

# READY, SET, GOAL!

GOAL SETTING &  
GOAL PLANNING



A GOAL  
WITHOUT A PLAN  
IS JUST A  
WISH



WHAT DO YOU WISH FOR?

# DIFFERENCE BETWEEN A GOAL & WISH

## WISH

- A wish is a desire or a hope for something or for something to happen
- “ I wish that I win the lottery!”
- “ I wish I could speak another language.”



## GOAL

- A goal is something that depends on daily performance and provides:
  - direction** (actions/steps)
  - a **sense of accomplishment** (actual outcomes)
  - Defines **individual growth** and **development** over time (accountability)

# WHAT IS A DREAM?



A dream is made up of images, thoughts or feelings in our minds. Sometimes, a dream passes through our mind quickly. Other times, a dream may last for a long time or reoccur.



What dreams do you have?

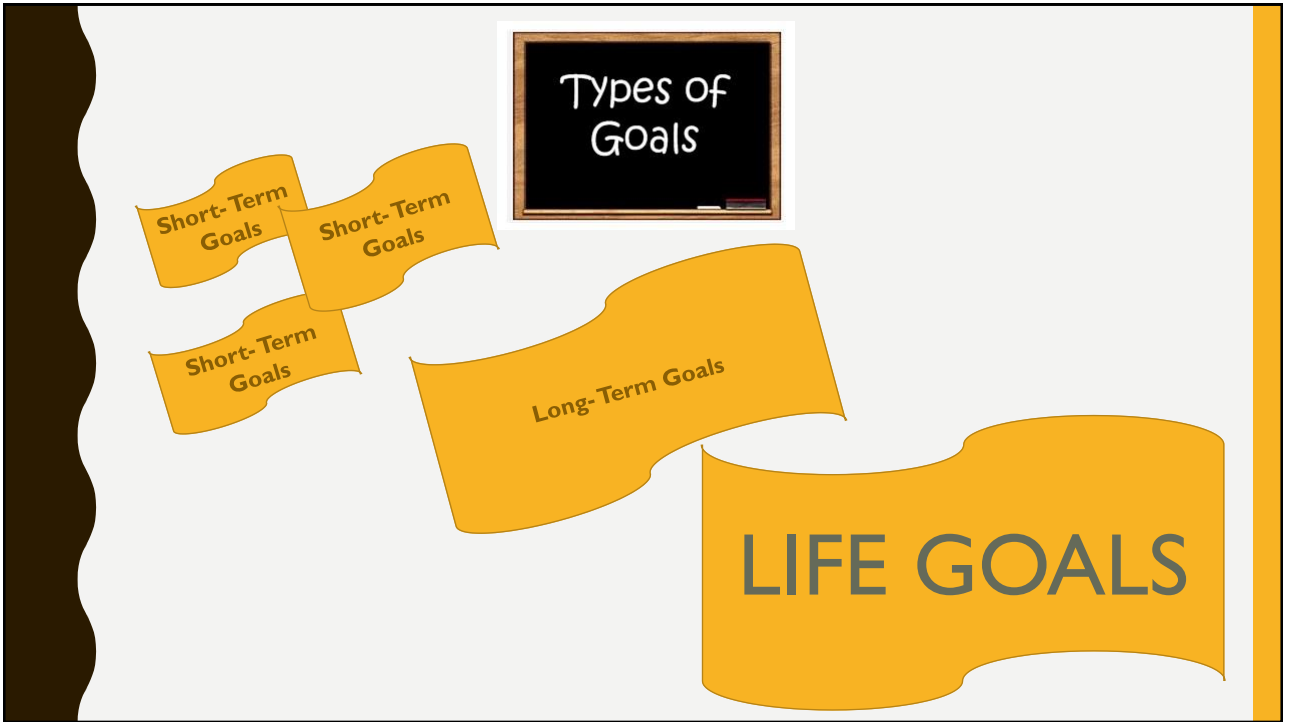
How can you turn these dreams into a goal?

What is your dream job?

How can you make your dream job a reality?

