

5

Make an Action Plan to Reach Your Goal



TRANSITION OBJECTIVE

Students will demonstrate self-determination skills by developing a plan of action to reach a specific goal.

RELEVANCE TO SUCCESSFUL TRANSITION

Deciding on a goal is one step in the process of reaching for our dreams. Once we have decided on our goals, we need to establish an action plan to reaching each goal.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

A step I will take to reach my goal(s) is . . .

❑ STEP 2: Convene Roundtable

"When I reach a goal, I feel ____."

❑ STEP 3: Advance Organizer

"Today you will make an action plan to reach a goal."

❑ STEP 4: Activity - 20 Minutes

Ask for a student volunteer and give him/her a choice between two treats such as a candy bar and an apple. When the student has stated a preference, blindfold the student and place the two treats in different parts of the room, making it more difficult to reach the preferred treat. With the student blindfolded, tell student to look for the preferred treat and help by saying "hot" or "cold" as student gets closer or farther away. Suggest that it might be easier to find the other treat. After one minute, add another challenge by having student carry a stack of heavy books, relating each book on the stack to real life challenges such as the grades needed for graduation, money needed for a car and the training needed for a career. After several minutes tell the student where the reward is located and describe the obstacles in the path. Have student stop and visualize where the reward is in the room, then have the student make

a mental plan of how to get to it before he or she proceeds.

Once the student has found the reward, ask the following questions: 1) How did it feel when you first started looking? 2) How did it feel after you visualized and made a plan? Start a class discussion by asking the following questions: 1) Why is it important to know exactly what you want when setting a goal? 2) Why is it important to have a plan before going for your goal? 3) Why is it helpful to visualize your steps toward a goal?

169



PERSONAL MANAGEMENT: Unit 4	LESSON 5
STEPS FOR WRITING MY PLAN OF ACTION	
Answer the questions, and follow the steps to write your plan of action.	
What is your goal?	
What will you need help with to accomplish your goal?	
What can you do on your own to accomplish your goal?	
Who can help you accomplish your goal?	
What is your timeline or when will you accomplish your goal?	
Follow the steps below to accomplish your goal:	
What is the first thing you need to do to accomplish your goal?	
Step 1: _____	Who is responsible: _____
What is the second thing you need to do to accomplish your goal?	
Step 2: _____	Who is responsible: _____
What is the third thing you need to do to accomplish your goal?	
Step 3: _____	Who is responsible: _____
What is the fourth thing you need to do to accomplish your goal?	
Step 4: _____	Who is responsible: _____
What is the fifth thing you need to do to accomplish your goal?	
Step 5: _____	Who is responsible: _____
<small>© Used by permission of the James Stewart Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM</small>	

169

❑ STEP 5: Activity - 30 Minutes

Introduce the **Steps for Writing My Plan of Action** worksheet. Go over the steps and

define any new vocabulary. Demonstrate how to fill out a screen image of the worksheet by using information from the **Plan of Action 1**.

Divide the class into groups of three. Within their groups, students use the **Steps for Writing My Plan of Action** to write their own goal from an area of growth that they identified in Lesson 4. Students give each other feedback about possible steps to take to reach this goal. Circulate through the groups to offer encouragement and feedback. Help groups brainstorm ideas for each group member. After students have completed the worksheet, ask for volunteers to share their **Plan of Action**.

❑ STEP 6: Evaluate Outcomes

In order to reach my goals I need to “_____.”

❑ STEP 7: Connecting Activity

Have an outstanding student from campus or a successful community member. Explain

the importance of setting goals and how this has helped them attain their goals.

170



PERSONAL MANAGEMENT: Unit 4
LESSON 5

PLAN OF ACTION 1

My Goal: Buy a \$300 TV.

What I Need: Money and to find the best quality TV.

What I Can Do: I can work to earn money, save my money, watch for sale ads, go to different stores to look at TVs, read about them, ask friends about TVs.

Who Can Help: Parents can pay me for work at home, parents can take me to stores, friends and salespeople can give me information.

Timeline: I want to buy a TV in four months; by January 1.

Step 1: Make agreement with parents to do work at home for pay; ask neighbors for work doing lawns/baby-sitting; let relatives know I am saving so they might give money instead of gifts for Christmas or birthday.
Timeline: next 2 weeks
Who is responsible: Me

Step 2: Save money by not buying new clothes, going out to movies, or out to eat.
Timeline: 4 months
Who is responsible: Me

Step 3: Start looking at TVs at stores, ask friends ask friends for advice, watch sale ads.
Timeline: 3 months
Who is responsible: Me

Step 4: Make a decision about where to buy and what brand to buy.
Timeline: by January
Who is responsible: Me

Step 5: Buy a TV after I save enough money.
Timeline: by January
Who is responsible: Me

© Used by permission of the James Starkfield Company Santa Barbara, CA 93103
THE TRANSITIONS CURRICULUM
170

KEY WORDS

risk-taking

obstacles

visualization

timeline

MATERIALS AND PREPARATION

- Student Handouts: **Steps for Writing My Plan of Action**, page 169; **Plan of Action**, page 170.
- Choose a student volunteer who will be cooperative and will have fun with the role play. Supply two rewards (apple, candy bar) and a blindfold. Keep activity fun and respectful.
- Prepare screen images of the handouts.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing
- Thinking Skills: Creative Thinking, Problem Solving, Visualizing
- Personal Qualities: Self-Management