

Level 2



Setting Learning Goals

Student Worksheets

Sample!





Contents

Note to the Tutor, Page 4

Course overview, Page 5

Assessment brief 1: Personal profile

- Get thinking, Page 8
- Personal profile, Page 9
- Learning styles, Page 16
- Distractions, Page 18
- Study habits, Page 20
- Work-life balance, Page 22

Assessment brief 2: Learning plan

- Preparing to set goals, Page 26
- Your learning goals, Page 31
- Motivation, Page 36
- Supports to help you, Page 39
- While you are working on your goals, Page 44

Assessment brief 3: Learning log and review

- Learning log and review, Page 50

Appendices

Appendix 1: Mind map template

Appendix 2: Learning Plan

Appendix 3: to-do list

Appendix 4: Feedback

Appendix 5: Reflection on learning discussion

Appendix 6: Work-life balance

Appendix 7: Learning goal template

Appendix 8: Goal survey

Appendix 9: Being serious about goal-setting

Appendix 10: Successful goals = successful habits

Appendix 11: Sample of student learning goals

Appendix 12: Stop, start, continue

Appendix 13: An inventory of me

Appendix 14: Organiser

Appendix 15: Personal profile diagram





Personal Profile

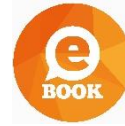
I. What kind of student are you? Fill in the **Student Review** worksheet to get you thinking! Use ✓.

| | Mostly True | Sometimes True | Not True |
|---------------------------------------|-------------|----------------|----------|
| I care about doing well. | | | |
| I try my best. | | | |
| I practise what I learn. | | | |
| I understand things that I have read. | | | |
| I have the things I need for class. | | | |
| I get along well with others. | | | |
| I take good notes in class. | | | |
| I am good at taking tests. | | | |
| I ask and answer questions in class. | | | |
| I am happy with my progress. | | | |

Sample



2. Think about your own personal profile:



Appendix 15 has a template for your profile.



3. Name 3 skills that you have.

Examples: hardworking, energetic, caring

4. Name a natural talent that you have.



Examples: cooking, singing, acting



Sample



5. Name 1 good learning experience that you have had.

6. Name some things you have learned.



Examples: how to use the washing machine, how to fill in a form, how to do warm-up exercises, how to make a barbecue, how to send a text message, how to go onto the Internet, etc.

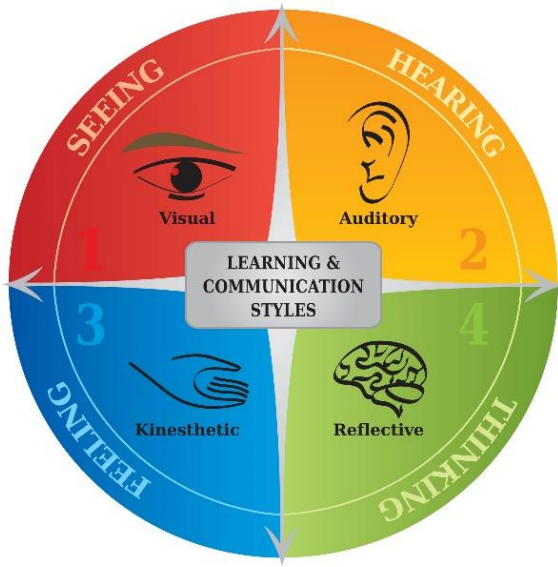
7. What are these people learning to do?



Sample



1. Name 3 learning styles.



2. What kind of learners are they?

auditory, kinesthetic, visual

a) Kevin learns best by seeing things. Kevin is a _____ learner.

b) Bernie learns best by hearing and speaking. Bernie is a _____ learner.

c) John learns best by doing things. John is a _____ learner.

