



# Personal Goal Setting

**Grade Level:** 7-8     
 **Lesson Plan Timeframe:** 45 minutes (class period)     
**Program Topic:** Personal Goal Setting     
**State:** OH  
**Prepared By:** Lindsay Meyer     
**Chapter/School:** Amanda Clearcreek Junior High

<b>Overview &amp; Purpose</b> Teach personal goal setting in order to complete a Power of One unit or project.	<b>FCCLA National Program(s)</b>  Power of One
<b>Education and National FACS Standards Addressed</b>  Reasoning for Action 1, 3	<b>Career Clusters and Pathways</b>

<b>Lesson Plan Goals &amp; Objectives</b>	Learn to: <ul style="list-style-type: none"> <li>• define a goal and/or wish</li> <li>• distinguish between long term and short-term goals</li> <li>• assess how realistic goals are</li> <li>• devise a plan for achieving goals</li> <li>• complete a Power of One unit</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• paper</li> <li>• pencil</li> <li>• balloons 10-15 (already filled)</li> <li>• Power of One information sheet</li> <li>• Power of Project Sheet</li> </ul>
<b>Introduction of Subject</b>	Start by using a team building activity. There are many that work, here is an example using balloons. <ul style="list-style-type: none"> <li>• <i>Balloon Juggle:</i> Have a class stand in a large circle. Have them keep a balloon in the air without letting it touch the ground. Once they have the hand of it, add another balloon. Stop the game and ask the class how many balloons they think they can keep afloat. Have them try to reach their goal. Stop and ask if they think they can handle more balloons. Talk about what strategies may be helpful. Example: every person being responsible for one balloon, only hitting balloons underhand, trying to make short passes around the circle, etc. Try the balloon juggle now. Make a rule that they are not allowed to use their hands and still have to juggle the same amount of balloons. How will their plan change?</li> </ul>
<b>Verification</b> (Steps to check for student understanding)	<b>Optional:</b> <ul style="list-style-type: none"> <li>• Watch <i>Go for a Goal</i> video</li> <li>• Complete discussion and factual questions using <i>Go for a Goal</i> video handbook</li> </ul>

<p><b>Activity 1</b> (Describe the independent activity to reinforce this lesson)</p>	<ol style="list-style-type: none"> <li>1. Divide the board into two sections, one titled 'wish' and the other 'goal.' Have students write down their wishes and goals on the board.</li> <li>2. Ask what the difference is between wishes and goals? Wishes are things that you may not be able to reach, and goals are reachable points you can work towards. Example: Wish: I am 5'2" but I wish I were 6' tall; Goal: To improve my basketball free throw shots to 75%.</li> <li>3. Go over discussion questions before moving on:             <ol style="list-style-type: none"> <li>a. What is the difference between short-term and long-term goals?</li> <li>b. What are some of your current goals?</li> <li>c. Is it better to set lower goals than to risk failing by setting higher goals?</li> <li>d. Have you ever set a goal that was unrealistic? What happened? What did you learn from it?</li> <li>e. If you don't accomplish all your goals does that make you a failure?</li> <li>f. What's the difference between failing and being a failure?</li> </ol> </li> <li>4. Go over the key characteristics of a goal. Write this <b>SMART</b> model on board:             <p><b>Specific-</b> <i>The goal should identify a specific action or event.</i></p> <p><b>Measurable-</b> <i>The goals and its benefits should be easily determined.</i></p> <p><b>Achievable-</b> <i>The goal should be attainable given available resources.</i></p> <p><b>Realistic-</b> <i>The goal should require you to stretch some, but allow the likelihood of success.</i></p> <p><b>Timely-</b> <i>The goal should state the time period in which it will be accomplished.</i></p> </li> </ol>
<p><b>Activity 2</b> (Describe the independent activity to reinforce this lesson)</p>	<ol style="list-style-type: none"> <li>1. Pass out the Power of One Information Sheet and Project Sheet.</li> <li>2. Brainstorm a list of possible goals for each of the five Power of One units.</li> <li>3. Choose one of your brainstormed goals and go through the Project Sheet as an example.</li> <li>4. Start with A Better You. Have students brainstorm a personal list of goals that they would like to do in order to improve their personal traits. Then have students choose one goal and fill out the first half of the project sheet.</li> <li>5. Meet in small evaluation teams and have students share their goal and action plan with their group. Have group members give feedback to see if the goal is SMART and also go through the proposed project checklist. Make revisions as needed.</li> <li>6. Instruct students that they are to be independently working on their goals.</li> </ol>
<p><b>Summary/Evaluation</b> (Assign Homework, or Reflect on the Outcomes)</p>	<p>Once a week have students meet in their evaluation teams and share how their progress is coming. After an appropriate amount of time has passed, have students complete the FCCLA Power of One Project Sheet and share their successes with their evaluation team Make sure to complete the Power of One project by having a resource page, letter of recommendation, and any other evidence as needed.</p>
<p><b>Source</b> (If Applicable then required to cite any published or copyrighted materials used in this lesson plan)</p>	<p><i>Go for a Goal!</i> Sunburst (1996). <a href="http://streaming.discoveryeducation.com/www.goodcharacter.com">http://streaming.discoveryeducation.com/www.goodcharacter.com</a> <a href="http://www.fcclainc.org/content/power-of-one/">www.fcclainc.org/content/power-of-one/</a></p>

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