

YOU GOTTA HAVE GOALS

WRS Level 2

LEARNING OBJECTIVES

Students will

- recognize the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities)
- identify available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits)
- manage personal growth and wellness (e.g., stress management, self-care, financial planning)
- set goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals)



ICEBREAKER



Journal: What are your life goals?

OR

Use the Pre-Activity Process Questions to start a discussion or make a quiz

EXPLAIN

It is important to write down your goals even if you never share them with anyone else. It makes them real and achievable.

Daily journals are very important too to most successful professionals, to-do lists, desk calendars, notes to self will keep you on track. It may get a little messy, but that's okay.

ACTIVITY

- Write your life goals in your journal.
- Share?
- Focus on yourself. What gives your life meaning?
- How do you define happiness?
- Consider the connection between your life goals and your career goals.

LIFE GOALS

- Mental and Physical Health Development Goals
- Education Goals
- Financial and Lifestyle Goals
- Career and Professional Achievement Goals
- Family and Relationship Goals
- (students may advocate as a group to include another category of goals)

Re-define your original goals in terms of these categories. Label them.

WORKSHEET WALK-THROUGH

LIFE GOALS

- This activity might add a note of realism to your expectations because it asks that you prioritize among these categories.
- For example, if students say that their goal is to “see the world,” what does this really mean? Are we talking about seeing and not interacting? Or is it more about culture? Or are there primary places or secondary places or places they would avoid altogether?
- Does this example fall into the lifestyle goals category, the education category, the relationship goals category, or the mental health development category?
- Big goals should be as concrete as possible, meaning they should be written in a way that the author will know when they are achieved and be able to break them down into independent “action” steps. Remember that ideas are rarely achievable, but actions are.

WHAT IS MORE IMPORTANT? LIFE OR CAREER?

- a. If life goals do not prioritize careers, which type of career might enable you to achieve these goals? Describe how the career satisfies your life goals.
- b. If life goals are career goals, which of the other categories would best support your career and professional achievement aspirations. Describe the connection between life goals and career goals specifically, in terms of the career choice(s). How do you define “success”?

BARRIERS

- Understand that nothing worth doing is easily accomplished and that the world will not magically give you anything
- Create a short list of behaviors you need to avoid, limit, or overcome in order to get closer to achieving your goals or increase the odds for success.
- Barriers such as financing needed for education/business/home/car loans, health issues, competition, bad habits, family obligations, a poor economy, and even phobias should be addressed.
- Even if none of these are immediately perceived by students, they should be asked to consider things that may change their plans.

GOALS: IN 3-5 YEARS

- Where do you hope to be, realistically in 3-5 years?
- This will require you to define any number of steps in order to achieve this new sub-goal and at least **ONE** step you will commit to taking immediately.
- The key is to do **ONE** thing, take one action, set up one habit or discipline that will point you in the direction of achieving a bigger, longer-term goal.

*Note: Students should get into the habit of revising their life goals and distinguishing life goals from career goals. Therefore, **consistently scheduled review and revision** of these goals, both short-term and long-term, is important. The philosophy is that the life goals should produce the career goals, rather than the other way around.*

ADDITIONAL RESOURCES

Have students (optionally) watch the following video with really good examples and a focus on writing life goals in a journal:

https://www.youtube.com/watch?v=Czru2CuWyxQ&ab_channel=ModernHealthMonk

–from *How to Design Your Life (My Process for Achieving Goals)* by
ModernHealthMonk

EVALUATE

See Post-Activity Process Questions provided as part of this activity to help you create a quiz or discussion.

HAVE STUDENTS COMPLETE
VOCABULARY EXERCISES

On [Quizlet](#)