

LESSON ONE

Defining Goals

LESSON OBJECTIVES

- ▶ I can set my goals.
- ▶ I can achieve my goals.
- ▶ I have my grade portal login and all of my teachers' emails.

MINDSET MAKER



Bring these to your first session

- ▶ Email addresses for your teachers
- ▶ For each class, any syllabi or handouts that tell you about grading and assignments
- ▶ Your grade portal login information
- ▶ A folder or binder to keep additional Study Skills materials

Checking In

CLASS	CURRENT GRADE	I NEED TO TURN IN	RECENTLY SUBMITTED

Setting Goals

You came to tutoring for a reason, but sometimes that reason can be a bit cloudy. You are dissatisfied with something in your grades or study habits, but maybe you don't know how to clearly say what it is. Or, maybe you aren't sure how to fix it. In order to make your tutoring sessions count, your tutor and you need to know what it is you want to do; in other words, what are your goals?

Set Yourself Up for Success

Achievable goals have three parts:

WHAT: Clearly and specifically define what you want to achieve.

WHEN: The deadline for doing that thing.

HOW: How you'll do that thing.

The best goals are small, with short timelines, actionable steps, and measurable results. You will be a much more effective goal-setter if you take on just one, achievable thing at a time. And, you'll know you reached your goal if you have a way to measure it, such as grades or an award.

So, if you want to get an A in Spanish this year, your goal would not look like this: "Get an A in Spanish." Instead, it would look like this:

WHAT: Get at least a 90% on the next Spanish vocabulary test.

WHEN: the next test date, March 13th.

HOW: 1. Create and study flashcards every day at breakfast until the test

2. Write the vocabulary words 5 times each day until the test

3. Do at least three practice tests in the week leading up to the test and write the words I missed 5 times each.

4. Do practice tests once a week until I score at least a 95%.



Defining My Goals

Let's define your goals and give them those three parts: WHAT, WHEN, and HOW. As we work through these sessions, we will develop your capacity to identify useful steps in achieving a goal, so don't worry about getting it broken down perfectly. Use additional paper if you need more than one goal, but follow the What, When, and How model.

When you're done filling out the chart below, keep a copy somewhere where you can reference it easily and monitor your progress. You can then use this as a template for future goals.

I WANT TO	BY	STEPS
Get an A in Spanish	May '19	<p><i>TODAY</i></p> <ol style="list-style-type: none"> 1. Make my own study guide of current chapter 2. Make a Quizlet account 3. Make current chapter vocab quizlet <p><i>TOMORROW</i></p> <ol style="list-style-type: none"> 1. Ask Señora Rocco when the next test is: calendar it! 2. Ask Jenny if she wants to study Span at lunch/Wednesdays <p><i>PUT THESE ON MY CALENDAR:</i></p> <ol style="list-style-type: none"> 1. All the quiz and test dates 2. Reminders to add/study vocab to Quizlet on weekends 3. Repeating every month

What You'll Need to Change

You came to tutoring to change something, right? Whether it is your grade point average or your ability to keep track of your schedule, you are here to accomplish your goals. There are three important ingredients that you will need in order to make them happen.



Self-Awareness

Turn your analytical brain toward your own life and patterns. In order to change, you'll want to look at what you're doing now. Part of what you may be feeling is stuck—unable to make the changes you want, trapped in familiar patterns no matter what you do. To make effective change, it is important to identify and name your current patterns. How can you find your way out of a rut whose walls you can't see? We will spend a lot of time examining what you're doing now and how it is or is not serving you and your ultimate goals.



Discipline

Good study habits require extreme attention to detail and great care in doing your work. You take responsibility for doing an excellent job. And, even if the teacher hasn't asked, you go the extra mile to make sure you are doing every last check to make sure the assignment is up to par. "A" students do this on a regular basis.



Resilience

Developing new habits is not easy. To make long term changes, you'll need the courage and resolve to push past obstacles in order to win. If something blocks your way to studying hard or doing what you should do in a school day, you find a way through or around the obstacle. You make it happen.

You are about to face the challenge of meeting your goals, and you will need self-awareness, discipline, and resilience to conquer them.

The great news is that all of these are skills you can cultivate, not simply inborn gifts. The more you work at them, the better you become at exemplifying and exercising all three of these qualities in your life.

