

ACTIVITY 15

Title:	“Set Goals and Plan for Action”
Focus:	Self-assessment: What do I know about myself?
Time:	2 lessons @ 50-60 minutes
Guiding Question:	<p>A snapshot view:</p> <ul style="list-style-type: none"> • What am I like now, at the beginning of my new school year? • What have I learned from these activities? • Have I changed if I did this Activity last year? If so, in what ways? How much? • If I don't seem to have changed, why not?
Connections:	<p>Assumptions</p> <ul style="list-style-type: none"> • That your students may not have had previous experience with self-assessment activities in their previous school. • That their Annual Education Plan documents and background work from previous years at school (including academic and career portfolios, where these exist) are available to them this year. • That self-assessment is being done with students elsewhere in the curriculum (according to the School's Personal and Career Development Program plan)
Rationale/ Background:	<p>Overview</p> <p>For our primary school students, learning and experiencing goal setting is a powerful process for personal planning. The process of setting goals helps people choose where they want to go in life. By knowing precisely what they want to achieve, they know where they have to concentrate their efforts. They can also quickly spot the distractions that would otherwise tempt them from your teaching. More than this, properly-set goals can be incredibly motivating, and as people get into the habit of setting and achieving goals, they find that their self-confidence increases.</p> <p>Essentially, a goal is turning something someone wants into action. It can be something someone wants to have, something they want to do, something they hope to achieve, or something they want to be.</p> <p>People who set goals in life are often more successful than those who don't. Elite athletes, business people and achievers in all fields use goal setting to achieve their long term vision.</p> <p>The goals that people set for themselves must be based on what they believe in and what is important to them.</p> <p>At the start of the school year, many of your students might not know each other. In addition to the important goal-setting skills, these activities will also help the students in your class to get to know each other.</p>

The Learning Experience

<p>Setting The Stage <i>Tips to the Teacher</i></p>	<p>Review with your students, the concept and purposes of an ‘Annual Education Plan’ document that your students’ will be completing and the “Keeping Track” Activity sheet and the suggested Annual Education Plan activities for students.</p> <p>Through discussion, encourage your students to consider what other kinds of self-assessment the students could be doing elsewhere as part of their Personal Development Program throughout this year.</p> <p>Discuss with the students that Goal-Setting involves self-regulation and is very task and outcome-oriented. It also requires one to develop cognitive abilities and skills.</p> <ol style="list-style-type: none"> 1. Planning: organized steps, includes goal-setting, developing a strategy, and identifying difficulties / obstacles; 2. Monitoring: involves the ability to observe, acknowledge, and measure progress toward one’s objectives; 3. Evaluating: involves assessing outcomes, gauging progress; 4. Reinforcing: reflection and recognition of success, involves reward.
<p>The Activity</p>	<p>Activity 1:</p> <p>Distribute Student Planning Sheet – Activity Sheet 1, “Let me introduce _____”. Ask students to work in pairs. Depending on the nature and composition of your class, it might be a good idea to ask them to pair up with someone they don’t yet know. (The students in each pair will be introducing each other to the class at the end of this activity.)</p> <ul style="list-style-type: none"> • Ask one student in each pair to identify his or her main characteristics related to a section on the planning sheet, and ask the other to write the information down on a planning sheet with the first student’s name at the top. Students should refer to their “Keeping Track of Myself” sheets and/or academic and career portfolios as they tell their partners about themselves. Then ask the students to reverse the procedure, having the first student record information given by the second. Each pair should complete one section (e.g., “Interest”) for both students before going on to the next section. • Once the pairs have completed a planning sheet for each student, have the two students in each pair briefly introduce each other to the class. <p>Activity 2</p> <ul style="list-style-type: none"> • Ask students to take a few minutes to think about the questions listed under “Guiding Questions” at the beginning of this set of activities and then write their answers in their journals. • Have students update they’re Activity Sheet 2 – “Keeping Track” and keep them in their Journal.

