

Teacher notes: Goal setting

Background for teachers

We have provided two written case studies which demonstrate a skill gap in a fictional student's life skills. One student doesn't know how to use public transport and another student doesn't know how to plan and prepare food. These are provided to introduce students to the variety of life skills needed for the transition from school to further study or work.

Secondly, students are encouraged to learn how to set specific goals, to seek support from others in taking actions towards goals and to break larger goals down into smaller steps. These are the skills that students will need to use the personalised goal setting tool that is available on *myWAY Employability* ([Click here](#)).

Scaffolding

Most of our student worksheets have at least two versions. Each version is differentiated according to the level of scaffolding it provides.



1 Hand = least amount of scaffolding



2 Hand = moderate scaffolding



3 Hand = greatest amount of scaffolding

Scaffolding may refer to:

- Level of language used on the sheet
- Use of visual supports
- Structure by way of tick boxes etc.
- Or a combination of these.

Steps

- Step 1.** Pre-read the case studies and make notes for yourself so that you can assist students in class.
- Step 2.** Pre-watch the peer-modelling videos showing students using the *myWAY Employability* goal setting tool. ([View in Section C. Apply the practice](#))
- Step 3.** Decide how you will do this activity in class, for example, as pair work, small group work, or as a whole class discussion. Also, which students will need support and/or differentiation of the learning task.