



# FACE Adult Learning: The Role of Goals

FACE Adult Learning Instruction 2015

Handout to accompany Role of Goals

1. First Steps
2. Goals, goals, goals
3. My Goals
4. Goal Setting Motivation
5. Step-by-step Goal Setting
6. SMART Goals
7. Calendars
8. On the Path to Achieving My Goals

# Adult Learning Goal Setting First Steps

## 1. Everyone has goals

### Share stories

- Set the tone by telling your own story about setting, achieving, and even falling short of a goal
- Ask students to think of goals they have set and achieved in any area of their lives, and what helped or what hindered them
- Ask students to share some goals that they currently have; make a list; discuss common and unique goals

## 2. The importance of making a plan

### Active learning

- Do an activity with students that forces them to make plans such as preparing for an event, inviting a guest speaker, or making a special card for their children
- OR
- Do the *Goals, goals, goals* activity with students (adapted from the University of North Carolina)
  - Discuss the importance of making plans when accomplishing goals

## 3. Let's set a common goal

### Define goal setting terms and process

- Choose a goal that students have in common such as reading each night as a family, maintaining 100% attendance, or eating more fruits and vegetables
- Use the *Step-by-step Goal Setting Handout* as a large group activity
- Help students learn goal setting terms and become familiar with the process they will use individually when they set their own goals in FACE

# Goals, goals, goals

*Adapted from by Pat Nystrom, University of North Carolina School of Education*

Students will be introduced to the benefits of goal-setting and the steps in the goal setting process. A group activity with a ball will give students practice in all steps of the process and an opportunity to see the benefits of setting goals.

## LEARNING OUTCOMES

Students will:

- list benefits of goal-setting
- describe steps in a goal setting process
- practice all the steps of the goal-setting process
- have an opportunity to observe how goal setting can improve performance and self-confidence

## MATERIALS/RESOURCES

- one soccer ball (or a similar type of ball)
- open space large enough for a class to stand up in a circle

## ACTIVITIES

1. Set up. Have students arrange themselves in a circle. Look at your watch and take note of the time.
2. Warm up. Ask students to share one feeling word to describe how they feel today. Demonstrate: Call the name of a student and throw the ball to that person. As the student receives the ball, he/she names the feeling. That student chooses another person, says her/his name, and throws the ball. The ball will be passed around until everyone has had a turn.
3. How long did that take? Look at your watch again and tell students how long it took to call out names, pass the ball, and name a feeling.
4. Opening. Explain that today's lesson will focus on the goal-setting process and the benefits of goal setting. Ask students for a definition of goal.
5. Introduction. Present the steps of the goal-setting process.
  - ✓ Set a goal.
  - ✓ Brainstorm ways to meet the goal.
  - ✓ Make a plan.
  - ✓ Take action.
  - ✓ Monitor progress, evaluate, and make adjustments.
  - ✓ Celebrate successes.

6. Set the goal. Ask students if they think they can reduce the time it took to pass the ball around the circle. For the next attempt, the only requirement is that every student touches the ball and that no one gets hurt. If they work together to accomplish the class goal of having everyone touch the ball, how long do they think it will take? Help them agree on the goal, and ask someone to say it out loud. "Our goal is to pass the ball around the circle so everyone can touch it in \_\_\_ seconds or minutes."
7. Brainstorm ways to meet the goal. Have students discuss ideas for how to reduce the time it takes to pass the ball to everyone and meet the goal. Have them brainstorm options as they work toward a plan. (Don't hint, but they could rearrange how they stand, move from a circle to a line, stand closer together, stop calling out names, pass instead of throw the ball, etc.)
8. Make a plan. Help them pick a plan, saying things like, "What plan are you going to try first?" or "OK, your first plan is to..." or "Let's try our one of these plans and I will keep the time." Have a student say the steps of the plan aloud.
9. Take action. Look again at the time again and have them start. Keep time and tell them how long it took. Did they meet the goal?
10. Monitor progress, evaluate, and make adjustments. Ask if they think they could pass the ball to everyone more quickly. Generally, classes will think of a new way to pass the ball; they will make a new plan, and try again. They may repeat the process of setting a goal, considering options, making a plan, trying the plan, monitoring progress, and making adjustments many times. You can ask, "What worked about this idea? What didn't work about the plan? Want to try one of the other ideas suggested?" Encourage them to set a new goal, using the same brainstorming and creativity they used to reach the first goal.
11. Celebrate successes. Help them celebrate reaching their goal each time and help them stay reminded of the process they are following. Ask how it feels to set a difficult goal and then reach it.
12. Summarize. After students have gone through the process several time, stop the activity, and take time to summarize what happened. Ask, "When we first did this activity in \_\_\_minutes, would you have thought it possible that you could do it in \_\_\_seconds?" Ask, "How did the goal setting process help us get the time down to \_\_\_seconds?"
13. Debrief. Explain that research says goal-setting helps people:
  - ✓ Achieve more (Do you think setting a goal helped you achieve more?)
  - ✓ Improve performance (Did having a goal improve your performance?)
  - ✓ Increase your motivation (Did having a goal increase your motivation?)
  - ✓ Increase your pride and satisfaction in your achievements (Did it...?)
  - ✓ Improve your self-confidence (Did it...?)
  - ✓ Suffer less from stress and anxiety (Do you think it could...?)
  - ✓ Concentrate better (Could it help...?)
14. Closing. Compliment the class on their teamwork and other productive behaviors you observed. Point out how they used critical thinking and problem-solving skills to develop a plan.

