



Identify ways to improve goal-setting.

Directions: Reflect on the prompt for each stage. If a stage uses words or ideas that do not make sense, do some research on the words or ideas and come back to the reflection again. Make sure to complete each stage in order.

PRIMARY STAGES

STAGE ONE Distinguish between things you need from things you want for particular situations.

Think of a place meant for doing something specific and make a list for everything you want to bring to that place, then mark only the things you need in order to do what is minimally necessary specific to that place.

For example: If a child has an appointment to see a doctor, list all the toys they'd like to bring, then only bring one.

STAGE TWO Identify how much and how often you eat, sleep, read, play, draw, etc. to maintain a healthy balance of challenge and growth

Make a chart that tracks how often you do daily activities, including activities you would like to start doing.

For example: On a chart with eating, sleeping, and playing, add an activity you are trying to improve (e.g. running, drawing, skateboarding, etc.) and track how much time you spend doing each activity each day.

STAGE THREE Celebrate different approaches for short-term goals, recognizing the value in each step toward reaching each goal.

Think of a skill you want to improve and plan out steps for how to improve that skill over weeks and months.

For example: If you are going to improve your skateboarding skills, set a weekly goal (e.g. three successful attempts at a new location each week) in order to eventually meet your goal of being proficient at several new tricks. Chart growth.

STAGE FOUR Distinguish obstacles as either "in" or "out" of your control as they relate to relevant personal and academic goals.

Think of a skill you want to improve and list the obstacles keeping you from improving, with a focus on whether you are able to control each obstacle or if an obstacle is out of your control.

For example: If you're trying to improve your skateboarding skills, some obstacles might include time, space, fear of failure, fear of pain, broken wheel, or maybe even being teased - which of these obstacles are in your control? How so?

STAGE FIVE Connect responsibility and trustworthiness to goal-setting in different environments.

Describe the role of 'Responsibility' in setting and achieving specific goals. Do the same for 'Trustworthiness'.

For example: "It's my responsibility to improve in skateboarding skills because it is a skill I value. I also must be able to trust myself as well as those around me so that I have the support I need to make weekly improvements in these skills."

SECONDARY STAGES

STAGE SIX	Describe positive and negative impacts that different emotions can have when choosing meaningful goals.
<p><i>Describe how working toward a goal has caused you to express different emotions (anger, sadness, fear, disgust, or joy) – how did an emotion change how you feel about working toward that goal?</i></p> <p><i>For example: When you experience an obstacle either in or out of your control, it may cause you to feel so extremely frustrated, or sad, or afraid that it's difficult to know if it's best to take action or exercise avoidance. [see Coping Strategies]</i></p>	
STAGE SEVEN	Connect successful goals and strategies of positive and meaningful role models to one's own approach to goal-setting.
<p><i>Learn more about a specific role model and the strategies they use to set goals and reach them.</i></p> <p><i>For example: if your role model is a famous athlete with lots of books, articles, and interviews available, how they set goals and the kinds of schedules and behaviors they practice might help overcome your own obstacles and challenges.</i></p>	
STAGE EIGHT	Explore how habits form (and can be reformed) to improve a particular goal-setting approach.
<p><i>Understand how habits form in order to change specific habits in ways that help reach specific goals.</i></p> <p><i>For example: a person wanting to skateboard professionally might need to improve habits related to skateboarding while also addressing habits related to personal and social skills necessary to succeed in that professional world.</i></p>	
STAGE NINE	Identify habits of successful people from different backgrounds with a focus on defining successful goal-setting.
<p><i>Describe success related to different types of local and global jobs to identify relevant goal-setting strategies.</i></p> <p><i>For example: there are so many roles and responsibilities across industries and professions – identifying different goal-setting approaches for a variety of successful professional builds a broader perspective toward goal-setting.</i></p>	
STAGE TEN	Identify meaningful goals that support a person's development toward self-actualization.
<p><i>Distinguish small daily goals from larger lifelong goals and describe how goals can lead to self-actualization.</i></p> <p><i>For example: a person who sees the meaning behind a goal as the means being more powerful than the end will find their perspective toward goal-setting develop as their own interests and human development continue to expand.</i></p>	