

# Chapter 2

## Lesson 3 The Power of Goals

**Theme: Goals**

### Lesson Objective:

Students will show knowledge of characteristics of goals. Students will name The Nine Areas of Life. Students will name personal long term and short-term goals. (See matrix for Arizona Academic/Adult Standards).

### Steps to Follow:

**“If you don’t know where you’re going, you’ll probably end up somewhere else.”  
--Eleanor Roosevelt**

1. Review *Decision Making, Step 1 Self-talk*. Practice self talk, “Before your choice, hear your voice say, ‘Stop and Think VGC.’” Tell: The last lesson examined values; this lesson examines goals.
2. Discuss the quotation.
3. Complete *Terry’s Story S1*.
4. Define goal. (Something to accomplish, what I want or need, the way I want things to work out)
5. Complete *GOALS: The Web S2*. Recommended Ideas to include see **Lesson 3 Background**.
6. Complete *ME in My World: The Nine Areas of Life S3*. Discuss answers to questions.
7. Ask: Does the way you spend your time show your personal or work values you identified in Lesson 1? Some students may recognize that their behavior may not show their values well.
8. Discuss the difficulties and importance of setting goals that reflect personal values. Ideas may include:
  - Goals in one Life Area affect those in other areas,
  - All life areas are important for a balanced life,

- It's important to take a broad view of your life as well as day-to-day, wide perspective and setting future goals distribute your energy and time so you're less vulnerable if something happens to disrupt one area – can fall back on other areas so you don't get overwhelmed and feeling helpless (e.g. get fired, but family, friends, spirituality keep you going)
- Broad view also helps when good intentions aren't enough, e.g. New Year's resolutions can fall apart,
- Acting on your values all the time is difficult, if you set a goal and don't get there others may criticize. Success takes time and commitment.
- Need a plan with short-term goals that lead to long-term goals.

9. Review *EXAMPLE of GOALS IN MY LIFETIME S4*. Complete one *GOALS IN MY LIFETIME S4* sheet for each Life Area.

### **Materials:**

*Terry's Story S1*

*GOALS: The Web S2*

*ME in My World: The Nine Areas of Life S3*

*EXAMPLE of GOALS IN MY LIFETIME S4*

*GOALS IN MY LIFETIME S4*

### **Evaluation:**

Rubric

### **Enrichment:**

*Letter Writing: How did you get started? EN1*

## Terry's Story

S1

**Directions:** Read about Terry. Answer the questions that follow. Use exact words or specific ideas from her story to prove your answers.

Terry wants to manage or own a sporting goods store some day. She knows this won't happen right away. She figures if she works hard and wants it enough, her dream will come true.

Sports occupy most of Terry's life. She's athletic and has always been good in almost all sports. She works out several times a week and stays in good shape. She and her friends spend most of their time in the school gym.

Terry is an average student and usually tries her best. Her best subjects are English and science, her worst is math. Teachers often comment about how dependable she is.

Terry has a summer job as a lifeguard. She's glad she makes pretty good money because she knows her parents can't pay for her college education. She hopes to save money for college. She wonders if she'll be eligible for a scholarship.

Terry doesn't know what she'll have to do to manage a sporting goods store, but figures she will find out more when she gets to college.

### Terry's Plan

1. What is Terry's career plan? What are her specific goals?

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2. Read each question about Terry's goals. Answer by checking Yes, No, Unsure. Then, explain what Terry should do. DON'T FORGET SELF TALK! Stop and Think, VGC.