# FACE Adult Learning My Goals

## What are my long-term goals?

### Create a vision board

- Ask, "What are your dreams for five years in the future?"
- Provide art supplies and magazines for students to create a mural, a vision for their future
- Hang the boards at school or home where students will see them often
- Talk about how we can create what we want in our lives through our efforts and positive attitudes

## Categories for goals

### Brainstorm one-year goals

- Provide examples of goals in the categories of our adult roles
- Give students time to brainstorm their goals for this year in FACE in all the categories
- Have students talk aloud about their goals for this year
- Students who have goals in common may want to work together in achieving them

## Questions to discover my goals

What can FACE do for you?

What interests do you have in these areas?

What are your strengths in these areas?

What's important to you in these areas?

What do you want to learn more about?

What would you like to accomplish this year?

What would you like people to say about you?

What are some things you would like to change?

## FACE Monthly Progress Sheets

### Choose monthly goals

- Use the FACE Adult Progress Sheets to identify goals
- At the beginning of the month have students choose at least one FACE goal
- During the month, provide materials and support for them to complete these goals
- Group students together who are working on the same goals
- At the end of the month reflect on achievements and progress

# FACE Adult Learning Step-by-step Goal Setting

## How many steps to reach my goal?

### Step by step

- Have students choose one goal that they really want to accomplish and write it on the top of the *Step-by-step Goal Setting Handout*
- Give them time to brainstorm all the steps they will need to take to achieve this goal
- Ask them to categorize the steps; then have them think about which steps need to happen first
- Have pairs of students 1) review each other’s steps to reach their goals; 2) give feedback; 3) discuss how long it might take to complete the steps; think about what resources, information, skills, and help they will need

### Categorize and prioritize: Get a job

<b>Job Search</b> <ol style="list-style-type: none"> <li>1. What I am good at?</li> <li>2. Explore jobs in the area</li> <li>3. How about the pay?</li> <li>4. Find out who is hiring</li> <li>5. Talk to people doing this job</li> </ol>	<b>Qualify for jobs</b> <ol style="list-style-type: none"> <li>1. Get experience</li> <li>2. Write a resume</li> <li>3. Get references</li> <li>4. Brush up on my skills</li> </ol>
<b>Personal</b> <ol style="list-style-type: none"> <li>1. Arrange transportation</li> <li>2. Arrange childcare</li> <li>3. Get a new outfit</li> <li>4. Have a back-up plan</li> </ol>	<b>Apply for a job</b> <ol style="list-style-type: none"> <li>1. Learn about the worksite</li> <li>2. Fill out the application</li> <li>3. Practice for the interview</li> <li>4. Do the interview</li> </ol>

- How long will these steps take?
- What resources do I need?
- What information do I need?
- What skills do I need?
- What help do I need?

### Let’s get specific

### Reflect, write it, say it aloud, take action

- Guide students to reflect on their goal; present the elements of SMART Goals and have students evaluate their goals against these elements. Ask, “Does this goal inspire you? Are you ready to do the work it takes to accomplish this goal?”
- Have students rewrite their goals and then read them aloud to one another
- Provide a weekly or monthly calendar and have students think about when they are going to work on the steps to achieve their goal; have them designate times on the calendar to work on their goal
- Have students make a plan for the following day, week, or month and write specific actions they will take on the calendars; ask, “What first steps did you decide to take and when will they take them?”

# FACE Adult Learning Goal Setting Motivation

## Am I motivated to work on this goal?

### Motivating Reasons, People, Messages

- Have students write their goal on the top of a piece of paper
- Challenge them to think of 10-20 reasons they want to achieve their goal in 10 minutes; why will achieving this goal make them happy
- Have students think of the people in their lives who will support them in achieving their goal and write their names down; why would achieving this goal make those other people happy; have students think about who they will talk about their goal with in addition to the other students in class
- Have students think about some positive messages they have heard that might pertain to their goal and write these down; ask, "Why are these messages important to you?"

