

FACE Adult Goal Setting

- **Begin with the end in mind**
- The goal is yours – you own the goal
- Base your goals firmly in your values
- Believe you can accomplish the goal
- Paint a vivid outcome
- Write your goals
- Share your goals with people who are important to you
- Check goal setting and achievement progress regularly
- Take action to identify and eliminate obstacles to goal setting success
- Reward yourself and celebrate goal accomplishment
- Remember: goals change and evolve

Steps to Goal Setting

1. **Look ahead:** What do you want for you and your family in the next 1-5 years?
2. **Make a list of possible goals and dreams:** Why is this important to me?
3. **Categorize your list:** Think of your roles as parent/family member, citizen/community member, and worker.
4. **Ask yourself questions about each item on your list:** Is it achievable, realistic, specific and concrete, is it right for you?
5. **Reconsider or revise your goals if necessary.**
6. **State your long-term goals in your own words and write them down.**
7. **Decide on which short-term goals are most important (and achievable).**
8. **Choose a few short-term and immediate goals to work on.**
9. **Make an action plan:** Who is involved, what is the goal, when will it be accomplished, where will it happen and under what conditions, why is this goal important, what skills and resources will you need to accomplish the goal, what are the barriers to achieving the goal, what is the first step
10. **Set target dates for your first action steps.**

Goal Setting Activities

Magazine pictures collage, action plan, visioning activities, use of portfolios and documentation, self-talk reflecting success in achieving goal, put each long term goal in small achievable steps, draw it – speak of it – write about it – imagine it as reality, use a buddy system to conduct periodic checks

Integrating Goals into the Curriculum

First stage of implementing goal setting invites learners to participate in setting customized learner goals. *Everyone who is successful must have dreamed of something.* -Maricopa

Second stage is integrating these goals into both the existing curriculum as well as any new curriculum that may be designed in response to learning goals.

When these **two stages are combined**, learners will be better able to:

- See visible evidence that their daily learning activities are linked incrementally and directly to the needs and desires they have articulated
- Track and assess their progress as they move through the curriculum
- Identify their own strengths and weaknesses
- Evaluate and revise their goals when necessary
- Acknowledge and celebrate their achievements
- Set new, even more challenging goals for themselves; and
- Take control or ownership of his own learning.

It is good to be reminded that each of us has a different dream. -Crow