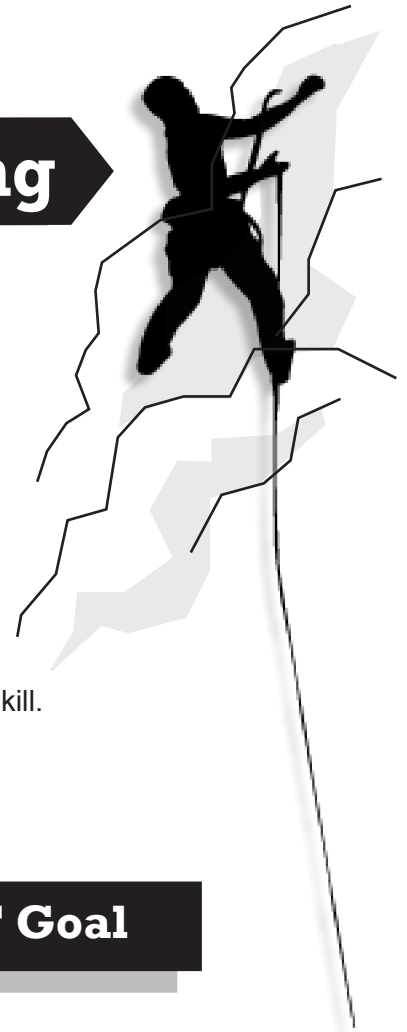




# Master the Skill of Goal Setting



## Assignment:

- Review the information on goal setting.
- Create a presentation for the class that explains how to use the skill.
  - Use clear written or verbal explanation.
  - Use engaging graphics, photos, media, or other visuals.
  - Include all criteria of a SMART goal.
  - Include all of the steps to take in order to reach a goal.
- Cover the first two steps in “Master a Skill.”
  - It is not required to use a health example as you demonstrate the skill.
- Your presentation should be five minutes in length.

## Five Criteria for a SMART Goal

- **Specific:** Goals must be detailed, stating “who” will do “what,” “where,” and by “when.”
- **Measurable:** Make sure each goal uses numbers to describe the quantity, quality, and time of the desired outcome.
- **Achievable:** Goals should be challenging, but possible.
- **Relevant:** People will work harder to achieve something important to them. Understanding why it is useful to achieve a goal increases its relevance.
- **Time-Bound:** Goals should say how often to do something and include a deadline for completion.

Long-term goals take a year or longer to reach.

Short-term goals can be met in the next days or weeks. Short-term goals often help a person move closer to a long-term goal.

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**Goal That Does Not Meet SMART Goal**  
**Criteria:** I am going to drink more water.


**SMART Goal:** I’m going to drink only one glass of soda a day and drink at least three glasses of water a day for two weeks.

**Goal That Does Not Meet SMART Goal**  
**Criteria:** I am going to look for a used car.

**SMART Goal:** I’m going to buy a reliable, used car from a reputable dealer or trusted person for approximately \$3,000 by June of this year.



# Steps in Goal Setting

Steps	Example
<p><b>Step 1:</b> Develop a clear, "SMART" goal.</p>	<p>I'm going to buy a reliable, used car from a reputable dealer or trusted person for approximately \$3,000 by June of this year.</p>
<p><b>Step 2:</b> List steps for reaching the goal.</p> <ul style="list-style-type: none"> <li>• Describe when to act on the steps.</li> <li>• List needed materials.</li> <li>• Name people who can help.</li> </ul> 	<p>Begin earning and saving money.</p> <ul style="list-style-type: none"> <li>– Start job hunting immediately.</li> <li>– Search newspaper and Internet employment sites.</li> <li>– Ask family and friends if they know someone who is hiring.</li> </ul> <p>Research cars for reliability and appeal.</p> <ul style="list-style-type: none"> <li>– Start in the next month and spend at least four hours a month.</li> <li>– Search reliable Internet sites and reliable magazines or journals on cars.</li> <li>– Ask family and friends with expertise.</li> </ul> <p>Create a list of cars that meet the reliability and appeal criteria.</p> <ul style="list-style-type: none"> <li>– Start in the next month.</li> <li>– Use a computer for storing the list.</li> <li>– No help needed.</li> </ul> <p>Research sources for cars, such as dealers and trusted family and friends.</p> <ul style="list-style-type: none"> <li>– Start in April and spend at least an hour a month searching.</li> <li>– Check reliable Internet sites, local dealers, and talk to trusted adults and friends.</li> <li>– Ask family and friends if they know someone selling a car.</li> </ul> <p>[There would be more steps to reach the goal.]</p>
<p><b>Step 3:</b> Monitor progress and make changes if needed.</p>	<ul style="list-style-type: none"> <li>– Check the cash supply each month. Change the deadline if the cash supply isn't adequate.</li> <li>– Check the list of cars that meet the reliability and appeal criteria.</li> </ul>
<p><b>Step 4:</b> Evaluate whether or not the goal was met.</p>	<p>In June, see if the goal was met.</p> <ul style="list-style-type: none"> <li>– If it was, celebrate.</li> <li>– If it wasn't, review your plan for reaching your goal and make adjustments or revise your goal.</li> </ul>

## Master a Skill [Your group is responsible for Steps 1 and 2.]

1. Explain the skill.
  - Name the skill.
  - State the purpose for using the skill and motivate the learners to learn the skill.
  - Describe the parts and characteristics of each element of the skill.
  - Check to be sure the learners understand.
2. Demonstrate use of the skill.
  - Provide an example of how to use the skill for the learners to observe, such as a skit or similar demonstration.
  - Discuss the use of the skill and its benefits.
  - Check to be sure the learners understand.
3. Practice using the skill with guidance.
  - Have the learners try using the skill with a situation or scenario.
  - Provide opportunities for self-assessment, as well as any needed feedback and correction.
4. Personalize the use of the skill.
  - Discuss, write, draw, or synthesize in another manner plans for application of the skill.