

Teaching notes – Be Your Own Life Coach

Rationale and Intended audience

This learning material has been designed for young adults. The learner is encouraged to tap into their own life experience and to identify aspects they wish to change. The aim of this is to make this an authentic learning experience and one which is relevant to the learner.

The material has been developed around the stories of Stella and James. These case scenarios have been provided to:

- Provide stories which learners can identify with
- As a means of linking and providing contiguity between the learning modules
- As a means of providing the teaching content for example using the voice of Maria, the life coach, working with Stella to explore the idea of barriers including mental and emotional factors.

The learning material is written to speak directly to the learner to make it more engaging.

The learning material is developed around the goal setting process but it takes the process further into implementing the action plan and eventually evaluating the whole experience. Progress towards the goal is logged and reflected on.

The learning material has been developed with reference to the New Zealand NCEA (proposed 2010) Health standard AS90061 - *Individually plan and implement a goal setting plan to enhance an aspect of personal well-being*. However, teachers using this learning material for work towards the standard must take responsibility for ensuring that work completed by students and any use of the learning and assessment material meets NCEA criteria for the standard.

Learning Outcomes

Board Goal: Develop, implement, and evaluate a goal-setting plan.

Participants will:

- Investigate the different situations in which goals can be set
- Learn how to set SMART goals
- Create an ACTION plan
- Implement the goal plan by keeping a journal or logbook
- Evaluate the goal setting experience

Overview of the process and the constituent learning tasks.

The design and presentation of the learning material aims to provide a “what you see is what you get” view of the learning. The objectives, tasks and assessment of the learning material are available to the learner on the wiki. The learner has several opportunities to reflect on their progress as they work through the activities.

Time

Approximately 18 hours of learner time is involved. However it is expected that learners will spend time out of class recording progress in their logbook.

View of learning

We have taken a view of learning that is situated in learners’ own life experience supported by the case studies of other young people. We have taken the approach that each individual learner will understand their future hopes and goals better than anyone else – the aim of the materials is to draw these out and provide the learner with some practical tools to help them articulate their goals and make a plan to achieve them.

Learning tasks

There are a number of active learning tasks for students to work through. The tasks build on each other, but are also self-contained and can work in isolation.

Audio

Please note that audio recordings of each module are available to download from the homepage for teachers to use as a tool if they wish, and to assist the visually impaired.

Assessment

Summative assessment is available at the completion of the module. A rubric has been developed for the summative assessment. Self assessment is offered in many of the modules where the learner is asked to reflect on what they have learnt. This self reflection is aligned with the learning outcomes for each module and the summative assessment rubric.

Teaching points for each module/strategic and tactical teaching activities

Why set goals?

This module provides an introduction to the topic. At the completion of this module the learner should be able to recognise reasons for setting goals and be able to identify situations in which goals can be set.

This module also serves the purpose of getting the learner to begin to think about what goals they might like to set in their own life.

Activity – 5 reasons why goal setting is useful

Learners should be encouraged to use the stories of James and Stella to help develop a list of key reasons why people use the goal setting process. This could be conducted as an individual or group activity. A discussion board could also be used for this task.

Matching Activity

The matching table serves to reinforce the point that taking action can have positive benefits in more than one area of your life.

24 hour goal

Life Circle Activity

This activity gets the learners to focus on and assess where they are now. Taking the time to establish a starting point will be helpful later so that progress can be tracked towards goal achievement and to see what changes have occurred. You could return to this activity at the completion of the program, or a later date, so that students can see if the pattern of their life chart has changed as a result of working towards their goals.

24 Hour Goal

The purpose of the 24 hour goal activity is to give the learner the opportunity to think about what they might like to change and to take some action. A 24 hour goal is less daunting than setting a more ambitious goal, and will hopefully give many students a 'quick win' and some confidence in themselves and the process of goal setting. However, it's important to make the point that failing to complete the 24 hour goal is just as interesting as succeeding, and students can learn a lot from not completing this task – i.e. what they could do differently next time to make it easier to succeed.

Take the time to get the learners to reflect on the 24 hour goal setting experience as it can provide an effective lead in to setting SMART goals and creating action plans. Some possible focus questions for group discussion:

- Was your goal realistic, could you achieve it in 24 hours?
- Was the goal specific, did you know when you had achieved it?
- How did you measure achievement?
- Did telling the friend or family member about your goals help you?
- What would you change if you did the same again tomorrow?

This activity as written requires that students post an image of their 24 hour goal to a Flickr group once they have completed their goal. Note that students will require a Yahoo log in to view this group. Alternatively, photos could be brought to class or posted to a school intranet site.

