



Name _____
Date _____ CAP Teacher _____

Part I SETTING GOALS

Facilitator: The following are areas where people often set goals and attempt to achieve them. Answer each and then decide on a short term and a long term goal that you will focus on for this lesson.

(After students have completed this worksheet, ask for volunteers to share their answers.)

1. List five personal habits that you'd like to develop or improve on.

- 1.
- 2.
- 3.
- 4.
- 5.

2. List two academic areas in which you would like to improve.

- 1.
- 2.

3. List three social skills that you'd like to develop or improve on.

- 1.
- 2.
- 3.

4. Describe what you would like to achieve in terms of fitness or physical health.

5. List three things you would like to accomplish by the end of the year.

- 1.
- 2.
- 3.

Please think about and select a short term and a long term goal that you might want to work on and achieve.

Short term goal:

Long term goal:



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Part II
WRITING GOALS

Facilitator: Below are 5 goals that are not written clearly. Rewrite each goal so that it is measurable and observable.

Example: I want to be a good student. Better: I want to get an A in Algebra.

1. I want to be in good shape.
2. I want to have more friends.
3. I want to be more active and involved in school.
4. I want to have more money.
5. I hope to read more books.

Discuss student answers to the 5 goals that were rewritten. Then ask for volunteers to go up to the board and write their short or long-term goals (from previous worksheet). As a class, rewrite these goals so that they are measurable, observable and realistic.

Again, rewrite your short-term and long-term goals that you had decided on earlier. If necessary, rewrite them with clarity.

SETTING AND REACHING PERSONAL GOALS

Students may work on this worksheet individually or you may wish to have students work on their own goals but walk them through each step and entertain questions as they arise.

Step 1: State your goals clearly. *(Rewrite your short-term and long-term goals you had decided on earlier. If necessary, rewrite them with clarity, using the checklist below to evaluate the effectiveness of both written goal.*

Rewritten short-term goal: <i>Example: I will run 1 mile a day</i>	Checklist: <input checked="" type="checkbox"/> <input type="checkbox"/> Specific <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Achievable <input type="checkbox"/> Dependent on my own Efforts

Rewritten long-term goal: <i>Example: I will run the Honolulu Marathon run the Honolulu Marathon next year under 5 hours.</i>	Checklist: <input checked="" type="checkbox"/> <input type="checkbox"/> Specific <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Achievable <input type="checkbox"/> Dependent on my own Efforts



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Step 2: Identify obstacles and ways to overcome them.

Obstacles for short-term goal:

What I can do to overcome them:

Obstacles for long-term goal:

What can I do to overcome them:

Step 3: Create an action plan.

The steps I will take to reach my goals are:

<i>Short-term Goal</i>	<i>Long-term Goal:</i>
1	1
2	2
3	3

Step 4: Set up a timeline.

- I will start taking action toward my short-term goal by _____ (date).
- I plan to reach this goal by _____ (date).
- I will start taking action toward my long-term goal by _____ (date).
- I plan to reach this goal by _____ (date).

Step 5: Build a support system.

I will be helped by _____ (name) to reach my goal.

Steps 6 and 7: Review and revise your plan. (This step must be done by the date you set to reach your goal or if you encounter any problems or obstacles along the way.)

Reflection Questions:

1. How can this process of goal setting help you in school? In your daily life? When making career decisions?
2. Why is it important to identify or predict what obstacles you may encounter and then to problem solve by thinking of ways to overcome these barriers?
3. What do you feel is the most important factor in this process that will help you to achieve your goals?

(Goal Setting Packet)
 Part III: MAKING IT REAL

Facilitator: Now that you have practiced writing goals and creating a plan to accomplish them, you are ready to do a "real" Goal Setting Plan! Follow the instructions here and do Tasks 1, 2 and the Reflection Questions.

Task 1: Choose a class that you are presently enrolled in and decide on a worthwhile **short-term** goal that you want to pursue in that class, one that can be accomplished within a month. Then follow the steps in the Goal Setting process by filling in the template below.

<p><i>Remember:</i></p> <ul style="list-style-type: none"> • <i>Step 1: State your goals clearly—specific, observable, measurable, achievable, dependent on my own efforts.</i> • <i>Step 2: Identify obstacles and ways to overcome them.</i> • <i>Step 3: Create an action plan.</i> 	<ul style="list-style-type: none"> • <i>Step 4: Set up a timeline.</i> • <i>Step 5: Build a support system.</i> • <i>Step 6 and 7: Review and revise your plan.</i>
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<p>Step 1: My goal(s) in my _____ class is to:</p> <p><i>E.g My goal in my CAP class is to find out one interesting thing about every person in my class by the end of the month. (specific, observable, measurable, achievable, dependent on my own efforts)</i></p>	
<p>Step 2: I may encounter these obstacles:</p>	<p>I may be able to overcome these obstacles by:</p>
<p>Step 3 and 4: These are the steps I will take to accomplish my goal(s) and the timeline I will follow:</p> <ul style="list-style-type: none"> • I will (action) _____ by (date) _____ • I will (action) _____ by (date) _____ • I will (action) _____ by (date) _____ • I will (action) _____ by (date) _____ 	

<p>Step 5: These are the people who will be my support system:</p>	<p>Step 6 and 7: At the end of the time period of my plan:</p> <p><input type="checkbox"/> I was successful at accomplishing my goal(s)</p> <p><input type="checkbox"/> I was unsuccessful at accomplishing my goal(s).</p> <p><input type="checkbox"/> I will revise my plan by:</p>
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Task 2: Share your plan with another person and have the person sign your plan to indicate that he or she has read your plan:

_____ (signature) I have read this Goal Setting Plan.

Reflection Questions:

- How will sharing your goals with another person help you accomplish your goals?