

# Goals and Obstacles

## OVERVIEW

In this chapter students use the foundation of self-knowledge built in Chapters 1 and 2 to formulate specific life goals. They learn the characteristics of well-set goals and how short- and long-term goals work together. Students also learn how to handle the inevitable obstacles that arise when they set goals, as well as how stress and anger affect goal achievement. They examine strategies for managing stress and anger that will help them overcome internal obstacles to success.

## LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Explain the importance of setting goals.
- List the characteristics of well-set goals.
- Distinguish between short-term and long-term goals.
- Cite common obstacles to reaching their goals.
- Recognize the causes and symptoms of stress.
- Describe several strategies for relieving stress.
- Explain ways to deal with anger constructively.

# OUTLINE

## Chapter Topics

### SETTING AND ACHIEVING GOALS

#### What Are Your Goals?

- Setting Goals
- Short-Term and Long-Term Goals
- Tying Your Goals Together
- Staying on Track
- Adjusting Goals as You Go

#### Overcoming Obstacles

- Trying to Please Someone Else
- Not Really Wanting It
- Being a Perfectionist
- Trying to Go It Alone
- Resisting Change

### HANDLING STRESS AND ANGER

#### Stress and Stressors

- Symptoms of Stress
- Escape Responses
- Stress Management

#### Coping With Anger

- Responses to Anger
- Handling Anger Constructively

## Chapter Activities

- ACTIVITY 13** **Setting SMART Goals** (pp. 88–89)
- ACTIVITY 14** **Generating Short-Term Goals** (pp. 91–92)
- ACTIVITY 15** **Anticipating Obstacles** (pp. 97–98)
- ACTIVITY 16** **How Stressed Are You?** (pp. 103–104)
- ACTIVITY 17** **Personal Stressors and Relievers** (pp. 109–110)

- Personal Journal 3.1** **Goal Cards** (p. 93)
- Personal Journal 3.2** **Stress Management Techniques** (p. 108)
- Personal Journal 3.3** **Stress Relief Reminders** (p. 111)
- Personal Journal 3.4** **Anger Triggers** (p. 115)

## Chapter Features

- INTERNET ACTION** **Surfing the Day Away** (p. 96)
- Applying Psychology** **Are You Technostressed?** (p. 101)
- PROFESSIONAL DEVELOPMENT** **Job Stress** (p. 106)

## FOCUS

---

### Introducing the Chapter

Most of your students probably do not have specific goals for the future. Ask for a show of hands of students who have a clear vision of where they want to be in five years. (You might point out that “Where do you see yourself in five years?” is a common question in job interviews.) Ask for another show of hands of students who have a clear vision of where they want to be in twenty years. Ask these students to explain how they plan to get from where they are now to where they want to be in the future. Do they have a clear, step-by-step plan for reaching their life goals? If not, how do they plan to get where they want to be? Engage students in a discussion about the value of setting goals for their future.

### Real-Life Success Story “Where Do I Go From Here?”

(p. 84)

Have students read the first part of the Real-Life Success Story, “A New Direction,” while covering up the second part, “New Goals, New Challenges.” Then ask, “What would you do if you were Trinh? What goals might you set if you were in her situation?” Discuss what obstacles might arise for each of the different goals. For example, going back to school could over-extend her financial resources. Then read the second part of the story and discuss the goal Trinh chose and what she could do to address the obstacles she may face.

### Opening Quote (p. 85)

**“Whoever wants to reach a distant goal must take small steps.”**

Write the quote on the board or display a transparency of the online reproducible master and ask students what they think this statement means. What do “small steps” mean? Why would small steps be necessary? Do they agree that this is true?

Ask students to think of a major achievement in human history, such as the building of the pyramids or the development of the loom. What small steps do they think went into such an achievement?

## INSTRUCT

---

### Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

#### **What Are Your Goals?** (pp. 86–94)

Ask students to share their New Year’s resolutions. How many students made a resolution? How many can remember what it was? How many followed through on it? Ask students who did follow through how they did it. Ask students who did not follow through to explain what held them back from keeping their promises to themselves. This would be a good time to discuss SMART goals.

#### **Overcoming Obstacles** (pp. 94–99)

Ask for a volunteer to define *obstacle* (any barrier that prevents us from achieving our goals) and explain the difference between an *internal obstacle* and an *external obstacle*. Have students give examples of different types of obstacles and compare them to those given in the text: trying to please someone else, not really wanting it, being a perfectionist, going it alone, and resisting change. Which do they think creates more problems, internal obstacles or external obstacles? Why? Finally, ask a volunteer to give a personal example of an opportunity that originally appeared to be an obstacle.

