

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.3.1**

How to Set Value-Based Goals

Purpose:

The purpose of this lesson is to introduce students to the topic of goal setting and how it can help them accomplish what they want in life.

Directions:

The bulleted information below is important for you as the teacher to know as background information.

- In order to set goals, one must first be able to define a goal and develop an understanding of the goal-setting process. A good definition of a goal is a dream with a deadline. More specifically, a goal is:
 - Specific—it is clear and understandable.
 - Measurable—it has a measurable result and has a target for completion.
 - Action-Oriented—it is something the goal setter is responsible for making happen.
 - Relevant—it is realistic, attainable, and feasible, but challenging.
 - Timely—it is desirable and meaningful.
- A written set of goals has been proven a major contributing factor to a person's financial success. It seems logical that written goals can also help individuals succeed in other areas, such as the social, educational, spiritual, physical, and vocational aspects of life.
- Taking the time to write out thoughtful goals is critical. Doing so helps us focus on what we want to attain in a more concrete, tangible way.
 - The process of physically writing our goals is valuable as this act inscribes the goals in our subconscious.

Quick Reference:

Time Required:

90 minutes

Objectives:

After completing this lesson, students should be able to:

1. Discuss the importance of goals and the benefits they provide.
2. Discuss the different areas in which they should set goals and why.
3. Set goals for themselves.

Materials:

- ✓ Writing Surface
- ✓ RNH.3.1.AS.A – one per student
- ✓ RNH.3.1.AS.B – one per student
- ✓ RNH.3.1.AS.C – one per student
- ✓ RNH.3.1.AS.D – one per student
- ✓ RNH.3.1.AS.E – one per student





- Another helpful technique is posting our goals in a place where we can see them frequently and remind ourselves what we're striving toward.
- It is important to realize that goals are unique to each individual and should be based on one's core values. We must first define what is important to us and then set goals that are consistent with those values.
 - For example, if we value education, we might set a goal to get all "A" and "B" grades in school. Then, we would develop a plan to help us earn those grades. Our plan might include studying 30 minutes a day for each course.
- The Goal-Setting Process
 - Clarify your values; determine what is important to you.
 - Set goals based on your core values.
 - Write down each goal. "A goal not written is only a wish." A written goal carries 10 times the power of an unwritten goal.
 - Be sure that the goals are stated specifically.
 - Include standards of measurement, such as deadlines and/or quality criteria.
 - Make sure the goals are realistic. Conduct a "reality check" for each goal. Consider the costs and the benefits. Identify any resources that will be required. You may discover that you need to set bite-sized goals, which lead toward your overall goal, that can be realistically achieved.
 - Fully commit to achieving the goals.
 - Seek and use the strength and help of others. Find friends, siblings, parents, and others who can help hold you accountable and follow through with your goals.
- Take advantage of times that typically carry momentum and power for change. For example, a new school year or season marks a new beginning and a springboard for change. Use these moments to build motivation.

After personally reviewing the information above begin with the lesson activities below.

1. To initiate this lesson, ask your students to define the term, "goal."
 - a. For example, ask students why they think the zero-yard line in football is called the "goal line," or why the upright poles at each end of the field are called "goal posts."
 - b. Similarly, why is the round metal hoop attached to a basketball backboard called a "goal"? In soccer, why is the metal box with a net at each end of the field called a "goal"?