SMART Goals

The activities in this module give the learner the opportunity to learn about the concept of SMART goals and to eventually set their own SMART goal. An understanding of SMART goals will help the learner later in the goal setting process. The generally accepted meaning for SMART is as follows:

- Specific
- Measurable
- Achievable
- Realistic
- Timely/Timeframe

Specific

- State what you are going to do
- Use action words
- Understand why is it important for you to achieve the goal

Measurable

- If a goal is measurable you will know when you have achieved it
- Measure your goal in time, weight, distance or numbers

Achievable

- An achievable goal, in this case, means “do-able”
- A goal you can reach in the near future
- A goal that is not dependant on others, but on things within your control

Realistic

- A sensible and relevant thing for you to do

Timely

- Set a timeframe for the goal: days, weeks, months or years
- Putting an end point on your goal gives you a clear target to work towards

Activity – Find out what SMART means

This activity as written requires that students post a graphic representing SMART to a Flickr group once they have completed their goal. Note that students will require a Yahoo log in to view this group. Alternatively, montages/pictures could be made in class or posted to a school intranet site. This internet research activity could be modified to be a library activity.

Activity – Dream Big!

It is important that students have the freedom to daydream and dream big for this exercise. This exercise will work best with the minimum of influence and distraction from others – perhaps a good way to do this might be to send everyone to separate parts of the room or outside to complete this exercise in solitude.

Activity – Real Life Goals

The purpose of this exercise is to get students to think critically about the goals of the three famous people provided, as practice for thinking critically about their own goals. The goals listed have obvious flaws and don't meet the SMART criteria, and it is hoped that students in discussing these will be able to see the value in constructing goals that are more specific and achievable than vaguely worded goals that might be impossible to achieve (especially in the case of Miley Cyrus!). This activity could be extended by asking students to rework the listed goals into goals that reflect the SMART values.

Activity – Write your own SMART goal

Getting feedback and helping others check and evaluate their goals against the SMART criteria is an important part of this task. For distance learning, a discussion board could be used for this task. Alternatively, individuals could seek feedback from friends and family rather than a group in class.

Plan for action

The learning which occurs in this module leads the learner towards the development of a structured action plan. The creation of an action plan is a technique which is used in the goal setting process to ensure that the goal is broken down into achievable steps or actions. It also draws the learner attention to possible barriers to goal achievement and enablers: things that can assist the achievement of the goal.

Activity – Visualise Your Goal

In this activity the learner is asked to collect or draw images which represent the achievement of their goal. This helps the learner to visualise the success they hope to achieve. Learners could also create visualisation maps using Photoshop or other image manipulation software.

Stella's goal image map and action plan have been provided to give the learner an idea of what a finished goal image map and action plan might look like.

Activity – Develop Action Plan for James

James' goal image map is provided and the learners are required to work in a group to

develop an action plan for James. Allow time here for the learners to compare and discuss the action plans developed for James. Teachers can help and guide the learners in the activity.

Activity – Create your own Action Plan

Finally, the learner creates their own goal image map and action plan.

It is expected that the self assessment task will be useful to prompt the learner to check and review their own action plan.

Logging progress

Activity – Reasons to keep a log book

In this activity learners investigate log books and journals and decide what would be included in an helpful logbook. Encourage the learners to work in groups and share ideas.

Activity – Keep a log book

The learners develop their own log book and keep it for a month. Encourage learners to develop a style and to use a medium which will suit them. Some learners will enjoy recording written text where as some would prefer pictures or voice recording. There is not one type of logbook which will suit all. Encourage the learner to ensure that they have the minimum requirements of:

- identification of the action taken (e.g. what was done, when, where, how long)
- evidence of the monitoring of the action over time
- reflections, recorded as descriptions, documenting thoughts and feelings on the level of success of the action.

Log book entries should be made at least twice a week and for a one calendar month period. The logging process activity could be modified to be a paper-based journal or log book.

Evaluate

The learning which occurs in this last module is very valuable. Here the learner evaluates the goal setting process. It is not so much about whether the goal was achieved or not, rather it is about “where to from here”. Encourage learners to take action and learn from the experience.

The activities in this module have been design to get the learner involved in discussion with friends, teachers and family about what worked and what didn't. Celebration is encouraged.

A form of formal evaluation is required from this module this can be done in a written or verbal format. It can also be presented as a web site, blog, written text or another medium. The learner can make a choice to suit their learning style. The content of the evaluation is more important than the way it is presented.

Encourage the learner to use the checklist provided. The minimum requirements for the evaluation are: a description of the actions that were achieved and why they were

successful; a description of the actions that were not achieved and why they were not successful; and a description of recommendations for future actions to achieve goals (which may include includes strategies for managing the success or failure of goals).