COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 2

EO M103.02 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the SMART Goal handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.

An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of the lesson, the cadets will have mapped a personal goal for the training year.

IMPORTANCE

It is important for cadets to set goals that will encourage personal development and motivate them to complete tasks.

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Teaching point 1 **Explain the concept of goal setting.**

Time: 10 min Method: Interactive Lecture

DEFINITION OF A GOAL

A goal is an aim an individual or group works toward; an object of ambition / effort.

DIFFERENCE BETWEEN SHORT-TERM AND LONG-TERM GOALS

Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometers by the end of the year, their short-term goal could be to run two kilometers within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

HOW TO DEVELOP GOALS

Goals should be set with a specific purpose in mind. They should be measurable and achievable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.

SMART GOAL SETTING



Distribute the SMART Goal handout located at Attachment A. Discuss with the cadets what each letter in “SMART” represents and give an example of a SMART goal.

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful.

S stands for specific: the aim of the goal must be precisely defined.

M stands for measurable: identify a standard against which to assess achievement.

A stands for attainable: ensure needed resources are accessible for accomplishing the goal.

R stands for realistic: ensure the goal is worthwhile for the cadet.

T stands for timely: the completion date of the goal.

Ask the following questions to the cadets to help elicit SMART goals:

Specific. What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

Measurable. How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.

Attainable. How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.

Realistic. Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Running a marathon is a big goal and one that will not likely be achieved by many; however, joining a running club or running smaller distances may be realistic attainable goals.

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Timely. When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.



SMART Goal Example

SMART GOAL:	By the Commanding Officer's (CO's) parade in December, I will have all of my badges sewn onto my uniform in the correct positions.
Specific:	I will have all my badges sewn onto my uniform in the correct positions. I will not have any loose threads.
Measurable:	I will get a copy of the dress instructions that show where badges will be sewn onto the uniform. I will ask my mom to help me sew the badges onto my uniform. I will work on my sewing every Thursday night until all the badges are sewn correctly. I will meet my Divisional Petty Officer the week before the December CO's parade to make sure my badges are sewn onto my uniform in the correct positions. I will spend the Monday night before CO's parade correcting any errors my Divisional Petty Officer finds with the badges on my uniform.
Attainable:	I will check with my fellow Phase One cadets to ensure my uniform is correct. I will also seek advice from my Divisional Petty Officer.
Timely:	I will start at this week's parade night by asking for a copy of the dress instructions. I will work at completing my goal each Thursday night until CO's parade.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is a goal?

Q2. What is the difference between short-term and long-term goals?

Q3. What is SMART?

ANTICIPATED ANSWERS

A1. A goal is an aim an individual or group works toward; an object of ambition / effort.

A2. Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals.

A3. Specific, measurable, attainable, realistic, and timely.

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Teaching point 2 **Conduct a goal mapping activity.**

Time: 15 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets map a personal goal for the training year.

RESOURCES

- SMART Goal handout located at Attachment A, and
- Pen / Pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets brainstorm and record on flipchart paper a list of achievable training year goals.
2. Have each cadet pick a goal from the list.
3. Have the cadets complete the SMART Goal handout based on their identified goal.
4. Check that each cadet has completed the form.
5. Cadets will keep their completed form.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activity will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

You will have many opportunities to set goals in the cadet program. When you set goals remember to be SMART!

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INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php

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SMART GOAL

	Definition	My Smart Goal
Specific	**What do I want to do?** What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).	
Measurable	**How much and how often will I do it?** How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.	
Attainable	**How will I do it?** How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.	
Realistic	**Can I do it?** Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Large goals can be broken down into smaller goals that are more easily obtained and tracked.	
Timely	**When will I do it?** When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.	

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