. 5. List two compromises you will need to make now or in the future in order to achieve your long-term career goals.	• Students should respond to these questions in their notebooks.
• After your students have responded to the above questions, **tell** them to come together as a class to discuss more options for achieving their career goals: ***How can your college education assist you in teaching your long-term career goals?*** ***What are some opportunities available on campus that you can participate in to assist you in achieving your long-term career goals?*** ***What plan of action can you take to ensure that you follow through with your sacrifices and compromises?***	• Students should reconvene with their classmates for a discussion.

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Return to first page

Setting Goals, Section 3

In this section, students examine the formula for success: motivation and commitment. Students learn how they can use these two tools along with the STEPS system to overcome potential obstacles. The section concludes with an activity that guides students through the implementation of the STEPS process in their own lives.

LESSON OVERVIEW

SECTION 3: MOTIVATION AND COMMITMENT		
Learning Outcomes	4. Learning how commitment and motivation impacts the future, and determine your motivators in relation to personal experiences and needs. 5. Taking responsibility for the future through the STEPS system.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 4: The Formula for Success
		  • Lecture/Activity
		  • Discussion
		  • LO 5: The STEPS System
		  • Lecture/Activity
		  • Discussion
		• Student Activity: STEPS System
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 22–26 for lecture/discussion notes.
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 28 in the textbook–The STEPS System.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 19–30 • PowerPoint slides 33–48 • Detailed Class Activity Notes	

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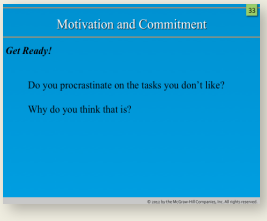
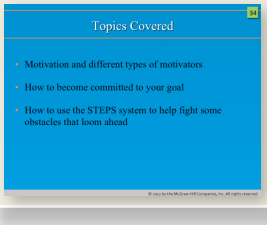
Return to first page

Setting Goals, Section 3 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 33–34 *Slide 33, Motivation and Commitment: Get Ready!*  *Slide 34, Topics Covered*  	**Lesson Notes** *Open up PowerPoint and begin class with a warm-up exercise.* *Ask students to **reflect:*** Compare two mundane tasks or chores you have in your life, such as grocery shopping, cleaning the house, walking the dog, etc. Pick one that you really don't like to do and one that you enjoy. • Do you procrastinate on the task you don't like? • Why do you think that is? *Call on volunteers to **share** their reflections.* **Section Overview:** *Introduce **topics covered** in this class session:* • Motivation and different types of motivators. • How to become committed to your goal. • How to use the STEPS system to help fight some obstacles that loom ahead.	**TRY IT** Tip: Encourage your students to participate and speak honestly and freely. If this seems hard, have partners share instead of the whole class.

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 4: THE FORMULA FOR SUCCESS (15 MIN.)

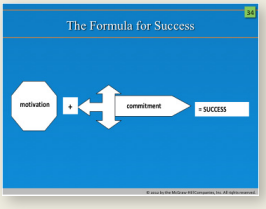
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

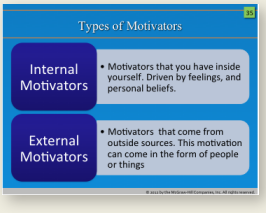
PowerPoint slides 35–38

Slide 35, The Formula for Success



Slide 36, Defined

Slide 37, Types of Motivators



Lesson Notes

Introduction: The next step in this process will involve two things you already have inside you, but may not have realized. Motivation and Commitment

Build on Background: *Ask students to reflect on the following questions:*

- What caused you to go to college?
- Were you looking for a career change?
- Were you inspired by a friend or family member?

Connect: There was something that motivated you to enter into college. Motivation and commitment are like a **shield and sword** that can help you defeat obstacles on your road to success

Explain *that these tools, commitment and motivation, will enable students to move quicker through their goals into their ideal life.*

Take a moment to ***define*** *commitment and motivation:*

Commitment: A willingness to work hard and do whatever it takes to accomplish a specific task

Example: Sam's car died, so he contacted classmates and researched the bus route to find a way to school. He shows commitment.