- c. Explain that each of these items is a “goal” because it provides the game’s players a target: something to work toward.
 - d. That is one of the primary benefits goals provide for people—they provide something for us to work toward.
2. Display the following benefits of setting goals on a writing surface or generate copies of RNH.3.1.AS.A and share them with students. As you read each one, pose questions relevant to your students’ experiences and backgrounds.
 - a. Value of Setting Goals – The benefits of goal setting include:
 1. providing a sense of direction
 2. motivating us
 3. feeling good about ourselves when we achieve them
 4. helping us identify and visualize what is important (our values)
 5. helping us make decisions
 6. serving as a measure of accountability for individuals and groups
 7. forcing us to set priorities
 8. making us feel committed
 9. improving group morale by giving a sense of accomplishment and providing a stimulus for present and future efforts
 10. measuring both individual and group progress
 11. sharpening our leadership skills
3. Explain to students that most people go through life without a definite set of goals. Therefore, it is difficult for them to concentrate their energies and focus on accomplishing anything. They drift through the game of life not knowing where they are headed, what the score is, or whether they are winning or losing. Furthermore, they may spend their time on efforts that are not consistent with their values. Goal setting helps us lead more fulfilling lives and accomplish what we feel is important and desirable. Goals can and will change over time as we mature and our values shift.

The lesson your students will learn today will put them ahead of the crowd by teaching them to set meaningful goals and implement techniques that will help them accomplish the goals they set for themselves.



Setting goals can truly be the key to fulfillment and achievement. However, many people fail to set goals for a variety of reasons. The following section helps students understand why individuals do not set goals and guides them how to successfully create goals of their own.

4. Ask your students why, since goals are so powerful, more people don't use them to get where they want to go?
 - a. There are many correct answers. Share the fact that most people are never taught how to set goals along with the following items:
 - i. People naturally resist change and moving out of their comfort zone.
 - ii. We are conditioned to doing things in certain ways; they become habits—automatic and reflexive.
 - iii. Many people choose to take a reactive—rather than a proactive—approach to life.
 - iv. People fear they will be criticized for not reaching set goals.
 - v. Often, people cannot imagine themselves capable of handling the new behavior of success.
 - vi. Many people are reluctant to strive for challenging goals.
 - vii. Lastly, even though it is one of the most powerful techniques known to enhance the probability of success, goal setting is very rarely taught in school. Thus, people have to pick it up on their own or learn it from their parents.
5. Tell students that they are going to start their journey to success today by setting some initial goals.
 - a. Minimize the fear factor by letting students know that they should expect their goals to change over time and that there are no right or wrong answers.
 - b. Each person's goals should be unique to them and should be based on their core values.
 - c. Remind students that writing their goals is an important step because putting things in writing helps them focus on what they really want and makes their goals seem more concrete, more tangible.
 - d. In addition, when we write our goals, we inscribe them into our subconscious. Thus, we will benefit the most when we describe in detail exactly what we want to achieve.



6. Ask students to take out a clean piece of paper and list 10 things they want to accomplish in their lives.
 - a. Encourage them to really let their imaginations wander and to write lofty goals. Let them know that their lists will not be collected or graded and that they should feel free to express their wildest dreams.
 - b. When they have completed their lists, ask them to number their goals from one to 10 with one being the highest priority item and 10 being the least important on the list.
7. Now, indicate that what they have just done is to embark on a goal-setting journey. Their individual goals will probably change over time, but they have accomplished the hardest part and that is taking the first step. Explain that you are going to give them a way to evaluate and strengthen their goals by being SMART.
 - a. Display RNH.3.1.AS.B, “SMART Goals,” and review the information it contains.
 - b. Give examples for each item. You may want to write some sample goals on the board to illustrate your points.
 - c. After you go through the list, ask students to review the items they wrote down based on these criteria. Indicate that they may need to rework their goals to make them SMART goals, but that they shouldn’t lose focus of the initial thought.

The final section of this lesson emphasizes the concept of balance in our lives and in the goals we set.

