

Supervised Agricultural Experience Unit Agriculture, Food, and Natural Resource Texas Education Agency

LESSON:

Establishing Career Goals and Objectives

OBJECTIVES:

1. Identify the components of setting SMART goals as a class
2. Establish a minimum of three short-term and long-term goals in relation to their individual school and career interests
3. Individually develop comprehensive career goals and objectives

TOOLS AND EQUIPMENT:

- Cut-out stars, 10 of each color, per group of 10 students
- SMART acronym display (as a presentation slide, flip chart, poster, etc.)
- Copies of Career goal-setting handout, page 1
- Introduction to SAEs video, Texas SAE Builder

KEY TERMS:

- Goal setting
- SMART goal setting
- Short-term goals
- Intermediate goals
- Long-term goals
- Steps to goals
- Ways and means
- Target dates

INTEREST APPROACH: (10 minutes)

Reach for the Stars!

Divide the class into groups of 10. Give each group of students a set of 10 same-colored cut-out stars and instruct each group to line up in a single-file line perpendicular and away from the wall. Instruct the students that their group's goal is to get one of their stars higher on the wall than the other groups. The groups are not allowed to begin until you have given all instructions and said "Reach for the Stars!" Each group will send one person at a time to the wall, where they must jump as high as they can to place their star on the wall. After each person in each group has taken their turn, determine the winning team by the highest placed star on the wall.

After completion, ask the following questions to debrief the activity



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1. To the team with the highest star: What did your team do to place the stars as high as possible?
2. To the team with the lowest star: What could your team have done differently to be more successful?
3. Everyone: How do the steps we take to achieve goals affect our success?

In order to ensure a successful future, students must take the time to set goals and objectives, especially when it comes to a career. Today, students will learn how to establish SMART goals, set long term and short-term goals, and identify their career goals and objectives.

TEACHING PLAN AND STRATEGY: (15 minutes)

OBJECTIVE 1: SMART Goals

Define goal setting:

Goal setting is making goals which describe what we want to accomplish in life. Goals should be practical, challenging, and attainable.

Just like in the Reach for the Stars activity, when setting individual goals, we sometimes don't think about the steps we will actually have to take to get there. Because of this, we have a tendency to set unrealistic goals and face failure when we don't meet our goal. In order to increase our success, we must begin to set SMART goals.

Discuss SMART goals (display the SMART acronym in the classroom for the students to see and refer to it as you explain each component):

"S" – Specific. A goal must be as specific as possible. Identify exactly what it is you want to do.

"M"- Measurable. Attaching a date, quantity, or number to a goal holds you accountable for accomplishment. In addition, you are able to assess the progress and results of your hard work.

"A" – Approved by You. A goal must be determined by you, and you alone. You are more likely to put in the time and effort to achieving a goal if it is one you have set for yourself.

"R" – Realistic. Always shoot for the stars and have high ambitions, but a goal must be within reach. If your goal is not realistic, you will be extremely disappointed each time you fall short. Setting goals that you have the potential to achieve will help you follow through.

"T" – Time Stamped. Adding a time or date to a goal you set can assist in holding you accountable and give you a deadline for accomplishment.



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OBJECTIVE 2: Short-term and Long-term Goals

Discuss and differentiate between the different types of goals a person can set:

Different kinds of goals are set, and are based on the length of time to achieve them.

Short-term goals can be achieved in 1 year or less. Examples: raising your GPA, spending more time with your family

Intermediate goals can be achieved in 1 to 5 years. Examples: graduating from high school, buying a car

Long-term goals can be achieved within 5 to 15 years. Examples: graduating from college, having a family

Many times, short-term and intermediate goals are the stepping stones toward achieving long-term goals.

To ensure students know the different between the types of goals, say aloud “short-term”, “intermediate”, and “long-term”, and have the class respond with the length of time it takes to achieve that type of goal.

APPLICATION ACTIVITY: (10 minutes)

OBJECTIVE 3: Career Goals and Objectives

Explain the following terms to students before completing the career goal setting handout:

Career Objectives – the anticipated learning outcomes sought from a potential career, or the goals you hope to accomplish in a specific career.

Steps – the actions which must be accomplished to reach the end career goal

Ways and Means – the actions to take for each step needed to accomplish goal

Target Dates – deadlines; can be revised as needed.

Complete a career goal setting handout with students:

Have students determine a potential career area they are interested in and a potential career they would like to have in the future in that area (i.e. Medical, Nursing; Education, Counselor).

Once students have identified a potential career, each will complete a career goal-setting handout which identifies: future career objective(s), the steps



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needed to achieve career objective(s), ways and means to accomplish each step, and a target date for accomplishment. The steps should include at least one short-term, one intermediate, and one long-term type goal, and should be identified as so on the handout. If students have more than one potential career goal, have them complete the handout for each separate career goal.

EVALUATION/SUMMARY: (5 minutes)

Applying the SMART goal setting acronym to students' career goals and objectives:

Using the SMART goal setting acronym taught at the beginning of class, each student will go through their career goal handout(s) and identify each component of the SMART acronym. If one of the components of the SMART acronym is not found, students should revise their career goal handout to include it.

REFERENCES:

Morgan, E.M., Chewlewski, R.E., & Wilson, E. (2000). Agriscience explorations. Danville, IL: Interstate Publishers, Inc.

Texas SAE Builder videos, <http://saebuilder.com/videos.aspx>

The LifeKnowledge Center for Agricultural Education,
<https://www.ffa.org/ffaresources/educators/lifeknowledge/Pages/default.aspx>