Motivation: A driving force that leads you to take action

Elaborate *that in order to be committed, students need to determine what motivates them.*

Use the PowerPoint to ***explain*** *the two types of motivators to students:*

- *Internal motivators*
- *External motivators*

Call *on a student to explain the difference between the two. It may be a good idea to provide some examples.* ***Encourage*** *students to find out their personal motivators.*

Motivation and Commitment in Action

Share a quick story about motivation and commitment working together, like the movie The Pursuit to Happiness.

TRY IT

Tip: Make a list of reasons and inspirations on the board. Did students have similar answers?

Tip: Ask students to develop a definition for commitment and motivation before giving the meaning.

Internal Motivators

Motivators you have within yourself. They are often driven by feelings and personal beliefs.

External Motivators

Motivators that come from outside sources. This motivation can come in the form of people as things.

Tip: Prepare a story before class to share with the students.

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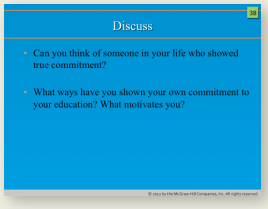
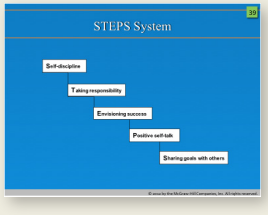
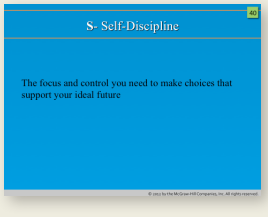
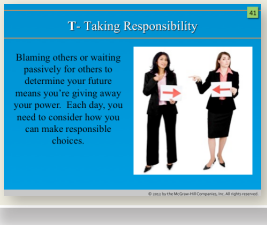
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 38, Discuss  	**Discussion** **Small Groups:** *Have students reflect on the discussion questions, then share with a neighbor:* • Can you think of someone in your life who showed true commitment? • What ways have you shown your own commitment to your education? What motivates you? **Conclusion:** *Share these important* ***key points:*** • External and internal motivators can help you reach your goals. • Having a strong commitment will allow you to achieve your goals.	Tip: Make a list of common motivators on the board. Some students may realize they had more motivation from different areas than they realized.
LO 5: THE STEPS SYSTEM (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
PowerPoint slides 39–46
Slide 39, STEPS
 
 	
	Lesson Notes
	Introduction: The STEPS system is a tool that will help you fight some new obstacles that may loom ahead**.**
	Build on Background: *Ask students to reflect on the following question:*
	What are some obstacles that you may have to overcome when thinking about your commitment to finishing your education?
	Connect: The STEPS system is like a staircase helping you with these obstacles, thus allowing you to finish your education.
	Use the PowerPoint to ***break down*** *the acronym* ***STEPS:***
	• *Self-Discipline*
	• *Taking Responsibility*
	• *Envisioning Success*
	• *Positive Self-Talk*
	• *Sharing Goals with Others*
	Introduce *each one of the steps, using the PowerPoint as a reference.*
	• **Self-Discipline:** Self-discipline is the focus and control you need to make choices that support your ideal future.
	• **Taking Responsibility:** Admitting when mistakes are made and also finding solutions when problems occur. This is the self-control step.
	• **Envisioning Success:** Creating a clear picture of something in mind in which you see yourself envisioning success.
		Extend: As you discuss each step, ask students to provide an example of each.
		
		TRY IT
		Encourage students to take their own notes on each one of the steps.
		
		TRY IT
		Tip: When talking about envisioning success, talk about **visualization—**a strategy that involved creating a clear picture of something in your mind.
		
		GOT TIME?
		Tip: Give an example of positive self-talk.
		
		Sharing goals with someone else will enable students to feel accountable for achieving their goals.

