

# RIGHT ON TARGET



**COMPETENCY  
CATEGORY:**

Life Survival

**COMPETENCY  
NUMBER:**

G.54

**COMPETENCY:**

Set and prioritize goals and establish a timeline for achieving them.

**OBJECTIVE:**

Upon completion of this module, students will be able to set and prioritize goals and establish a timeline for achieving them.



Copyright © 2000

by

**JOBS FOR AMERICA'S GRADUATES, INC.**

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG NATIONAL NETWORK.

**JAG**



Published by JOBS FOR AMERICA'S GRADUATES, INC.

1729 King St., Suite 100

Alexandria, VA 22314

703.684.9479

703.684.9489 - Fax

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES  
or the JAG FIELD SERVICES OFFICE, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.

972.691.4486 • 972.874.0063 Fax • [www.jag.org](http://www.jag.org)

## INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity G.54-1 • Computer with Internet access			14
Learning Activity G.54-2 • Work Sheet—“Setting Short-Term and Long-Term Academic Goals”			15 16
Learning Activity G.54-3 • Work Sheet—“Setting Personal Goals”			18 19
Learning Activity G.54-4 • Work Sheet—“Setting Long-Range Goals”			21 22
Learning Activity G.54-5 • Work Sheet—“Journal Writing”			25 26
Learning Activity G.54-6 • Types of Support Linkages • Community Resources • Service Activity Action Plan			27 28 29 30
Reading Activity G.54 • “Poor Goal-Setting”			32 33
Math Activity G.54 • Work Sheet—“Concrete Math”			38 39
Pre-Assessment/Post-Assessment			40
Answer Key—Pre-Assessment/Post-Assessment			42
Answer Key—Reading Activity			44
Answer Key—Math Activity			45

## INTRODUCTION

- State module topic and review module objective.
- Did you know that 95% of individuals fail in any major endeavor, whether personal or business, due to a lack of goals and planning?
- In 1953 researchers polled the graduating class of Yale University and found that 3% of the graduates practiced goal setting and had a set of clearly defined written goals.
- In 1973 researchers went back and visited the class of 1953 and found that the 3% of the graduates who had the clear and written goals had amassed a fortune worth more than the other 97% **combined**. This is powerful evidence that goal setting is a proven process in creating and defining success.
- “All successful men and women are big dreamers. They imagine what their future could be, ideal in every respect, and then they work every day toward their distant vision, that goal or purpose.” (Brian Tracy)

## Administer Pre-Assessment

## OUTLINE

### A. Importance of goal setting

**Note to Specialist: Review Module F.33–Base Decisions on Values and Goals and Module C.17–Demonstrate Time Management before covering this module with your students.**

1. Goal setting is a very powerful technique that can yield strong returns in all areas of your life.
2. At its simplest level the process of setting goals allows you to choose where you want to go in life. By knowing precisely what you want to achieve, you know what you have to concentrate on and improve.

3. Goal setting gives you a long-term vision and short-term motivation.
4. It focuses your acquisition of knowledge and helps you to organize your resources.
5. By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals. You can see forward progress in what might previously have seemed a long pointless grind.
6. By setting goals you can:
  - a. Achieve more
  - b. Improve performance
  - c. Increase your motivation to achieve
  - d. Increase your pride and satisfaction in your achievements
  - e. Improve your self-confidence
  - f. Eliminate attitudes that hold you back and cause unhappiness
7. People who use goal-setting effectively:
  - a. Suffer less stress and anxiety
  - b. Concentrate better
  - c. Show more self-confidence
  - d. Perform better
  - e. Are happier and more satisfied.

## B. Setting goals effectively

1. The way in which you set goals strongly affects your effectiveness.
2. Broad guidelines for setting effective goals:
  - a. Start with a Positive Statement: Express your goals positively: “Do this well” is a much better goal than “Don’t make this stupid mistake again.”
  - b. Be Precise: If you set a precise goal, putting in dates, times and amounts so that achievement can be measured, then you know the exact goal to be achieved, and can take complete satisfaction from having achieved it.
  - c. Set Priorities: Where you have goals, give each one a priority. This helps you to avoid feeling overwhelmed by too many goals, and helps to direct your attention to the most important ones.
  - d. Write Your Goals Down: To avoid confusion and give them more force.
  - e. Keep Operational Goals Small: Keep the goals you are working towards immediately small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward.
3. You should take care to set goals over which you have as much control as possible—there is nothing as dispiriting as failing to achieve personal goals for reasons beyond your control such as poor judging, bad weather, injury, or just plain bad luck.
4. Goals based on outcomes are extremely vulnerable to failure because of things beyond your control.

