

Level 1



# Setting Learning Goals

*Student Worksheets*

**SAMPLE!**



# Contents

---

Course Overview

## ACHIEVEMENTS

Assessment Brief 1

- A. What is an Achievement
- B. Clothing
- C. Routine
- D. Healthy Eating
- E. Hygiene
- F. Medication
- G. Stress
- H. Safety
- I. Money Skills
- J. Living in your Community

## SETTING GOALS

Assessment Brief 2

- A. Goals
- B. Goal Types
- C. Rate Yourself
- D. Wishes
- E. Goal Setting
- F. What you Need
- G. Steps to Take
- H. Writing your Goals
- I. Reviewing your Goals

## APPENDICES



**Copyright © 2020, Janna T Kearney, Educoot. All Rights Reserved.**

2. Look at Ann's day.



3. What has Ann achieved today?

---

---

---

---

---

---

---

---

4. Here are some things that people do.

Complete the sentences.

Most of us have a routine.

**friends, water, put, our, eat, up, teeth, bath, shop, go**

a) We \_\_\_\_\_ or shower.

b) We wash \_\_\_\_\_ hands.

c) We brush our \_\_\_\_\_.

d) We \_\_\_\_\_ clothes on.

e) We \_\_\_\_\_ healthy food.

f) We \_\_\_\_\_ for a walk.

g) We visit \_\_\_\_\_.

h) We tidy \_\_\_\_\_ our home.

i) We buy food at the \_\_\_\_\_.

j) We drink \_\_\_\_\_.



5. Name 1 other thing you do.

\_\_\_\_\_



1. Use an evening routine checklist.

- Eat a healthy dinner
- Prepare goals for the next day
- Reflect on the day's achievements
- Clear your head, e.g. meditation, light reading, playing a game, watching a peaceful TV show
- Spend time with family or friends
- Prepare for the next morning
- Tidy up
- Go to bed early so that you get enough sleep
- Stay off computers / phones
- Make sure your room is clean and tidy
- Switch off lights



**CHECK:**

- I have a daily routine.
- I can follow my routine.



3. What are some ways to manage stress?

Label the pictures.

**Sleep, doctor, Meditate, friends, Exercise**



\_\_\_\_\_ well.



Go and see your \_\_\_\_\_.



Hang out with \_\_\_\_\_.



