



Enhanced Learning
Educational Services
"the study skills specialist"

Goal Setting Workbook

for Senior School Students

For single, individual and personal use only. Copying not permitted. Schools, educational organisations or groups must purchase a group license version from www.enhanced-learning.net



Enhanced Learning Educational Services

“the study skills specialist”

*First Published 2006 by Enhanced Learning Educational Services
Copyright © Enhanced Learning Educational Services 2006*

Reproduction and Communication by others

Except as otherwise permitted under the Act (for example for the services of the Crown or in reliance on one of the fair dealing exceptions i.e. a fair dealing for the purposes of research or study) no part of this resource may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission.

Copyright

To allow ELES to continue producing resources to support teachers, parents and students, we rely on your personal integrity to adhere to the copyright standards. Please do not make copies for other people or distribute in any form to anyone else. This would be a breach of copyright and a prosecutable offence. This resource has been purchased for individual use only. Schools, educational organisations or groups must purchase a group license version from www.enhanced-learning.net.

Enhanced Learning Educational Services Profile

Our Organisation:

Enhanced Learning Educational Services (ELES) is the leading provider of study skills resources in Australia. Since 2001 over 500,000 students across Australia have benefited from our study skills worksheets and workbooks. An Australian business based in Sydney, our clients extend throughout Australia and to international schools overseas. We are committed to helping all students improve their ability to learn and study by providing study skills seminars and resources on the topics students need.

Our Mission:

To provide a worthwhile and effective service to teachers, students and parents, enhancing students' learning skills and abilities through dynamic programs, resources and strategies to unlock the power of the mind and enable greater success at school and in life.

Our Commitment:

As part of ELES' commitment to education, 5% of all gross income is donated to charities that help and assist children.

Our Staff:

The majority of our resources are created by Prue Salter (B.A., B.Math., Dip.Ed., M.Acc., M.Ed.), founder and director of ELES. Prue has over 20 years' experience in the Education Industry in Australia. With a strong background in teaching and pastoral care, Prue was frustrated by the absence of high quality resources available to help students develop and maintain effective study skills. A committed scholar, passionate about learning, Prue combined her natural organisational and time management abilities with her research in how students learn to develop a series of resource kits designed to address the gaps and to present them in a format that is entertaining, as well as simple and effective.

For further information about ELES or our products or contact details:

info@enhanced-learning.net

www.enhanced-learning.net

Contents:

Page 2 A letter to Year 11 and 12 students from the author

Page 3 Goal Setting Quotations

Page 4 Principles of Goal Setting

Page 12 Thinking Ahead to Life Goals

Page 18 Goals for Senior Years

Page 20 (i) Academic Goals

Page 25 (ii) Other Goals for the Senior Years

Page 35 7 Reasons why we don't achieve our goals

Page 39 Achieving Your Goals

A letter to the Year 11 & 12 students using this resource from the author.

Dear Year 11 and Year 12 Students,

Really weird. That's how it feels for most Year 12 students when they finally reach the end of Year 12. Strange and slightly surreal. How can it all be ending? It feels like they have been at school forever - 13 years of school (maybe 1 year less for some States!). 52 terms. 208 weeks. 1040 days. 7280 minutes.

For most Year 12 students the majority of these minutes will have been spent sitting in a classroom when there were so many other places they'd rather be, wearing a uniform not of their choice, their movements during the day dictated by the harsh buzzing of a bell. They have teachers deciding what happens in their daily life, reminding them about things they might forget, nagging, chasing them up, rewarding them and, at times, punishing them. All these confines and controls suddenly disappear at the end of Year 12 and that is why it feels so weird. When all you have ever known is about to be swept away and your life placed firmly and completely in your own hands for the first time, it is unsettling, a little frightening, but hopefully exciting as well.

One of the biggest lessons I have learnt since Year 12 is that you can make a conscious decision to mould your life to fulfil your dreams and hopes and design your life to be exactly the way you want it to be. The alternative is just letting life sweep you along aimlessly in its ebb and flow and hoping with fingers crossed that it tosses you somewhere wonderful. You might get lucky, but then again, you might not.

Knowing what you really want to do in life is not easy. You have to think carefully about what your passions are, what you love doing, how you enjoy spending your time, and then find ways to arrange your life so you spend the majority of your time doing these things (while getting paid for it!). And your ideas change. That's why it is good to think about these things now and then and let your mind process and mull over your ideas, hopes and dreams. It is not usually something you can just sit down and decide overnight.

