Lesson Objectives:
- Recognize steps for effective goal planning
- Understand and apply the concept of short vs. long term goals
- Create a timeline as a planning tool
- Write a descriptive paragraph

Language Skill Proficiency:
- Speaking
- Listening
- Reading
- Writing

Materials and Equipment:
- What Are My Goals?
- Goal Planning Timeline

Activity Plan

Warm Up: Put Ss in small groups. Have groups brainstorm a list of answers to the question Why are you studying English? Have groups report back to class. Make a list of responses on the board. Option: Give groups a set time and have them race to see which group can come up with the most answers!

Introduction: Explain to Ss that they are studying English to achieve a goal (or goals). The answers listed on the board are the Ss’ goals for studying English. Provide additional examples: What is a soccer player trying to do? What’s someone doing who’s reading a map? What’s someone doing who is boiling water? Yes, they are all trying to reach a goal! Tell Ss that today’s class will focus on goal setting.

Presentation: Ask Ss to share when in their lives they have made goals. Ask Ss what they did to help ensure their goals were met. Share the following steps for effective goal planning:
1) Brainstorm (write down everything that comes to your mind about your future plans)
2) Prioritize (decide which are the most important and possible goals)
3) Develop a plan (consider how you are going to achieve the goal(s), what are the steps?)
4) Evaluate (take a look at how well you are doing, are you on track?).
Option: Keep steps listed on board and check off each step as class practices it to reinforce learning.

Practice: Write the terms short term and long term on the board. Explain the difference. Ask Ss to envision the rest of their lives and brainstorm their future hopes with the class. As Ss share their goals have class decide whether they belong under short term or long term. Provide Ss with What Are My Goals?. Point out to Ss that writing down goals can help us better commit to them. Have Ss work individually to brainstorm their goals using the chart provided. As Ss finish, have them pair up and share their goals with other Ss.

Practice: Write a blank timeline on the board. At one end write today’s date. Explain to Ss that the class goal is to buy a house (for example). Write the goal (and projected completion date) at the other end of the timeline. Work as a class to create a timeline demonstrating the steps (sub-goals) needed to achieve the ultimate goal (buying a house). Encourage Ss to consider each step along the way (ex. pay my bills on time, get a credit card, build up credit, research housing options in my area, create a budget, get pre-approved for a loan, look for homes, put in an offer, complete paperwork, etc.). Have Ss return to What Are My Goals? and prioritize their goals deciding which one they want to focus on for the lesson. Have Ss complete Goal Planning Timeline to organize the steps needed to fulfill that goal. As Ss finish, have them share the plan with instructor individually.

Practice: Share with Ss that the final activity will be a descriptive writing exercise. Explain that when providing a description of something through writing that it is similar to describing a piece of art. Tell Ss that a good way to do that is to answer the WH-questions (who, what, when, where, why and how). Provide Ss with Who, What, When, Where, Why and How Goals. Have Ss write about the goal they selected (previous activity) answering the Wh-questions using the guiding questions on the handout. Remind Ss to write in a paragraph not a list of answers. Have Ss share their paragraphs with the class.

Evaluation: Return to the steps for effective goal planning. Have Ss describe each step. Have Ss discuss ways to evaluate their progress when trying to reach goals.
Extension Activity:

- Have Ss create role plays between a school advisor and a student discussing the student’s future.
  Have Ss use the strategies and terms discussed during the lesson in the dialogues.
Goal Planning Timeline
What Are My Goals?
Directions: Brainstorm your goals in the different areas of your life.

<table>
<thead>
<tr>
<th>My Life</th>
<th>Short Term: 0-3 years</th>
<th>Long Term: More than 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal life/family life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
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<td>English Language</td>
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<td>Health/Fitness</td>
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<td>Community</td>
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Who, what, when, where why and how goals.

**What** is a good goal or goals for you?

**Why** is this a good goal for you?

**When** will you begin working on the goal and when will you achieve it?

**Where** will you start? Are there changes that you need to implement?

**How** will you reach your goal? What is in place for any obstacles you might encounter?

**Who** will help you?

**Where** will you start Are there changes that you need to implement?

**Who** will help you?

**How** will you reach your goal What is in place for any obstacles?