



What is a goal?

A goal must have the following characteristics.

- 1. It must have a clearly defined outcome.**
 - a. “I want to make a lot of money this summer.”
 - b. “I will earn \$200 by September 1.”

- 2. It must have an action plan.**
 - a. “I’ll look around for ways to make money in my neighborhood.”
 - b. “I’m going to make up flyers and put them in my neighbors’ mailboxes advertising my pet-sitting business.”

- 3. It must be measurable.**
 - a. “I’m going to have a party next weekend and invite three people I’ve wanted to get to know better.”
 - b. “I want to be more popular.”

- 4. It must be within your power to make it happen with your own actions.**
 - a. “I have five hours per week to work on earning money. I have the tools I need to do my jobs. I can do the jobs by myself.”
 - b. “I have lots of commitments, but I can try to squeeze in work. Maybe someone in my family will help me if I accept a job but get too busy to do it.”

- 5. It must be important to you. You have to “own” it.**
 - a. “My friend wants me to help him collect box tops so he can earn a cereal company T-shirt.”
 - b. “I need to earn another \$50 to buy the skateboard I’ve wanted for a long time.”

Goal for the week: Canned Food Collection

Group members: _____

A: Analyze the situation.

Clearly define the goal outcome (write what you want to happen by when).

On Friday of this week, we will bring at least 40 cans of food to school for the food bank.

Check:

Is it realistic? Can I make it happen? Yes

Will I be able to measure the results? Yes

Is reaching the goal important to me? Yes

B: Brainstorm options.

Generate several options for achieving the goal.

1. Buy 40 cans ourselves

2. Go through our cupboards at home

3. Ask neighbors to donate cans

4. Set up a stand at the grocery store and ask shoppers for donations

C: Consider each option.

Which options are reasonable, given my resources? 2 and 3

Which options can I do on my own? 1 and 2

Which options require help from others? 3 and 4

D: Decide on and Do the best option.

Option decision: We will take food from our cupboards and ask neighbors to donate enough cans so our group brings 40 cans of food to school on Friday.

Create an action plan on this calendar. Fill in the days of the week, starting with the day you'll begin, in the top boxes. Fill in your action for each day. Include check-in points.

Saturday	Everyone in group checks cupboards for extra canned food.
Sunday	Get permission from parents to take the food from our cupboards.
Monday	Bring what we have to school and put it in our lockers. Check in: Count how many we have at lunch.
Tuesday	Ask neighbors to donate canned food. Find out where to leave cans for the food bank.
Wednesday	Bring cans collected from neighbors to school. Check in: Count how many cans we have.
Thursday	If we still need to get more cans, we will meet after school and go to a store and ask for a donation.
Friday	Take cans to the food bank drop-off site.

Group member signatures: _____

Teacher signature: _____

Adult family member signature (optional): _____

Goal for the week: _____

Group members: _____

A: Analyze the situation.

Clearly define the goal outcome (write what you want to happen by when).

Check:

Is it realistic? Can I make it happen? _____

Will I be able to measure the results? _____

Is reaching the goal important to me? _____

B: Brainstorm options.

Generate several options for achieving the goal.

C: Consider each option.

Which options are reasonable, given my resources? _____

Which options can I do on my own? _____

Which options require help from others? _____

D: Decide on and Do the best option.

Option decision:

Lesson 10
Handout 10D: Setting a Goal

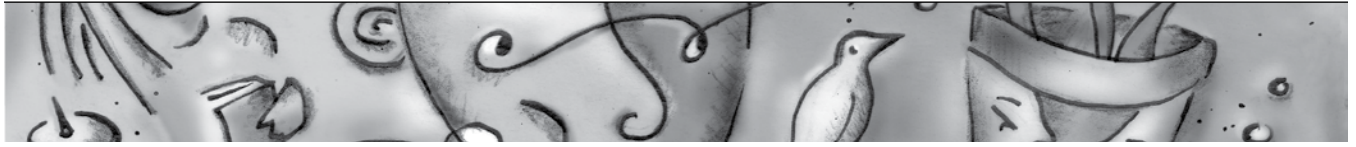
Grade 8

Create an action plan on this calendar. Fill in the days of the week, starting with the day you'll begin, in the top boxes. Fill in your action for each day. Include check-in points.

Group member signatures:

Teacher signature:

Adult family member
signature (optional):



Dear Family,

Abraham Lincoln once said, “A goal properly set is halfway reached.” This week your student will begin the goal-setting section of the Stepping Ahead program. Over the next couple of weeks, students will learn an effective model for planning, executing, and evaluating goals.

We will learn how to use the Action Steps for setting goals. They are:

- A: Analyze the goal.
- B: Brainstorm options for ways to reach the goal.
- C: Consider each option.
- D: Decide on and Do the best option.
- E: Evaluate if it works. *If necessary:*
- F: Figure out another way.

Your student will be working on a group goal project with other members of his or her class. Ask to see the handout that describes the details of the plan to reach the goal.

Cycling through the goal-setting process helps students see how success comes with personal effort rather than luck or natural talent alone. This can build confidence, optimism, and hope for the future. Increased goal-setting skills and confidence support student success in and out of school.

Try using the Action Steps to set family goals. Small successes lead to bigger successes down the road!

Sincerely,

P.S. Make sure to join www.secondstep.org with the activation key **SSP8 FAMI LY34** to watch videos about the *Second Step* program and get information about what your student is learning.

Name: _____

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

List three components of a goal:

1. A goal must have a _____
2. You must be able to _____
3. It must be _____

Connecting to My Life

Now that I've learned about the importance and process of setting goals, I'm going to try to set the following goals in these areas of my life:

School: _____

Home: _____

Personal/Health: _____

Preparation

Make additional copies of Handout 10C for each student.

Instructions for Students

1. Write your own clearly defined academic goal for the week on the new copy of Handout 10C. This is your personal goal, not a group goal.
2. Complete the rest of Handout 10C for your personal academic goal.
3. Exchange the complete Handout 10C with a partner. How do your goals and action plans compare?

**Language Arts and Social Studies**

What does this artwork mean to you?

Have student groups look closely at the artwork on the Action Steps poster. What do they think the artwork means? Encourage students to translate the symbols into concepts used in the lessons. Have small groups come up with words that represent main elements of the program or elements suggested by the posters. Then have the groups explain their words and what they mean to the class.

**Health and Science**

What is your plan?

Have students work in groups to accomplish a unified goal, such as helping each other get a B+ grade average between group members on an upcoming science test. Students will need class time to accomplish this goal. Have each group make a plan using the Action Steps. Each group should analyze the goal, brainstorm the options for ways to reach that goal together (such as determining times to study together or mentoring), consider the options, then decide on and do the best option. Have each group summarize their plan for the class. You may consider giving students extra credit if they reach a group grade above a specified level.

**Media Literacy**

Can you live without screen time?

Can your students go without screen time for a week? Have students set a goal of going without screen time for one week (using a computer only for homework). Put students in groups to make a plan using the Action Steps to accomplish this goal. Have each group analyze the goal, brainstorm the options for ways to reach that goal, consider the options, then decide on and do the best option. Have groups notice and keep track of the effects no screen time is having on various areas of their lives, such as sleep, eating, stress levels, time management, alternate activities, and self-talk. Have each group present their plan to the class.