#### **Stress and Stressors** (pp. 100–108)

Explain to students that *stress* is a physical or psychological tension and that *stressors* are causes of stress. As a class, brainstorm a list of common stressors and write them on the board. Compare them to the list of stressors on page 101 in the textbook. Then ask stu-

dents how they cope with stress and whether or not their current stress management strategies work.

### **Coping With Anger** (pp. 108–116)

Begin by asking, “What makes you angry?” As students respond, make a list on the board. (If students have trouble responding, ask them to recall the last time they got angry and to explain why.) Then, alongside this list, write what students say they do when they get angry. Are some responses to anger more productive than others? Point out that controlling your anger allows you to channel your energy into positive action. Refer to the example in the text that suggests studying in the library if you know your home will be noisy. Finally, have students suggest positive strategies for coping with the anger-causing situations they thought up at the beginning of class.

## **In-Chapter Answers and Notes**

### **FIGURE 3.1**

#### **SMART Goals** (p. 87)

Research has shown that the act of writing down ideas helps to better encode them in our long-term memory. The experience of forming the letters and words taps into memory more fully than speaking the words or simply thinking them through. Writing goals down on paper also creates a visible reminder of them.

### **ACTIVITY 13**

#### **Setting Smart Goals** (pp. 88–89)

- A-B.** Students’ responses will vary depending on their schedules, finances, lifestyles, and academic goals. Their SMART goals will vary, but should contain all SMART elements.
- C.** Students’ goals will vary depending on the dreams they selected in Chapter 2. However, the final written version of each goal should contain all SMART elements

and should clearly relate to the dream(s) selected.

- D.** Answers will vary but should show that students have a realistic idea of how much effort their goals will require.

## **Sample Answers**

1. Complete my certificate or degree.  
Missing Factor: T  
SMART Goal: Complete my associate degree by end of spring semester.
2. Give more time or money to charity.  
Missing Factors: S, M, T  
SMART Goal: Volunteer three hours every Saturday at city animal shelter.
3. Find out in next two weeks how to get financial aid.  
Missing Factors: S, M  
SMART Goal: Find out in next two weeks how to apply for Pell Grant for next academic year.
4. Pay off my credit cards by the end of the month.  
Missing Factors: A, R  
SMART Goal: Pay off my credit cards by the end of the year.
5. Eat healthfully three times a day.  
Missing Factors: S, T  
SMART Goal: Eat according to Food Guide Pyramid three times a day for next ten days.
6. Work out in gym for an hour three times a week.  
Missing Factor: R  
SMART Goal: Work out in gym for twenty minutes three times a week.
7. Spend more time with my family and friends.  
Missing Factors: S, M, T  
SMART Goal: Spend Saturday afternoons with family and friends.
8. Find something to do for fun.  
Missing Factors: S, M, T  
SMART Goal: See a good movie this weekend.
9. Read more.  
Missing Factors: S, M, T  
SMART Goal: Read one new novel every month.
10. Join a volunteer program.  
Missing Factors: S, M, T

SMART Goal: Join Habitat for Humanity by next week.

11. Raise GPA to 3.8 by end of semester.  
Missing Factors: A, R  
SMART Goal: Raise GPA to 3.4 by end of school year.
12. Set aside \$10 each week in a savings account.  
Missing Factors: none (OK)
13. Get annual physical exam.  
Missing Factor: T  
SMART Goal: Make appointment for physical exam by Friday.
14. Update my résumé.  
Missing Factor: T  
Update my résumé by the end of this month.
15. Watch less TV.  
Missing Factors: S, M, T  
SMART Goal: Watch only my three favorite shows each week.

#### ACTIVITY 14

### Generating Short-Term Goals

(pp. 91–92)

- A. Content of students' long-term goals will vary, but all goals should contain the five SMART elements.
- B. Short-term goals will vary, but should be realistic and relate specifically to the long-term goals listed in question A. Students should be able to list at least eight short-term goals for each long-term goal.
- C. Short-term goals should be listed in chronological order and should represent a logical progression toward the long-term goal.
- D. Answers will vary, although students' plans of action should be realistic. Students should also understand that they have the opportunity to get started on their long-term goals immediately.
- E. Answers will vary. Students should take this promise seriously and make a concerted effort to follow through on it.

