

## Advisory Goal: Goal Setting

Grade: 12

Opening: Define Goals/ Discussion Questions	Minutes 10
Activity / Topic: Goal Setting	Minutes 5
Closing: One personal Goal	Minutes 5
Supplies: Hand/Out/Creating S.M.A.R.T Goals	
Grouping: Small Groups of 2	


**Rationale:** Students will come to believe in their ability to make the productive decisions that will help them be successful by setting goals. Students who work toward achieving goals will be productive. They will also learn that success comes from the act of taking responsibility for ones own action and not from chance

**Opening:** What is a goal? (Goal is defined as a purpose; an objective)  
Questions will be asked of the group as a whole. \* Do you every set goal for yourself? \*What are some goals you have right now (short term and long term)?  
\*Agree or Disagree: It's better to set lower goals than to risk failure by setting higher ones. \*What's the difference between a wish and a goal? \*How do you decide what your goals are?

**Activity / Topic:** Goal Setting

**Directions:**

1. Student in groups of 2 to share/discuss goals they have and why. (see hand-out)
- 2). Discuss all students' short-term mid-term and long-term goals.(see hand-out)
- 3). Discuss with students that goals should be specific, measurable, attainable, realistic and tangible (see hand-out)
- 4). In order for something to be a goal: it has to be important to you, personally. It has to be within your power to make it happen through your own actions. It has to be something you have a reasonable chance of achieving. It must be clearly defined and have a specific plan of action
- 5). Types of Goals:
  - Career Goals
  - Educational Goals
  - Health/fitness Goals
  - Community Involvement Goals
  - Financial Goals
  - Leisure Goals



6).Have students focus on long –term goal and commit it to paper. (see hand-out)

7).have students focus next on mid-term goals they have in order to achieve their long-term goal and commit it to paper. Review their goals and every now and then follow-up with student on goal they set for themselves. (see hand-out)

### Debriefing:

Debriefing: Ask students to determine the next steps in their personal growth. Do they need to seek more information about the goals they have for themselves?



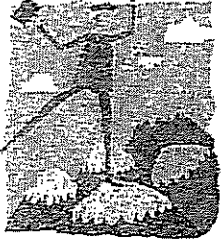
## QUESTIONS FOR PARTNER A

1. What do you want to achieve?
2. Why would you want to do that?
3. Are your goals SMART? Check the goals according to the SMART plan.  
Specific – detailed and clear.  
Measurable – indicators of progress. It won't work in a single step.  
Agreed upon – work together.  
Realistic – achievable, do-able (or not well thought through).  
Time referenced – what's to be done by when.
4. Looking at your goals. Why are they better for you than what you have been doing for the last few years? Give some examples to explain your answer.
5. Can you realistically achieve all of these goals? Explain how for each one.
6. What would happen if you did not meet a short medium or long term goal?
7. Will you tell your parents about your goals? Why? Why not?
8. Do you want to do better academically than last year Or are you happy with your progress.
9. Can you achieve these goals and still enjoy being at RKA?
10. Thank your partner and explain two things you like about their goals and one thing you are concerned about. Are these goals going to be achieved? Tell your partner the cold facts.
11. If it tests out then you can shake hands on it. At the handshake you could offer to help them in achieving their goals for this year. If the goals don't make sense to you or cannot be achieved - your partner has to go back and come up with achievable goals

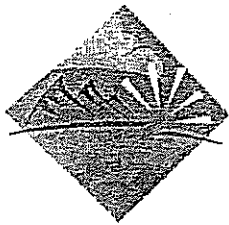
## QUESTIONS FOR PARTNER B

1. What are your goals about?
2. What would happen if you did not establish these goals? Would you be any worse off? Explain your answer.
3. Are your goals SMART? Check the goals according to the SMART plan.  
Specific – detailed and clear.  
Measurable – indicators of progress. It won't work in a single step.  
Agreed upon – work together.  
Realistic – achievable, do-able or (not well thought through).  
Time referenced – what's to be done by when.
4. Are you planning for success this year?
5. What do you think about your teachers seeing your goals?
6. To reach your goals will you change anything in the way you approach being a student at RKA?
7. You might fail to reach any or all of your goals. Would that be a problem?
8. Why are the goals worthwhile? What happens if you succeed in all of the goals?
9. Thank your partner and explain two things you like about their goals and one thing you think might be difficult for them to stick to. Are these goals going to be achieved? Tell your partner the cold facts.
10. There are two possible outcomes. Your partner has to rewrite a set of smaller goals which they can get done OR if you are satisfied that they are realistic shake hands and offer to support them in achieving these goals.

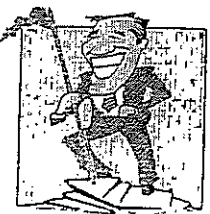
## WHAT KIND OF GOALS SHOULD I SET?



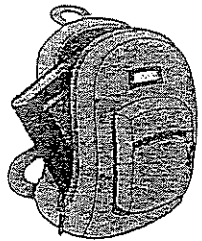
**DREAM GOALS:** A dream goal is something you aspire towards - that is, what you think of when you close your eyes and imagine the best job you could ever have or the most successful person you have ever believed you could become. A dream goal could be to play in the NHL, to earn straight A's, or to go to a particular college.



**LONG TERM GOALS:** Long term goals tell you where you want to be many weeks or months from when you start. These goals can be about running a competitive race or taking part in a fun run! They lead toward a dream goal, but are huge successes on their own. A long-range goal could be making the Varsity squad, getting the lead part in a school play, or graduating from high school.



**MID-TERM GOALS:** These goals are major markers along the road of success. They tell you if you are ahead of or behind schedule in achieving your overall goal. You can pinpoint where you want to be by the end of the first four weeks or even the first ten weeks of a program. Achieving specific times while training for a race, getting a "B" on a mid-term math exam, or passing English class are examples of mid-term goals.



**SHORT-TERM GOALS:** Short-term goals help motivate you within a daily or weekly time frame. These goals tend to be specific and easy to measure, and may include a distance goal, a time goal, or a goal of motivating others to participate. Short-term goals are the "baby steps" you will need to aid you in achieving your dream goal.

**- LONG-TERM GOALS ( 1-5 YEARS ) -**

My long-term goal is:

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Strategies (steps) to help me get there:

- \* 

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- \* 

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**- MID-TERM GOALS ( 2 WEEKS - 3 MONTHS ) -**

My mid-term goal is:

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Strategies to help me get there:

- \* 

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- \* 

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Expected Completion Date: 

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Evidence of how I will know when I have completed this goal:  

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**- SHORT-TERM GOALS ( DAILY, WEEKLY, MONTHLY ) -**

My short-term goal is:

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Strategies to help me get there:

- \* 

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- \* 

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- \* 

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Expected Completion Date: 

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Evidence of how I will know when I have completed this goal:  

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## Setting Short-Term Goals

Name \_\_\_\_\_ Class \_\_\_\_\_

Target Date \_\_\_\_\_

Goal 1: \_\_\_\_\_

How will I know when I have achieved my goal?

\_\_\_\_\_  
\_\_\_\_\_

What specific steps must I take to achieve my goal?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What behavior might interfere with my goal?

\_\_\_\_\_  
\_\_\_\_\_

Goal 2 \_\_\_\_\_

How will I know when I have achieved my goal?

\_\_\_\_\_  
\_\_\_\_\_

What specific steps must I take to achieve my goal?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What behavior might interfere with my goal?

\_\_\_\_\_  
\_\_\_\_\_

Are my goals:

\_\_\_\_\_ realistic?      \_\_\_\_\_ productive?      \_\_\_\_\_ attainable?  
\_\_\_\_\_ specific?      \_\_\_\_\_ positive?      \_\_\_\_\_ timely?

Will my short term goals help me achieve my long term goals? How?

## Setting Long-Term Goals

Name \_\_\_\_\_ Class \_\_\_\_\_

Goal 1: \_\_\_\_\_

Date when I achieve my goal: \_\_\_\_\_

Steps I must take to achieve my goal.

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

A problem I will have to manage to achieve my goal:

Goal 2: \_\_\_\_\_

Date when I achieve my goal: \_\_\_\_\_

Steps I must take to achieve my goal.

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

A problem I will have to manage to achieve my goal:

Goal 3: \_\_\_\_\_

Date when I achieve my goal: \_\_\_\_\_

Steps I must take to achieve my goal.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

A problem I will have to manage to achieve my goal:

## Testing My Goals: Are They SMART goals?

When you have arrived at this stage you will have a good idea of the range of challenges which you may face in attaining your goals.

### 1. Select a partner you can work productively with.

Your partner will check to ensure that your plan is realistic and will ask you questions to see that you have really thought things through.

### 2. Explain your plan in detail to your partner.

How did you decide what was achievable, and worthwhile to you. Why are the goals you selected so important?

### 3. Respond to questions and defend your goals

Your partner may have some questions to ask you to get additional detail about your plan. They may have a range of questions to understand your goals and to check that you have really thought your plan through.

The questions will be issued just after your partner has read through your list of goals.

## The role of the Partner

The role of the partner is very important to the process of goal setting.

The student you are working with has just committed time and effort to establish a list of short, medium and long term goals. Your job is to help them make sure that these goals are relevant and effective.

Firstly read through what your partner has written. Try to understand the goals.

If you are going to ask your partner questions make sure that you have understood the explanations and answers that they have just given you. One way of checking that you are understanding what is being said is by summarizing or paraphrasing what the other person is saying. You could say; "You seem to be saying....." OR "Is this right? You think that ...."

If you have any questions ask your teacher. Otherwise read through the questions and start asking them.

The questions: Take a moment to read through the list of questions before you start asking. When asking the questions look at your partner. Don't just read them, make them your questions.