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 **Stage 1 – Personal Learning Plan**

**Assessment 1 – The Plan**

***Learning Requirements:***

Identify, explore, and develop personal and learning goals, and strategies to achieve them.

**Whether you have small dreams or lofty expectations, setting goals allows you to plan how you want to move through life. Some achievements can take a lifetime to attain, while others can be completed in a day.**

**Getting started can seem daunting, but over the course of this assessment you will develop the knowledge and skills to achieve even the loftiest dream.**

**Part 1- What are goals?**

* 100 things I want to do in my life.
* Keeping your options open.
* Define your main short and long term goals and how they are interlinked - assessment
* Timeline- How do you set goals? How do you achieve them? - assessment

**Part 2 – Setting Smart Goals**

* SMART goals activity sheet – your first SMART goal
* SMART strategies – fill in your strategies - assessment
* SMART goals – fill in reasons your goals are SMART in template sheet - assessment

**Part 3 – Achieving Goals – Team Goal Setting**

Working to achieve goals in group situations can be very rewarding; however there can also be many challenges.

Complete the following activities to see how you manage the complexities of working with others while still achieving your goals:

* Group goal setting activity debrief 1 - assessment
* Group goal setting activity debrief 2 - assessment
* 6 Traits to aid success - assessment
* What if? sheet

**Part 4 – Decision Making**

To assist in the goal setting process it is extremely important to make timely and appropriate decisions.

By completing the following activities/tasks the importance of making good decisions will become much clearer.

* Decision making – the story
* Factors that impact decision making
* Decision making scenarios.
* My personal and learning decision making - assessment

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reflecting on Learning** |
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| **A** | Clearly explains understanding of the five capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. Interacts purposefully with others to identify and refine goals. | Clearly evaluates personal and learning goals and gives insights into the effectiveness of strategies to achieve them. Reflects on the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.  |
| **B** | Explains understanding of the five capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. Generally interacts effectively with others to identify and refine goals. | Reflects on personal and learning goals, with some evaluation of the effectiveness of strategies to achieve them. Reflects on the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the five capabilities are, with brief examples.  | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. Interacts with others to identify and make some refinement to goals. | Describes personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.Reflects on the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Describes some, but not all, of the capabilities, with limited examples.  | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear.Interacts with others with limited effectiveness, to talk about possible goals.  | Describes one or more personal or learning goals with some recount of learning in the subject. Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals.  |
| **E** | Attempts to describe at least one of the capabilities. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. Gives limited responses to questions from others about possible goals. | Gives limited responses to questions about learning in the subject.Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |