



SAINT JOSEPH CATHOLIC HIGH SCHOOL  
STRIVE Mini-Lesson  
GOAL SETTING SMART

Objective:

1. Students will reflect on short and long term goals in a variety of areas of their life.
2. Students will apply the S.M.A.R.T. goal setting process to a goal of their choice.

Goal setting is an important skill and one that every successful person has practiced.

Procedure:

1. Read the quotes and story below.

All our dreams can come true --if we have the courage to pursue them. **Walt Disney**

The people who get on in this world are the people who get up and look for the circumstances they want and if they can't find them, make them. **George Bernard Shaw** (nobel prize winner, playwright, co-founder of London School of Economics)

All successful people have a goal. No one can get anywhere unless he knows where he wants to go and what he wants to be or do. **Norman Vincent Peale** (author of "The Power of Positive Thinking")

If you don't design your own life plan, chances are you'll fall into someone else's plan. And guess what they have planned for you? Not much. **Author Unknown**

An average person with average talents and ambition and average education, can outstrip the most brilliant genius in our society, if that person has clear, focused goals. **J.C. Penney**

Goals that are not written down are just wishes. **Mark Victor Hansen (co-creator of Chicken Soup for the Soul)**

### FOLLOW YOUR DREAM

By Jack Canfield

I have a friend named Monty Roberts who owns a horse ranch in San Ysidro (Near Aunt Patty's home in Santa Barbara / Monocito!) . He has let me use his house to put on fund-raising events to raise money for youth at risk programs.

The last time I was there he introduced me by saying, "I want to tell you why I let Jack use my house. It all goes back to a story about a young man who was the son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to ranch, training horses. As a result, the boy's high school career was continually

interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.

"That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.

"He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later he received his paper back. On the front page was a large red F with a note that read, 'See me after class.'

"The boy with the dream went to see the teacher after class and asked, 'Why did I receive an F?'

"The teacher said, 'This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later you'll have to pay large stud fees. There's no way you could ever do it.' Then the teacher added, 'If you will rewrite this paper with a more realistic goal, I will reconsider your grade.'

"The boy went home and thought about it long and hard. He asked his father what he should do. His father said, 'Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you.'

"Finally, after sitting with it for a week, the boy turned in the same paper, making no changes at all. He stated, 'You can keep the F and I'll keep my dream.'"

Monty then turned to the assembled group and said, "I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch. I still have that school paper framed over the fireplace." He added, "The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week." When the teacher was leaving, he said, 'Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough gumption not to give up on yours.'"

Don't let anyone steal your dreams. Follow your heart, no matter what.

From Chicken Soup for the Soul  
By Jack Canfield and Mark Victor Hansen

2. Have students complete the Life Goals worksheet.
3. Next students choose one of their life goals and complete the goal setting worksheet to it.

This would be an excellent document to discuss in one-on-one conferences.

<b>Life Goals</b>		<b>NAME:</b>	
	<b>SHORT TERM - &lt; 1 YEAR</b>	<b>MEDIUM - 1 to 5 YEARS TERM</b>	<b>LONG TERM - &gt; 5 YEARS</b>
<b>Spiritual</b>			
<b>Family</b>			
<b>Emotional</b>			
<b>Financial</b>			
<b>Career</b>			
<b>Physical</b>			
<b>Social</b>			



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Goal Setting Worksheet

Name: \_\_\_\_\_

**Draft Goal:**

1. **Specific** - *What is your desired result? Who, what, where, when, how.*
  
2. **Measurable** – *How will you know when you have reached this goal? How can you measure your progress?*
  
3. **Achievable** – *What skills are needed? What resources are needed? Does the goal require the right amount of effort?*
  
4. **Relevant** – *Is the goal in alignment with your overall desires?*
  
5. **Timely** – *What is the deadline for completing this goal? Is the deadline realistic?*

**Final Goal: Attempt to incorporate all of the above in a one-sentence goal statement.**

**This goal is important to me because:**

**The benefits to me of achieving this goal will be:**

**What are some potential obstacles I may face and what are their potential solutions?**

Obstacle	Solution
Obstacle	Solution

**Two people who can help me are:**

1. \_\_\_\_\_ 2. \_\_\_\_\_

**What actions need to be taken to complete my goal?**

Action Step	Deadline	Completed?
Action Step	Deadline	Completed?
Action Step	Deadline	Completed?