Let's begin with a thorough accounting of what your week looks like, hour by hour, which will improve your self-awareness and discipline. And, as you'll see, understanding how you use your time is going to be crucial for most study skills.



How's My Time

The way you view and feel about your schedule is an important part of your school success. If you feel like you are drowning in an ocean of classes and due dates, it's time to change that today. If you feel fairly on top of your schedule, but you have new goals to achieve or goals that simply aren't moving forward, the answer may very well be how you use your time. Either way, let's find out what is working or not working about your school week.

Let's use the *My Time Worksheet* in your workbook to lay out the following:

- All your class period times and days
- All your extra curricular activities
- All your weekend activities
- Driving or commute time
- What time you use to relax (video games, YouTube, etc.) and for how long (on average)
- What time you use for homework and for how long (on average)

If you don't know your exact schedule, just make your best guess—we'll start working out how accurate your estimates are in the next session.

On the following pages, tally up the total hours spent in a typical week on each major activity.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

ACTIVITY	TIME SPENT PER WEEK (HOURS)



Finding Pain Points and Solutions

Now that we have tallied your time, let's think about your "pain points." Pain points are the places where your schedule isn't working for you as well as it could be. The places where you are feeling crunched for time. The places where you have too much time and not enough to do or not enough energy to do it. These are the places you'll want to start when thinking about changes you can make to take control of and/or maximize the potential of your schedule. How do you identify these pain points?

You will find that, over time, the more you define out loud or in writing; clarify, and specify your thoughts or needs, the more effective you will be at achieving your goals and getting the help you need. There is power in saying what you want or need out loud to the people "on your team" (your parents, your tutors, and your teachers). And, there is power in saying things out loud to yourself. When you say something out loud or write something down, there is a much better chance you will actually do it.

So, right now, out loud and in writing on the next page, think about the answers to these questions. Move toward changes and solutions.

Finding Pain Points

When do you have too much time?

When do you not have enough time?

What one or two things are eating up time you need for something else?

Where do you find yourself staying up too late?

When do you get tired, hungry, thirsty, or grumpy?

Anything else that seems to be a “pain point”?

Finding Solutions

Name some things you could do to solve the problems above.

What would make you a more productive person this week?

What would make you more happy this week?

When are your most alert and productive times of the day and week?

Name any other patterns you see that might be helping or hurting you.

Homework

✓	ASSIGNMENT
	Supplemental Reading
	Time Log

Next week, bring back this book with all of the activities on the list above completed. Put a check mark in the adjacent box when you finish each task. All the assignments should be checked off by the beginning of your session time next week, and your tutor will check to make sure they are completed. There are a few empty boxes in case your tutor has custom tasks for you. Your tutor will tell you which reading to do in the Supplemental Reading materials.



Time Log

Today you estimated the amount of time you are spending per day/per week on the major activities in your life. This week for homework, you will track how you are actually spending your time. Each day, record how much time you spend doing each activity: studying for a class, completing homework, sports practice, watching Netflix or YouTube, playing video games, using social media, etc. For example, if you spend your Monday study hall doing Math homework, write “Math homework” in the class/activity column, and then in the Monday column write “30 minutes” or “1 hour.” Try to be honest with yourself—if you spent half the study hall on your phone or chatting, then don’t say you spent the whole time on Math. Again, be brutally honest. Effective change requires a fearless evaluation of the current situation in order to really understand where change needs to happen.

At the end of the week, add up all the time you spent on each class or activity. Bring this to your next session, where we’ll talk about the differences, if any, between your estimate and your reality.

CLASSES & ACTIVITIES	TIME ON MON	TIME ON TUES	TIME ON WED	TIME ON THURS	TIME ON FRI	TIME ON SAT	TIME ON SUN
EXAMPLE: SPANISH II TOTAL WEEKLY TIME: 1H 40M	30 mins vocab	10 mins vocab			1h essay		
EXAMPLE: PROCRASTINATING ON YOUTUBE TOTAL WEEKLY TIME: 1H	1h lunch	2h night	30 mins in car	3h while doing hw	N/A	3h home alone	1.5h with breakfast
TOTAL WEEKLY TIME: _____							
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