

Big Hairy Audacious Goal (BHAG) – Handout

GRADE 6 LESSON 11



Goal Sheet

My Goal For:

Today/Tomorrow: _____
Next Week/Next Month _____
Next Year _____
Five/Ten Years _____

REMEMBER

Goals must be
REALISTIC – MANAGEABLE-FLEXIBLE
Goals must be
OBSERVABLE AND MEASURABLE

A. Write your most important immediate goal _____

Write several ways you can reach your goal _____

Select your most reasonable choice _____

Plan how you can put your goal in operation _____

How will you know when your goal is achieved _____

Who can you count on for help/support _____

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GRADE 6 LESSON 11

B. Write your most important long-range goal _____

Write several ways you can reach your goal _____

Select your most reasonable choice. _____

Plan how you can put your goal in operation _____

How will you know when your goal is achieved? _____

Who can you count on for help/support _____

GRADE 6 LESSON 11



Time required: 30-45 minutes

Content Standards:

AA.S.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

AA.S.6 Students will make decisions, set goals, and take necessary action to achieve goals.

Indicators:

AA.A.6.3.05

Revise organizational plan to achieve academic goals.

AA.PSD.6.8.07

Establish short and long-term goals for the academic year.

GOAL: Students will set short and long-term goals for the remainder of the academic year.

Activity Statements: To encourage goal setting as a way of accomplishing a task related to school and beyond, the students will complete an activity to set both short and long-term goals. They will develop an understanding of how to develop achievable goals.

Materials:

1. *Handout 1: "Goal Sheet"*
2. Pen/Pencil

Procedures:

1. Begin by discussing the meaning and importance of goal setting.

Say "What is a goal?"

- A limit
- A boundary
- A set place or direction
- A point of success

2. Say "Why is it important to set goals?"

- To direct our energies
- To motivate achievement
- To determine values
- To provide direction

GRADE 6 LESSON 11

- To have something to work for
 - To stay on track
 - To determine what is really important
3. Ask “What are some obstacles that get in the way of achieving our goals?”
- Bad habits
 - Misperceptions
 - Fears
 - Assumptions
 - Impatience
 - Resistance to change
4. Ask “What is the criteria for a good goal?”
- It is conceivable – can be put into works
 - It is possible
 - It is controllable – includes others with permission
 - It is measurable – able to know when it was (wasn’t) accomplished
 - It is definite – no “either-or”
5. Indicate that in this session you are going to work on short- and long-range goals or what we like to call “Big Hairy Audacious Goals – BHAG”.
6. Give out Handout 1: “Goal Sheet” and ask students to complete. Have students discuss their goals with the class when completed. Discuss if the goals are controllable, possible, measurable, conceivable, and definite. If not, have students revise as necessary.
7. After students have had ample time to independently develop some goals, ask students to share short-term and long-term goals, discuss barriers and plans to overcome and reach goals. This activity may be done in small groups or as a classroom activity.

Discussion:

1. Why is it important to set goals?
2. Are there some famous people you know that might use goal setting to help them?
Who are they? Why would they have goals?
3. How does setting goals help you in school? At home?
4. Describe how it feels when you achieve or accomplish a goal?
5. If there are obstacles in your way that interfere with achieving your goal, what can you do?
6. What resources can you use to help achieve your goal?

GRADE 6 LESSON 11

Additional Resources:

- Setting and Keeping Goals www.kidshealth.org
- Goal Setting for Students <http://www.goalsetting4students.com/>
- Goal Setting <http://www.ctqel.org/halifax/goalsetting.html>

Extension Activities:

Students: Ask each student to take their completed “Goal Sheet” home and share it with their parents or guardians. Suggest they keep track of their improvements, analyze the plan frequently, and make changes if the plan is not going well.

Advisors: Set a definite time for the report-in on goal achievement. The review will include progress on the goal and resetting goals which were not accomplished. Review the criteria for a good goal. Be sure new goals meet those criteria.



Activity:

Have students record their intermediate-term goals in the [Looking Ahead section](#) of their Portfolio.

Resource Adapted from: 102 Tools for Teachers & Counselors Too by Hannaford, Mary.