

# GOAL SETTING

Gives direction to your action plan.

## OBJECTIVE:

Students will identify areas of their lives where they feel successful and the steps they took to achieve success.

Students will be able to define goal setting and learn about SMART goals.

## Goal Setting

So, you've got some money (or will have, some day).

What are you going to do with it? Save it? Spend it?

How are you going to save?

What are you going to spend it on?

Decisions, decisions, decisions!

In order to manage our money we have to make a bunch of choices.

In order to make these choices, we have to THINK!



Our introduction slide gets your students to thinking about making informed choices about what to do with money. Remember that a lot of your students have never given much, if any, thought to this subject.

As the questions pop up, throw some alternatives for saving, for spending, etc. Ask your students how they save or spend.

Stress that having limited resources means we have to make choices and that means, to get the most from our money, we have to THINK!

## Goal Setting

Today, we are going to learn how to think about what to do with money because we have limited resources and unlimited wants.

When we start thinking about what to do with our money, we have to know where we are going...

- What do you want to be
- What do you want money to do for you
- What kind of career do you want
- Where do you want to live
- What kind of car do you want to own



The answers to all of these questions involve money but they also involve our values (remember, from last month) and where we want end up in life.

In this slide, try to get your students to think about things they might want to do in the future with their money, time, etc. Stress that if we only think of the present, we will never get anywhere in life.

As the questions pop up, let your students tell you what they want and then discuss, briefly, how they might get there.

At the end a couple of different types of cars will pop up. The students will like one more than the other. Point out that our values influence things like car purchases.

## Goal Setting



To help us make these choices we need a good financial plan that distinguishes between our needs and our wants.

The first step is to... set GOALS

A goal is a destination of sorts. It can be something you want or need which you acquire by taking certain steps because we can't just go out and buy it (remember those limited resources).

A goal gives some direction to our plan of action. This is important! One of the most valuable things you can learn to do is to identify your goals clearly.

This one of those things that separates those million-dollar CEO's from the rest of us. They clearly set goals and follow them!

Now we introduce goals to your students. Point out that goal is something we can't have immediately. We have to plan out how to achieve or reach a goal.

Stress that the best way to get the things in life we want is to clearly define our goals. This applies to material things like cars and houses as well things like education, jobs, friends, etc.

Also point out that that the most successful people are very good at setting goals and following the steps to achieve them. It takes planning and, therefore, thinking!

## Goal Setting

To be really effective, goal should be written down and they should be meaningful to you.

Your goals should be based on your values. Your friends' goals may be cool but they won't mean as much to you as your own.

There are three kinds of goals that we can look at...

- Short term
- Intermediate term
- Long term



Point out to your students that writing down your goals makes them more concrete, forces you to think about them and formalize them. Writing down goals makes them easier to achieve.

We will introduce short-, intermediate-, and long-term goals. As each one pops up, a picture follows. The picture for short-term goals is buying new clothes. For intermediate-term goals, it is going to summer camp. And for long-term goals, the picture is going to college. These goals are based on time as well as money. Figure out how you want to explain it!

## Goal Setting

It is helpful to define your goals in the "SMART" way. Think of it like this for our intermediate goal from the last slide.

- Specific:** "I want to go to Junior High camp next summer."  
Not, 'I want to go somewhere fun next summer.'
- Measurable:** "I need \$245 for a week at camp. My parent will pay part of the cost so I need to save \$150."  
Not, 'I need to save some money for camp.'
- Attainable:** "I'll save \$5 a week for the next 30 weeks."  
Not, 'I'll win a radio call in show to get the money.'
- Realistic:** A goal to save \$5 a week can only happen if you get a \$5 a week or more allowance.
- Time Bound:** "I will \$150 saved by the first week of May to pay my part of camp."

This slide introduces the acronym, SMART, as a means of helping people set goals. This is pretty self explanatory, not rocket science at all. The thing that should be stressed is that in writing this down on paper and applying it to a goal means that you are thinking about specific things.

You can have your students name another goal and then walk them through SMART. Let them do most of the talking (if they are doing most of the thinking!).

## SMART Goals

- Specific – Set specific goals which you can clearly name.
  - For example, save money to go to 4-H camp next summer.

This slide and the following four slides, just go over each of the parts of SMART.

Again, get your students to think of a goal and then make them come up with an example for each of the SMART components.

## Goal Setting

Now, for the last part of our meeting, I want everyone to take out a sheet of paper.

I want you to pick a goal, something you want to accomplish.

Label your paper with your goal.

Then write if it is short-term, intermediate-term or long-term.

Now, list the SMART goal terms and for each term, write down how you are going to accomplish it.

Then we will share some of them.

Specific  
Measurable  
Attainable  
Realistic  
Time bound



Here is an activity you can have your students do if you have time.

After they have had time to think and write, ask for a volunteer to share their goal and how they will accomplish it.

Please explain the rules for the Christmas Craft contest for next month.

# CHRISTMAS CRAFT CONTEST in Dec.

All crafts must be made by the 4-H member who enters them.



Recycled Christmas Craft: Any Christmas decoration made from recycled items.

Door or Wall Decoration: Examples: Wreath, Stockings, Bells

Table Decoration: Examples: Snowman, Holly Ring, Candle

Tree Decoration or Ornament: Examples: Clothes Pin Reindeer, Tin Punch Ornament

Other: Examples: Holiday Bags, Stenciled Paper, Christmas T-Shirt or Sweat Shirt, Jewelry, Edible Decoration



Please explain the Rules to the Christmas Craft Contest to your class. Members can enter as many of five categories as they want. The categories are listed above.