A. Does Terry have well-defined goals?

\_\_\_Yes                      \_\_\_No                      \_\_\_Unsure

Explain: \_\_\_\_\_

B. Can Terry meet her goals?

\_\_\_Yes                      \_\_\_No                      \_\_\_Unsure

Explain: \_\_\_\_\_

## Terry's Story (Page 2)

S1

C. Does Terry have the qualifications to meet her goals?

\_\_\_Yes                \_\_\_No                \_\_\_Unsure

Explain: \_\_\_\_\_

D. Does Terry have a well-developed plan for reaching her career goals?

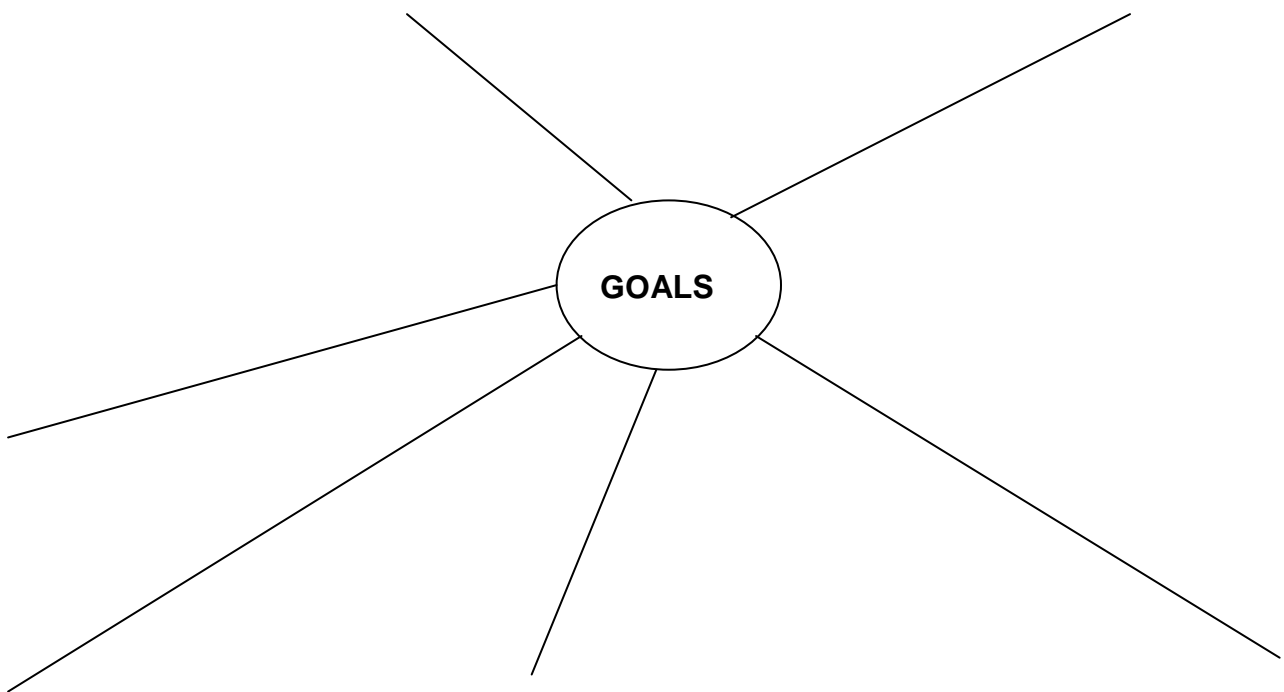
\_\_\_Yes                \_\_\_No                \_\_\_Unsure