8. Tell students that it is important to maintain balance in life and one way of doing that is by setting goals in all areas of your life.
 - a. Examples of these areas are:
 - i. family and personal goals
 - ii. physical and health goals
 - iii. mental and intellectual goals
 - iv. personal development goals
 - v. career goals
 - vi. financial and material goals
 - vii. spiritual goals

Source: Brian Tracy, motivational speaker



9. Distribute RNH.3.1.AS.E, “Seven Areas of Success,” and ask students to develop at least two SMART goals in each of the areas.
 - a. Give students plenty of time to complete this assignment.
 - b. Encourage students to refer back to their written values and their initial list of 10 prioritized goals.
 - c. Encourage them to think long-term rather than short-term, e.g., what they’d like to accomplish by the time they are 50 rather than by the end of the term.
 - d. Display RNH.3.1.AS.E, “Values and Goals”, to show students how goals should be built on values and short-term goals on long-term goals.
10. To help students get started, display RNH.3.1.AS.C, “Identifying Goals,” and review the questions briefly.
 - a. You may want to hold a brief discussion and write sample goals on the board (graduate, go to college, get married, have children, travel around the world, climb a mountain, learn to fly, etc.).
 - b. Leave the transparency up while students begin the worksheet.

Connection Questions:

1. What areas in your life might you set short-term goals in? Long-term goals?
2. What are some of the goals your parents/family members have communicated to you?
3. How have your personal goals changed after learning about SMART goals?



LifeKnowledge Connections

Precept(s) Addressed:

Action

- A1. Work independently and in group settings to get things done.
- A2. Focus on results.
- A3. Plan effectively.

Relationships

- B2. Interact and work with others.

Vision

- C1. Contemplate the future.

Character

- D2. Accurately assess my values.
- D3. Accept responsibility for personal actions.

Continuous Improvement

- F1. Implement a leadership and personal growth plan.

Physical Growth

- G4. Set goals for long-term health.

Personal Growth

- H1. Plan (implement) professional goals and set priorities.

Spiritual Growth

- I1. Nurture a spiritual belief system.

Decision-Making

- N4. Choose a career based on passion, abilities, and aptitudes.

Flexibility/Adaptability

- O3. Reacts with openness to feedback and professional growth opportunities.

LK Lesson Suggestion:



- MS.14 – Developing Goals
- MS.15 – Setting Goals
- HS.18 – Vision and Personal Success
- HS.44 – The Benefits of Goal Setting
- AHS.9 – Long-Term Goals and Opportunities



Value of Setting Goals

1. The benefits of goal setting include:
 - a. providing a sense of direction
 - b. motivating us
 - c. making us feel good about ourselves when we achieve them
 - d. helping us identify and visualize what is important (our values)
 - e. helping us make decisions
 - f. serving as a measure of accountability for individuals and groups
 - g. forcing us to set priorities
 - h. making us feel committed
 - i. improving group morale by giving a sense of accomplishment and providing a stimulus for present and future efforts
 - j. measuring both individual and group progress
 - k. sharpening our leadership skills



SMART Goals

Goals should be:

- **S**pecific
- **M**easurable
- **A**ction-Oriented
- **R**elevant
- **T**imely