5. If you base your goals on personal performance or skills or knowledge to be acquired, then you can keep control over the achievement of your goals and draw satisfaction from them.
6. For example, you might achieve a personal best time in a race, but still be disqualified as a result of a poor judgment decision.
7. If you had set an outcome goal of being in the top three, then this will be a defeat. If you set a performance goal of achieving a particular time, then you will have achieved the goal and can draw satisfaction and self-confidence from its achievement.
8. Another flaw is where outcome goals are based on the rewards of achieving something, whether these are financial or are based on the recognition of colleagues. In early stages, these will be highly motivating factors; however, as they are achieved, the benefits of further achievement at the same level reduce. You will become progressively less motivated.
9. Set specific goals that are measurable. If you achieve all conditions of a measurable goal, then you can be confident and comfortable in its achievement.
10. If you consistently fail to meet a measurable goal, then you can adjust it or analyze the reason for failure and take appropriate action to improve skills.
11. Set realistic goals: Goals may be set unrealistically high for the following reasons:
  - a. Other people: Other people (parents, teachers, friends) can set unrealistic goals for you, based on what they want. Often this will be done in ignorance of your goals, desires and ambitions.
  - b. Insufficient information: If you do not have a clear, realistic understanding of what you are trying to achieve and of the skills and knowledge to be mastered, it is difficult to set effective and realistic goals.

- c. Always expecting your best performance: Many people base their goals on their best performance, however long ago that was. This ignores the inevitable backsliding that can occur for good reasons, and ignores the factors that led to that best performance. It is better to set goals that raise your average performance and make it more consistent.
  - d. Lack of respect for self: If you do not respect your right to rest, relaxation and pleasure in life then you risk burnout.
12. Setting goals too low: alternatively, goals can be set too low because of:
- a. Fear of failure: If you are frightened of failure you will not take the risks needed for optimum performance. As you apply goal setting and see the achievement of goals, your self-confidence should increase, helping you to take bigger risks. Know that failure is a positive thing: it shows you areas where you can improve your skills and performance.
  - b. Taking it too easy: It is easy to take the reasons for not setting goals unrealistically high as an excuse to set them too low. If you're not prepared to stretch yourself and work hard, then you are extremely unlikely to achieve anything of any real worth.
13. Setting goals at the right level: Setting goals at the correct level is a skill that is acquired by practice.
14. You should set goals so that they are slightly out of your immediate grasp, but not so far that there is no hope of achieving them: no-one will put serious effort into achieving a goal that they believe is unrealistic.



15. Thinking a goal through: When you are thinking about how to achieve goals, asking the following questions can help you to focus on the sub-goals that lead to their achievement:
- a. What skills do I need to achieve this?
  - b. What information and knowledge do I need?
  - c. What help, assistance, or collaboration do I need?
  - d. What resources do I need?
  - e. What can block progress?
  - f. Am I making any assumptions?
  - g. Is there a better way of doing things?

<b>COMPLETE LEARNING ACTIVITY G.54-1</b> <b>“INTERNET SEARCH”</b>
--

C. Steps for setting goals

1. What are your goals for:
  - a. Next week?
  - b. Next month?
  - c. Next year?
  - d. Next couple of years?
  - e. Next 3-5 years?
  - f. In life?
- g. Think in terms of:
  - What you want to do

- What you want to be
- What you want to see
- What you want to have
- Where you want to go
- What you would like to share
- What you would like to give
- Who you would like to help
- What you would like for your family

2. Prioritize your list
3. What are the things you need to accomplish a–g above?
4. Develop an action plan to accomplish each of your stated goals. (Be specific)
  - a. Example:

### **Action Plan**

Goal #1 \_\_\_\_\_

Goal #2 \_\_\_\_\_

Goal #3 \_\_\_\_\_

Goal #4 \_\_\_\_\_

Goal #5 \_\_\_\_\_

- b. Things you will do this week, and the things you will do today that relate to your goals for this year. To this list then add anything else that you want to accomplish during the day or week (laundry, shopping, letter-writing, etc.). You now have an action plan.
- c. Now ask yourself which of these activities you really enjoy doing. Which do you find a drag? Which do you avoid doing at all? How many of the things that are “a drag” relate to your lifetime goals?