3. What kind of learner do you think you are? Give reasons.

Sample



Assessment Brief 2

| | |
|---------------------------|------------------------|
| Programme Module Title: | Setting Learning Goals |
| Component Title and Code: | M2LI3 |
| Assessment Technique: | Collection of Work |
| Weighting: | 100% |
| Title: | Learning Plan |

Guidelines:

You will:

1. Identify a range of learning goals.
2. Identify time frames for your learning goals.
3. Make decisions about how to achieve your goals.
4. Identify possible learning supports.
5. Implement your plan.
6. Take responsibility for meeting your goals.
7. Recognise and record when goals have been achieved.



Assessment criteria:

- ⊙ Structure answers in a logical and clear manner.
- ⊙ Ensure the correct spelling of familiar and personally relevant words.
- ⊙ Include on your plan how goals will be achieved, e.g. timeframes for goals, supports, resources, goals achieved, notes, mind map, etc.
- ⊙ Consider if goals are achievable by asking questions.
- ⊙ Show awareness of how to stay motivated, and when it may be necessary to take a break.
- ⊙ Record your progress, e.g. in a learning journal.
- ⊙ Take part in discussions.
- ⊙ Discussions may be recorded.
- ⊙ Photographic / video evidence may be required.

Submission Date: _____

I, _____, confirm that this is my own work.

Signed: _____

Sample



1. Think about the goals you want to achieve. Match the goals and types of goals.

- | | |
|--|--------------|
| a) You want to find a better-paid job. | Family |
| b) You want to save €1500. | Hobbies |
| c) You want to learn to play the guitar. | Attitude |
| d) You want to help your community. | Education |
| e) You want to complete Level 2. | Volunteering |
| f) You want to stop losing your temper. | Physical |
| g) You want to cook healthy meals for your family. | Money |
| h) You want to take part in a 5-km run. | Artistic |
| i) You want to join a knitting club. | Work |



Sample



2. Which of these are goals? Tick them.

- I want to apply for a job at the bank.
- I am meeting a friend for lunch.
- My dream is to go to Australia on holiday.
- I have a lovely black and white cat.
- It could be a sunny day tomorrow.
- I am hoping to go to the gym three times a week.
- I am going to do a 6-week cookery course.
- I am enjoying this course very much.
- I plan to re-do my garden in 6 months' time.



3. One convenient way of creating your list of goals is to brainstorm ideas in each of the following categories. Discuss in your group.

Discussion!

- What you want to BE
- What you want to LEARN
- What you want to DO
- What you want to HAVE
- What you want to GIVE

| TUTOR VERIFICATION | |
|--------------------|------|
| Tutor Signature | Date |
| | |



Sample



7. Look at these common mistakes in setting goals. Then complete the sentences below:



- a) You may have set too _____ goals.
- b) Your goals may not be _____ enough.
- c) Your goals have _____ deadline.
- d) Your goals may be too _____.
- e) Your goals are _____ planned.

You can do the worksheet in Appendix 10 – Successful goals = successful habits. **A**

Sample



Motivation



1. Read the information about motivation:

STAY PRODUCTIVE

- DO THE MOST DIFFICULT TASK FIRST
- CHANGE YOUR ATTITUDE
- WORK SMARTER NOT HARDER
- NO PAIN NO GAIN
- BE OKAY WITH LETTING GO
- SURROUND YOURSELF WITH THE RIGHT PEOPLE
- KEEP MOVING FORWARD

2. Choose one tip from above and write how you can use this to keep you motivated.

Sample



3. Match the goals and motives.

I want to visit China.

I want to feel less tired.

I want to learn to swim.

I want to be fitter.

I want to join the
Walking Club

I want to improve my
reading.

I want to have a good
sleep pattern.

I don't want to be afraid
of water.

I want to do an
educational course.

I want to see my son
who lives in China.

4. Name 2 motives for achieving your learning goals.

Examples: get a better job, improve my maths, get healthy, etc.

Sample



Supports to Help You

1. Name 3 things that you will do to help you achieve these goals.

Examples: attend a course, join the gym, read food labels,

2. What learning supports will help you?



3. Name 3 resources/technologies/people that can support you.



Sample



1. Record your progress and achievements on your Learning Plan and make notes in your journal below.

*You can print this page as many times as you need.



