

Note: to save space this file has been saved without the picture borders.

Name:

1-2

Why do people set goals?

Materials needed: piece of blank paper or cardboard for each group of 4 students

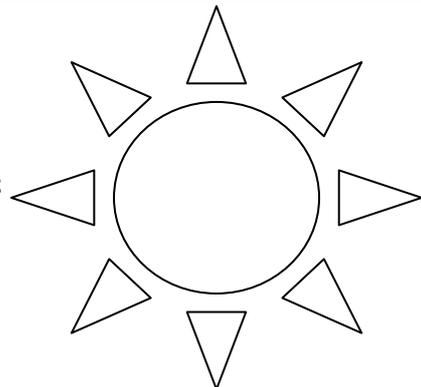
Activity 1 - Pairs

Circle either T for TRUE or F for FALSE in the quiz below. Discuss your answer with your partner before each of you circles your answer on your own page.

1. Some people like to set goals because they feel it gives them a purpose in life.	T / F
2. Goals are all very well, but they don't really help to give any direction to our lives.	T / F
3. Setting and achieving goals makes us feel good about ourselves and our abilities.	T / F
4. By setting goals we can achieve balance in our lives by making sure we develop and put energy into all the different sides of ourselves.	T / F
5. When we set goals, we are making a conscious decision about what we want to achieve and by when. This helps to give us focus.	T / F
6. Setting a goal gives us something to aim for and work towards.	T / F
7. The best reason to set a goal is to keep your parents or teachers happy!	T / F
8. Goals allow you to choose what you want to do rather than just relying on luck that things will work out.	T / F
9. Setting a goal can help you try that little bit harder and perhaps aim for things you may not have aimed for before.	T / F
10. Setting goals encourages you to think about different aspects of your life and what you would like to achieve in that area.	T / F

Your teacher will read out the correct answers.

Write the total number of questions you had correct here:



Activity 2 - Individual

Look back over the True/False quiz and use the questions to write down some reasons why people set goals. See if you can also think of any other reasons that were not mentioned in the quiz.

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Activity 3 - Groups

Your teacher will give each group a piece of blank paper or cardboard. You and your partner need to make a poster showing all the reasons why we set goals and the advantages or benefits that come from goal setting. Make it as colourful and attractive as possible so your posters can be displayed around the classroom. Try and include pictures when possible to illustrate your points. In the space below, have your group list the top 6 reasons why people set goals or advantages or benefits of goal setting. You may need to discuss these first before choosing which are the 6 most important reasons. Then write these in the space below.

POSTER IDEAS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Now use these to create a poster showing why people set goals.

Name:

1-5

Achieving your goals

Materials needed: nil

Activity 1 - Individual

For each question, choose which action would best help you achieve your goals.

1. With your goals you should:
 - a) just keep them in your head - you will remember them
 - b) write them down and put the piece of paper away
 - c) write them down and put the paper where you will see it each day

2. Once you have set your goals, it is important to:
 - a) just sit back and let it happen naturally
 - b) work out a plan of steps you can take to achieve your goals
 - c) just keep adjusting your goals to make it easier

3. It is important that when you think of your goals you think:
 - a) positively about your goals and believe in yourself
 - b) of all the things that could go wrong when trying to reach your goals
 - c) about your goals as little as possible and just let it happen

4. It is a great idea to reward yourself for achievements along the way as:
 - a) it gives you the motivation to keep working towards your goals
 - b) the whole point of setting goals is to get rewards for reaching them
 - c) at least if you don't make it to the end you will have got some rewards

5. Which do you think would be the most effective strategy to achieve your goals:
 - a) changing your goals quite often
 - b) working all the time on all the different goals that you want to achieve in your life
 - c) choosing a small handful of goals to really focus on

6. Which of the following should you NOT do:
 - a) review and read through your main goals on a daily basis
 - b) once a week assess your goals and decide if you need to make any changes
 - c) only look at your goals once a month

7. Don't move the goal posts means:
 - a) when playing football, have clear goals and aim for the posts
 - b) if the goals seem too hard, don't just give in and make the goal easier, keep trying
 - c) don't make goals that have obstacles in the way

Activity 2 - Individual / Class

Now it's your turn. Make up your own multiple choice question on the topic of achieving your goals. Your teacher will ask some students to read out their question and the class will put up their hands for either A, B or C. You can then tell the class what the correct answer is.

