

## **GOAL SETTING/PRIORITIES**

### **Essential Question:**

What is the significance of being organized?

What is the importance of setting priorities in your daily life?

How can I best achieve my goals?

### **Measurable Outcomes:**

-Students will define priorities and establish routines which reflect those priorities

-Students will write SMART goals and track their progress throughout the course

### **Activity:**

Using the SMART goals template (see attached) students will write complete Goal Setting worksheet.

Students complete the How Do You Do Life assignment (It is recommended that you discuss what a mission statement and an epitaph is).

### **Standards**

SP.PK12.US.2.2b

Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.

G.K12.6.3.1d

Communication - Accomplish: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.

## **Goal Setting Worksheet**

### **Description:**

Setting goals is an important activity for all students to achieve. This exercise will develop a specific plan for any goals they may have.

### **Time Guideline:**

30 minutes

### **Purpose:**

To emphasize how critical it is to set goals and strive to achieve them.

**Resources:** Goal Setting Worksheet.

### **Presentation:**

1. Distribute Goal Setting Worksheet to students.
2. Discuss the importance of setting goals.
3. Tell students to focus on one goal for this activity and that it needs to be specific.

### **Debrief:**

Discuss some examples of goals. Have students get into groups and brainstorm how to overcome obstacles and how to successfully achieve your goals.

Goal Setting Worksheet

\*\*\*Goal must align with SMART: Specific, Measurable, Achievable, Relevant, and Time-bound\*\*\*

My Goal Statement:

Measures of My Success:

Why is this goal important to me:

Actions required to achieve this goal:

Timing:

Skills and resources required:

Obstacles that I may face:

How I will overcome these obstacles:

I will reward myself when I achieve my goal by:

## How do you do Life?

### Description:

Understanding who you are and what you want out of life is vital for success. Also, every student should have a mentor that can give wisdom and life experiences to teens. This activity will help students think about the direction for their life and also will allow them an opportunity to glean advice from someone older than they are.

### Time Guideline:

1 month

Parts 1-3 should take one class period

The culminating activity (Part 4) should take a minimum of one week and a maximum of four weeks

### Purpose:

To define what students want to become and to interview a mentor and learn wisdom from others.

**Resources:** How do you do You Worksheet

### Presentation:

1. Distribute How do you do You Worksheet.
2. Encourage students to find a mentor that they look up to and trust.

### Debrief:

Make students share their values, aspirations, and epitaphs. Students will share their epitaph with the class and show them their drawing of it. Discuss all the things they learned from their mentor.

**How do you do you?***Finding Direction and Setting Course*

Part of setting goals is understanding who you are and who you want to be. This worksheet is intended to assist you by defining what you want to get out of your future and life's goals by working backward. There are four parts to this exercise. Complete each Part in order.

**Part 1**

Write down a few words, phrases, or sentences that best describe your guiding principles and core values. This should help define who you are.

1.
2.
3.
4.
5.
6.
7.
8.

**Part 2**

Write down your aspirations: ideals, dreams, hopes, plans for yourself and who you want to be in the future.

1.
2.
3.
4.
5.
6.
7.
8.

Together, Parts 1 and 2 should provide you with a glimpse of the big picture of yourself.

**Part 3**

Now that you have completed Parts 1 and 2, think ahead to the end of your life. Follow the instructions below. Hopefully, by the end of this exercise, you will have something solid to work toward as you build your life, making choices and taking action from this day forward.

When you are gone, how do you want to be remembered?

What do you want your friends to say about you at your funeral?

What do you want your family to say about you at your funeral?

\*On a separate sheet of paper, draw your tombstone or grave site and include the epitaph that you would like to have written there. Attach it to this assignment when you turn it in.

**Part 4**

Identify a person whom you know that is at least 65 years old, who is not in your immediate family. As part of helping you reflect on the aspirations, values, and goals for yourself, ask this person the following questions in an informal interview.

Tips for Conducting the Interview:

- First, contact them and obtain their permission to discuss this information with them.
- Explain that you are completing an assignment about developing personal goals and mission statement by thinking about who you will be later in life if you follow that path.
- Ask them if you can ask them questions about their life and accomplishments to help you think about yours.
- Be respectful of the person's time and energy, and it's a nice touch to provide/purchase them a drink or snack, depending on when and where you meet.
- Thank them for their time and assistance, and then follow up with a written thank you in the mail.

Ask the following questions (don't have to be in this order), and make notes when it is appropriate and necessary for you to remember or emphasize something. Ask any additional questions that you may have which are relevant and appropriate, if time permits.

- Did you choose a career (or careers) that you enjoyed? If so, how did that happen? If not, why not?
- What accomplishments have you achieved in your life? Are there accomplishments you wanted to achieve but didn't? What prevented that from happening?
- Which activities did you participate in during your life that you wanted to? What encouraged you to do them? Which activities would you have liked to do that you didn't do? What prevented you from doing them?
- If you had your life, or any part of it, to do over again, what would you do differently? What things would you keep the same?
- What things did you choose to do in your life that made you happy? Could you or would you do more?
- What life advice can you offer to someone my age?

Thinking through the answers they provided you, try to look ahead at your life and what you think it has the possibility of being if you take more control of it now. Reflect on the information you provided in Parts 1 – 3 of this exercise.

**Conclusion:** Draft a mission statement for your life. Then start thinking about the goals and objectives you'll need to set and achieve in order to fulfill your mission.