Slide 40, Self-Discipline  		
Slide 41, Taking Responsibility  		

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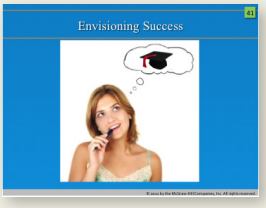
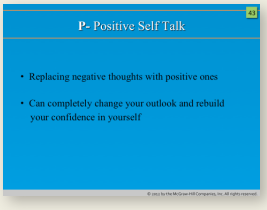
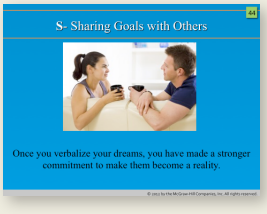
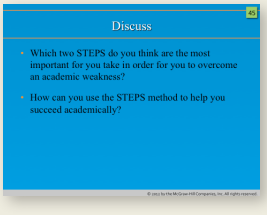
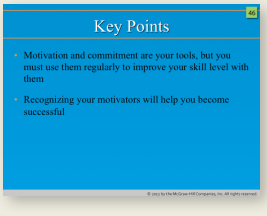
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Slide 42, Envisioning Success  *Slide 43, Positive Self-Talk*  *Slide 44, Sharing Goals with Others*  *Slide 45, Discuss*  *Slide 46 Key Points*  	• **Positive Self-Talk:** Replacing the negative thoughts with positive ones. Positive self-talk can completely change your outlook and rebuild your confidence in yourself. • **Sharing Goals with Others:** Sharing goals with others such as your family and friends can encourage you and can be a great external motivator. *Explain that using the STEP system will provide **support** for students' motivation and commitment. They should make sure to verbalize their dreams to make that strong commitment.* **Discussion** **Small Groups:** *Have students read the PowerPoint slide, and give them a brief moment to share answers to the following questions with someone near them:* • Which two steps do you think are the most important for you to take in order for you to overcome an academic weakness? • How can you use the STEPS method to help you succeed academically? **Conclusion:** *Share these important **key points:*** • *Motivation and commitment are your tools, but you must use them regularly to improve your skill level with them.* • Recognizing your motivators will help you become successful.	

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

STUDENT ACTIVITY: THE STEPS SYSTEM (25 MIN.)

Outline

- Introduction
- Activity
- Wrap-Up

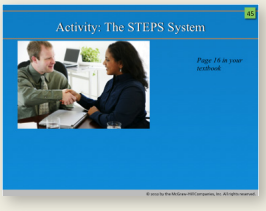
Resources

Textbook, page 28

Detailed Activity Notes

PowerPoint

Slide 47, Activity



Activity Notes

Introduction: Using the STEPS system can help you identify an area of academic weakness, and provide a tool to overcome the weakness.

*Use the **Detailed Activity Notes** to conduct this activity.*

***Instruct** students to open page 28 in the textbook and allow them to complete the activity.*

*Once completed, allow students to **share** answers and review the STEPS system.*

Activity Wrap-Up

Ask students to share answers:

- What are the two most important steps for you to overcome your academic weakness?

TRY IT

Write the STEPS details on the board, or have PowerPoint slide up to remind students what STEPS stands for.

Additional Instructor Resources/Activities:

The STEPS System

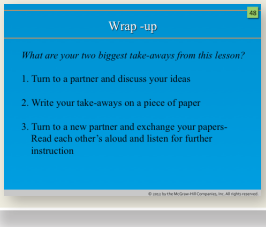
ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 48, Wrap-Up



Lesson Wrap-Up

*Have the class come together as a whole group, ask students to share with a partner their **two biggest takeaways** from this lesson.*

*Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.*

Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 3: Detailed Activity Notes

THE STEPS SYSTEM

This activity helps students to identify and overcome academic weaknesses by implementing the STEPS system.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Tell** your students that they will work on overcoming any issues that may prevent them from achieving their goals. • **Explain** that they will begin by writing their largest academic weakness in their textbooks on page 28. • **Ask** one of your students to read the instructions in the table on page 28 of their textbooks. • **Explain** to your students that they will use these instructions to list ways they will use the STEPS system to remain motivated and committed in order to overcome their academic weakness. • As they are filling in the table, **review** their responses to ensure that they properly understand the directions and the STEP method. • Once your class has completed the STEPS system, **tell** them to respond to the questions on page 29 reflecting on this experience: 1. From the STEPS table you completed above, choose two STEPS that you think will be the most crucial to your academic success. 2. Why do you think these are the two most important STEPS for you in overcoming your academic weakness? 3. How will implementing the STEPS system in your life contribute to your academic and professional success? • **Refer** to the discussion questions on page 26 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 3. **Ask** your students the following discussion questions: ***What are the two most important steps for you to take to overcome your academic weakness?*** ***How will implementing the STEPS system in your life contribute to your academic and professional success?*** ***Do you have a better understanding that strong motivation and commitment are essential ingredients for academic success?***	• Students may refer to the examples on page 28 to assist them with identifying their academic weakness. Then students should be writing their academic weakness. • One student should be reading the instructions on page 28. • Students should be filling out the table of the STEPS method on page 28 to overcome their academic weakness. • Students should ask questions if they are confused or need assistance. • Students should be responding to the questions on page 29 of their textbooks. • Students should reconvene as a class to begin the discussion.