Question:

Possible Answers:

- a)
- b)
- c)

Activity 3 - Pairs

Fill in the blanks of the following summary of ways to ensure you achieve your goals.

Always write your goals down on a piece of p _ _ _ r . This way you won't forget them and can easily r _ _ _ _ w them. It is a good idea to look at your main goals once a d _ _ y, then once a w _ _ k think about whether you need to make any changes to your goals. Don't change your goals because they seem too d _ _ _ _ _ _ _ _ t, only change them if they were not clear or well explained, or if you were not really committed to them in the first place. Keep t _ _ _ _ g to reach your goals right up until the last minute! Ensure you create a plan of a _ _ _ _ _ s you should take to work towards your goals. By breaking your goals down into smaller s _ _ _ _ s, it will be much easier to tackle pieces of the goal. Then you can just do each step one by one. Maybe even write each step into your school diary to remind you of when you need to do it. As you reach certain points or milestones, r _ _ _ _ d yourself. This will m _ _ _ _ e you to keep working towards your goals. Always think about your goals with a p _ _ _ _ _ _ e attitude and b _ _ _ _ _ e in yourself. This will give you a much greater chance of reaching your goals.

Name:

2-1

What are you good at?

Materials needed: nil

In this section, you will start putting into practice many of the principles discussed in the previous section. You will be setting goals in many different areas and for a number of aspects of your life. Before we start, it is a great idea to examine what you are good at, where your skills and interests lie, and what are the areas that you would like to develop. To get you thinking, try the following quiz. In the table below tick one of the boxes for each question.

Don't be modest - just be honest!

	Very Good	Good	OK	Not very good	Pretty Poor
1. How would you rate your ability to play team sports ? (Think about whether you are a good team member – are you a leader perhaps? Maybe you are very good at working with others or supporting other people in the team.)					
2. How would you rate your overall fitness and sporting ability ? (Do you play sports or do any exercise each week? Do you run around with your friends or maybe walk part of the way home each day? Do you participate in sports at school or do any sporting activities that will help your fitness outside of school?)					
3. How would you rate the healthiness of the diet you eat ? (This means you eat lots of fruit and vegetables, not too much junk food or fizzy drinks, drink lots of water.)					
4. How would you rate the quality of the sleep you get each night ? (Think about how you feel when you get up in the morning – are you tired and cranky or refreshed and ready to go? What time do you go to bed – is this realistic or do you need to go to bed earlier?)					
5. How would you rate your academic ability at school ? (Now this might vary from subject to subject, but overall, how do you think your teachers would rate your academic ability?)					
6. How would you rate your musical ability ? (Maybe you can sing or play an instrument or maybe you just have a real passion for music. Or maybe you aren't very musical at all.)					
7. How would you rate your artistic ability ? (Maybe you can paint or draw or are great at drawing cartoons. Maybe you can put colours together really well or can do other forms of art and expression with skill).					

	Very Good	Good	OK	Not very good	Pretty Poor
8. How would you rate your computer skills ? (Are you the sort of person who works out how to use new games or software easily or maybe the sort of person that other people ask for help? Do you feel confident with computers?)					
9. How would you rate your creative skills ? (Think carefully about this one. People can be creative in lots of different ways. You can be creative in thinking up story ideas or in the way you approach a Maths problem – lots of different ways!)					
10. How would you rate your people skills ? (This means how well you deal with other people like your friends, your family or even people you meet for the first time. Can you interact with people in a friendly, confident and polite manner?)					
11. How would you rate your written communication skills ? (This is your ability to write things like stories, letters, emails, speeches etc. How well can you take what is in your head and put it down on paper so that someone else can read it and understand it?)					
12. How would you rate your spoken communication skills ? (This is your ability to explain things to people verbally – how ‘articulate’ you are. How well can you give a speech or explain your point of view or discuss or argue a point?)					
13. How would you rate the breadth of your interests ? (Breadth means you have lots of different interests or hobbies. There are lots of things you enjoy doing and spending time on.)					
13. How would you rate the depth of your interests ? (Depth means you might just have one or two hobbies, like horse-riding or ballet, but you put lots and lots of time into these particular hobbies.)					

