

Chapter 5: Goals

Objectives

- Planning short-term goals.
- Planning long-term goals.
- Motivating yourself to reach your goals.

Working Vocabulary

- **Goal:** A goal is something you are willing to work for and attain.
- **Visualize:** To visualize, you must see things in your mind.
- **Motivation:** Motivation is what makes you want to do something.
- **Accomplishment:** An accomplishment is the result of hard work. Be proud of your accomplishments!

For Discussion

Goals are part of everyone's daily life. Simple goals such as doing laundry on Monday or organizing your work area on Thursday are part of a weekly plan. When you accomplish things, large or small, you feel better.

When you set a target and reach it, you appreciate what you've achieved much more than if someone had given you an airline ticket directly to your final destination.

A long-term career goal is important so you have a vision that will help you survive. People who have not been in the workforce for long are overwhelmed when asked to set goals for their future. Most are completely lost because they don't know what they want to do or can do in the working world. So a plan of action, taking one step at a time, is necessary.

You need to plan short-term goals that will allow you to experience success at each step you complete. The steps are important to your long-term goal. Too many things can interfere with, change, or prolong your long-term goal. It is easy to get discouraged if you do not see any possible ways for success. Everyone needs small successes.

It is important that you believe your goals are good for you. Your goals should keep you motivated. Keeping your goals in your vision will help your job survival.

Presentation Suggestions

Use with Pages 78–80

Begin the class by reviewing the frame diagrams students completed during the final Chapter 4 session. Use this to introduce the vocabulary. Go over the vocabulary. Then, using the completed frame diagram, ask, “On your diagram, which part is the goal? Which part shows things that motivate you? Which part shows any accomplishments? Does this help you to visualize?” Ask each question separately and accept all reasonable responses.

Show students a map of the United States and ask them to think about a destination (goal) they would like to visit. Instruct them to use this goal to complete the Stop and Think exercises on pages 78–81 individually. When students have completed the exercises, have them break into pairs or small groups to share their “trips” and outcomes, as they were able to visualize them. Call on one person per group or pair to share his or her “trip” with the entire class.

Use with Pages 81–84

Invite a student to read the Example on page 81 aloud to the class. Have students complete the Stop and Think on page 82. Discuss briefly. Read the following to the class:

William has always enjoyed drawing. He used to draw a cartoon strip for his high school newspaper. He thinks that maybe he could use his natural skill in a career. What advice would you give him about his career?

Ask for responses from the class and write these on the board. Emphasize that it may be helpful for students to consider their own goals and how they would like someone to respond.

Have students complete the Stop and Think exercises on pages 83–84. Then ask for four pairs of students to quickly role-play their advice for the entire class. One student will be the career advisor, and the other will be the person seeking advice.

Alternatively, you can use the “**Shape Up Your Goals**” activity to help students visualize their goals.

Use with Pages 85–88

Explain that students will be working with the idea of career goals, accomplishments, and motivation. Discuss the fact that career goals can be planned in the same detailed way the trip was planned.

Allow time to discuss the Stop and Think exercises on pages 85–86. Answer any questions students may have.

Hint: Be certain to point out the words “ideal career” on page 85. It does not say “dream career.” Steer the class away from superstar careers such as pro sports, recording artists, and so on because these are rarely attainable.

You will need a basketball and basket of some type for this next demonstration. Direct attention to the bottom of page 86. Invite a student to read the text aloud for the class.

Using the basketball and basket, tell the class that your goal is to make a free-throw shot. Attempt to shoot the ball and miss! You have now failed at your stated goal. Ask students for suggestions to help improve your chances of reaching your goal. Follow their suggestions until the goal is reached. Then ask students to turn to page 87. Discuss briefly how this page is related to the basketball demonstration.

Turning things around, focus attention on a successful experience from the past. Ask students to complete the Stop and Think on pages 88–89 individually.

To see how goals and accomplishments are seen and interpreted by employers, use the “**Greatest Accomplishments**” activity.

Use with Pages 89–91

Request a student volunteer to read the Example on page 89. Discuss the story. This will be familiar to some students. Ask whether they can think of any other “carrots.” Have them complete the Stop and Think on page 90. EQ: any discussion here—or any other use of page 90?

Ask students to complete the Stop and Think on page 91. Then pass out a “**Carrot Pattern**” to each student. Have students rewrite the 10 things they wrote on page 91 on the carrot. Have them place the carrot in their yellow folders. Finally, have them write down their long-term goals on page 92. If they’d like, students can copy these onto a note card and place it in their folders.

Until Next Time

Think about the way you react when things don't go your way. Do you run away, become aggressive, or get lazy? Have you ever tried to pass a difficulty off onto someone else? Come to the next class with this in mind. You may write your response if you choose to do so.