5. Establish timelines

**Note to Specialist: Show your students how to establish timelines.**

- a. What should you do first?
  - b. What can you do to save time?
  - c. What items could you combine to save time?
  - d. Where are the shortcuts?
  - e. Where can you get help?
  - f. What should you stop doing or do less often?
6. Schedule one action a day to work toward your goals.
  7. Keep track of your actions toward your goals.
  8. Evaluate your goals vs. your timeframe.
- D. Rules of goal setting
1. Rule #1 - Embrace your goal, and believe in it. The odds are not good that you will achieve your goals until you “buy in.”
  2. Rule #2 - The goal must be specific. By specific, it must be measurable and definitive. It’s often difficult to determine when a goal that is too general and vague has been achieved.
  3. Rule #3 - The goal must be in writing. Putting the goal in writing makes it real. It’s easy to forget goals that pass through your mind, but when they are in writing, you can look at them every day and ask yourself, “What have I done today to bring me closer to my goals?”
  4. Rule #4 - Ask yourself this question: “Is my goal realistic?” When a goal is unrealistic and cannot possibly be reached, you may become intimidated and stop trying.

5. Rule #5 - Goals must have a deadline. Don't establish a goal to make a million dollars, but attach a specific (and realistic) date to the goal.
6. Rule #6 - What obstacles stand between you and achieving each of your goals? Be specific and write each of them down.
7. Rule #7 - Ask yourself this question: "Am I committed to achieving this goal?" Commitment is a strong word. It means that you will achieve this goal in spite of the often-uncontrollable roadblocks that are bound to crop up from time to time.
8. Rule #8 - What's your action plan? What are you going to do differently this year from what you did last year? If you want different results, you must do different things.

**COMPLETE LEARNING ACTIVITY G.54-2**  
**"SETTING SHORT-TERM AND LONG-TERM GOALS"**

**COMPLETE LEARNING ACTIVITY G.54-3**  
**"SETTING PERSONAL GOALS"**

**COMPLETE LEARNING ACTIVITY G.54-4**  
**"SETTING LONG-RANGE GOALS"**

**COMPLETE LEARNING ACTIVITY G.54-5**  
**"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY G.54-6**  
**"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY G.54**  
**"POOR GOAL-SETTING"**

**COMPLETE MATH ACTIVITY G.54**  
**"CONCRETE MATH"**

**Administer Post-Assessment**

**LEARNING ACTIVITY G.54-1**  
**“INTERNET SEARCH”**

**OBJECTIVE:** To research the careers of successful individuals

**RESOURCES:** • Computer with Internet access

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Have students select a leader or individual that they respect.
2. Have students prepare a 10-15 minute presentation on the history of their selection.
3. Stress the importance of each person’s goals.
4. Some suggested individuals and web addresses are:
  - a. Jame Chu – [www.usdreams.com/chu](http://www.usdreams.com/chu)
  - b. Martin Luther King – [www.usdreams.com/king](http://www.usdreams.com/king)
  - c. Abraham Lincoln – [www.usdreams.com/lincoln](http://www.usdreams.com/lincoln)
  - d. Linda Alvarado – [www.usdreams.com/alvarado](http://www.usdreams.com/alvarado)
  - e. Shirley Nelson – [www.usdreams.com/nelson](http://www.usdreams.com/nelson)
  - f. Marva Collins – [www.usdreams.com/collins](http://www.usdreams.com/collins)
  - g. B. Evette Robinson – [www.usdreams.com/robinson](http://www.usdreams.com/robinson)

**LEARNING ACTIVITY G.54-2**  
**“SETTING SHORT-TERM AND LONG-TERM ACADEMIC GOALS”**

**OBJECTIVE:** To set short-term and long-term academic goals

**RESOURCES:** Work Sheet—Learning Activity G.54-2

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Pass out the work sheet for Learning Activity G.54-2.
2. Give students sufficient time to complete the work sheet.
3. Have students submit their work sheets for your review.
4. Meet with each student to make suggestions regarding ways to achieve their goals.
5. Engage students in a class discussion about their goals.