One last thought. Life is not just a fixed path aiming towards an ultimate destination. If you spend your whole life saying when I have this job and this car and this house and this relationship and this achievement, then I'll be happy - then you'll find it could take some time! Instead of focusing on a single destination for life, enjoy the journey. Enjoy the people you meet along the way, the amazing places you travel to, the experiences you have, the love you find and the things you achieve.

Most of all, recognise that you have the power to determine and shape the future paths you will walk. You just have to decide what those paths will be.

All the best,

Prue Salter.

Principles of Goal Setting

There has been much written about goals and the importance of goal setting. And you've probably heard most of it during your years of high school!

This resource assumes you have heard these basics before (although we will briefly review the main ideas in this section) and instead focuses on assisting you in *making the most of the senior years* of high school by helping you actually create and manage goals for your senior years and beyond.

There are a number of reasons why goal setting is a valuable process for senior students to go through. Some of these are listed below. However the most important reason stems from modern research in the field of psychology.

How does setting a goal make things happen?

Your brain is incredible. Give your subconscious a direction and focus and it will immediately start to work towards making that focus become a reality. If you do not consciously direct the power of your mind towards making things happen for you, you'll go through life and things will happen to you. The more clearly defined you can make your goals, the easier it is for your brain to look for ways to turn the images in your head into reality. The thoughts inside your head will direct the types of actions you take which ultimately determines life outcomes for you. Goal setting helps you to take the random thoughts floating in your head, decide which ones you like, which ones you will cast out, and gives your mind a purposeful direction on which to focus.

Some more reasons to set goals:

- Goals give us the motivation to do things that are difficult and challenging in order to reach a particular desired state.
- Goals help us achieve our dreams, hopes and desires.
- Goals help us look for an achievable balance between the different areas of our life.
- Goals make us feel good about ourselves and our achievements and help us to increase our self-esteem and sense of self-worth.
- Goals give us a greater feeling of control over our lives and experiences.
- Goals allow us to prioritise and create action plans.



Can you remember consciously setting goals in the past?	YES	NO	
Did you achieve your goals?	MOSTLY	SOMETIMES	NOT OFTEN
Do you feel you have a good idea of how to set a goal properly?	YES	NO	

Goals are usually categorized according to the timeframe for achievement. Goals that you are aiming to meet in the next day, week or month are short-term goals. If it will take a few months or a term then it is a middle-term goal and much longer than that it then becomes a long-term goal. The labels don't really matter, what matters is that the goal has a time limit on it to give you a date to aim for.

This is just one of the aspects research has shown is necessary to consider in order to make your goals effective. A common acronym in the business world is S.M.A.R.T. Powerful goals are S.M.A.R.T. There is some difference of opinion as to what each of the letters actually stands for but for our purposes we will use the following:

S M A R T

Specific. Don't make broad wishy-washy goals like 'I want to do better in Maths', make them very detailed and specific. Exactly what do you want to achieve?

Measurable. You want to be able to know when you have achieved your goal so make sure there is some way to measure your success.

Action-Oriented. Your short-term goals should really be the action steps you need to take to achieve the medium and longer term goals.

Relevant & Realistic. Goals change, so if your goal is no longer relevant, you need to change it too. Although your goals should stretch you beyond your comfort zone, they need to be in some sense realistic. Create challenging goals by all means, but not totally unrealistic ones.

Time-Based. As mentioned earlier. Your goals need to have a 'to complete by' date to give you something to aim for.

In addition to these standard principles, it is also recommended by psychologists that you do three other things when setting goals. **The Three P's:**

1. **Only use POSITIVE language in goals.** Rather than 'I will *not* get detentions for *not* doing my homework', rephrase the goal as 'I will complete all of my homework every day for a month'. The brain assimilates concepts better when expressed in positive language.
2. **Use PASSIONATE, enthusiastic and motivating language.** Rather than having a bland goal like 'I will learn to play the guitar' your goal could read 'By January I have learnt to play the guitar and sound awesome'. If you can make yourself *feel* the goal, to connect on an emotional level instead of just an intellectual level, your mind becomes much more focused on finding ways to make that goal a reality.
3. **Write your goal in the PRESENT tense.** The point is to write the goal as though it has already happened. For example, 'It is January 1st and I am so excited that I have learnt to play the guitar'.

In just a few sentences, explain the 8 guidelines for setting effective goals.



Writing goals in an effective way is only half of the equation. What is going on in your head is equally important in determining whether or not you will reach your goals.

