

## Decide on the difference between Dreams & Goals.

They are definitely NOT the same thing.

They serve two completely different purposes.

### Dreams

Dreams are passive, subconscious. Some dreams are forgettable. Dreams are important, but they do not appear to be based in reality. Dreams are always beyond you. Dreams are whimsy. They seem to “happen” for no obvious reason, and seemingly, without any reason. Dreams are out of your control. Dreams are restive, imaginative, and malleable.

You do not need to understand a dream, for you to become entranced by a dream. You do not need to know anything about the dream for it to mystify, terrorize, or inspire you. Dreams make you strong enough to be willing to grasp a “quest”. Dreams get you wondering about things. Dreams can be full of hopes and questions and more dreams.

Dreams are big, wide range, could encompass a life time, could be anything, could randomly change for no reason. Big, open-ended dreams can be inspirational. Dreams are beyond comprehension. Dreams are subjective. Dreams are open to many interpretations.

You can have many different types of dreams and hopes.

Dreams may or may not become longings.

Dreams are not abilities.

Dreams may or may not be fulfilled,

In actual fact, most dreams are never achieved.

### Goals

Goals are active. They are precise commitments.

Goals are born out of a thoughtful process.

Goals give you purpose, a reason, and are precise.

A set of goals is a structure upon which you plan, monitor and grow - as the goals are met.

You cannot meet a goal if you do not know WHY it is a goal, or WHAT you want to get out of it. The discussion of “why” you would need a goal, is a VERY BIG discussion and will take time. The discussion is the most important part of goal study. You must be convinced of the reason “why” you would bother to have a goal. That is why someone else’s goal doesn’t really help you.

There is a certain amount of risk, then, fear that surrounds making the decision to make a goal.

There can be great resistance to making a goal.

Children do not understand this process. They fear this process because of the unknown.

Meeting a goal, changes you!

That can be exhilarating, or frightening.

The immature fear is that you may not recognize yourself after the drudgery of the process.

This of course is false, but it is very powerful to prevent you from even trying.

*Goals are decisions.* They are active. Like yeast in bread, they make the “bread” rise. Making a decision about making a goal is a huge step in maturity.

- To make a goal, you will need a buddy system for support and accountability.
  - Parents are key to the success of meeting a goal.

Goals seem impossible to children.

They need a parent to guide them into organization, not just into discussion!

Children do not naturally like to keep track of things. They are children.

Goals are very specific – they need accountability, and a time line.

- Goals should be very small so that they are achievable.
- Start with ONE goal. ONE simple thing. Change ONE step in the way you work.

Goals should not be a trend - that is whimsy, and it leads to failure. Goals should not be a comparison. Goals should not be what someone else is doing.

- What can YOU do? Differentiate between a goal and a dream!

Goals are personal, and you want them to be yours, so that you can watch what happens to YOU and for realizing your success!

*Plan a celebration once the goal is set, and another for the outcome.*

Goals that are met, will bring you terrific satisfaction.

Goals can be incremental; once you feel success, you are encouraged, and you can build another goal. Goals met more than once will make new patterns in you, and you will build a new skill upon the ladder of the set of goals. You will naturally carry over this idea of goal setting toward victory-building in every area of your life, once you have felt this success.

More than three goals at a time is TOO many, and will almost always lead to failure.

*Attainability and organization; Studies regarding goals and success or failure, say:*

**For success, turn your goal into a high-low goal =**

It is easier to manage 2 to 4 days, to accomplish something, than to try to succeed in 3 days.

- So, aim for 2-4, not three. Watch what will happen.

Keeping track: This is simply an organizational tool. It takes no talent. Nothing is subjective.

Chart your progress with a check mark on a page, or in a chart or in the table of contents.

- Remain organized. KNOW your goal, KNOW WHY you made the goal.

Examples:

- **Can you remember 2-4 points from your lesson?**
- Can you plan to practice between 2 and 4 days?
- Can you plan to read 2 – 4 pieces?
- Can you look at 2 – 4 pages?

*Learn to ask yourself a couple of questions: Put these questions to the student:*

Will you be brave enough to attempt the challenge? - When will you know that you have succeeded?

What will that look like? - *How* do you think you will feel? Build THIS dream, now!