**LEARNING ACTIVITY G.54-2**  
**“SETTING SHORT-TERM AND LONG-TERM ACADEMIC GOALS”**  
**WORK SHEET**

\_\_\_\_\_

**STUDENT NAME**

1. Identify an academic goal you have for this week or next week.

2. Identify an academic goal you have for this month.

3. Identify an academic goal you have for this school year.

4. Identify an academic goal you have after high school.



5. Complete the following for questions 1, 2, 3 and 4 above:

	Steps/Goal	Short-Term		Long-Term	
		Quest. #1	Quest. #2	Quest. #3	Quest. #4
A. What skills and information do you need to accomplish this goal?					
B. What help or assistance do you need?					
C. What resources do you need?					
D. What can block your progress toward accomplishing this goal?					
E. What timelines do you need to follow? (Be specific)					

**LEARNING ACTIVITY G.54-3**  
**“SETTING PERSONAL GOALS”**

**OBJECTIVE:** To set personal goals

**RESOURCES:** Work Sheet—Learning Activity G.54-3

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Pass out the work sheet for Learning Activity G.54-3.
2. Give students sufficient time to complete the work sheet.
3. Have students submit the work sheet for your review.
4. Meet with each student to make suggestions regarding ways to achieve their goals.
5. Engage students in a class discussion about their goals.

**LEARNING ACTIVITY G.54-3**  
**“SETTING PERSONAL GOALS”**  
**WORK SHEET**

\_\_\_\_\_

**STUDENT NAME**

1. Identify at least 4 **personal** goals you would like to accomplish.  
Select one goal for this week, this month, this school year, and one long-range career-related goal.

a. This week

b. This month

c. This school year

d. Career-related goal

2. Complete the following for each personal goal (Use a separate sheet of paper):

	Steps/Goals	This week	This month	This school year	Career-Related
A. What skills/information do you need to accomplish this goal?					
B. What help or assistance do you need?					
C. What resources do you need?					
D. What can block your progress toward accomplishing this goal?					
E. What timelines do you need to follow? (Be specific)					

**LEARNING ACTIVITY G.54-4**  
**“SETTING LONG-RANGE GOALS”**

**OBJECTIVE:** To set long-range goals

**RESOURCES:** Work Sheet—Learning Activity G.54-4

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Pass out the work sheet for Learning Activity G.54-4.
2. Give students sufficient time to complete the work sheet.
3. Have students submit the work sheet for your review.
4. Meet with each student to make suggestions regarding ways to achieve their goals.
5. Engage students in a class discussion about their goals.

**LEARNING ACTIVITY G54-4**  
**“SETTING LONG-RANGE GOALS”**  
**WORK SHEET**

\_\_\_\_\_

**STUDENT NAME**

1. What are your lifetime goals?

2. What are your goals for the next 3-5 years?

3. Examine each of the goals you have listed above and answer the following questions for **each goal**.

A. What skills do you need to achieve each of your goals?

B. What information and knowledge do you need to achieve your goals?

C. What type of help or assistance do you need to achieve your goals?

D. What resources do you need to achieve your goals?

E. Who can work with you as a mentor? (A mentor is someone ahead of you who can help you achieve your goals.)

F. Establish a timeline for each of your goals.

G. What are your plans for checking your progress toward your goals?



**LEARNING ACTIVITY G.54-5**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY G.54-5**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY G.54-6**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity G.54-6

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

**SERVICE ACTIVITY ACTION PLAN**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY G.54**  
**“POOR GOAL-SETTING”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity G.54

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity G.54 and distribute to each student.
2. Have students read “Poor Goal-Setting.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.



## “POOR GOAL SETTING”

Let me tell you a little story. You can take it any way you want. You might see something in it that could come in handy at some time in your life. Maybe if someone had told me a story like this, I wouldn't have messed things up so badly.

I was working for a construction outfit in Florida. It was close to Pompano Beach. They were building “condos” like crazy. That means condominiums, but hardly anybody called them that—too long of a word. Anyway, these are apartment buildings. People, instead of renting, buy their apartments. This was a very popular way of doing things there. All up and down Federal Highway and Sample Road you could find almost a hundred of these condos going up.