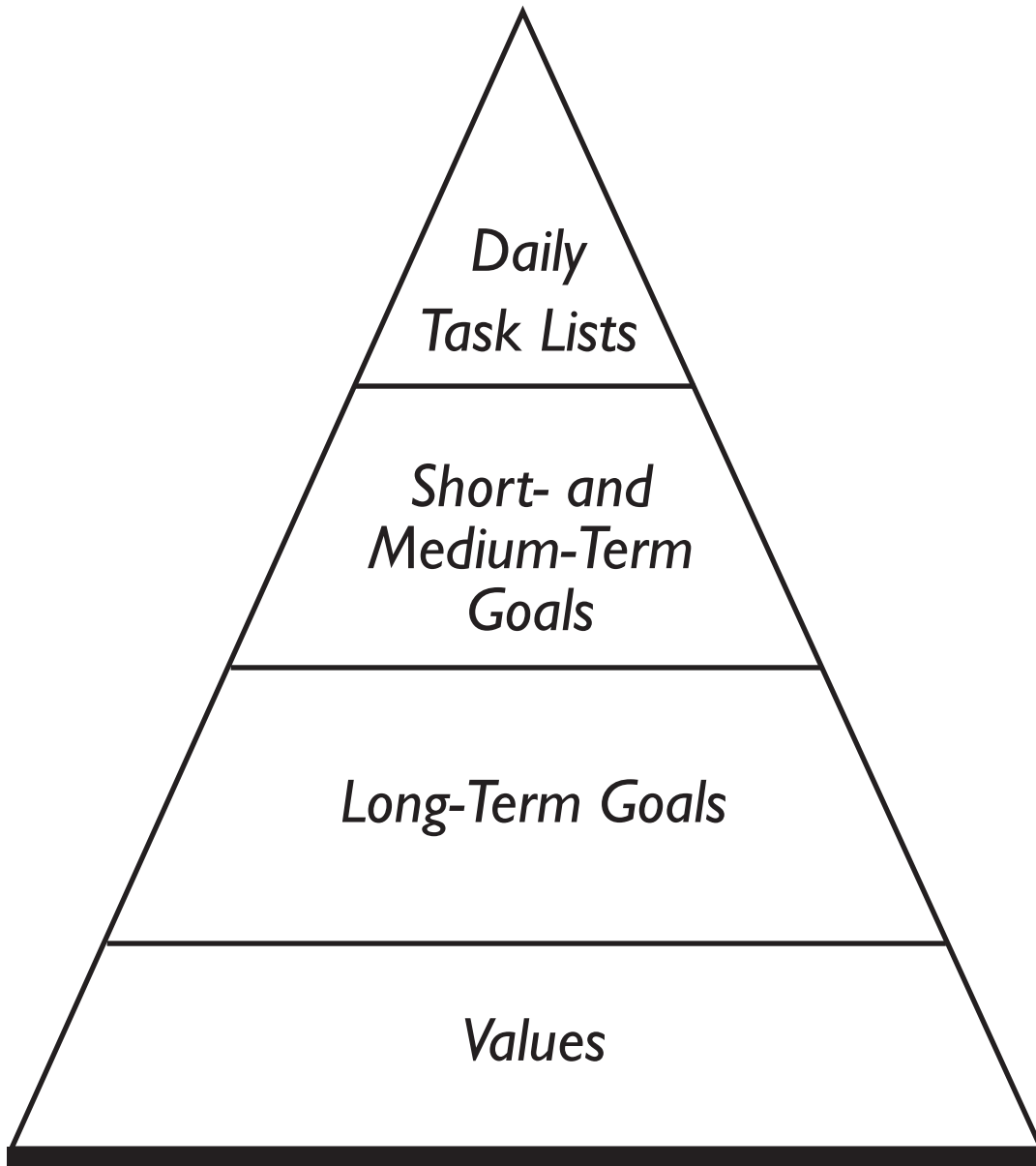


Identifying Goals

- What are the five most important values you hold in life?
- What are your three most important goals in life right now (short-term, medium-term or long-term, written or unwritten)?
- What would you do and how would you spend your time if you learned today that you had only six months to live?
- What would you do if you won \$1 million in cash, tax free, in the lottery tomorrow?
- What have you always wanted to do but have been afraid to attempt?
- What do you most enjoy doing? What gives you your greatest feeling of self-esteem and personal satisfaction?
- What one great thing would you dare to dream and do if you knew you could not fail?



Values and Goals





Name: _____

Date: _____

Seven Areas of Success

Write at least two SMART goals in each of the following areas.

SMART = Specific, Measurable, Action-Oriented, Relevant, Timely

Family and Personal Goals

- _____
- _____

Physical and Health Goals

- _____
- _____

Mental and Intellectual Goals

- _____
- _____

Personal Development Goals

- _____
- _____

Career Goals

- _____
- _____



Seven Areas of Success

Financial and Material Goals

- _____
- _____

Spiritual Goals

- _____
- _____

Source: Brian Tracy, motivational speaker (www.briantracy.com)