

Guideposts for Success: Lesson Plans and Activities

Developed by the Institute for Educational Leadership

LESSON 23: GOAL SETTING BEGINS WITH A DREAM

AT-A-GLANCE

Setting goals can be an overwhelming task for many of us. Some of us worry what will happen if we set goals and don't achieve them. Others are simply overwhelmed by the prospect of setting goals or don't recognize the value. Most people who are successful (either by their own standards or by society's) are goal-setters...so there has to be something to it.

Icebreaker Quotes

You don't have to be great to start, but you have to start to be great.

-Zig Ziglar

There is nothing like a dream to create the future

-Victor Hugo

Icebreaker Discussion

Is it possible to "start to be great" without planning? Can you plan for the future without setting goals? Can you have goals without dreams?

Lesson/Activity

Read the following excerpt (from http://www.consultpivotal.com/creative_goal-setting.htm):

An Indian guide who displayed uncanny skills in navigating the rugged regions of the Southwest was asked how he did it. "What is your secret of being an expert tracker and trail-blazer?" a visitor asked him.

The guide answered: "There is no secret. One must only possess the far vision and the near look. The first step is to determine where you want to go. Then you must be sure that each step you take is a step in that direction."

A dream is what you would like for life to be. A Goal is what you intend to make happen. A goal is the near look; what, specifically, you intend to do on a daily basis to get there.

Ask: Do you think you can **have** goals without dreams? Do you think you can **achieve** goals without dreams? Can every dream become a goal? Why or why not?

The following steps are examples of those required for active and efficient goal setting. Use sentence strips or separate pieces of paper to write out each step individually. Mix up the steps and have the group decide in which order they belong and why (identify the first step to get the group moving). Students should be prepared to discuss and describe their reasoning for the order. For example: You cannot set goals if you don't analyze where you are now...you can't develop a timeline if you don't know what your obstacles are, etc.

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| 1. Desire | 6. Identify knowledge you will need |
| 2. Believe in yourself | 7. Make a plan |
| 3. Analyze where you are now | 8. Develop a time line |
| 4. Set (and write down) realistic goals | 9. Monitor your progress |
| 5. Identify obstacles | 10. Never give up |

Additional discussion might include discussion of what a goal actually is. A goal should be:

- important to **you**, personally
- within **your** power to make it happen through your own actions
- something **you** have a reasonable chance of achieving
- clearly defined and have a specific plan of action

Since most people might not ever set goals if they were expected to follow so many steps, ask the group to synthesize and create a four-step goal setting plan. As an example:

1. Define the goal.
2. Outline the steps needed to achieve it.
3. Consider possible blocks and ways of dealing with them.
4. Set deadlines.

Brainstorm: reasons why people set goals for themselves; what types of goals they might set; strategies for keeping motivated to keep goals; is goalsetting different for teens than for adults; what are some of the benefits to learn to set goals when you are a teenager?

Reflection

What are some goals you have for yourself? Define a goal for this week...for this month...for this year. Now think about a goal or a dream you would like to accomplish 10 years from now.

Extension

Discuss realistic goals. Who should be the one to define what is realistic? Has anyone ever been told that their dreams or goals were unrealistic? If someone told you your dreams or goals were unrealistic, how would you feel? How would you help a friend if they were told that one of their dreams or goals was unrealistic?

Have students work independently or with a partner to practice creating, setting and working on individual goals. Students may choose any area of their lives (see below for some examples). Discussion points should include: how to keep yourself accountable; what will you do if you ran into obstacles.

Areas of my life	Goals to consider	What I might need to learn or find out	Actions to Take	Who can help me?
Relationships/friends				
Health and fitness				
Leisure activities & hobbies				
School and study				

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Work				
Other				