Now, the most important reason for building a condo is that it doesn't use up much space. You can put twenty “units” together in one building the size of an apartment house. The second is that they can be built in about two months—foundation to chimney—complete. This means that there is a lot of money to be made. Each apartment or “unit” costs almost as much as a house. And when you can build twenty in two months, we're talking about quick cash.

As you might have guessed, everything was in a rush on the job site. The superintendent made our boss push us pretty hard. That's kind of rough on a person in the Florida sun in the summer. But the pay was real good, so we didn't mind too much.

There were times when I thought the superintendent did not do a very good job of setting goals and establishing time lines. For instance, last Tuesday he had six of us working on the concrete columns.

Every concrete column and beam has steel bars in it to keep it from cracking. I was building the form for one of these, and we were in a hurry. The forms were made of plywood, and the concrete was poured right into it. After it hardened, the wood was removed. As I was putting the steel bars in a form, one of the other workers yelled to me. He said that the concrete trucks were on the way.

The superintendent left the delivery schedule up to the concrete manufacturer. Can you believe this! He had his goals all mixed up. We couldn't "accept" the concrete delivery at this time. We didn't have the forms ready. "Forget about the steel," the superintendent said. "It won't be here until Thursday, or is it Friday?" We poured the concrete that afternoon. In fact, I did the pouring.

That was on Tuesday. I was fired on Friday. When we took the forms off of that concrete, half of it crumbled. It couldn't hold its own weight. Pulling the plywood off caused it to crack. The superintendent yelled and screamed and told me how much money it cost him. He said I should have known better—never leave the steel out. I told him I just assumed it was ok.

It cost him a few thousand dollars and a big delay. I explained that we didn't have the steel and that the concrete trucks had arrived because the delivery schedule was up to the manufacturer. At that time Juan, the supervisor spoke up and supported me.

After what seemed like a lifetime, the superintendent accepted responsibility for the poor timeline and asked Juan to assume the daily work goals and time schedule. Juan happily agreed. Things have really worked well from that day forward and I have been promoted to assistant supervisor on Monday.

## READING RECALL

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

1. Condominiums are
  - a. \_\_\_ houses people rent.
  - b. \_\_\_ apartments people buy.
  - c. \_\_\_ homes on wheels.
  
2. The concrete columns in the condominiums
  - a. \_\_\_ were reinforced with steel.
  - b. \_\_\_ often crumbled in warm weather.
  - c. \_\_\_ were strong enough to stand without being reinforced.
  
3. The worker was scolded because he
  - a. \_\_\_ poured the concrete without the steel.
  - b. \_\_\_ didn't know how to build condominiums.
  - c. \_\_\_ was lazy.

## PART II

**DIRECTIONS:** Use the words listed below to write your version of the story you have just read.

construction  
condominium  
supervisor

superintendent  
column  
concrete

goals  
timeline  
steel bars



### PART III

**Directions:** To solve these problems use the chart below.

Example:

1	A						11 Becomes A
1	4						24 Becomes I
2							I
2	4						14 Becomes D
1							D

11-24-14 Becomes AID

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z

Change the numbers into vocabulary words

- |   |   |
|---|---|
| <p>1. A southern state<br/>21-32-35-43-24-14-11</p> <p>2. Apartment that is bought<br/>13-35-34-14-35-33-24-34-24-51-33</p> <p>3. Short for condominium<br/>13-35-34-14-35</p> <p>4. A condominium is made up of these<br/>51-34-24-45-44</p> | <p>5. Manager, Director<br/>44-51-41-15-43-52-24-44-35-43</p> <p>6. Place where work is done<br/>53-35-43-31 44-24-45-15</p> <p>7. Building material<br/>13-35-34-13-43-15-45-15</p> <p>8. Built with forms<br/>13-35-32-51-33-34</p> |
|---|---|

**MATH ACTIVITY G.54**  
**“CONCRETE MATH”**

**OBJECTIVE:** To practice addition, subtraction, multiplication, and making a chart

**RESOURCES:** Work Sheet—Math Activity G.54

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity G.54 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

**MATH ACTIVITY G.54**  
**“CONCRETE PATIOS”**  
**WORK SHEET**

**DIRECTIONS:** Answer the following questions.

1. Don worked on a construction crew laying concrete patios. His boss always told the workers to pour the patios to a thickness of  $\frac{1}{2}$  foot. To figure the amount of concrete used in a patio you multiply the thickness by the area to get cubic feet.
  - a. Use the information provided in the chart below and fill in the column marked “Cubic Feet.”

