

# goal setting

**Learning Objective:** Each student will learn be able to identify and learn skills to cope with grief.

## Quiz Reflection:

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## Video Reflection:

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## Podcast Reflection:

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## Goals:

**1.**

What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

**2.**

What? \_\_\_\_\_

Why? \_\_\_\_\_

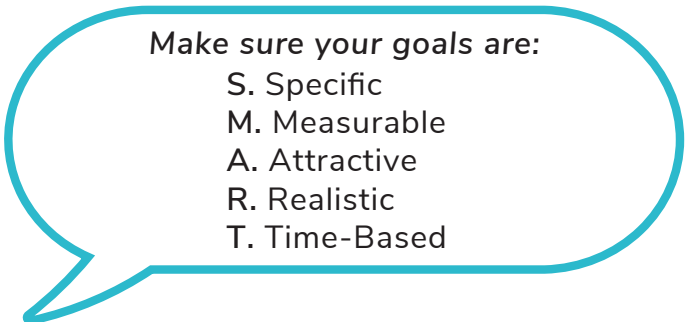
How? \_\_\_\_\_

**3.**

What? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_



## Final Thoughts:

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**Not signed up?**

See your instructor for the opt-in code.

# goal setting

This quiz is for your personal awareness. Your answers will be kept completely anonymous.

**1. I set lots of goals in the hope that I will achieve some of them.**

- Never       Rarely       Sometimes  
 Often       Very often

**2. I find that my targets are too ambitious.**

- Never       Rarely       Sometimes  
 Often       Very often

**3. If I'm struggling to meet a goal, I set sub-goals to renew my motivation.**

- Never       Rarely       Sometimes  
 Often       Very often

**4. I don't celebrate success until I've achieved a goal.**

- Never       Rarely       Sometimes  
 Often       Very often

**5. I seek out tools that help me reach my goals.**

- Never       Rarely       Sometimes  
 Often       Very often

**6. If I fail to meet a target, I take time to reflect on what went wrong.**

- Never       Rarely       Sometimes  
 Often       Very often

**7. I look for ways to build goals into my daily life by developing new habits.**

- Never       Rarely       Sometimes  
 Often       Very often

**8. I set an end date for each goals to help me stay on track.**

- Never       Rarely       Sometimes  
 Often       Very often

**9. I set low standards so that my goals are easy to meet.**

- Never       Rarely       Sometimes  
 Often       Very often

**10. When I make new plans, I reflect on my existing commitments to make sure that I don't take on too much.**

- Never       Rarely       Sometimes  
 Often       Very often

**11. I ask for support from friends and colleagues if I start to lack motivation.**

- Never       Rarely       Sometimes  
 Often       Very often

**12. I regularly monitor how I am doing, so that I can measure how well I'm progressing towards my goals.**

- Never       Rarely       Sometimes  
 Often       Very often

Want to learn more about trauma, and other mental health topics?

Visit: [schoolpulse.org/resources](https://schoolpulse.org/resources)



## quiz results

Use your quiz answers to add up your points.

**Never = 1 point**  
**Rarely = 2 points**  
**Sometimes = 3 points**  
**Often = 4 points**  
**Very Often = 5 points**

Total Points: \_\_\_\_\_

### 12-23

Keep Going!  
To help with your  
goal-setting skills  
make sure they are  
S.M.A.R.T.  
(see worksheet)

### 24-35

Practice makes perfect!  
Involving a strong  
support system could  
be the difference in  
your goal-setting skills.

### 36-47

Good Work!  
There is as good  
indication that you  
have strong  
goal-setting skills.

### 48-60

Great Job! There  
is strong indication  
that you have  
great goal-setting  
skills.

*These results are not a diagnosis, if you have questions text us at SchoolPulse.*

## confidentiality agreement

This class should be a safe place for participants. Participants are expected to keep anything said during this class by other class members confidential. This is not meant to encourage secret-keeping, but rather to protect everyone's privacy and ensure that this class is a safe place to share feelings. Class members are expected to treat one another with respect.

Confidentiality within this class is based on mutual trust. Legal exceptions to confidentiality include a clear or present danger to harm yourself or another, knowledge or suspicion of the abuse or neglect of a minor or incapacitated adult, or any other information legally required to be reported to social services.

I \_\_\_\_\_, agree to not disclose to anyone outside this class any information that may help to identify another class member. This includes, but is not limited to, names, physical descriptions, biological information, and other specifics about interactions with other group members.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date