### Find a quote to inspire your goals

1. Everything on the earth has a purpose, every disease an herb to cure it, and every person a mission. *Mourning Dove Salish*
2. When you know who you are; when your mission is clear and you burn with the inner fire of unbreakable will; no cold can touch your heart; no deluge can dampen your spirit. You know that you are alive. *Chief Seattle*
3. You are never too old to set another goal or to dream a new dream. *c.s. Lewis*
4. You have to look deeper, way below the anger, the hurt, the hate, the jealousy, the self-pity, way down deeper where the dreams lie, son. Find your dream. It's the pursuit of the dream that heals you. *Billy Mills*
5. Goals are like magnets. They'll attract the things that make them come true. *Tony Robbins*
6. Hold on to what you must do, even if it's a long way from here. *Pueblo Prayer*
7. Everyone has dreams and goals. The only difference between a goal and a dream is a goal is a dream with action. *John Chow*
8. Your goals are the road maps that guide you and show you what is possible for your life. *Les Brown*
9. You must have long-term goals to keep you from being frustrated by short-term failures. *Charles Noble*
10. Love your life, perfect your life, beautify all things in your life. *Tecumseh*
11. What you get by achieving your goals is not as important as what you become by achieving your goals. *Zig Ziglar*
12. Have I done everything I could to earn my grandchild's fondness? *Chief Dan George*
13. When we are motivated by goals that have deep meaning, by dreams that need completion, by pure love that needs expressing, then we truly live life. *Greg Anderson*
14. A very great vision is needed and the man who has it must follow it as the eagle seeks the deepest blue of the sky. *Crazy Horse*
15. Ambitious goals make for outstanding achievements. *Anonymous*
16. To accomplish great things, we must not only act, but also dream; not only plan, but also believe. *Anonymous*
17. Success in life comes when you simply refuse to give up, with goals so strong that obstacles, failure, and loss only act as motivation. *Anonymous*

# FACE Adult Learning Step-by-step Goal Setting

My Goal:

The steps I need to take to achieve this goal:

Categorize and prioritize your steps.

Area:		
Steps	How long will this take?	What do I need?
1.		
2.		
3.		
4.		
5.		
6.		

Area:		
Steps	How long will this take?	What do I need?
7.		
8.		
9.		
10.		
11.		
12.		

Area:		
Steps	How long will this take?	What do I need?
13.		
14.		
15.		
16.		
17.		
18.		

## FACE Adult Learning SMART Goals

Take time to reflect on your goal. Is this a goal that inspires you? Are you ready to do the work it will take to achieve this goal?

As yourself some SMART questions:

<p><u>S</u></p>	<p>Is your goal <b>S</b>pecific?</p> <p>Is your goal <b>S</b>ignificant?</p>	
<p><u>M</u></p>	<p>Can you <b>M</b>easure your achievements?</p> <p>Is your goal <b>M</b>eaningful to you?</p>	
<p><u>A</u></p>	<p>Is your goal <b>A</b>ttainable within your timeframe?</p> <p>Do you have <b>A</b>ctionable steps to take?</p>	
<p><u>R</u></p>	<p>Is your goal <b>R</b>ealistic given where you are today?</p> <p>Will it be <b>R</b>ewarding to achieve this goal?</p>	
<p><u>T</u></p>	<p>Is your goal <b>T</b>imely for your life right now?</p> <p>Can you <b>T</b>rack your progress?</p>	

**My Goal:** \_\_\_\_\_

**Daily Calendar**

**Date:**

<b>Time</b>		<b>Activities</b>	<b>Appointment</b>
7:00am			
7:30am			
8:00am			
8:30am			
9:00am			
9:30am			
10:00am			
10:30am			
11:00am			
11:30am			
12:00pm			
12:30pm			
1:00pm			
1:30pm			
2:00pm			
2:30pm			
3:00pm			
3:30pm			
4:00pm			
4:30pm			
5:00pm			
5:30pm			
6:00pm			
6:30pm			
7:00pm			

## Weekly Calendar

Week beginning Sunday \_\_\_\_\_

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
5 am :30							
6 am :30							
7 am :15 :30 :45							
8 am :15 :30 :45							
9 am :15 :30 :45							
10 am :15 :30 :45							
11 am :15 :30 :45							
12 pm :15 :30 :45							
1 pm :15 :30 :45							
2 pm :15 :30 :45							
3 pm :15 :30 :45							
4 pm :15 :30 :45							
5 pm :15 :30 :45							
6 pm :30							
7 pm :30							
8 pm :30							

November 2014

This is a blank and printable November Calendar.

Courtesy of WinCalendar.com.

I am fully editable and ideal to use as a planner.

~ November 2014 ~						
◀ Oct 2014						Dec 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	<b>Notes:</b>					

More Calendars from WinCalendar: [December](#), [January](#), [February](#)

Created with [WinCalendar](#) Calendar Creator for Word and Excel.

▶ For more layouts (60+), colors & for calendars with holidays download WinCalendar Calendar Maker.

▶ You can also import Google Calendar, Yahoo, Outlook & Ical data onto created calendars.

# **FACE Adult Learning On the Path to Achieving My Goals**

## **Adapting along the way**

### **Check-in, support, guide, teach**

- Have daily and weekly check-ins with students about their goals and encourage students to support one another
- Guide students with the resources, information, skills, and help they need
- As they learn new information, help them to adapt their steps toward reaching their goals

## **This is what I have done so far**

### **Celebrate achievements**

- Find ways to acknowledge what students have done along the way; celebrate achievements both big and small
- Create a bulletin board where students can post the steps they have completed to reaching their goals