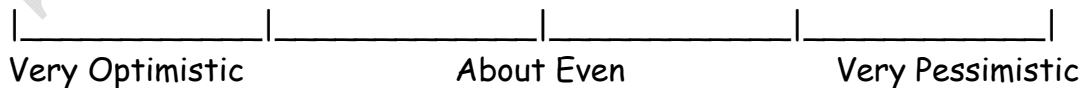
ATTITUDE

Some people are lucky. They are born as optimists – always looking at the positive side of life, always convinced that things are going to work out for them. For those to whom this way of thinking does not come naturally, we can change our attitude simply by starting to become conscious of the thoughts floating in our head. Your mind is in a continual dialogue with itself. Reacting to what is going on around you, thinking up possible scenarios, examining the significance of events as they occur. Only by becoming conscious of the thoughts that are floating around your head, can you start to encourage the positive ones and consciously question or reject the negative ones. Why is this important? If you approach your goals with a negative attitude, you are making it so much harder to actually achieve them. A positive attitude means you are looking for ways to succeed rather than focusing on the difficulties and obstacles that could be in your path (go back and read the Abraham Lincoln quote again).

A positive attitude means you are looking for ways to succeed rather than focusing on the difficulties and obstacles that could be in your path



Where do you think you naturally lie on the optimism / pessimism scale?
Put a cross on the scale below.



Do you take much notice of the thoughts floating around your head at different times during the day? YES / NO

When you have a negative thought, do you challenge and question its validity? YES / NO

FREQUENTLY ASKED QUESTIONS

➤ *Where should you keep your goals?*

You have lots of options. Some people type their goals up on the computer as this makes it easy to make changes to their goals and print them out. But there is no reason why you can't write them out onto a piece of paper or a notebook. One popular idea in business is to then write your number one driving goal onto a small card and keep it with you in your wallet or pocket. Take it out every now and then to keep your goal in the front of your mind. Other people use index cards to record their main goals in a convenient easy to carry format.

➤ *What do you do once you have written your goals?*

You need to read through your goals on a regular basis considering the following:

- Are your goals still relevant?
- What goals will you be focusing on at this point in time?
- What actions do you need to take to achieve your goals?

➤ *How often should you review your goals?*

There are a variety of different approaches: experiment and see which approach works best for you and your lifestyle.

- a) Review all of your goals once a week, updating if necessary. In your diary, write down what actions you need to take that week to meet your goals – particularly your short-term goals. Each day, think about your main goal – maybe write it on a small card you read through or read out loud each morning.
- b) Review your goals on a daily basis to remind yourself of what you want to focus on and each day write a to-do-list of the actions you need to take that day. You could also put a tick next to your goals each morning as you read them and cross off any that are completed.
- c) Review your goals each day and choose just one to really focus on for that day.
- d) Write your main goals out onto a big piece of cardboard or a whiteboard and have it prominently displayed in your room.

?

Circle the approach you like best: a b c d

➤ *Is there a particular way to review your goals?*

It has been suggested that reading your goals out loud is beneficial as it forces you to really think about what you have written down rather than just skimming through your notes quickly. You could record your goals and listen to them on the way to school or on the way home. The main thing to remember is to really try and be engaged with what you are reading – visualise it, feel it and experience it. The more real your goals feel and the more they are connected to emotions the more likely your mind is to look for ways to make them a reality.



How would you describe your approach to dealing with 'failure'?

- a) You get disappointed and dejected, you start to doubt yourself and your abilities and you feel discouraged. You start thinking that it is not worthwhile ever bothering to make an effort and you might as well give up.
- b) You feel a bit disappointed but the way you deal with it is to just put it out of your mind and not think about it. It's over, it's in the past, so just forget it and move on.
- c) You have the initial reaction but then you start to think about what you can learn from the experience. You think about what you can change next time, analyse what you could improve and feel good about any aspects that were successful.

Obviously Option C is going to be the most productive approach. But it's not that simple to actually approach life this way. Being able to handle challenging experiences, being able to learn from disappointments and being prepared to try again is what we call 'resilience'. The senior years are actually a great opportunity to build your personal resilience simply because there are so many challenges over these years.

By training yourself to respond to disappointing or difficult situations in a positive way you can choose how you will react to situations in life rather than just having automatic, and not necessarily helpful, reactions.

When something goes wrong, when you don't meet a goal, it is natural to experience negative feelings and emotions that are difficult to control. What you can control is how you respond to the situation. Some of the ways you can improve your resilience when faced with challenging circumstances in life are as follows.

