

Goal Setting (Tutor Guide)

- **Target Audience:** High Intermediate/Advanced (Level 3+)
- **Objectives:** Students will learn about goals and their importance. Through reading, writing and discussion, they will prepare to complete their Student Goals Worksheet. As an optional activity, they will learn about “SMART” Goals in order to further expand upon the goals they establish for the Student Goals Worksheet.
- **Class time:** 1.5--2.0 hours
- **Resources/Materials:**
 - Copies of Student Handout (found at end of this guide)
 - Whiteboard and markers
 - Other Handouts: Readworks article about Esmerelda Arboleda, LVGH Student Role Model stories and Student Goals Worksheets
 - YouTube video (duration 5:51) for the optional activity: <https://www.youtube.com/watch?v=FeozjbXSt24>
Note: A transcript of the video is available to assist you.

1. WHAT IS A GOAL?		
Tutor	Students	Time
<p>a) Ask a volunteer to read the definition of “goal” on page 1 of their Student Handout.</p> <p>b) Ask a volunteer to read the definition of “goal setting” on page 1.</p> <p>c) Ask a volunteer to read the three examples on page 1.</p> <p>d) Discuss the difference between short-term (completed in a shorter amount of time, e.g., weeks/months) and long-term (completed over a longer time period, e.g., years). Ask students for other examples that they can think of.</p>	<p>1. A volunteer reads the definition of “goal.”</p> <p>2. A volunteer reads the definition of “goal setting.”</p> <p>3. A volunteer reads the three examples.</p> <p>4. The class discusses the difference between short-term and long-term goals along with their own examples.</p>	15
2. WHY ARE GOALS IMPORTANT?		
Tutor	Students	Time
<p>a) Ask volunteers to read each quote on page 1 of their Student Handout.</p> <p>b) Review new vocabulary found in the quotes, e.g., aim (target), comfort zones (where we feel safe and don’t take risks), invisible (not seen) and visible (seen).</p> <p>c) In pairs, ask students to discuss what each quote means to them. Debrief with the entire class and tie responses to why goals are important.</p>	<p>1. Volunteers read the three quotes and the class reviews the new vocabulary.</p> <p>2. Working in pairs, the class discusses what is meant by each quote.</p>	15
3. WRITING ACTIVITY		
Tutor	Students	Time
<p>a) Ask students to turn to page 2 of their Student Handout. Ask a volunteer to read the writing assignment.</p> <p>b) Ask students to write their responses. Ask volunteers to share with the class. Put themes that you hear on the whiteboard.</p>	<p>1. Students write their response to the questions: Think of a time when you set a goal that you achieved. What was your goal? How did you achieve it?</p> <p>2. Volunteers share their stories.</p>	15

4. READING AND CONVERSATION ACTIVITY: ESMERELDA ARBOLEDA (Readworks article)		
Tutor	Students	Time
<p>a) Hand out the Readworks article (“Esmerelda Arboleda, a Leader for Women’s Rights in Colombia”).</p> <p>b) Ask students to read the article aloud paragraph by paragraph. Ask the class to circle any new vocabulary. Identify and define vocabulary that they don’t know.</p> <p>c) Ask students to write their responses to the three questions on page 2 of their Student Handout. Debrief linking learnings to the importance of goals and how much can be accomplished by setting goals.</p>	<p>1. Volunteers read the article and the class circles vocabulary that they don’t know.</p> <p>2. The class writes their responses to the three questions and then discusses them:</p> <ul style="list-style-type: none"> • Who was Esmerelda Arboleda? • What were her goals? • What happened when she achieved her goals? 	15
5. LVGH STUDENT ROLE MODELS		
Tutor	Students	Time
<p>a) There are three LVGH student stories. Based on the interests and level of your class, choose a student story and share the handout with the class.</p> <p>b) Ask the class to define what a “role model” is: a positive example. Read the the story aloud as a class (or you can have them read the student story individually).</p> <p>c) Discuss their responses to the questions on page 2 of their Student Handout: What goals did they have? How did they achieve them? How is this person a role model?</p>	<p>1. Students read about an LVGH role model student.</p> <p>2. Students discuss their responses to the questions in their Student Handout.</p>	15
6. COMPLETING YOUR STUDENT GOALS WORKSHEET		
Tutor	Students	Time
<p>a) Provide students with copies of the Student Goals Worksheet.</p> <p>b) Remind students that they completed a goals sheet when they first came to LVGH. Now they will select <u>four</u> goals and update their Student Goals Worksheet. Review the categories of goals (Education, Employment, Family & Health and Community). Review the specific goals listed under each category. Note that they may want to include one or more “personalized goals” if they have other goals not listed on the worksheet that they want to work on.</p> <p>c) Ask the class to complete the worksheet.</p>	<p>1. The class reviews the Student Goals Worksheet.</p> <p>2. Students identify four goals that they plan to work on.</p>	15
7. OPTIONAL ACTIVITY: CREATING “SMART” GOALS (Deeper Dive)		
Tutor	Students	Time
<p>a) Ask students to turn to page 3 of their Student Handout. Ask a volunteer to read the quote.</p> <p>b) Play the YouTube video about SMART Goals. Ask students to write down 1-2 key points that they learn.</p> <p>c) Review the key points about SMART goals found in the Student Handout on the bottom of page 3. Ask students to identify one of their goals and answer the questions about it on page 3. Tell them that this planning will make their goal “SMART.”</p>	<p>1. Students discuss the meaning of the quote: “A goal without a plan is just a wish”.</p> <p>2. Students watch the video and discuss key points.</p> <p>3. Students select one of their goals and complete the questions on page 3.</p>	30

Goal Setting (Student Handout)

1. What is a Goal?

- ❖ A **goal** is something that you are trying to do or achieve.

GOAL SETTING



- ❖ **Goal setting** is the process of deciding on and creating goals.

Examples:

- He set a *goal* to exercise at least three times a week.
- My short-term *goal* is to learn 10 new vocabulary words by the end of the month.
- Her long-term *goal* is to get a college degree.

2. Why Are Goals Important?

- *"If you aim for nothing, you'll hit it every time." Author Unknown*
- *"Great things never came from comfort zones." Author Unknown*
- *"Setting goals is the first step in turning the invisible into the visible." Tony Robbins*

3. Writing Activity

- ❖ Think of a time when you set a goal that you achieved. What was your goal? How did you achieve it?

4. Reading and Conversation Activity: Esmerelda Arboleda

- a) Who was Esmerelda Arboleda?
- b) What were her goals?
- c) What happened when she achieved her goals?

5. LVGH Student Role Models

- ❖ What is a **role model**?
- ❖ Read a story about an LVGH student. What goals did they have? How did they achieve them? How is this person a role model?

6. Completing Your Student Goals Worksheet

7. Optional Activity: Creating SMART Goals

❖ Read the sentence below. What does this mean to you?



❖ How can I create SMART goals? Pick one of your goals. Write your answers below.



S: My goal is: _____. Is my goal clear and specific? _____.

M: Is my goal measurable? Can I measure my progress? How? _____.

A: Is my goal achievable? What actions will I take to achieve my goal? _____.

R: How realistic is this goal? Is the goal important to my life? _____.

T: Is my goal timely with a due date? When will I achieve my goal? _____.