Patio Thickness	Area	Amount of Concrete (Cubic Feet)	Cost
$\frac{1}{2}$ foot	42 sq. feet		
$\frac{1}{3}$ foot	42 sq. feet		

- b. Don thinks a  $\frac{1}{3}$ -foot thickness would make just as good a patio. He knows it would be cheaper. If it costs \$6 for a cubic foot of concrete, find out how much each patio would cost. Fill in the chart.
  - c. How much cheaper would it be to pour a  $\frac{1}{3}$ -foot thick patio?

2. Don’s boss says a  $\frac{1}{3}$ -foot thick patio is a waste of money because it cracks too easily and has to be replaced. It costs \$500 to tear out a cracked patio. How much would it cost to lay a  $\frac{1}{3}$ -foot thick patio, tear it out, and replace it with a  $\frac{1}{2}$ -foot thick patio?

**PRE-ASSESSMENT**     **POST-ASSESSMENT**

**DIRECTIONS:**    Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1.    List 4 reasons for goal-setting.

2.    What are 5 broad guidelines for setting goals?

3.    Why should goals be realistic?

4.    What is the purpose of an action plan?



5. List the 8 rules of goal setting.



## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. List 4 reasons for goal-setting.
  - Can yield strong returns
  - Helps to choose where you want to go
  - Helps with long term vision, short term motivation
  - Pride in achievement
  - Helps to organize resources
  - Reduce stress
  - Better performance
  
2. What are 5 broad guidelines for setting goals?
  - Express goals positively
  - Set a precise goal
  - Set priorities
  - Write down goals
  - Keep goals small
  
3. Why should goals be realistic?
  - So that your goals can be accomplished.
  
4. What is the purpose of an action plan?
  - To help you prioritize your goals and determine the things to do to accomplish your goals
  
5. List the 8 rules of goal-setting.
  - Rule #1 - Embrace your goal, and believe in it. The odds are not good that you will achieve your goals until you “buy in.”
  
  - Rule #2 -The goal must be specific. By specific, it must be measurable and definitive. It’s often difficult to determine when a goal that is too general and vague has been achieved.

- Rule #3 - The goal must be in writing. Putting the goal in writing makes it real. It's easy to forget goals that pass through your mind, but when they are in writing, you can look at them every day and ask yourself, "What have I done today to bring me closer to my goals?"
- Rule #4 - Ask yourself this question: "Is my goal realistic?" When a goal is unrealistic and cannot possibly be reached, you may become intimidated and stop trying.
- Rule #5 - Goals must have a deadline. Don't establish a goal to make a million dollars, but attach a specific (and realistic) date to the goal.
- Rule #6 - What obstacles stand between you and achieving each of your goals? Be specific and write each of them down.
- Rule #7 - Ask yourself this question: "Am I committed to achieving this goal?" Commitment is a strong word. It means that you will achieve this goal in spite of the often uncontrollable roadblocks that are bound to crop up from time to time.
- Rule #8 - What's your action plan? What are you going to do differently this year from what you did last year? If you want different results, you must do different things.

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Condominiums are
  - a. \_\_\_ houses people rent.
  - b. X apartments people buy.
  - c. \_\_\_ homes on wheels.
  
2. The concrete columns in the condominiums
  - a. X were reinforced with steel.
  - b. \_\_\_ often crumbled in warm weather.
  - c. \_\_\_ were strong enough to stand without being reinforced.
  
3. The worker was scolded because he
  - a. X poured the concrete without the steel.
  - b. \_\_\_ didn't know how to build condominiums.
  - c. \_\_\_ was lazy.

**PART III**

1. Florida
2. Condominium
3. Condo
4. Units
5. Supervisor
6. Work Site
7. Concrete
8. Column

**ANSWER KEY**  
**MATH ACTIVITY**

1.
  - a. 21 cubic feet  
14 cubic feet
  - b. \$126.00  
\$84.00
  - c. \$42.00
2. \$710.00