# GOAL SETTING & PLANNING

TOOLS FOR EVERYDAY LIFE



## • Long-Term Goals

- ❖ **Plans you make for the future.**
- ❖ **Usually goals lasting over a year long.**
- ❖ **Achieved over time as a person completes stages of their life.**
- ❖ **Use short term goals to get to finish line of their long term goal.**

### **EXAMPLES OF LONG-TERM GOALS**

- Become a US Citizen**
- Earn a Master's Degree**
- Start your own business**
- Enter the Boston Marathon**
- Learning a new language**

# GOAL SETTING PROCESS

## LONG-TERM GOALS

### Suggested Questions To Ask the Student

- What are your goals for the future?
- What is your dream career?
- Do you want to return to your home country someday?
- What do you want to do when you return to your home country?
- Do you want to do farm work forever? If not, what would you like to do?
- Where do you see yourself in ten years?

### • Short Term Goals

- ❖ **Achievable in the near future**
- ❖ **Typically under one year long**
- ❖ **Sometimes are small steps to enabling and completing a long term goal**

### EXAMPLES OF SHORT-TERM GOALS

Ordering a Pizza

Remodeling a Room in the house

Raising your grade in a specific school subject

# GOAL SETTING PROCESS

## SHORT TERM GOALS

- **What are your goals for the time you are here?**
- **What is your goal for the next week, month, etc.?**
- **How do these goals relate to your overall goal?**
- **What can I teach you that will help you meet your goal?**
- **What can you do outside of class to achieve your goal?**



# STEPS TO MEET YOUR GOAL

- What do you have to do to meet your goal?
- What do you have to know and be able to do to meet your goal? What education is required?
- What can we, as Migrant Educators, do to help you to meet your goal?
- What can you do on your own, after the Migrant Educators are no longer around, to achieve your goal?



“The reason most people never reach their goals is that they don’t define them, or ever seriously consider them as believable or achievable. Winners can tell you where they are going, what they plan to do along the way, and who will be sharing the adventure with them.”

Denis Watley

## How Can We Reach These Goals Then?

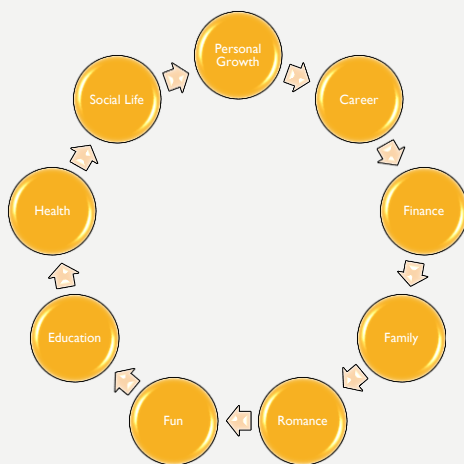
**PRIORITIZE YOUR  
GOALS  
&  
MAKE THE GOALS  
S.M.A.R.T**

# BEFORE WE BEGIN...

## TIPS FOR SETTING GOALS

WORK BACKWARDS. THINK ABOUT WHAT YOU WANT TO ACHIEVE IN 6 MONTHS, 12 MONTHS AND 5 YEARS, THEN PLAN STEPS GOING BACK TO WHAT YOU CAN DO RIGHT NOW.

## ACTIVITY 1: WHEEL OF LIFE



**Overall Goal:** Develop a well balanced wheel in your life.

What areas of your life would you like to improve in order to get the wheel in motion and maintain a well-balanced motion?

What steps/actions do you need to tackle in order to do this?



**Step 1:**  
In each sector, rate yourself (0-10) on the vertical line to where you believe you currently stand on each topic.

**Area**

Example:  
Finance

**Step 2:**  
After rating yourself on each focus area, connect the dots and see if you form a well-balanced wheel.

If it is not a well-balanced wheel, take a look at the area/s that are making it unbalanced. This would be a great place to start creating a goal.

# PRIORITIZING YOUR GOALS

How do you decide what to do first?

How do you adjust your goals?

This is called prioritizing.

**Prioritizing** means that you decide what is most important to you right now. All of your goals are important, but it's impossible to work on all of them at once.

1. • **Choose what is most important right now.**
2. • **Focus mainly on that goal.**
3. • **Add additional goals as you become comfortable with your efforts.**
4. • **Being flexible is important. Change your focus on goals as your life changes.**



Be thoughtful and **specific** about what you want to focus on.

Pick a goal that is **measurable** so you can continually monitor your progress.