### Exploring Further

Assign this exercise as homework, but instruct students not to sign the promise to themselves at the end of question E until they come to class. Ten or fifteen minutes before the end of the class period, ask students to take out their homework and sign the promise to themselves. Then ask students whether they think they will follow through on this promise, and why. When you return the checked exercise to students, ask for a show of hands of students who followed through on their promise. Ask a few students who did not follow through to describe why they didn't. Can they identify why? Then ask a few students who did take action to describe what they did and why. How did the action relate to their short- and long-term goals? How did taking this action make them feel about themselves? Were they inspired to take any further action on their goals? Why or why not?

#### Personal Journal 3.1

### Goal Cards (p. 93)

Check that students have filled out all four cards and provided a do-by date on each one. If desired, supply pairs of scissors and ask students to cut out the cards and place them in their wallets.

### Exploring Further

For an in-class activity, have students work in pairs to help each other set reasonable deadlines for each goal. As a follow-up activity a week later, ask students to take out their goal cards and evaluate how much progress they have made toward accomplishing the goals. Some students will not have taken any action toward their goals. Ask why they think this is so. Use this opportunity to discuss obstacles, such as perfectionism and lack of commitment, that may be standing in their way. This can be structured as a class discussion or a group activity.



## INTERNET ACTION

### Surfing the Day Away (p. 96)

Students' responses will vary, but should explain that the Internet is an extremely useful tool for research and communication, but that it also contains many sites that distribute out-dated or misleading information.

### Exploring Further

Many younger students may take the convenience of the Internet for granted and not realize how much this technology has simplified everyday tasks. Ask more experienced students to describe one or two specific ways that the Internet has saved them time with everyday tasks. Areas they may mention include banking, shopping, paying bills, searching a library catalog, or filling out government forms.

#### ACTIVITY 15

### Anticipating Obstacles (pp. 97–98)

- As in Activity 14, content of students' long-term goals will vary, but all goals should contain the five SMART elements.
- Answers will vary, but should reflect an understanding of internal and external obstacles. Answers should also demonstrate that students have thought about the effort and resources necessary to reach their goals.
- Answers will vary depending on the nature and severity of the obstacles.

### Sample Answers

#### Goal:

Own my own business selling scented candles.

#### Possible Obstacles:

Don't know how to start a business.

Not sure I'm creative enough.

Need money for start-up costs.

Might not qualify for a business loan.

Business might take too long to become profitable.

Market might be saturated.

Rental space might be too expensive.

Qualified employees might be hard to find.

Competition might have better or cheaper product.

Unforeseen expenses might arise.

Cost of insurance might be too high.

Supplies might be too expensive.

I might not want to put in the work required.



#### SECTION 3.1

### SELF-CHECK (p. 99)

- A goal is an outcome you want and toward which you direct your effort.
- SMART stands for specific, measurable, achievable, realistic, and time-related.
- One good way to make sure that your long-term and short-term goals are in synch is to start with your long-term goal(s) and then work backwards in time, thinking of all the steps necessary to achieve each long-term goal. These steps represent short-term goals.

#### FIGURE 3.2

### The ABC Model (p. 100)

Students should understand that being aware of their personal stressors allows them to anticipate the situations that will cause them stress. This can help them avoid these situations when possible, recognize the irrational thoughts that contribute to their stress in these situations, and select appropriate stress management strategies.

### Applying Psychology

#### ARE YOU TECHNOSTRESSED? (p. 101)

Students' experiences with technology will vary. Younger students, or those who like cutting-edge technology, may be less affected by technostress than older students and technophobic students because they may be more comfortable with the pace of technological change.



## ACTIVITY 16

### How Stressed Are You? (pp. 103–104)

A-B. Responses and scores will vary.

- C. Answers will vary. Some students may say they feel more stressed than their score indicates. These students may not even be aware that they are experiencing certain symptoms of stress, such as nervous habits or muscle tension. They may also misattribute some symptoms, such as nausea or tiredness, to causes other than stress. A few students may have symptoms not described on the questionnaire. These include headache, loss of sense of humor, poor concentration, forgetfulness, increased drinking or smoking, grinding teeth, and lowered resistance to illness.
- D. Answers will vary, although postsecondary students often undergo major life changes such as leaving home, making new friends, beginning new romantic relationships, encountering new people and ideas, and making important self-discoveries.

## PROFESSIONAL DEVELOPMENT

### Job Stress (p. 106)

Answers will vary, but should demonstrate an understanding that a balanced life includes time for the areas depicted on the Wheel of Life in Activity 4: relationships (friends and family); work and career; community activities; school, continuing education, or self-improvement; health and fitness; hobbies/leisure; spirituality; and money/financial security.

