

Lesson:
**Setting Goals- Long-Term
and Short-Term Goals**

Length of lesson:
30 Minutes

Materials:

- **My Goals worksheet**
- **Whiteboard, chalkboard, or large paper**
- **Pens and pencils**

Discussion Summary:

Learning to set and work towards goals is an important life skill. A goal is something you are aiming to get or have or do, it is a desired destination or result that is self-desired. Setting goals helps you stay motivated and provides direction, especially when things are stressful or difficult and you feel like giving up. Long-term goals are goals for the future which means you will need to focus for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term goals that will help you achieve your long-term goals. Teaching girls to set goals and make plans to achieve their goals teaches time management skills, commitment skills, and helps them stay true to their values, thereby potentially avoiding peer-pressure and drug or gang

1. Begin by telling participants that today they will be setting goals and making plans to achieve their goals. Ask participants to define what a goal is out loud. A goal is something you are aiming to get or have or do, it is a genuine, desired, personal destination or result.

2. Tell participants one of your goals today is to teach them about goals! Ask participants to give some other examples of goals. Record the participants' ideas on the board or large paper as they give them. Examples of goals: get an "A" on a my science test, go to summer camp this year, go to college, make the volleyball team, make a goal in the soccer game, finish all my homework, become a mom, grow my hair out, not bite my nails anymore, learn how to play the guitar, make a birthday card for my sister, not get in trouble at school, finish all my chores without being told, run a mile in ten minutes.

3. After participants have brainstormed

examples of goals, explain there are two different kinds of goals. Long-term goals are goals that you have for the future or that you will need to focus on for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term

goals that will help you achieve your long-term goals. Explain that setting goals help keep you motivated, especially when things are stressful or difficult and you feel like giving up.

4. Ask participants to categorize each of the examples you have recorded on the board. Put an "L" next to the long-term goals and an "S" next to the short-term goals.

5. Now ask participants to think of what they would do when they get older or what job they would like to have. These are long-term goals. Have them shout out their answers one at a time. Record their ideas on the board or large paper. Examples include: hairstylist, teacher, dentist, veterinarian, President of the United States, businesswoman, policewoman, dog-walker, librarian, actress, etc.

6. Choose one participants' long-term job goal to use as an example. Write that end-goal on the far right side of the board. On the far left side write the participant's name and age.

Stephanie, age 10-----Pre-School Teacher

7. Ask participants to brainstorm the big goals Stephanie will need to achieve along the way in order to become a Pre-School Teacher.

Stephanie, age 10→finish middle school→graduate from high school→go to college→get teacher training→apply for jobs→ **Pre-School Teacher**

8. Do the same activity for a few other participants. Examples:

Jenika, age 9→practice basketball and other sports→finish middle school→play basketball in high school→graduate from high school→play basketball in college→ graduate from college→get recruited by a sports agent→**Professional Basketball Player**

Alyse, age 12→finish middle school→graduate from high school→go to police academy→ apply for jobs→ **Policewoman**

9. After each example, ask the participant if they think they can achieve their goal. Tell them that you believe in them and have no doubt they can achieve their goals!

10. Pass out My Goals worksheet and give participants time to complete. Have participants write what they want their life to be like, not what they think it will be like. Assist as necessary.

11. When all participants have completed the long-term goals worksheet, have participants take out their journals. Explain that short-term goals are equally important to long-term goals: you cannot achieve your long-term goals without succeeding at your short-term goals. Have participants make lists of short-term goals they would like to achieve today, tomorrow, this week, or this month. Examples of short-term goals:

Today: eat a healthy lunch, take a walk, finish my homework, do my chores, write in my journal

Tomorrow: get a haircut, go to church, go to cheerleading practice, and work on my school report

This week: finish my school report, finish my scholarship applications, write thank you letters for my birthday presents, and call my aunt on the phone.

12. Remind participants that sometimes goals change and it does not mean you're a failure if you don't achieve your goals; you set your own goals so it is your choice to change them to what works best for you. Ask participants to report back periodically to the group on how their short-term and long-term goals are going.

My Long-Term Goals

In 5 years..... Age

Where will you live? _____

Occupation _____

How will you feel? _____

In 10 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

In 15 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____