

Achieving Your Goals

Goals aren't achieved in one big step. It takes many small steps to reach a big goal. Here are two activities to help students set and reach their goals.

Olympic-Size Goals



Watch

Watch this video with your students: <https://www.youtube.com/watch?v=sShpCbhkd9c>



Share

Share with your students: The Olympians in the video say that there are three important parts to achieving your goals.

1. Decide what you want to achieve.
2. Know where you're starting.
3. Break your big goal into smaller steps.

1. What do you want to achieve?

What is your goal? Be specific. If your goal is to do better in school, what does that look like? Does that mean you want to get all As? When do you want to reach your goal by?

Before: Do better in school.

After: Get an A on my next three math tests.

2. Where are you starting?

Imagine you need to use a map to get to school. Would you be able to get where you want to go without knowing where you are at now? Goals are the same way. If you want to get an A on your next three math tests, you need to look at how you've been doing so far. Are you close to getting an A, or do you have more work to do? Know where you're at before moving to Step 3.

3. Break your big goal into smaller steps.

Goals are not achieved in one big step. There are smaller steps we must first accomplish in order to achieve our big goal. And, even those smaller steps can have steps that help us reach our goal. For example, if your first step toward a goal is getting up early every morning, a smaller step could be to make sure you set your alarm each night.



Try It

Share the **Goal Map** on page 3 with your students. Identify the places to write your goal, starting point, and the small steps you need to take.

Give an example of how you broke down a goal into small action steps. You can also share how you measured, monitored, and revised your goal.

If you need another example, share this video of surfer Bethany Hamilton discussing how she set goals after she lost her arm in a shark attack. <https://www.youtube.com/watch?v=ZBWu8fXl05E>

Extension Activity 1: Setting a Goal



1. Divide students into groups of four or five. Each group will work together to complete one goal map.
 - Goal: Get 1,000 subscribers on their YouTube Channel.
 - Each group has the same starting point. They have no followers.
2. The group should work together to decide on the action steps to become a successful YouTuber with 1,000 followers.
 - If the students need help creating action steps, try the following prompts.
 - Where are you going to get the camera equipment?
 - Who is going to do the filming?
 - Who is creating the YouTube channel?
 - What will the subject of your videos be?
 - Is there music in the video? Who is adding music to the video?
 - How will you attract subscribers?
3. Once the action steps are created, there's still more to do to achieve your goal. Ask students to:
 - Review the checklist on the goal map.
 - Complete the Measure, Monitor, Revise section. How will they monitor their progress? How or when will they revise their action steps or goal?
 - Complete the Support and Challenge section. Who can support them in achieving their goal? Who will provide encouragement, expertise, and accountability?

Extension Activity 2: Create a Personal Goal Map

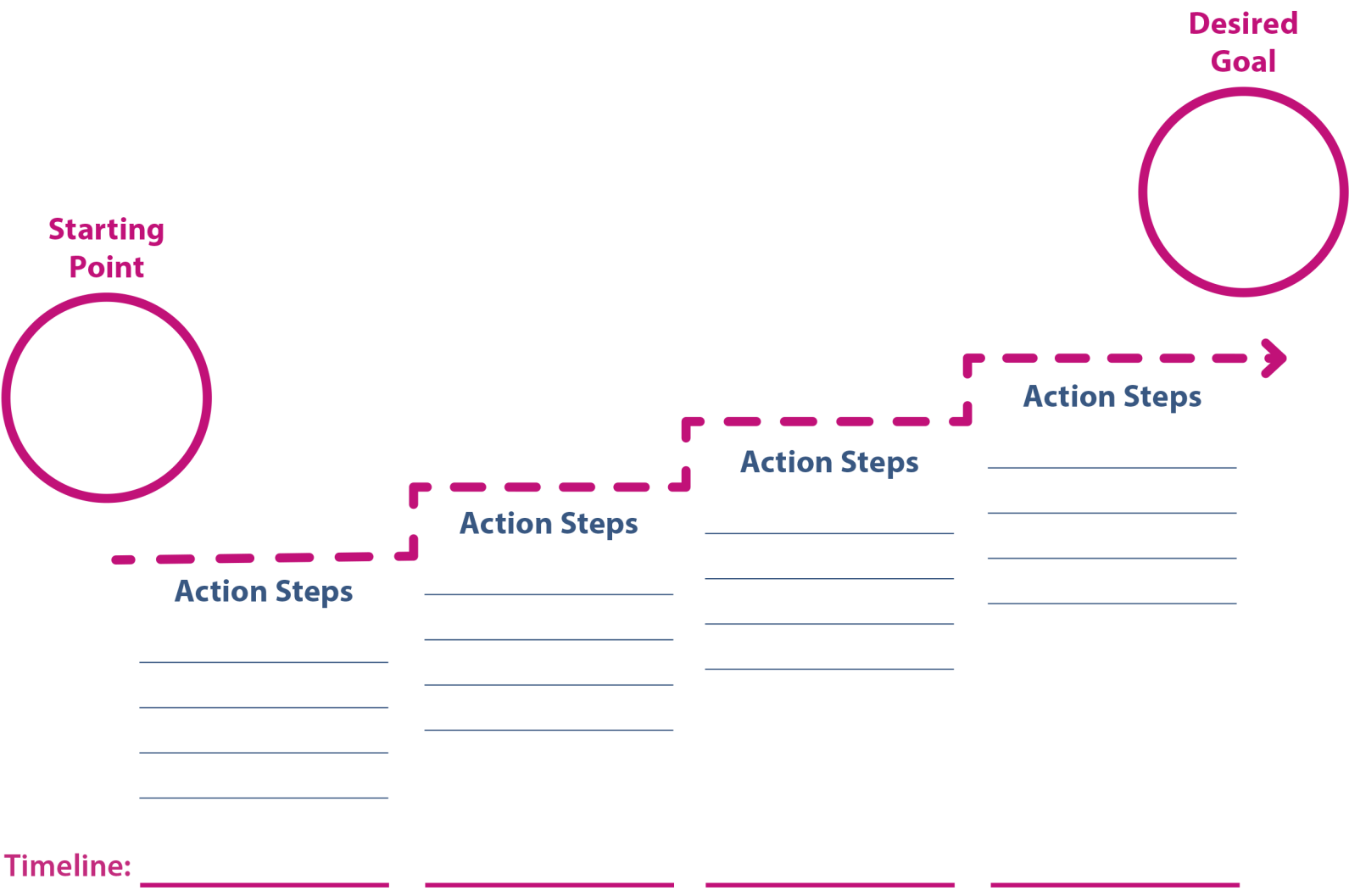
Invite students to identify a school-based goal (can be classroom behavior, grades, sports or activities, etc.). Give students time to complete their Goal Map.



Journal Prompts

- What is something new you learned about setting and achieving goals?
- When could you use the Goal Map in the future?
- How do you think college athletes use a Goal Map?

GOAL MAP



Checklist

- Is the desired goal specific and can it be measured?
- Is there an honest/accurate assessment of the starting point?
- Have all of the major action steps been identified and broken down into smaller, doable steps?
- Have the roles, workflow, and timeline been worked out?

Measure. Monitor. Revise.

How: _____

When: _____

Support & Challenge

Expertise, Encouragement, Accountability

Who: _____

When: _____
