

## TEACHER INSTRUCTIONS:

Title: **My Goal Setting Interview**

Source: *Literacy Volunteers of Leon County, Tallahassee, FL*

Highlights: Helps learners work through all phases of goal work: setting goals, identifying necessary skills, identifying barriers and motivators, setting realistic time frames and monitoring progress. Completed worksheets inform instruction. Review with learners at regular intervals.

This document is part of the Adult Learner Handbook of the Literacy Volunteers of Leon County in Tallahassee, Florida. The complete handbook can be found at:

[www.literacyvolunteers.org/ppe/student\\_intake/leon\\_handbook.rtf](http://www.literacyvolunteers.org/ppe/student_intake/leon_handbook.rtf)

1. Copy the instrument on colored paper – one for each learner. In addition, copy the instrument onto a transparency for you to use on an overhead projector. This instrument is completed over several class sessions as learners move through all phases of goal work.
2. Using the overhead transparency, do a “think aloud” as you model the selected sections of the worksheet using your own personal goals.
3. Give each learner a worksheet. Allow time in class for learners to complete the selected sections of their worksheets. If learners feel comfortable they may work in pairs interviewing each other and completing the worksheet for each other. Alternately, let learners complete the worksheet at home where they can get input from other significant people in their lives.
4. Gather the completed worksheets. Copy the worksheets for each learner’s file. Return the original worksheet to the learner, with instructions to keep the worksheet for later review.
5. Use the learner responses to inform your instruction and curriculum.
6. Completed worksheets can serve as the basis for learner choice of primary and secondary goals for AEFLA reporting purposes.
7. At the intervals stated on the worksheet – 1 month, 3 months, 6 months, 1 year– ask learners to bring out their worksheets (using the copies you have on file for learners who have misplaced theirs) to revisit their goals and complete the last page of the worksheet. Have learners reached their goals in full, in part, or not at all? What has helped them? What has hindered them? Do they have new goals to add?

# My Goal Setting Interview

## **It is important to think about your goal!**

A goal is a plan. Plans are usually made up of big parts and little parts. Sometimes people only think about the big parts or the main goal. They do not think about all the little steps it takes to get there. You may need to divide your big goal into smaller goals.

If you take the time to answer the following questions about your goal, it will help you to understand more about goals and how you can reach them.



## **Finding out where to start**

What are your interests?

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What do you enjoy doing?

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**Finding out your big, main goal**



What would you like to be able to do that you can't do now?

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Why do you want to do it?

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What skills do you need to do this?

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**Who or what will help you reach your goal?**

- Yourself       Your teacher / tutor       Family member
- Friend       Library / Resource Center       Employer

Who or what might get in the way of your goal?

\_\_\_\_\_

What will encourage you to hang in there?



List three things that might happen to you if you reach your goal.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What will you have to do to reach your goal?**

- Meet with your tutor often       Be patient  
 Do homework       Work hard  
 Keep a good attitude       Work on computer  
 Check out books

**How long do you think it will take you to reach it?**

- 1 month     3 months     6 months     1 year     Longer than 1 year

List three small goals that will help you reach your big goal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_