Wrap Up	Ensure that your students' have completed their Planning sheets and Journals.
Extension	<p>1.1.1 Students further expand their persona within the Play Real game, building on the information given in the game. They will draw the person and surround them with words that describe their interests, likes and dislikes, personal qualities, strengths and weaknesses. This is added to their folder of Play Real activities.</p> <p>1.1.5 Year 6/7 students write a one page autobiography which, in addition to the biographical details of their lives, explains their interests, likes and dislikes, personal qualities, strengths and weaknesses. They reflect on the impact of these personal qualities on their lives so far.</p> <p>1.1.7 Students draw or paint a self-portrait which will become the centre of a collage illustrating their interests and self-image on one side, and the impact on their lives and others perception of them on the other side.</p> <p>4.1.2 Career Awareness Days – Presenters reflect on own Life long learning roles, within their work and in the rest of their lives e.g Leader and Collaborator role was colourfully explained by a mother of five, also a lawyer, who gave examples of being a Leader and Collaborator in both her personal life and her professional life.</p> <p>8.1.1 Students can be introduced and exposed to some thinking skills that assist with decision making e.g De Bono's PMI strategy</p>

Teacher Program Review – Reflective Question

Reflection on the process of learning is believed to be an essential ingredient in the development of expert learners. By employing reflective thinking skills to evaluate the results of one's own learning efforts, awareness of effective learning strategies can be increased and ways to use these strategies in other learning situations can be understood.

Reflective questions help students recall what they already know about the topic as well as to work through new ideas and concepts:

- *Reflective question - what problems do you have with how you spend your time?*
- *Reflective question - think about your long-term goals*
- *Reflective question and worksheet - think about and list obstacles to achieving your goals*
- *Reflective question - what out-of-class activities are you involved in?*
- *Reflective question - what are your long-term goals?*
- *Reflective question - what are your semester goals?*
- *Reflective question - what obstacles are in your way?*
- *Reflective question - Why am I in college?*
- *Reflective question - What are my goals?*
- *What do I want to do with my life?*

Activity Materials

Resources / Materials:

- Form to be used for **Students' Annual Education Plans**.
- Copies of **Student Planning Sheet, Activity Sheet 1D -“Let me introduce _____”**
- Students' **Activity Sheet 1E – “Keeping Track”** and/or academic and career portfolios
- Journals that students will use throughout the year

Blueprint Career Management Competencies & Indicators

- 1.1.1 Explore the nature of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses.
- 1.1.5 Identify your positive characteristics (skills, interests, personal qualities and strengths) as seen by self and others.
- 1.1.6 Demonstrate behaviours and attitudes that reflect a positive self concept.
- 1.2.7 Evaluate the impact of your self concept on you and others at home, school or work.
- 2.2.8 Improve your interpersonal and group communication skills in order to build positive relationships in your life
- 8.1.1 Understand how choices are made.
- 8.1.6 Understand how personal beliefs and attitudes influence decision-making.

Teacher's Notes:

Activity Sheet 1
Student Planning Sheet – *Annual Education Plan*

“Let me introduce _____” Date _____

<p>What Are My Interests:</p>	<p>Thoughts About My Future Work and Career Exploration:</p>
<p>What Are My Abilities and Talents:</p>	<p>What Are My Ideas About My Future Life and Work:</p>
<p>What Are My Accomplishments:</p>	<p>What Occupations or Occupational Fields Are of Interest To Me: <i>(e.g., health, primary industry, manufacturing, financial services, retail services, teaching)</i></p>
<p style="text-align: center;">What is important to Me?</p> <ul style="list-style-type: none"> • <i>Personal and Interpersonal</i> 	
<ul style="list-style-type: none"> • <i>Learning and Educational</i> 	

Activity Sheet 2 Keeping Track of Myself

My Strengths, Interest, and Needs *(A Self-Assessment Summary)*

What I like to do – my interests and hobbies

My interests and hobbies	Date	Year Level	A brief description

What I do well – my skills

My skills	Date	Year Level	A brief description

What I need help with – my needs

My needs	Date	Year Level	A brief description

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My Co-curricular and Extra-curricular Activities (Learning Outside the Classroom)

My Extra-curricular Activities	Year Level	Date	Specific Activities <i>Describe what you did.</i>
The Teams and Clubs I Belong To			
My AFTER-School jobs at home			
The Courses and Lessons I Took <i>(Include such activities as Red Cross, First Aid, Debating, Drama, Music or Dance Lessons, and Swimming Lessons.)</i>			
My Volunteer Experience <i>(Include volunteer activities that are not for pay. Eg Church Group, Red Cross, Environmental Club, food bank)</i>			
My Community Involvement Activities			