- Find people you can talk to. If you bottle up your emotions it only makes it worse.
- Examine what you are feeling and why you feel that way. Give yourself permission to feel these emotions but don't 'give-in' to them.
- Write a list of positives - ie things you did achieve along the way or things you learnt from the experience.
- Now write a list of positive actions you can take to either make the situation better or to avoid the same situation happening again. There are some aspects that are out of your control, but what can you do that is in your control?

**Take
back
control!**

You should avoid 'moving the goalposts' with goals. This means that if it looks like you are not going to make your goal, you should not just give up on the goal and instead make it easier to reach. Keep pushing yourself and striving until the last possible second. Unless of course it was totally unrealistic in the first place!

And if you don't make it, then take a resilient approach. Congratulate and commend yourself on what you DID achieve and how far you did come and how close you got to the goal. Use the experience to help you develop and grow as a person: what can you learn from this? Use this to help you set your next goals. If you had not set the goal so high in the first place, perhaps you would not have got as far as you did!

*How much did you retain of what you just read?
Answer the following questions, going back to earlier sections
if necessary to refresh your recall.*

In your own words, explain how setting a goal actually helps to make things happen.

.....
.....
.....
.....

Give two other reasons to set goals.

.....
.....
.....

What is the difference between short-term goals, medium-term goals and long-term goals?

.....
.....
.....

What is the acronym S.M.A.R.T. used for?

.....
.....

What do the letters stand for? (and give a brief explanation of each)

S.....
M.....
A.....
R.....
T.....

What other three things should you do when setting effective goals?

P.....

P.....

P.....

In your own words, explain why it is important to work on having a positive attitude?

.....
.....
.....

How can you work on creating a positive attitude?

.....
.....
.....

Will you write your goals out or type them up? What about the idea of a small card?

.....
.....

When you are reading through your goals, what should you be thinking about?

.....
.....
.....

How often, and in what way, will you review your goals?

.....
.....

**It's not whether you get knocked down.
It's whether you get up again.**

-- Vince Lombardi

What is 'resilience'?

.....

.....

.....

What can you do when faced with a challenging situation to take a resilient approach to the circumstance?

.....

.....

.....

.....

If it looks like you are not going to reach your goal, should you adjust it? Why or why not?

.....

.....

What approach should you take if you don't reach the goals you have set for yourself?

.....

.....

.....

.....

Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in that gray twilight that knows neither victory nor defeat.

-- Theodore Roosevelt

Thinking Ahead to Life Goals

One of the most stressful things about the senior years is trying to decide what you want to do with the rest of your life. Some people are really lucky, they grew up knowing exactly what they wanted to be or they had a passion for something in particular. Other people don't have a clue and the process of elimination becomes an important part of their decision making.

Regardless of which group you belong to, taking just a little bit of time in the senior years to think about the future can help to provide a *focus or motivation* for doing your best in the final years of school. It also *stimulates your subconscious* to start thinking about possible life choices and helps to encourage ideas and determine preferences. You don't have to have all the answers yet!

Goals can help
you find
FOCUS &
MOTIVATION

In each of the boxes on the following pages, jot down all your thoughts about each category. You don't need to write full sentences, just brainstorm your ideas and feelings about each of these things. During the year if something else occurs to you come back and add it to the box. There is a great saying that ideas are like slippery fish, unless you pin them down with the point of a pen they just swim away.

If you have the time and the opportunity, do the following activity to really help you to get the ideas flowing.

- First read through all of the boxes on the following pages for this section.
- Now put on some relaxing music, meditation or classical music if you have it, if not something mellow and soothing will do. Don't have it too loud.
- Get comfy, either lie down or sit somewhere where you feel relaxed and at ease. Close your eyes and stretch out.
- Start relaxing all the muscles in your body one by one. Start at your feet, clench your toes and hold, then release. Clench the muscles in your leg and release. Work your way up your body clenching and releasing muscles to ease any tension in your body.
- Start visualising your life in 10 or 20 years' time. Think about the topics covered in the boxes and just let your mind create pictures of things you'd like to do, places you'd like to go and the sort of person you would like to be.
- When you feel ready or when you feel your mind start to wander, hop up and start jotting down your ideas in the spaces provided.

Time to get started!

CAREER / JOB

How do you think you might like to spend your days once you have finished with education? Some things to think about: are there any careers or jobs you are particularly interested in? How do you like spending your time or what hobbies do you have and is there any way you can get paid for doing these? Do you think you'd like to work in the corporate world, or a trade, or your own business? If you have no idea, what are some things you know you *don't* want to do?

