11-1-3;4-1,3;9-1,2,5;12-1

Goal Setting

Grade Level	Eleventh
Minimum Time Required	180 Minutes
Materials/Resources	My Goal Plan handouts Taking Control handouts
Subject Area(s)	Guidance

Project Description:

1. Have students read and complete the handout “Taking Charge of Your Life”.

2. Have them also complete “My Goal Plan”. Stress the importance of using correct spelling and grammar.

3. Have students write two long-term goals both in education and for their personal life. For each goal, the student should list six steps necessary for achieving each goal. For career goals, students will need to list a short-term, intermediate and long-term goal. Again, students should to list six steps to reach each goal.

4. Have students share and discuss their goals.

Career Development Standard	Understanding of the influence of a positive self-concept. Skills in career planning. Skills to make decisions. Understanding the relationship between educational achievement and career planning.
Career Development Indicator	Demonstrate an understanding of how individual characteristic's related to achieving personal, social, educational, and career goals. Describe career plans that reflect the importance of lifelong learning. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school. Demonstrate responsibility for making tentative educational and occupational choices. Identify alternatives in given decision making situations. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work. Demonstrate how to apply academic and occupational skills to achieve personal goals. Describe how sills developed in academic and occupational programs relate to career goals.
Delivery Level	Review
Academic Standards	
Language Arts	1.4.c compile and synthesize information to make reasonable and informed decisions. 2.4.b write to analyze, synthesize, interpret, and use new information.

Employability/SCANS Skills	Thinking Skills Basic Skills Personal Qualities
Assessment/Rubric	Students will be evaluated based on completion of goal plan with correct grammar and spelling

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TAKING CONTROL

Problem	Control Inside/Outside You

Take Charge of Your Life

Can you think of an area of your life where you have given Up some of your responsibility or control ? Think of the areas of personal, career, family, education, and consumer decisions. What happens when you give up control?
Before you answer that question, read Susan's story, and try to see the world through her eyes. What does the world look like to Susan? Does she see the source of control over her life as inside of her or outside?

> 'I've been overweight for a long time now, and I'm pretty depressed about it. I'm not sure what causes me to be overweight, but I think it started after I had the children. I know that happens to people. When I diet for a while. I lose a few pounds, but then something always comes up that makes me go off my diet because I have to eat fattening foods. It seems like there's always a birthday or wedding or party of some sort, or we go out to dinner. Then there's Thanksgiving, and Christmas and all the holidays. I can't win."

Where is the source of control over Susan's life? She seems to think it lies outside of her, beyond her reach. She is unhappy about being overweight but feels powerless to deal with her problem because she places the control-and the blame -outside herself. Sometimes people use can't when they really mean won't. This causes several problems for someone such as Susan. First, the feeling of "can't" keeps her from doing something about her problem. She won't make a commitment or set a goal. Because she sees no solutions, she won't consider all the possible alternatives. Finally, she won't make a plan.

What will happen to Susan? She will probably continue to see her problem (and any solutions) as outside of her control. Susan has given up the power to control her life. By externalizing power and control and responsibility, she has become a willing victim of her circumstances. She doesn't need to continue this way, however. Like anyone of us, Susan can take charge of her life and take an active approach to living the rest of it.

Taking Control

Accepting responsibility for your life gives you an active rather than a passive approach to your decisions and your future. Seeing that the source of control can be inside you motivates you to look at your future and think about where you want to go and what you want to do. Taking control means setting goals and planning the steps to reach them. .

Problem	Control Inside/Outside You

Consider your own situation. In the spaces above, list problems or conflicts you face. For each me, write whether you see control of the problem Inside or outside yourself.

When you feel in charge of your life, you are more likely to consider a great number of alternatives and compare the evidence for them. As a result, it's easier to make satisfying decisions.

Reaching My Goals

Name: _____ Date:_____

Educational Goals: (Related to your current program or future education)
1.

2.

Steps to Reach Goal #1
1.
2.
3.
4.
5.
6.

Step to Reach Goal #2
1.
2.
3.
4.
5.
6.

Personal Goals: (Appearance, personality, friends, family, etc.)
1.

2.

Steps to Reach Goal #1
1.
2.
3.
4.
5.
6.

Step to Reach Goal #2
1.
2.
3.
4.
5.
6.

Career Goals: (Job Search or Long Term)
1. Short Term Goal

2. Intermediate Goal

3. Long Term Goal

Steps to Reach Goal #1
1.
2.
3.
4.
5.
6.

Step to Reach Goal #2
1.
2.
3.
4.
5.
6.

Steps to Reach Goal #3
1
2.
3.
4.
5.
6

Remember to review these goals statements regularly and work on reaching them.
Good luck!