## Personal Journal 3.2

### Stress Management Techniques (p. 108)

Students' choices of stress relief strategies will vary according to their personalities, interests, and lifestyles.

## Exploring Further

To use this Personal Journal as an in-class activity, ask students to work together in pairs to review the various stress relief strategies presented in the chapter, then the five strategies that they believe would work best for them. Ask pairs to describe the strategies they selected. Why did they pick these strategies? Ask students who chose other strategies to explain why they chose differently.

## ACTIVITY 17

### Personal Stressors and Relievers

(pp. 109–110)

- A. Students' stressors and stress relief ideas will vary. Common stressors for students include financial responsibilities, academic demands, balancing work and school, choosing a major and career, and relationship conflict and uncertainty.
- B-C. Students' ideas will vary, but should reflect an understanding of the strategies described in the chapter.

## Personal Journal 3.3

### Stress Relief Reminders (p. 111)

Students' stress relief strategies will vary.

## Sample Answers

To reduce the stress caused by working full-time and going to school, I will schedule time for meditation each morning.

To reduce the stress caused by my job, I will play racquetball at lunch.

To reduce the stress caused by living with my parents, I will schedule plenty of time away from home and keep up with my housework.

To reduce the stress caused by going through final exams, I will get plenty of exercise and sunshine.

To reduce the stress caused by living in a big city, I will plan weekend hikes and drives to the country.

To reduce the stress caused by my 1½-hour commute, I will use a small tape recorder for an audio journal while sitting in traffic.

### Personal Journal 3.4

#### Anger Triggers (p. 115)

Students' answers will vary, but should identify specific events that cause anger for them, rather than annoyances or time-wasters that cause inconvenience for almost everyone.



#### SECTION 3.2

#### SELF-CHECK (p. 116)

1. The body reacts to stress by emitting adrenaline and cortisol, hormones that regulate our mood. Adrenaline prepares our bodies for "fight or flight," while cortisol counteracts those effects. Over the long term, the body reacts to stress by going through three stages: alarm, resistance, and exhaustion.
2. An escape response is a behavior or thought that helps get your mind off your present troubles.
3. Constructive ways of dealing with anger include understanding the causes of the anger, staying calm, and taking positive action to correct the problem causing the anger. Being assertive, rather than passive, passive-aggressive, or aggressive, is a good way to resolve interpersonal problems. Another useful way to deal with anger is to deal with problems and potential problems *before* they become anger-provoking situations.

### Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

### Internet Activities

**PERFECTIONISM** Some psychologists believe that perfectionism is a double-edged sword. While it can make people feel bad about themselves for not meeting their own impossibly high standards, it can also spur them to maximize their potential and achieve seemingly impossible goals. Activate students' background knowledge by asking whether there is a difference between having high personal standards and being a perfectionist. Do any students see a positive value in perfectionism, either in their life or in others' lives? If desired, ask students to complete an online perfectionism self-quiz. Then ask students to visit the Web site of the University of Texas at Austin Counseling & Mental Health Center. Ask them to find and read the article on perfectionism on the site and to summarize the myths and realities about perfectionism. In class, discuss the parable of the South Indian Monkey Trap, which is described at the end of the online article. How is a perfectionist like a monkey that will not let go of the rice to free itself from the trap?

#### STRESS AND INFORMATION

**OVERLOAD** One relatively new cause of stress is *information overload*, an inability to find the information one needs or wants amidst the immense quantity of information available. Ask students to use the Internet to research information overload. Why is there more information available today than in the past? What are the effects of information overload? How can people cope with it?

If desired, ask students to locate the "How Much Information?" project on the Web site of the University of California, Berkeley, School of Information Management and Systems. How much information does the study say is produced every year? How much of it is in print? How many hours of television does the average household consume in one year? How much and what kinds of data do individuals generate? Ask students to prepare their responses for a class discussion.



## Application

### FORMULATING SHORT-TERM

**GOALS** Give students a challenging long-term goal, such as organizing a new political party, completing a triathlon, or developing a new vaccine. What would it take to accomplish this goal? What short-term goals would be involved? How long would each one take? For an in-class activity, divide the class into small teams and allow them a specified length of time to come up with a step-by-step plan for reaching the long-term goal. Ask teams to prepare oral or written presentations outlining their plan. If desired, take a vote to select the best (most realistic and detailed) plan.