LIFESTYLE & RELATIONSHIPS

Where do you want to live? Are you a town or city person? Would you like to try another state or even another country? Are you keen to have a house and a backyard or would you like to live in a funky high rise inner city apartment? Do you see yourself living with flatmates for awhile and then settling down with a family or would you rather live by yourself? What sorts of relationships do you want out of life? What sort of a role do your family and friends play in your life?

SPORT / HOBBIES / INTERESTS

How do you see yourself spending your leisure time? Are you keen to learn to sail or would you rather just spend every weekend lazing around at the beach? Do you want to learn a musical instrument or would you rather go out and see bands play every weekend? Are there new hobbies you'd like to try or interests you'd like to develop? What sort of exercise will you do to keep healthy?

ACHIEVEMENTS / CHALLENGES / MILESTONES

Are there things you want to make sure you do before the end of your life? Perhaps places you want to travel to or things you want to see or particular challenges you want to set yourself to meet. During your life, what are some things you definitely want to do? Some examples might be: see the pyramids in Egypt, get your Gold Surf Lifesaving medallion, run a marathon, see a favourite band play live, learn to scuba dive, spend a year in France, travel to Uluru, buy your mum a car...

CONTRIBUTIONS

What do you want to do for other people? Do you want to spend time doing some volunteer work on a regular basis? Is there something special you'd like to be able to do for family or friends? Will you donate money to charities? Will you do your bit to help save the environment? What might you have to offer that can help make the world a better place? How will you 'give back'?

PERSONAL

What sort of person do you want to become? What qualities or characteristics are important to you? Do you want to be known as someone who is really honest, or who has great integrity, or who stands up for other people? If someone was describing you as a person, what sort of things would you want them to say about you?

Once you have finished brainstorming in each of the boxes and have captured your thoughts and ideas, develop a long-term goal for each category.

CAREER / JOB LONG-TERM GOAL

.....

.....

.....

.....

.....

Check that the goal meets all of the guidelines and modify if necessary.

- | | | | |
|-------------------------------------|---|--|--|
| <input type="checkbox"/> Specific | <input type="checkbox"/> Action-oriented | <input type="checkbox"/> Time-based | <input type="checkbox"/> Passionate language |
| <input type="checkbox"/> Measurable | <input type="checkbox"/> Relevant & Realistic | <input type="checkbox"/> Present tense | <input type="checkbox"/> Positive language |

LIFESTYLE & RELATIONSHIPS LONG-TERM GOAL

.....

.....

.....

.....

.....

Check that the goal meets all of the guidelines and modify if necessary.

- | | | | |
|-------------------------------------|---|--|--|
| <input type="checkbox"/> Specific | <input type="checkbox"/> Action-oriented | <input type="checkbox"/> Time-based | <input type="checkbox"/> Passionate language |
| <input type="checkbox"/> Measurable | <input type="checkbox"/> Relevant & Realistic | <input type="checkbox"/> Present tense | <input type="checkbox"/> Positive language |

SPORT / HOBBIES / INTERESTS LONG-TERM GOAL

.....

.....

.....

.....

.....

Check that the goal meets all of the guidelines and modify if necessary.

- | | | | |
|-------------------------------------|---|--|--|
| <input type="checkbox"/> Specific | <input type="checkbox"/> Action-oriented | <input type="checkbox"/> Time-based | <input type="checkbox"/> Passionate language |
| <input type="checkbox"/> Measurable | <input type="checkbox"/> Relevant & Realistic | <input type="checkbox"/> Present tense | <input type="checkbox"/> Positive language |

ACHIEVEMENTS / CHALLENGES / MILESTONES LONG-TERM GOAL

.....

.....

.....

.....

.....

Check that the goal meets all of the guidelines and modify if necessary.

- Specific Action-oriented Time-based Passionate language
 Measurable Relevant & Realistic Present tense Positive language

CONTRIBUTIONS LONG-TERM GOAL

.....

.....

.....

.....

.....

Check that the goal meets all of the guidelines and modify if necessary.

- Specific Action-oriented Time-based Passionate language
 Measurable Relevant & Realistic Present tense Positive language

PERSONAL LONG-TERM GOAL

.....

.....

.....

.....

.....

Check that the goal meets all of the guidelines and modify if necessary.

- Specific Action-oriented Time-based Passionate language
 Measurable Relevant & Realistic Present tense Positive language

This resource continues for another 25 pages

SAMPLE