2. Match the words and signs.

a) First Aid



b) Poison



c) Wear a har hat



d) No food allowed



e) Fire Extinguisher



f) Exit



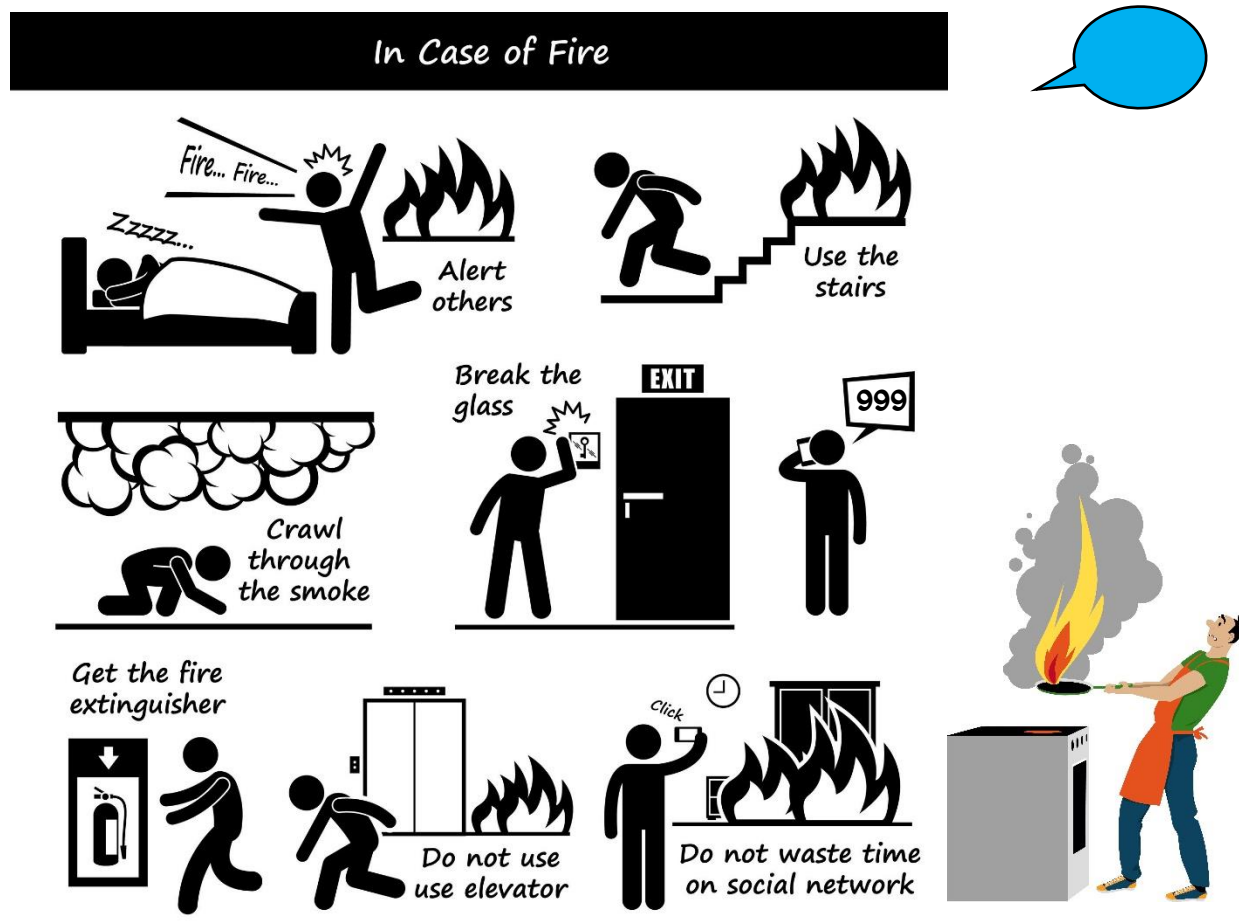
g) Electricity



h) Wear a seat belt.



2. In your group, talk about what to do when there is a fire.



3. Answer yes or no.

- a) Take photos of the fire. \_\_\_\_\_
- b) Alert others to the fire. \_\_\_\_\_
- c) Call 999. \_\_\_\_\_
- d) Find the exit. \_\_\_\_\_
- e) Use the elevator. \_\_\_\_\_
- f) Break the glass to set off the alarm. \_\_\_\_\_
- g) Try and fight the fire yourself. \_\_\_\_\_
- h) Crawl through the smoke. \_\_\_\_\_





8. These are the bills I pay each week.

Bill	Amount
Rent	€100
Electricity	€10
Telephone	€10
Hobbies	€10
Food	€60
TOTAL	



Use a calculator to add up the total.  
Write it in the table.

9. I want to buy a new pair of shoes. They cost €30. Do I have enough money? (You can use a calculator to work it out)

Yes

No



## Assessment Brief 2

---

Course:	Setting Learning Goals
Course Code:	M1L13
Assessment:	Collection of Work
Title:	<b>Setting Goals</b>
Weighting:	Collection of Work 100%

### Guidelines:

You will be expected to:

1. Choose a small range of short learning goals
2. Name some steps you need to take to achieve your goal/s
3. Take steps to achieve your plan
4. Describe your feelings about your plan at the end of a specific time

### Assessment criteria:

- ⦿ Exercises and tasks must be complete and correct.
- ⦿ Answers must be set out in a clear way.
- ⦿ Describe what a learning goal is.
- ⦿ Revise some things that you have learned.
- ⦿ Know your strengths and weaknesses.
- ⦿ Talk about different goal types, e.g. family goals, personal goals, learning goals, health goals, etc.

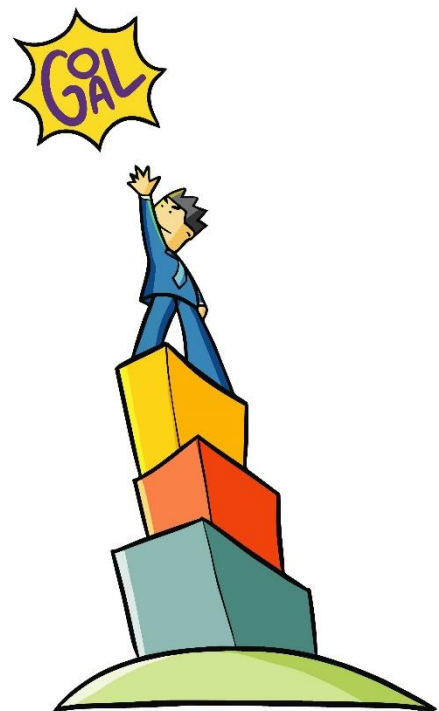
- ⦿ Reflect on things in your life that you would like to improve on.
- ⦿ Talk about the benefits of setting goals.
- ⦿ Set SMART goals.
- ⦿ Discussions may be recorded.
- ⦿ Consider the things you might need and the steps you need to take to achieve your goal/s.
- ⦿ Take all steps to achieve your goal/s.
- ⦿ Reflect on your goal setting.
- ⦿ Photographic and/or video evidence may be required.

Submission date:




I confirm that this is my own work.

Signed:

Date:



5. Check! How good are you at doing these things? Tick the correct column.

			
Getting dressed			
Having a routine			
Eating healthy			
Doing exercise			
Keeping clean			
Staying safe			
Managing stress			
Being part of the community			
Being a good student			
Working with money			
Being a good friend			

Think about these things when you set your goals.

