Goal setting

Teachers' notes

Time  One hour

Purpose
Exploration of long and short term goals and how time needs to be managed to meet these goals.

Rationale
Students need to know how to focus on the important things in life, how to set long and short term goals, and how to develop action plans to meet these goals.

Activities
1. Explain to the students that they will be working on making a pact with themselves for their future.
2. Draw on the board:

<table>
<thead>
<tr>
<th></th>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>Do it!</td>
<td>Diary it!</td>
</tr>
<tr>
<td>Unimportant</td>
<td>Delegate it!</td>
<td>Either don't do it or delight in it!</td>
</tr>
</tbody>
</table>

3. Then explain the following to the students:
   - life tries to convince you that every thing is both important and urgent.
   - the 80/20 principle – 80 % of your impact will come from 20 % of your activities. This 20 % of activities are mainly in the quadrant that is important but not urgent.
   - to keep your focus on the important things in life you need to have plans and goals and then you need to put them into action.
   - every one has several key roles – student, worker, parent, sibling, friend, volunteer etc. (if you can, explain a few of your own roles).

4. On the worksheet, get students to write down five key roles they have and one thing they will do that will have a positive impact on each role this week.

5. Get students to spend a few minutes dreaming about what they think would be a fantastic life for themselves five years after leaving school. Who will they be? Where will they be living? What will their circumstances be?

6. On the worksheet get students to describe:
   - the life they’d love to lead five years after school;
   - where they are now.

7. For each of the following years get students to list a goal that will lead them towards their five year long-term goal.
Further activities

- Have a class discussion on the following:
  Are goals useful?
  Should people discuss their plans openly? Why / why not?

Resources

- Copy of the Goal setting sheet for each student (one page)
- Identifying step in the My guide section of the myfuture website at http://www.myfuture.edu.au
- Steve Waugh presents: Chase your dreams Department of Education Science and Training – DVD, video and lesson plans

Victorian Essential Learnings (VELS)

Level 5 and 6

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<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
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<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Health and Physical Education</td>
<td>Health knowledge and promotion</td>
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<td></td>
<td>Personal Learning</td>
<td>The individual learner</td>
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<td></td>
<td>The Humanities – Economics</td>
<td>Knowledge and understanding</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Thinking Processes</td>
<td>Reflection, evaluation and metacognition</td>
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