Set yourself up for success by choosing something that is **achievable**.

Be **realistic** when choosing your goal. Think about how it will affect your day-to-day life.

Be aggressive and realistic when setting your end **time** or date. Knowing there's an end in sight will help you focus and push yourself.

## S.M.A.R.T Goals Will:

- give you clarity about what you want to accomplish;
- make you think about why you are trying to achieve each goal;
- make you define the activities you need to complete;
- keep you motivated by focusing on the end result; and
- make you work towards a specific deadline.



THINK S.M.A.R.T

S- Specific

M- Measureable

A- Achievable

R- Realistic

T- Time

# S.M.A.R.T

## Specific

Short-term goals and steps should relate to your student's overall goal.

Create a goal that will be easy to remember!

Think about what you want to achieve, why you want to achieve that goal, who may need to help you achieve the goal and which obstacles may need to be overcome along the way.



# S.M.A.R.T



## Measurable

Add Measurable elements to the goal.

Make your goal stronger by adding precise detail to each step. These smaller details can easily be made into short-term goals.

Break goals down into steps that are measurable.

# S.M.A.R.T



## Achievable

Stay grounded to the world and be realistic!

Understand your limits and know how far you are willing to go when reaching for your goal.

Once you achieve these short-term goals, include and use them in order to build toward your overall goal.

# S.M.A.R.T

## Realistic

The goal should matter to you!

Create a goal that has relevance to your life.

Choose a goal that will still be useful to you at the end of accomplishing the goal~  
this will also help you not lose interest along the way.



# S.M.A.R.T

## Time

Give yourself a deadline to work toward accomplishing your goals.

Scheduling a deadline will allow you to plan your day and weeks better. (Prioritizing)

This will take planning, effort and dedication.



# S.M.A.R.T GOALS

## EXAMPLES OF NON-S.M.A.R.T GOALS

- I want to be healthier.
- To be fluent.
- Get a job.
- I want to run more.
- Be a better cook.
- Remodel my house.

## SMART GOALS

- I want to lose 10 pounds in 3 months.
- Be able to learn 5 new English phrases each week.
- Obtain a pet handler job at Pets R Best.
- Enter and complete a 5k under one hour within the next 6 months.
- Learn how to prepare a new dish every week.
- Remodel one room every 4 months.

# ACTIVITY 2: CREATE YOUR GOAL

My Overall Goal : \_\_\_\_\_

## 1. Specific

Who:

What:

Where:

When:

How:

## 3. Achievable

What will I need: \_\_\_\_\_

How to find time: \_\_\_\_\_

Who can support me: \_\_\_\_\_

Need to Research on: \_\_\_\_\_

## 2. Measurable

I will know I achieved my goal when: \_\_\_\_\_

## 4. Realistic

Write down WHY you want to complete your goal

## 5. Time

Anticipated Goal Finish Date & Benchmark dates

I will reach my goal by: \_\_\_/\_\_\_/\_\_\_

On \_\_\_/\_\_\_/\_\_\_ I completed \_\_\_\_\_

On \_\_\_/\_\_\_/\_\_\_ I completed \_\_\_\_\_

On \_\_\_/\_\_\_/\_\_\_ I completed \_\_\_\_\_

# EXAMPLE OF CREATING A S.M.A.R.T GOAL

My Overall Goal :Get My Driver's Licence

## 1. Specific

Who: I

What: Get Drivers Permit

Where Home, DMV

When: By March 22, 2020

How: Study Drivers Manual contents, Pass Written Exam

## 2. Measurable

I will know I achieved my goal when: I receive a 70% or higher on the test and understand the contents of the book.

## 3. Achievable

What will I need: Study time, drivers manual Practice and understand essential (#) of Driving Procedures,

How to find time: Will study 1 hour 5 times a week after work

Who can support me: Cousin, teacher, friends

Need to Research on: what documents to bring to the exam

## 4. Realistic

Write down WHY you want to complete your goal

To be able to drive myself to locations and not depend on others for a ride

## 5. Time

Anticipated Goal Finish Date & Benchmark dates

I will reach my goal by: **3/22/2020**

On 11/17/19

On 12/01/19

On 2/6/20

I received the NYS DMV manual

I completed: Memorized/know All(#) road signs

I dont know 10 steps of parallel parking

# OBSTACLES ALONG THE WAY

- Sometimes life may get in the way, and you will come across obstacles that can deter you from achieving your goal on the anticipate finish date.