We can't all be good at everything, but we are all good at some things.

The table above is certainly not a comprehensive list - but it is enough to start the thinking process. In the space below, write down a paragraph describing yourself, what you are good at and what abilities you have. Alternatively you might like to swap with a friend and they can write about you and you about them!

Name:

2-4

Family Goals

Materials needed: highlighters

Your family is often your greatest support yet sometimes we take people in our family for granted. In this section you will think about your relationships with the people in your family and determine what you could do to improve and strengthen these relationships.

Read the following and highlight the points that are most relevant to you.

PARENTS

Most students are lucky enough to have a good relationship with their parents but of course every relationship has its ups and downs. Your parents can be really annoying sometimes. Of course they don't mean to be, but sometimes they probably drive you crazy. There are some things that you can do to build a stronger relationship with your parents:

- Make the effort to spend time with your parents. Invite them to join you in a game of soccer outside or to try and beat you on a computer game or some other hobby or activity. They would probably love to be invited but might be hesitant to ask to be involved as they don't want to butt in.
- Offer to teach your parents something! I bet you know more than they do about computers, iPods, mp3s, sms....just to name a few. Ask them if they'd like to learn a bit about something you know lots about. But be patient, just explain things slowly and give them a chance to ask questions. They can then boast about their new knowledge to other parents at work the next day.
- Don't wait to be asked before you help out. After all, you are part of a family and it is up to everyone in the family to try and share the load of cooking, cleaning, washing and all the things that make your life run smoothly.
- Ask for help when you need it. Sometimes parents will be able to help with your homework and sometimes not. But don't get impatient with them when they try to explain things: if you don't get it then just say 'No, I still don't understand. Can you explain it again or in a different way?'
- Tell them about school and your friends and your life. The more you can open up to your parents, the more they will understand what you need and want and find ways to help you. If you keep everything to yourself all they will do is worry and stress and hassle you.

GRANDPARENTS

All of the above goes for your grandparents too. You may not quite realise how important you are to them but every moment you spend time with them or have a chat on the phone to them - you are making their day. Be generous with yourself, they don't want presents or anything else, they just want to spend time with you. Isn't it nice to have these people who just think you are perfect!

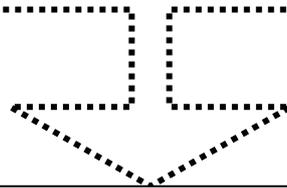
SIBLINGS

Your relationships with your brothers and sisters will change dramatically over the years. Sometimes you are really close, sometimes you can't stand each other! Try to be considerate of your siblings and act towards them in the same way you would like them to act toward you. Like with your parents, make an effort to spend time with them and communicate with them. It is easy to take your family for granted and not appreciate the real value of the people who are close to you.



TO DO: Think about how you can improve your relationships with your family. What are the most important goals for you to set?

My FAMILY Goal(s):



Checklist

Check that you have written each goal according to the effective goal setting guidelines below. If you need to, go back and change the way you have written your goal.

- SPECIFIC:** Does your goal explain in detail exactly what you want to achieve?
- MEASURABLE:** Can you easily measure when you have achieved your goal?
- ACTION-ORIENTED:** Are there specific actions you can take to achieve your goal?
- REALISTIC:** Is the goal realistic and achievable?
- TIME-BOUND:** Does the goal have a time period that you want to achieve it by?



Write down the first three actions you need to take to work towards achieving this goal and when you will take these actions.

Action to take:	Date to take action:	Tick when completed
1.		
2.		
3.		