

# Setting Goals

*“True greatness consists of being great in the little things.”*

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## DIRECTIONS

1. The first step in goal setting is to dream a little.
2. Write down some ideas on a separate piece of paper. One word is enough. This word should remind you of your dream.
3. Copy the work sheet below. You may need to make several copies of this form. Fill in the blanks.
4. After you are finished, add to the list of goals. This list is not complete. You are the only person who can complete it.
5. When the goal setting sheets and the other forms are complete, share them with you mentor, counselor and parents.
6. When other students laugh and tell you it is impossible, remind yourself of the success stories. You may be a success story that everybody talks about in ten years.

## KEY QUESTIONS

- My current area of interest is \_\_\_\_\_.
- My interest could be turned into a project entitled: \_\_\_\_\_.
- A brief description of this project would be:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- A community mentor that could help me with this project is named \_\_\_\_\_.
- If I had to make a choice today regarding a college to attend it would be \_\_\_\_\_.
- If I had to choose a career given my current interests, it would be \_\_\_\_\_.
- My major in college will be in one of three areas:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

# Attitudes

*“The people who properly discipline themselves to do those things that they do not especially care to do become successful.”*

*Frank Leahy*

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## DIRECTIONS

1. Examine each characteristic listed below.
2. Put a star by three characteristics that college admissions counselors will look for in students in your opinion.
3. When you have finished the entire list, go back to the top of the list and rate yourself on a scale of 1 to 10 in pencil.
4. Go back to the beginning again. Examine each category carefully and ask yourself whether you want to change.
5. If you want to change in every category, something is wrong. Pick one or two categories at the most to work on at one time.
6. Share your conclusions with your mentor. Ask for help in organizing a program to change that particular trait.

<u>CHARACTERISTIC</u>	<u>RATING</u>
TEACHABLE	_____
MOTIVATED	_____
LISTENS WELL	_____
SUPPORTS OTHERS	_____
ENTHUSIASTIC	_____
KNOWS WHEN TO HAVE FUN	_____
DISCIPLINED	_____
BALANCED PERSPECTIVE	_____
DISTINCTIVE	_____
DEALS WELL WITH FAILURE	_____

# High School Goals

*“Champions must have the desire for perfection and the will to persevere”*

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## DIRECTIONS

1. Set realistic goals based on what it takes for college admissions and financing. Don't try and accomplish your goal in one year.
2. Recognize that a big jump in progress may occur initially. There will be plateaus later. These are long periods when you appear not to be making any progress at all. Do not become discouraged, you will probably have another big gain again.
3. Discuss your program and progress periodically with your mentor and parents.

Name: \_\_\_\_\_

High School: \_\_\_\_\_

	<u>GPA</u>	<u>SAT or ACT</u>
<b>FRESHMAN</b>	_____	_____
<b>SOPHOMORE</b>	_____	_____
<b>JUNIOR</b>	_____	_____
<b>SENIOR</b>	_____	_____

# ACADEMIC COURSE & GPA GOALS

## DIRECTIONS

Set a realistic goal for each course based upon your ability, past record and work load. Calculate your GPA for each semester and a final total.

Name: \_\_\_\_\_

High School: \_\_\_\_\_

	<u>FALL</u>	<u>SPRING</u>	<u>TOTAL</u>
<b>FRESHMAN</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____
<b>SOPHOMORE</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____

	<u>FALL</u>	<u>SPRING</u>	<u>TOTAL</u>
<b>JUNIOR</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____
<b>SENIOR</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____
<b>GRAND TOTAL FOR 4 YEARS</b>			_____

# CLASS PREPARATION

*“Some people are confident they could move mountains if only somebody would just clear the foothills out of the way.”*

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## Directions

1. For many high school students, the foothills are not easy to climb. Often we hear the statement, “But I thought I knew what the teacher wanted!”
2. As a “C” student would you like to improve your grade by one entire point? Make a copy of the form on the next page for each class. Usually, if you talk to each teacher privately at the beginning of every course and fill out the class preparation form on the next page, it can significantly improve your performance.
3. Share with teachers your goals and the programs to reach them.
4. Ask for their help.
  - Use the class preparation form as a guide.
  - Ask if you can do extra credit.
5. When you discover you are not getting the grades you need for college, talk with the teacher quickly. If you wait too long, it will be harder for your teacher to give you the benefit of the doubt. Teachers don’t change grades after the completion of a course.

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## HINT TO STUDENTS

Make six copies of this form for each semester. At the beginning of each semester bring the form to your mentors and review each course with them.

# CLASS PREPARATION FORM

NAME: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

CLASS: \_\_\_\_\_

Beginning

Quarter

Final

GRADES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TERM PAPER

Title: \_\_\_\_\_

Subject: \_\_\_\_\_

SPECIAL PROJECT

Title: \_\_\_\_\_

Description: \_\_\_\_\_

EXTRA CREDIT

1. \_\_\_\_\_

2. \_\_\_\_\_

REQUIREMENTS FOR AN "A" OR "B" IN THE CLASS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

# Keys To Becoming Distinctive

- I. List two areas in which you presently excel.
  - A.
  - B.
  
- II. List two areas of passion. They need not relate to school.
  - A.
  - B.
  
- III. List two topics that no one else will think of for an essay.
  - A.
  - B.
  
- IV. List two issues that will be topical in the early 21st century.
  - A.
  - B.
  
- V. From the eight items listed above, select one that meets the following conditions:
  - A. No one in your world is presently doing it.
  - B. It would be challenging.
  - C. It appeals to you.

Share your idea with other people, i.e., counselors, teachers, college admissions staff, etc. If your topic is **not** truly distinctive, start over. Use some of your productive thinking skills by focusing on the many, varied and unusual things you might select as a topic. You should also talk to mentors, peers, parents and leaders of your community.

Some quick ideas that might help include:

- Write actual legislation on an emerging issue of consequence.
- Attack a real but invisible problem.
- Create a unique solution to an emerging problem.
- Write about a personal or traumatic experience.