Explain: \_\_\_\_\_

E. Is Terry doing everything she can to meet her goals?

\_\_\_Yes                \_\_\_No                \_\_\_Unsure

Explain: \_\_\_\_\_

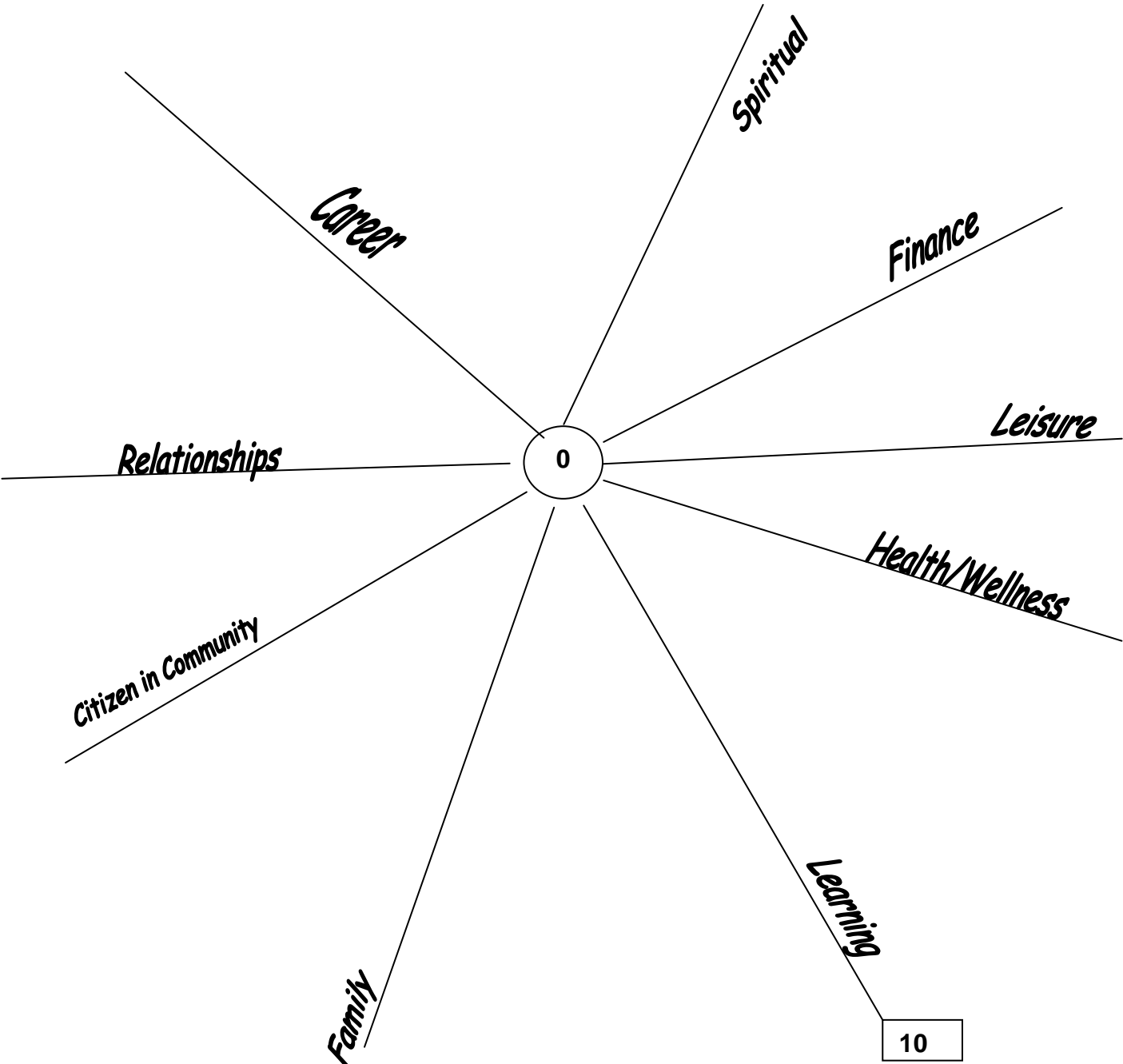


### Directions:

1. Look at the diagram of the nine areas of life. In each area, you may be in more than one role, for example, in the “Family” area you may be a son, a stepson, a parent. In the “Spiritual” you may be a parishioner, a meditator, or an atheist. Also, roles overlap, you may be in the role of teacher in “Leisure”, “Spiritual” and “Career” areas, for example. One area affects the other areas; one role affects other roles. Life isn’t so simple that it can be cut into such a neat pie. For the sake of organization, however, this is the pie we’ll use.
2. If each line starts at “0” in the center and goes to “10” at the end, consider how much time you spend in each role that life role. Connect the **Xs**.
3. Examine the figure you created. Does it realistically show how you spend your time? Does it reflect your lifestyle? Is it balanced? Do you spend time with the people and things that are most important to you?
4. Think how you would like this figure to look in 2 years. Draw that figure.
5. What steps will you take today to balance your life roles?

THE NINE AREAS OF LIFE

S3



## Example of Goals in my Lifetime

S4

Circle the Life Area:  
Leisure, Learning, Spiritual, Relationships, **Health/Wellness,**

Family, Career, Financial, Citizen of the Community

<b>Goal 1</b>	
<b>Long Term</b>	<b>Stay clean and sober for 1 year, from today, until July 1, 2004.</b>
<b>Short Term</b>	<b>1. Comply with drug testing while I'm on Probation.</b>
	<b>2. Go to drug counseling every week. Do the assignments.</b>
	<b>3. Tell my friends I need to stay clean to get off Probation. Ask them to not tempt me.</b>
	<b>4. Go to AA/NA meetings 90/90.</b>
	<b>5. When I'm craving, go to gym, listen to music, talk to parents or friends, drink soda, smoke cigs, go sit in church, pray, meditate.</b>

<b>Goal 2</b>	
<b>Long Term</b>	
<b>Short Term</b>	<b>1.</b>
	<b>2.</b>
	<b>3.</b>
	<b>4.</b>



Circle Life Area:  
**Leisure, Learning, Spiritual, Relationships, Health/Wellness,  
 Family, Career, Financial, Citizen of the Community**

Goal 1	
Long Term	
Short Term	
1.	
2.	
3.	
4.	
5.	

Goal 2	
Long Term	
Short Term	
1.	
2.	
3.	
4.	
5.	



## Letter Writing - How Did You Get Started?

EN1

1. The purpose of the letter is to have the student contact a person they admire and gather information about goals, jobs, careers, lifestyle, balance, and values.
2. The student writes a letter to someone they admire asking how they got started in their career. Have the student include ideas such as:

Was the career you're in now, always your goal?

What was your first job?

Was the job directly related to your career?

How do you think past jobs and training benefited you?

How did they affect where you are now?

Did you have people who helped you? Hindered?

How did you manage obstacles?

What is most important to you now?

What was most important when you were just starting out?