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Return to first page

Section 3 Additional Activity: Motivation and Commitment

SHARING AND SELF-TALK OF STEPS

This activity teaches students how to set short-term academic goals and then implement the sharing and self-talk steps of the STEPS system to motivate students to achieve them.

Classroom Management: This activity will be completed individually; students will share suggestions with their classmates, and then students will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Remind** students that they have learned the process of the STEPS system for goal setting: self-discipline, taking responsibility, envisioning success, positive self-talk, and sharing goals with others. • **Explain** to your class that they will practice two of these STEPS: sharing goals with others and positive self-talk. • **Tell** your students that in order to share goals, they will need to create one. Specify that they will make a short-term academic goal following the goal-setting guidelines they have learned in this module. Tell them that the deadline for the academic goal is the last day of their quarter or semester. • **Refer** your students to some of the options for their short-term academic goal. (Consider writing these on the white board.): GPA Attendance Assignments Punctuality Participation • **Remind** your students that their goal must be measureable, and that they will need to avoid using any unclear words such as *good, better, improve, less, lessen,* and *more.* • **Encourage** your students to review any of the goal-setting guidelines in this module before proceeding in the creation of their short-term academic goal. • Then **have your students write** their short-term academic goal in the space provided in their textbook. • You may need to **review** students' goals to ensure that they are following the proper goal-setting guidelines. • Once your students have written their academic goals, **tell** your class that they will partner with a classmate.	• Students should follow along with the directions. • Students may review setting goal guidelines in this module. • Students should be writing their short-term academic goal. • Students should ask any questions or ask for assistance if they need help. • Students should partner with a classmate.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** that with their partner, they will practice the first step: sharing goals with others. • **Elaborate** that they and their partner will share their short-term academic goal. • After the pairs have shared, **tell** your class that they are ready for the next step: positive self-talk. • **Tell** your students that they will create three positive self-talk suggestions for their partner based on their partner's goal. • **Elaborate** that they should first write the three positive self-talk suggestions in their notebook before sharing with their partner, so they can take a few minutes to really put some thought, effort, and energy into their suggestions. • After they have written their three suggestions, **remind** them to share with their partner. • **Encourage** students to record their partner's suggestions. • Once all of the pairs have shared positive self-talk suggestions, **tell** your class to find a new partner. • With their new partner, **explain** to your students that will share their academic goal. • After they have shared their academic goal, **tell** your students that they will repeat the same process as with their previous partner—they will write three positive self-talk suggestions for their new partner, and have them share them with their new partner. • Again, **encourage** students to record their new partner's suggestions. • Once everyone has finished, **ask** your students to reconvene for a class discussion on the following questions: ***How did it feel to share your goal with your classmates?*** ***Do you feel more committed to accomplishing this goal now that others know about it?*** ***Were the positive self-talk suggestions supportive and motivating?*** ***How can positive self-talk motivate you to achieve your goals?***	• Students should be sharing their academic goal with their partner. • Students should be writing three positive self-talk suggestions for their partner in their notebook. • Students should be sharing the three positive self-talk suggestions they created with their partner. • Students should consider writing these suggestions in their notebooks as well. • Students should find a new partner. • Students should share their academic goal with their new partner. • Students should be writing three positive self-talk suggestions for their new partner. • Students should be sharing these three suggestions with their partner. • Students should consider writing their partner's suggestions. • Students should be reconvening as a class for a discussion.

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Return to first page

Class Discussion

This discussion has students examine how an ideal life plan may decrease the amount of jobs worked over a lifetime.

Preparation: This discussion requires that students have read the U.S. Department of Labor quote on page 30 of their textbook.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your class to read the quote on page 30 of their textbooks: ***According to the Bureau of Labor and Statistics of the U.S. Department of Labor, "the average person born in the later years of the baby boom held 10.8 jobs from age 18 to age 42."*** • **Ask** your class to respond to the following questions based on this statistic: ***How can creating an ideal life plan and setting goals help a person decrease the number of jobs held in a lifetime?*** ***How can having a high number of jobs help in creating an ideal life plan?***	• Students should be reading the quote on page 30, or one student could read it to the entire class. • Students could consider using a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.

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