

Goal setting

CAREERS AND
TRANSITION

Teachers' notes

Year level

Year 7, 8, 9, 10

VELS

Level 5 & 6



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:

	Urgent	Not Urgent
Important	Do it!	Diary it!
Unimportant	Delegate it!	Either don't do it or delight in it!

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.



Goal setting

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)
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Identifying step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.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

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion
	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition