

Chapter 2

Lesson 4

Goals, Priorities, Lifestyle

Theme: Goals

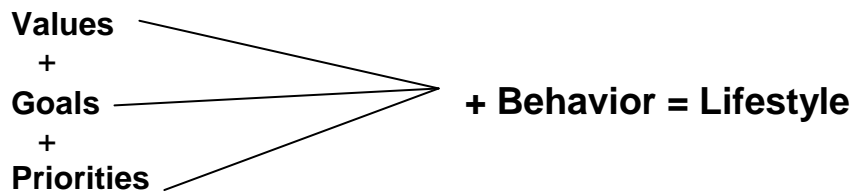
Lesson Objective:

Students will show understanding of setting priorities. Students will show awareness of how values, goals, priorities, behavior and lifestyle are connected. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“ You can’t always get what you want, but if you try sometimes, you just might find, you get what you need” --Rolling Stones song

1. Students rehearse self-talk litany verbatim. Remind: Definitions of “value” “goal”. Ask: Why spend two lessons working on goals?
2. Discuss quotation. Remind: We know from life and Lesson 2, values can conflict. Goals also can conflict, e.g. your boss's goal is for you to be at work by 7:30 AM, your goal is to sleep as late as possible, sometimes getting to work late. Or you have \$200. You want to buy new clothes, but the rent is due. How do these conflicts interfere with decision-making? With behavior?
3. Define “wants” “needs”, “priorities.”
4. Draw the diagram (shown below), on the board. Discuss how a person’s values, goals, priorities in addition to how they decide to behave define their lifestyle. Recommended ideas to include:
 - A person’s lifestyle shows what is important to that person.
 - Acting on priorities may require tough choices to “walk the walk, not just talk the talk.”
 - A person’s values, goals, priorities should drive his behavior.
 - A person’s values, goals, priorities should determine his lifestyle, not the reverse.
 - Ask how values, goals and priorities are affected by what a person thinks (self talk) and feels.
 - When in a crisis, when stressed or pressured, values are strong, but goals, priorities and behavior can get off track. Give examples.



6. Complete *EYE ON THE PRIZE TIMELINE S3*. May refer to *Values* worksheet from Lesson 2 and *GOALS IN MY LIFETIME* Lesson 3.

Materials:

EYE ON THE PRIZE TIMELINE S3
Values worksheet from Lesson 2
GOALS IN MY LIFETIME Lesson 3

Evaluation:

Rubric

Enrichment:

Discuss: “Crisis doesn’t build character, it reveals it.” Define character. Can a person’s situation or lifestyle, affect his values and goals? Does the outer environment lead the inner person or vice versa?

How Important are These Job Factors to You? EN4

How Important Are These Job Factors To You?

EN4

Think About It:

1. Look at your Work Values (Chapter 2 Lesson 2)
2. Think about your wants and needs. Don't forget the self-talk litany. Now prioritize your work values (Write 1, 2, 3 and so on...next to the value).
3. Name two jobs you'd like to do, that you think would fit with your top 3 important work values.

4. Your answers could change. List at least 3 reasons your priorities might change:
In 1 year?

In 5 years?

In 10 years?

5. How might they change if you were:
A single parent raising two children?

A 50-year-old person thinking ahead to retirement?

Recently married and planning to buy a new car and home?

How Important Are These Job Factors To You? (Page 2)

EN4

Look at all your answers. Write three paragraphs describing how your work values and priorities could change over the next 10 years. One paragraph topic could be about the values and priorities that you think will not change.

EYE ON THE PRIZE TIMELINE (8-21 years old) S3

Directions: Mark **X** where you are. Look at your *GOALS IN MY LIFETIME* worksheets. In each Life Area, think about your long and short-term goals. When can you accomplish each of them? Put each of them on your timeline. Add other year marks if you want. Be realistic. Look at the example. Ask your instructor for help if you need it.

Journal Pre-proof

YEARS

8 10 14 16 18 21

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GOALS



EYE ON THE PRIZE TIMELINE (21-40+ years old) S3

Directions: Mark **X** where you are. Look at your *GOALS IN MY LIFETIME* worksheets. In each Life Area, think about your long and short-term goals. When can you accomplish each of them? Put each of them on your timeline. Add other year marks if you want. Be realistic. Look at the example. Ask your instructor for help if you need it.

YEARS

21

25

30

35

40

45

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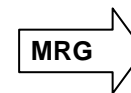
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GOALS



EYE ON THE PRIZE TIMELINE (8-21 years old) *EXAMPLE 33*

Directions: Mark **X** where you are. Look at your *GOALS IN MY LIFETIME* worksheets. In each Life Area, think about your long and short-term goals. When can you accomplish each of them? Put each of them on your timeline. Add other year marks if you want. Be realistic. Look at the example. Ask your instructor for help if you need it.

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YEARS

8 10 14 16 18 21

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 X get out.

go to school

every day

stay out of trouble

take right

classes to graduate

stay out of trouble

earn high school diploma

get healthy

stay clean and sober

go to meetings get a sponsor

ask P.O. questions

job with training and \$

MRG