

19 Personal Growth Goals

TRANSITION OBJECTIVE

Students will write a growth goal using the information they have gained about good health habits for their future.

RELEVANCE TO SUCCESSFUL TRANSITION

Research supports the importance of goal setting and the fact that writing and thinking about goals makes it more likely that they will be attained.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

One goal I have is . . .

❑ STEP 2: Convene Roundtable

"One way I am growing is ____."

❑ STEP 3: Advance Organizer

"Today you will write a Personal Growth Goal using the information you now know about having good personal health."

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LIFE MANAGEMENT: Unit 1 LESSON 19

Eddy Takes Control


Eddy was not happy with himself. He had a drinking problem. It all started when he was 15. He was skateboarding with friends and one of the guys brought beer. This was the first time Eddy had beer. All of the guys thought it was great and started drinking. Eddy decided to try it. After drinking a can really fast, he felt funny. Everyone had another can. It was really fun. They were all doing tricks on their boards. Eddy did some jumps he had never tried before. He had a great time that night. Even when one of the guys fell off his board and broke his arm.

Eddy started drinking beer every week with the guys. He always felt good after he had a few beers. He didn't mind feeling bad the next day. Or getting sick when he drank too much. Drinking the beer made his problem go away. And he had some big problems.

His grades were getting really bad. He was flunking two classes. He had good grades the first semester. Now he just couldn't keep up. He was too tired to study at night. On the weekends, he was out with his friends or getting over his hangover. He had started to drink during the week, too. He would sneak beer into his room. Sometimes he just couldn't make it without drinking one or two beers.

In May, grade notices were sent home. His parents were really upset. They told him he couldn't go out with his friends and took his board away. Then it got worse. His friend, Mike, got caught drinking. After Mike got caught, Eddy's parents searched his room. They found empty beer cans. His parents were really angry. They even signed him up for group counseling.

At first, all Eddy could think about was getting a beer. He felt so bad. A beer would help him feel better. After a week, he didn't think about the beer so much. He started to feel a little better. His stomach even felt better.



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❑ STEP 4: Activity - 25 Minutes

In small groups, have students take turns reading the story **Eddy Takes Control**. After reading the story, students answer the questions at the end of the story. Ask for volunteers to share their answers.

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Eddy Takes Control

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His mom made him do his homework, so his grades started getting better. But he really didn't like the counseling group. It was dumb. Everybody talked about drinking like it was a problem. He didn't have a problem. He just wanted to have a little fun. Then they had a guy named Jack talk to the group. He was in a wheelchair. He was 18 and just finished high school. When Jack was 14 he started drinking. He really got hooked. Two weeks after he got his driver's license, his life changed. He was driving home from a party. He was really drunk and hit another car. Two people in the other car were badly hurt. Jack broke his back and will never walk again. He warned the kids in the group not to get hooked on drinking. It wasn't worth the damage it would do.

Jack's story really hit home with Eddy. He decided he needed to get in control of his life and stop drinking. He wanted to graduate in two years. If he kept drinking he would mess up everything. In his Career's class Eddy needed to write a goal about the future. He decided to write a goal about staying sober. His goal was to go to group counseling every week and stop drinking.

After Eddy wrote his goal, he began to feel better about his future. He stopped hanging out with the guys who were drinking. He went to Alcoholics every week and made new friends. His grades got better because he was studying. Now he felt in control of his life.

Directions: Discuss the following questions:

1. What was Eddy's problem?
2. What did Eddy do to get control of his life?
3. How did Eddy's life change after he started working on his goal?
4. Why was it important for Eddy to take control of his future?
5. What would you do about this problem if you were Eddy?

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❑ STEP 5: Activity - 20 Minutes

Tell students that successful people work on setting goals to improve their lives. They may write goals about their career, health and families. Tell students they should write a personal health growth goal on which to work for the next four to six weeks. Explain that this goal must be something they can achieve in a short time. Read through the handout **Personal Health Growth Goals Contract**. On the screen image, share your **Personal Health Growth Goals Contract** with the class.

Reinforce the importance of setting personal goals. Research shows that if you set a goal, write it down and read or think about it often,

you will reach that goal. Give students time to complete the handout **Personal Growth Goals Contract**. Remind them to refer to other lessons in the unit to determine their personal growth goal. Assist students in identifying an appropriate goal. Assure students that their goal will be confidential and not shared with anyone else.

After students have completed their growth goals, explain that the next step is to keep track of their progress on a daily basis. Go over the handout **Daily Goals Chart** and tell students that they will mark yes or no to measure their progress each day at the beginning of class.

❑ STEP 6: Evaluate Outcomes

Personal growth goals are important because "_____."

❑ STEP 7: Connecting Activity

Students select a person they feel is successful and ask about the goals they have set throughout their life.

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LIFE MANAGEMENT: Unit 1
LESSON 19

PERSONAL HEALTH GROWTH GOAL CONTRACT

To improve my personal health, I will: _____

I will work on this goal for this amount of time:
From: _____ To: _____

I will evaluate and record my progress on the chart below.

I am committed to this growth goal.

Student Signature _____ Date _____

Daily Goals Chart

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							

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KEY WORDS

growth

goals

contract
confidential

decision

personal

MATERIALS AND PREPARATION

- Student Handouts: **Eddy Takes Control**, pages 50-51; **Growth Goal Contract**, page 52.
- Prepare to discuss the story **Eddy Takes Control**.
- Prepare a sample growth goals contract.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Responsibility, Self-Management