Write the week number and a brief note of how you are doing.

Learning Journal

Date: _____

Week number: _____

Write some things you have done to get your goals.

Did you have any problems?

Are you meeting the deadlines for yourself?

Yes No

Are you using supports?

Yes No

Are you having any distractions?

Yes No

Do you feel like you are doing well?

Yes No

Sample



Appendix 8 - Goal Survey

What type of goals should you set? Complete the survey below to see what type of goals you might wish to set for yourself.

1. _____ Am I happy with the friends I have?
2. _____ Do I have enough friends?
3. _____ Do my friends enjoy my company?
4. _____ Do I go out with my friends?
5. _____ Do I have strong, healthy relationships with others?
6. _____ Do I feel good about myself?
7. _____ Am I confident?
8. _____ Am I doing well in my course?
9. _____ Am I doing well in everyday life?
10. _____ Am I a good member of the community?
11. _____ Am I reaching my potential?
12. _____ Do I have hobbies?
13. _____ Do I have a balanced diet?
14. _____ Do I get enough sleep?
15. _____ Do I get enough exercise?
16. _____ Do I take time to relax?
17. _____ Do I drink enough water?
18. _____ Am I friendly?
19. _____ Do I have regular contact with family?
20. _____ Am I helpful to others?
21. _____ Do I keep my environment clean and tidy?
22. _____ Do I respect the rights and feelings of others?
23. _____ Am I respectful towards my environment? (pets, nature, recycling)
24. _____ Do I try and learn new things?
25. _____ Is there something I can do that will improve my life?



Sample



Appendix 12 - Stop, Start, Continue

There are habits that will help you to reach your goals and habits that won't. Write at least one thing for each of these below.

Continue doing:

Stop doing:

Start doing more of:

Start doing less of:

Sample



Learning Outcomes

1. Identify elements of a personal profile, e.g. some personal skills, attitudes, strengths and weaknesses. Page 9 (personal student review), Pages 10 to 13 (strengths, weaknesses, personal profile, skills, talent, personal values), Page 15 (interests, 'getting to know you' discussion), Appendix 15 (personal profile template), Appendix 13 (personal inventory), Pages 22 and 23 (work-life balance), Appendix 6 (work-life balance scoring)
2. Discuss different ways of learning. Pages 16 (learning style quiz, learning styles discussion), Page 17 (learning styles, identifying own), Pages 18 and 19 (distractions), Pages 20 and 21 (study habits)
3. Consider personal learning successes. Page 14 (past learning experience/s)
4. Identify elements of the preferred personal learning style. Page 16 (learning style discussion), Page 17 (identifying own learning style and reasons), Pages 20 and 21 (study habits)
5. Consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame. Pages 26 to 29 (preparing to set goals), Page 29, Page 30 (long and short-term goals), Pages 31 to 35 (your learning goals, discussion about learning goals, mistakes in goal setting), Appendix 8 (goal survey), Appendix 9 (goal setting discussion), Appendix 7 (learning goal template), Appendix 10 (successful goals), Page 40 (discussing sample student goals), Appendix 11 (discussing sample student goals)
6. Implementing the plan. Pages 36 and 37 (staying motivated), Page 38 (motives), Page 39 (supports), Page 40 (learning plan), Page 41 (mind map), Appendix 1 (mind map template), Page 42 (learning plan template), Page 43 (how achieving goals will help – motivation),

Sample



Appendix 3 (To-do list for implementing the plan), Page 44 (feedback, possible problems), Appendix 4 (feedback page), Page 45 (learning journal), Appendix 4 (organiser)

7. Express opinions on how performance could be improved Page 46 (goal-setting habits, how to improve), Appendix 12 (considering habits), Page 47 (monitoring your goals), Page 50 (feedback and advice), Page 51 (reviewing progress, areas for improvement), Page 53 (learning journal – finalising, evaluation)