**Secondary Guidance Lesson**

*Setting Goals Pt. 2*

**Objective:**  Learn another process for goal setting. WOOP has been shown to make significant positive impacts in the classroom. In particular, on students' effort, homework completion, attendance, and even GPA! [WOOP Overview](https://characterlab.org/wp-content/uploads/2019/03/CharacterLabWOOPoverview.pdf)

**How do I do it?**
In this step-by step writing activity, you begin by identifying a wish or goal you want to achieve. Next, you mentally imagine one positive outcome of achieving this goal and one obstacle that stands in the way. This reflection sets you up for the final step: making a plan for how you can get around that obstacle.

**How does it work?**
A common mistake when setting a goal is to indulge in fantasies about how great life will be after accomplishing it—without considering what’s currently holding us back. Mentally contrasting your hoped for outcome with an obstacle that stands in your path is energizing. This prepares you to make a plan for when and how you’ll take action!

**Video:** Watch the one minute overview video: <https://characterlab.org/activities/woop-for-classrooms/>

**Activity:** First, create a trusting and calm environment to calm your mind.

* + **Wish:** Something you really want to accomplish. A wish is exciting, challenging, and realistic.e.g. “I wish I turned my homework in on time more.”
	+ **Outcome:** The best outcome that would result from accomplishing your goal. How would the outcome make you feel? Let your mind go and imagine this outcome. e.g. “I would feel good about myself.”
	+ **Obstacle:** The personal obstacle that prevents you from accomplishing your goal. Let your mind go and imagine this obstacle. i.e. “When doing homework, I get distracted by my phone.”
	+ **Plan:** What can you do to overcome your obstacle? Name one effective action you can take or thought you can have. Make an if/then plan.
		- If / When \_\_\_\_\_\_\_\_\_ (obstacle), then I will \_\_\_\_\_\_\_\_\_\_ (effective action). Repeat the If (obstacle), Then (effective action). e.g. “If I am distracted by my phone, I will put it in the drawer and move to another room.”

[Set a time to follow up on how your WOOP is going.]

**Follow-up/Closing:**

Like any skill, WOOP takes practice and patience to master. It’s common to struggle at first. When practicing WOOP yourself, be willing to experiment with different approaches. When teaching WOOP, go slowly so students can WOOP thoughtfully, without interruption. It’s worth it: Teaching students how to achieve important wishes is the difference between a lifetime of “I wanted to” and a lifetime of “I did.”