**\*Activity 1**

Do Activity 1: *3 Stars and a Wish.*

How did you do?



What type of goals should you set?

3. Listen to the teacher reading the sentences. Tick the correct column. This might help you decide what goals you should set.



	Yes	No
Are you an honest person?		
Are you kind and helpful to others?		
Do you feel good about yourself?		
Do you enjoy your classes?		
Are you polite and friendly to others?		
Do you help others when you can?		
Do you have hobbies that you enjoy?		
Do you feel healthy?		
Do you drink enough water?		
Do you spend time in nature?		
Do you sleep well?		
Do you respect your teacher and classmates?		
Do you take care of your environment?		

\*Talk to your teacher about your answers.

9. These goals below are not SMART enough! Write SMART goals specific to you.

Include the following: how, when, who will help, what will you do, when will you do it?

*a) I want to make the world a better place.*

---

---

---

---

---

---

---

---

*b) I want to be successful.*

---

---

---

---

---

---

---

---





## H. Writing your Goals

1. Fill in this form below for each goal. Carry out the steps!

### MY GOAL

GOAL NUMBER: -----

**What is your goal?**

---

---


**What is your deadline?**

**What things do you need?**

**What things do you need to do?**

**Have you achieved your goal?**

YES       NO



## APPENDIX 3: SMART GOAL TEMPLATE

NAME

DATE



### SMART GOAL

Write your goal here:

---

---

**S**

SPECIFIC - What do you want to achieve?

**M**

MEASUREABLE - How will you know you've achieved it?

**A**

ATTAINABLE - Is your goal realistic?

**R**

RELEVANT - Why do you want to achieve this?

**T**

TIMELY - When do you want to achieve this by?

# APPENDIX 7: HABIT TRACKER

**HABIT** *tracker*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31



## Mapping of Learning Outcomes

---

(SLG1) Identify some recent personal learning achievements, e.g. paying a bill a different way, finding out where a particular service is available, making a new recipe Pages 7 to 8 (what is an achievement), Pages 9 to 12 (skills learned related to clothing), Pages 13 to 17 (skills learned related to routines, starting new routines), Pages 18 to 21 (skills learned related to healthy eating and table manners), Page 22 (skills learned related to hygiene), Pages 23 to 24 (skills learned related to medication), Pages 25 to 28 (skills learned related to stress), Pages 29 to 37 (skills learned related to safety), Pages 38 to 43 (skills learned related to money skills), Pages 44 to 48 (skills learned related to living in the community), Appendix 5 (food diary, using skills already learned to record healthy meals), Appendix 6 (café menu, using skills already learned to work out costs of orders), TEACHER NOTES: Slides 'A Few Puzzles' (achieving success with puzzles)

(SLG2) Identify a small range of short medium-term learning aspirations, e.g. to send a text message, to learn to swim Pages 52 to 55 (goals, strengths, weaknesses, things already learned, wishes), Pages 56 to 57 (types of goals), Pages 58 to 60 (rate yourself to set goals), Pages 61 to 63 (wishes, talking about short-term and long-term goals, considering unrealistic goals), Pages 64 to 71 (goal setting), Appendix 1 (weekly goals), Appendix 3 (smart goal template), Appendix 4 (example of short-term goals), TEACHER NOTES: Activity 1: 3 Stars and a Wish (wishes), TEACHER NOTES: Activity 2: Wheel of Fortune (types of goals), TEACHER NOTES: Activity 3: Smarties Warm-Up

Activity (estimating and carrying out sweet experiment),  
TEACHER NOTES: Activity 7: Happy Place (imagining what achieving the goal/s feels like)

(SLG3) Name, with support, some steps needed to achieve a personal learning goal within a specified time period, e.g. identifying available resources [Pages 72 to 73 \(what you need for setting your goals\)](#), [Pages 74 to 76 \(steps to take to achieve your goals\)](#), [Pages 77 to 80 \(writing your goals\)](#), [Appendix 1 \(weekly goals\)](#), [Appendix 2 \(weekly planner\)](#), TEACHER NOTES: Activity 4: Longest Shadow Activity (support that others can offer to help in the achievement of goals)

(SLG4) Perform steps required to achieve the plan [Page 77 \(my goal template\)](#), [Appendix 1 \(weekly goals\)](#), [Appendix 2 \(weekly planner\)](#), [Appendix 7 \(habit tracker for recording the practice of new habits\)](#), TEACHER NOTES: Activity 5: Vision Board (creating a visual of goals that would show the plan on how the goal will be achieved), TEACHER NOTES: Activity 6: Goal Ladders (showing steps for achieving a goal)

(SLG5) Describe feelings/opinions on the plan at the end of a specified time [Pages 81 to 83 \(reviewing your goals\)](#)