

Learner Persistence—Intermediate-High ESL, Advanced ESL & ABE

Teacher's Notes:

Studies show that students who have a good understanding of their long term and short term goals, and have a clear plan that establishes the necessary steps to obtain the goals, are more likely to persist in their studies. These exercises help your students to establish their goals and then create a plan to achieve them.

The following exercises will also aid you in preparing the students to fill out their TOPSpro Entry forms, specifically field #12. During the exercises, please review how to fill in the bubbles on the form with the students.

Before doing the activities, you may want to define more in depth “short-term goals” and “long-term goals” with examples.

Getting students to discuss both short-term goals and long-term goals can be a difficult and “dry” task. The targeted conversation questions in both activities are meant to springboard the discussion, so the short-term goals activity should be done with a partner, and the long-term activity should be done in groups.

In the “Setting and Achieving Short Term Goals” activity, you may need to demonstrate Parts II and III (especially using reported speech in Part II).

The “Setting and Achieving Long Term Goals” activity will work best if students are put in groups of three or four. Emphasize how important it is not just to set goals, but also to think of step by step actions they can take to achieve their goals. Again, you may need to demonstrate an example. Once each group has completed all three tasks, choose specific students and ask them to share both their long-term goal and the steps their group came up with to help them accomplish this goal. If you have time to have each student in class do this, even better!

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Name:

Date:

Setting and Achieving Short Term Goals

PART I

Directions: Use the following questions to interview your partner. Make sure to check “yes” or “no” (your partner’s answers, NOT yours) and write down the other information he/she gives you.

PARTNER’S NAME: _____

<i>Interview Questions</i>	<i>Yes</i>	<i>No</i>	<i>More Information</i>
Are you taking this class to improve your communication skills (speaking, reading, writing, listening)?			
Are you taking this class to improve another kind of skill? If so, what skill?			
Is this class going to helping you keep your job? Is so, how?			
If you don’t have a job, is this class going to help you get a job? If so, how?			
Do you have children?			
If so, is this class helping your family? How?			
Are you planning to go into the military? If so, how does this class help you with that goal?			
Is there any other reason you are taking this class? If so, describe the reason(s).			

PART II

Directions:

- 1) *Take turns with your partner reading back the answers to the questions in Part I. (Try and use reported speech.) For example, you might say, "When I asked you if you were taking this class to improve your communication skills, you said 'yes.' You told me that you needed to improve your speaking and writing skills. When I asked you if you were taking this class to improve another kind of skill, you said 'yes.' You said that you wanted to improve your typing skills at the computer lab each week. Etc., etc."*
- 2) *After both you and your partner have listened to your answers, take five minutes to choose the two most important reasons WHY you are taking this class, and write down your answers on the lines below.*

The main reasons I am taking this class are:

- a. _____

- b. _____

- 3) *Now read your sentences to your partner.*

PART III

A short-term goal is something that you hope to achieve in the near future. In Part II, you talked to your partner about the two goals you want to accomplish in taking this class. Choose either "a" or "b" from Part II, and, with you partner, brainstorm two ways that you can accomplish this goal (in addition to taking this class). For example, if you said, "The main reason I am taking this class is to help my daughter with her school work." In addition to taking this class, you might accomplish this goal by reading with your daughter every night. You could also talk to her teacher every week. After discussing two ways to achieve your short-term goal with your partner, write a sentence for each way you discussed to accomplish the goal.

1. _____

2. _____

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Date:

Setting and Achieving Long Term Goals

PART I

Directions: In your group, discuss the following questions.

1. Where do you want to be living in five years?
2. What kind of job do you want to be doing in five years?
3. Have you graduated from high school? If not, do you want to graduate from high school? When?
4. Have you graduated from college/university or a technical school? If not, do you want to graduate from college/university or a technical school? What do you want to study?
5. Are you a U.S. citizen? If not, are you planning on becoming a U.S. citizen? When?

PART II

A long-term goal is something that you want to achieve over a longer period of time.

Directions: Think about what you discussed in your group in Part I and write three long term goals (something that you want to achieve within the next five to ten years).

1. _____

2. _____

3. _____

PART III

*Directions: Read the three goals that you wrote down to your group. Then choose **ONE** long-term goal and brainstorm with your group about the steps you might take to accomplish this goal.*

For example, if one of your long-term goals is “I want to get a higher paying job.” You and your group might discuss that the steps you could take are: 1) improve your English, 2) get your High School Diploma, 3) go to community college or a technical school, 4) look for a company to work for that has the possibility of giving you job training, 5) meet with a job counselor and discuss what jobs might be good for you, etc.

Write down the steps that your group comes up for your long-term goal.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Filling Out the TOPSpro Entry Record—Intermediate-High ESL, Advanced ESL & ABE

Name:

Date:

Attainable Goal within a Program Year

Directions: Match the explanations of words or expressions you will see on the TOPSpro Entry Record on the right with the words on the left.

- | | |
|------------------------------------|--|
| _____ 1. Improve basic skills | a. unemployed and need to find work |
| _____ 2. Improve English skills | b. need to take a test to become a United States citizen |
| _____ 3. H.S. Diploma | c. first |
| _____ 4. GED | d. want to join the Army, Navy, Marines, Air Force or National Guard |
| _____ 5. Get a job | e. High School Diploma |
| _____ 6. Retain job | f. need to improve reading, writing and math skills |
| _____ 7. Enter college or training | g. want to study |
| _____ 8. Work-based project | h. second |
| _____ 9. Family goal | i. need to improve speaking, listening, reading and writing skills in the English language |
| _____ 10. U.S. Citizenship | j. want to keep job |
| _____ 11. Military | k. want to help family |
| _____ 12. Personal goal | l. General Equivalency Diploma—a diploma for adults equivalent to a high school diploma |
| _____ 13. primary | m. want to start college or technical school |
| _____ 14. secondary | n. need to do a special project at work |

Directions: Read the sentences and answer “True” or “False.”

1. Jose speaks English at his work and he needs to keep improving his English to keep his job. He should bubble in “Retain a job” as an attainable goal for THIS year.

2. Natalia wants to improve her English skills, but she also has an appointment to take her citizenship test in two months. She should bubble in “Improve English skills” as her primary goal and “U.S. Citizenship” as her secondary goal for this year.

3. Diana wants to go to college in five years after she finishes her Basic Skills and High School program. She should bubble in “Enter college or training” as an attainable goal for THIS year.

4. Layim wants to improve her English skills, but she also wants to help her children with their school work. She should bubble in “Improve English skills” as her primary goal and “Family goal” as her secondary goal for this year.

5. Roberto is thinking about joining the military next year. He should bubble in “Military” as an attainable goal for THIS year.

6. Ernesto’s dream is to go to college, but he has to finish his ESL classes and high school program first. He should bubble in “Enter college or training” as an attainable goal for THIS year.

7. Max is having problems at work because his math skills are very weak. His boss has told him that he must improve his math skills or he will have to let him go. Max should bubble in “Improve basic skills” as his primary goal and “Retain a job” as his secondary goal.

8. Maria hates her job. She wants to get a better, higher paying job, but she knows that she has to wait for a year or two and improve her English skills. She should bubble in “Get a job” as an attainable goal for THIS year.