**Remember: Success happens when opportunity meets preparation.**

Think ahead of time about what might arise in your life to prevent you from reaching your goal(s).

Identify a potential **External Obstacle** in your life? (Example: expenses are too high)

Identify a potential **Internal Obstacle** in your life? (Example: anxiety)

**What would you do once you meet an obstacle? How would you get around this obstacle?**

You may not be able to handle this on your own.

- Do you need help from someone or something?
- Share your goals with others.
- Who you do share your goal(s) with?



## ACTIVITY 3: IDENTIFY MEASURABLE STEPS & POSSIBLE OBSTACLES

### Directions:

Using the Road on the next page and the choice of car below, think of a goal you want to achieve while you are here. Next, think about the measurable steps you must do in order to reach that goal. Along the way, you may encounter some obstacles. If there are any, how will you approach these obstacles?



## READY, SET, GOAL!





# ACTIVITY 4: ROLE PLAY THE SCENARIO

Partner up with the person next to you.

After reading each scenario; answer the following questions. One will act as the instructor while the other being the student. If time permits, switch roles.

- What questions should the instructor ask the student?
  
- How may the student respond?
  
- What was the overall goal?
  
- What could the short-term goal and steps be?



This form contains information from the Migrant Education Program that is confidential or privileged, or protected by FERPA

**Personal Learning Plan**  
Required for Level 2 OSY/DO/D+ Students

Student Name  METS STAFF:

Student Type :  OSY  DO  D+

**Instructional Focus Areas:**

ESL/ENL     High School Equivalency (HSE)  
 Life Skills     PASS  
 Health Education

Long Term Goal:

Short Term Goal:

**Referral and/or Academic Support:**

CAMP     Job Training  
 HEP     Other \_\_\_\_\_  
 High School Diploma

Short Term Goal Started    / /    Short Term Goal Finished    / /

Steps and/or Actions Completed	Progress Comments:
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	

Instruction: Identify steps and/or actions to be taken to achieve short-term goal.

**50 % of Steps/Actions Met**

- Yes
- No
- Student did not participate
- Left area

### **Scenario 1**

**Elias Rosales is an OSY student who milks cows at Pop's Dairy. He works the night shift, so you have limited time seeing him- (usually one day per week before he goes into work). Elias has only lived in the United States for four months, and is constantly struggling with the language barrier. He shows great interest in wanting to learn English; however, has other goals in mind. After talking to him about his other goals you find that he eventually wants to return back to his home country, have a family and own a house. As of right now though, he has only concentrated on his current job.**

### **Scenario 2**

Nick Aarons is a current drop-out student who travels every summer to go pick tomatoes at Charlie Joe's farm. For the past three years, you have spoke to him and doesn't show any enthusiasm to do anything besides work. This year however, he has brought to your attention that he would like to earn is TASC. He says he is tired of traveling for work and would like to become a nurse at the local hospital in his home state of Missouri.

### **Scenario 3**

Jose Luis Rodriguez is an OSY student who works at a local apple orchard. You visit him in August shortly after he arrives for the season, and you start to talk about goals. During the conversation you find out that Jose Luis's passion is soccer. He is really interested in forming a soccer club for the children that live in his camp and surrounding camps in the area, and eventually would like to coach soccer in his home country. However, he worries because the families who live in the area are from Jamaica and Haiti and do not speak Spanish.

### **Scenario 4**

Eric Smith is an OSY student who recently moved into your area with his family. Eric attended school until he was in 11th grade, when he decided to drop out and work on the farm with his dad. Since then the Smith family has moved around the state working at different dairy farms. Eric is 19 now and regrets his decision to drop out of school. When you start talking to him about goals for the future you find out that he enjoys working with computers, and would like obtain a career in technology. However, he worries that he is now too old to return to high school.

### **Scenario 5**

Zuli Gamaliko is an OSY student from Kenya who works at a Mochi's Meat plant. You go to speak with her shortly after she arrives, finding out about her about her goals for the future. However, the next time you arrive, she lets you know that she recently found out she is pregnant and is now unsure about what she wants to do while here in the United States and for when she returns to her home country.