

LESSON 1

WHERE AM I GOING?

GOAL

- To plan long-term and short-term goals

OBJECTIVES

- Understanding the importance of independent goal setting
- Identifying global or long-term goals
- Developing short-term goals to reach global goals
- Recognizing the need for persistence and motivation in achieving goals

MATERIALS

- Goal-Setting Worksheet (Figure 24)
- Chalkboard or easel pad
- Paper and pencils

PROCEDURE

OPENING

Review

None needed.

Stating Objectives

In this lesson we will learn about goal setting. The ability to set and achieve goals helps us to grow in responsibility. Global or long-term goals can help us know which way we are heading. We can break up these global goals into smaller short-term goals to achieve success. Persistence and motivation are necessary to achieve the goals we set.

INSTRUCTION

Teaching and Guided Discussion

●——— **Understanding the importance of independent goal setting**

Goal setting is like following a map to reach a destination. A map gives us direction and purpose. So does goal setting. Teenagers often establish goals by following those of their peer group. Members of a peer group typically share similar goals. These goals may be productive or destructive.

To be able to make productive, independent goals, you need to STOP, THINK, PLAN, and CHECK. When in doubt, you may need to seek advice from experienced people who have your best interests at heart. But most of all, when it comes right down to it, you make your own decisions because you have to bear the outcomes of them. We all grow emotionally because of our experiences. I am still growing emotionally, even though I am not a teenager. Working to achieve constructive goals helps us to mature and become responsible.

●——— **Identifying global or long-term goals**

A goal is a target—an end to something that we want to achieve. We set global, long-term goals that may take a long time to accomplish and smaller short-term goals that help us perform daily tasks and eventually reach our major goals. Can you name some major goals you'd like to achieve?

Elicit responses and discuss.

Many teenagers plan global goals such as finishing high school, deciding on a career, going to college, becoming rich and famous, or getting married and raising a family.

Sometimes teenagers rebel against traditional goals set by their families. It is OK to set your own goals, but it is not OK if these goals are destructive, such as using alcohol or drugs or getting involved with a gang. It is OK to own your personal global goals, but it is also OK to be realistic, to listen and learn, and to examine all your options. It is also important to examine your strengths and limitations. (*Personalize the following example.*) For example, it would be foolish for me to set a goal to become a movie star because I don't have the acting talent.

Assertive people assume responsibility for achieving their goals. You must believe in yourself in order to achieve your goals. In setting goals you need to be realistic—otherwise you may get discouraged and give up. However, you can also have high expectations for yourself.

●——— **Developing short-term goals to reach global goals**

We need to set small or short-term goals to be able to achieve our global goals. To set goals, we need to be self-directed—to be our own person. We start by following the Thinking Steps. Our first step is to STOP and THINK of a goal. Then we make a PLAN to achieve the goal. We should examine all our alternatives before we put our plan into effect. Finally, we CHECK to see how the plan is progressing.

Suppose your global goal is to get along better with a family member (mother, father, sister, brother). How would you go about breaking that long-term goal into smaller steps?

Lead students in reducing the global goal of getting along with a family member into several smaller goals. Write students' responses on the chalkboard or easel pad, following the format given in the sample Goal-Setting Worksheet below.

Goal-Setting Worksheet

Global Goal I will reduce the number of arguments with my mother by at least 50 percent for the next 3 months.

Short-Term Goals

1. I will do my daily chores.
2. I will follow my curfew time.
3. I will make time to listen to and visit with my mother at least three times a week.
4. I will make time to engage in a fun activity (lunch, movie, bowling, playing cards) with my mother once a month.
5. I will calmly discuss and find solutions to problems and will avoid yelling and name calling.

● ————— Recognizing the need for persistence and motivation in achieving goals

Persistence and motivation are two ingredients necessary in achieving goals. Keeping a journal of your daily activities can help you to be aware of your progress. Evaluate your efforts periodically. Is your strategy working? If not, try an alternative one. Above all, don't give up. Whenever you feel discouraged, find a support group or a person who will listen to and encourage you.

Monitoring Knowledge and Comprehension

Ask the following questions and discuss.

1. Why is it important to set your own goals?
2. Harry says, "I never make global goals because I can never reach them." Is Harry correct in his assumption? Why or why not?
3. Break up the following global goal into short-term goals: "I will have enough money to buy a car by the time I am 18 years old."
4. At this point, you are 13 years old and only have 25 dollars saved toward your goal of buying a car. How can you keep up your motivation and persist to achieve your goal?

Guided Practice

Have students work individually or in small groups to develop a plan to reach the goal described in the following scenario.

Your goal is to buy a pair of roller blades. They cost 79 dollars, and you only have 25 dollars. How can you achieve your goal? Develop a plan. In your plan consider the following:

- *Time:* What is your target date? How much time do you have to raise the money?
- *Resources:* What can you do to raise the money?
- *Energy:* How much energy are you willing to exert to achieve your goal?

Assessing Mastery

Discuss the following ideas as a group.

1. What are the goals that you hope to accomplish by age 20, 30, 40, 50, 60?
2. You just won 10 million dollars in the lottery. What are some of your short-term and long-term goals?
3. You have a year to live. You feel fine and full of energy. What goals would you like to accomplish?
4. What goals have you accomplished this week?

RETEACHING

Independent Practice

Have students develop a career goal, considering the following factors. Stress the need to be creative and have high aspirations but also the importance of being realistic in choices.

- *Work environment:* indoors or outdoors, with many people or few
- *Personal values:* helping others, recognition, money, competitive or noncompetitive situation
- *Personality:* creative, logical, introverted, extroverted, organized, spontaneous, low energy, high energy

- *Education*: high school diploma, college degree
- *Special skills*: math, science, art, music, writing
- *Previous experiences*: past employment, volunteer work, school-related experiences

Evaluation and Feedback

Reconvene as a group and discuss students' career goals and specific plans to achieve them. Evaluate for self-understanding and realistic thinking; give feedback and have other group members give feedback on the plans.

CLOSING

Summary

In this lesson we learned that we can grow in maturity and responsibility by setting goals. We can set long-term, global goals and smaller short-term goals. Our short-term goals help us achieve our global goals. We need to be realistic and consider our strengths, energy, and motivation in developing goals. Persistence and motivation are necessary to reach goals.

Generalization

Direct students to choose two or three long-term personal goals and, using copies of Figure 24 (Goal-Setting Worksheet), break these goals into smaller steps. The goals may be cognitive (e.g., to get better grades), affective (e.g., to make more friends), or psychomotor (e.g., to excel in a sport). Direct students to make their choices according to their interests and motivation. Encourage students to keep a journal over the next several weeks (or longer) to document their progress toward their goals.

ENRICHMENT

Discuss the following sayings and poem. Develop a bulletin board to display students' own contributions on this theme.

To accomplish great things, we must not only act, but also dream
—not only plan, but also believe.

—Anatole France

The great thing in this world
Is not so much where we are
But in what direction we are moving.

—Oliver Wendell Holmes

Where there is a will, there is a way.

Bury not your talent, but persist and you will succeed.

Intelligence comes from your intellect, but motivation comes from your soul.

Goal-Setting Worksheet

Name: _____ Date: _____

Global Goal

Short-Term Goals

1. _____

2. _____

3. _____

4. _____

5. _____
