

Name: _____ ID#: _____ Date: _____

Lesson#

5

Create Your Goals

Layer 1: Collect Prior Knowledge

Scorecard Preview

Directions: Rate yourself on the following scale.

Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Statement	Pre-Score				
		Always	Sometimes	Never		
10	Fail to set and stick to your academic goals?	1	2	3	4	5
11	Lose focus and feel overwhelmed by your schoolwork?	1	2	3	4	5
12	Find it difficult to handle multiple tasks without feeling overburdened?	1	2	3	4	5

Investigation

Directions: Follow the prompts in the course to fill in the boxes, below.

A

B

C

Create Your Goals

Layer 2: Connect New Information

Key terms

The following terms and concepts are introduced in this lesson:

- **goal-setting:** Identifying desired outcomes.
- **personal significance:** Importance of a goal to an individual.
- **action plan:** Steps outlined to achieve goals.
- **time underestimation:** Miscalculating the time needed to complete a goal.
- **vague goals:** Lacking specificity and clarity.
- **paradox of goal-setting:** Goals are crucial for progress, yet must be adaptable.
- **measurable goals:** Progress that can be calculated, ranked, or compared to note specific growth.
- **flexibility:** ability to adjust/change based on new information and changes.
- **realistic goals:** Achievable within available resources.

Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. Why set goals?

B. Why do some goals fail?

C. How to set goals

D. About S.M.A.R.T. Goals

E. Prepare for the paradox of goal-setting




Create Your Goals

Layer 3: Confirm Understanding

Apply + Practice

What are your goals?

Directions: In the chart below, follow the prompts to create three goals that you can reasonably achieve by the end of this semester or, at the latest, by the end of this school year.

	The Priority describe the priority	What Would You Like to Accomplish (or Remove)? provide details	Potential Actions What are 2-3 actions that could lead to this outcome?	How Will You Know You've Met This Goal? What outcomes can you measure?	Target Date What is the deadline?
<div>rock priority</div> 					
<div>pebble priority</div> 					
<div>water anti-priority</div> 					

Create Your Goals

Layer 3: Confirm Understanding

Apply + Practice

What are your goals?

Directions: In the chart below, follow the prompts to post a goal in the “sign” at the top of a ladder, then fill in the steps of your action plan, below. Repeat for the remaining two goals.

Rock Goal
goal for something you HAVE to do

action step

action step

action step

action step

action step

action step

action step

Pebble Goal
goal for something you WANT to do

action step

action step

action step

action step

action step

action step

action step

Water Goal
goal to remove drains on time/energy

action step

action step

action step

action step

action step

action step

action step

Create Your Goals

Layer 3: Confirm Understanding

Scorecard Review**Directions:** What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you...	Solution	Post-Score			+/- change from pre-score
			Always	Sometimes	Never	
10	Fail to set and stick to your academic goals?		1	2	3 4 5	
11	Lose focus and feel overwhelmed by your schoolwork?		1	2	3 4 5	
12	Find it difficult to handle multiple tasks without feeling overburdened?		1	2	3 4 5	

Rubric: Apply + Practice**Directions:** This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
Clarity of Goals	Goals are specific and well-defined.	Goals are clear with slight ambiguity.	Goals lack specific details.	Goals are vague or undefined.
Relevance of Goals	Goals align perfectly with personal or academic priorities.	Goals are relevant with adequate justification.	Goals have some relevance but weak justification.	Goals lack relevance or justification.
Action Plan Detail	Detailed, practical actions linked to goals.	Complete action plans could be more detailed or more practical.	Action plans outlined but lack detail or steps.	Action plans vague, incomplete, or impractical.
Alignment with Priority	Perfect alignment with identified priorities.	Good alignment with most priorities.	Partial alignment with evident mismatches.	Poor alignment with priorities.

Total points: _____ / _____

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Create Your Goals Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: _____ Section Title: _____

Chapter #: _____ Chapter Title: _____

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planner, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

Rubric

Evaluation guidelines are below.
(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: