Developing Life Goals
Lesson Plan

Objectives:
To write personal and career goals.
To reflect on what they are doing in school that will help them meet their goals.

Materials Needed:
♦ “Setting Goals” (1 copy for each student)
♦ “Sophomore Goals” (at least 4 copies for each student)

Procedure:
Discussion:
♦ Be creative in introducing this opportunity for students to think about their futures and consider how what they are doing in school NOW affects their future choices.
♦ Discuss the value of goal setting. If you have a personal goal setting experience, you might share a goal that you have set and the positive results to be gained in setting goals. Ask students to share goals they may have set and met.

Writing:
♦ Ask students to discuss the difference between setting a goal for what they want and wishing for something they want.
♦ Have students read the “Setting Goals” handout. This is an activity that changes a wish into a goal.
♦ Following the first step have students write their goals on the “Sophomore Goal” sheet. Have them complete at least four goal sheets. One of these goals should be a career goal – get them thinking about what they do in HS getting them to that goal. The other goals can be personal, academic, health or fitness related.

Reflection:
♦ We will have days indicated on the calendar to have students reflect on these goals.
♦ Have more copies of the “Sophomore Goals” sheet in case your students would like to create more goals as they complete the ones they have set.

Students should place those forms in their notebook or portfolio for reference throughout the year.
Setting Goals

Goal setting can be a very effective method to getting you motivated to turn a wish into a goal. When setting goals, follow these four steps:

1. **Write your goals:**
   - Be specific
     - Goals need a start date and, preferably, an end date
     - Goals need to be singular and straightforward
   - Make them attainable
     - Goals need to be something that you can do in the time period that you set out
     - Create them so that you can feel success, while still challenging yourself
   - Be able to measure your success
     - Goals need to be measurable—how will you know that you have met the goal?
   - Be realistic, but challenge yourself
     - A goal should be a stretch for you—difficult, but achievable
     - If you don’t match your values to the goal, you won’t believe in the goal
   - Set deadlines
     - Set end times for each part of your action plan and the goal itself

2. **Develop an action plan:**
   - Write what you need to do to reach your goals
     - Include dates whenever possible to identify when each step of the action plan will be completed
     - Include the resources you will need to successfully complete the goal. These might include asking a friend for help, meeting with a teacher, gathering required materials, and setting a timeline so you can complete the goal on time

3. **Reflect on your goal progress:**
   - Check to see if you are following your timeline—does it need to be adjusted?
   - Did you meet—or not meet—your goal?
     - What helped you meet your goal? Or what prevented you from meeting your goal?
     - What did you learn from setting this goal that will help you next time you set goals?

4. **Reward yourself when you complete your goal:**
   - Celebrate your success
Sophomore Goal

Goal:

Action Plan:

______________________________________________________________________  □ date done:_______
______________________________________________________________________  □ date done:_______
______________________________________________________________________  □ date done:_______
______________________________________________________________________  □ date done:_______
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Reflection:
Date:

Date:

Date:

Date:

Date:

Reward: How will you reward yourself?