### UNDERSTANDING PASSIVE-

**AGGRESSION** Reproduce and distribute online master the “Passive-Aggression Questionnaire.” Review the definition of passive-aggression (indirect, disguised aggression toward others) and ask students how common they think passive-aggressive behavior is. Have they ever encountered a highly passive-aggressive person? Ask each student to take the quiz and answer the two follow-up questions. Alternatively, ask each student to administer the quiz and questions to two different interviewees of their choosing. (Students should first explain the purpose of the quiz to the interviewees and define passive-aggression.) Discuss the results as a class. Which passive-aggressive behaviors are most common? What situations provoke them? How can people replace passive-aggressive behavior with more positive behavior?

To extend the activity, ask pairs or groups of students to work together to rewrite each of the fifteen statements in a positive way. For example, instead of “People don’t understand me or my feelings,” students might suggest, “The important people in my life understand me and my feelings” or “I have friends who understand me and my feelings.”

### Follow-Up Questions

Select one or two statements that the interviewee answered “sometimes” or “often.”

Reread these statements to the interviewee and then ask these questions:

1. What situations provoke you, or have provoked you, to think or act this way? Why?
2. Is there another, more constructive way of thinking or acting that you could use in these situations in the future? Explain.

**STRESSFUL LIFE EVENTS** Create an overhead slide of the online reproducible master “Stressful Life Events.” This scale is the work of stress researchers T. H. Holmes and R. H. Rahe, who saw stress as the amount of life change that an individual is facing at any given time. Explain to students that these researchers drew up a list of major life changes, both positive and negative, that contribute to stress. Ask students what they think the most stressful events in a person’s life would be. What have been the most stressful events in their lives so far? Show the scale and ask students whether they agree with the ranking of events on the scale. Which of the events on the scale could be both positive and negative? Why?

Ask students to check off all the stressors on the scale that they have faced in the last year, then add up the total point value. Anyone who scores over 300 has reached a critical stress level, with an 80 percent chance of developing stress symptoms such as ulcers and high blood pressure within one year. What is the range of scores in the class? Group students by stress score and ask each group to come up with the top ten stressors that they face on a regular basis. Compare the groups’ lists in a class discussion.

If desired, guide the class in agreeing on a top-ten list of their stressors and brainstorming several ways of coping with the most stressful events on the list.

**STRESSFUL JOBS** This activity is designed to help students think about job stress and how it could affect their choice of career. Ask students what jobs they think are the most stressful, and why. What factors can students think of that would cause stress on

the job? Two factors repeatedly cited to cause job stress are poor or dangerous working conditions and low pay. Other factors include overwork, long hours, exhausting pace, risk of personal injury, interaction with abusive people, lack of job security, lack of advancement opportunities, lack of autonomy, and lack of recognition. After students generate several job titles, display a transparency of the online reproducible master, which contains a list of the most stressful jobs and a table citing jobs with different work environments and salaries. Did students think of any of these jobs? For the ones they did not think of, ask students for ideas on why these jobs would be particularly stressful. Do students think that more stressful jobs should have higher salaries than less stressful jobs? Why or why not? Would they be interested in any of the high-stress jobs on the list? Why or why not?

## ASSESS

### Review and Activities Answers

#### Review Questions (p. 118)

1. “Goals are dreams with deadlines” means that goals are tools for translating dreams into concrete, time-related plans of action.
2. Goals should be specific because this makes it easier to plan a course of action. Goals should be measurable because this allows us to gauge our progress and know when we have reached our target.
3. Answers will vary but should recognize that a short-term goal has a short time frame for achievement (less than a year) and a long-term goal has a longer time frame for achievement (over one year). An example of a long-term goal could be to work as a teacher in South America. Related short-term goals could include finding out the requirements for such a job, completing an educational program, gaining teaching experience, and so on.
4. Stress can be positive when it is eustress, a desirable stress felt in exciting and challenging situations, such as playing a sport or going on a date.
5. Aggression is behavior that is intended to harm or injure a person or object, while passive-aggression is a way of dealing with emotional conflict by indirectly expressing aggression toward others. Passive-aggression is a disguised form of aggression.
6. Assertiveness allows you to express and control your anger by standing up for your rights without hurting others.

#### Critical Thinking (p. 118)

7. The essence of this statement is that anger hurts its owner more than its recipient. Students may or may not agree with this statement, although they should understand that anger, regardless of its source or target, has negative physical and psychological consequences for the angry person.
8. Answers will vary. Many people have difficulty being assertive when they fear rejection or feel that their thoughts and feelings are not respected. Some people, particularly some women, have difficulty being assertive because they are afraid of causing trouble or being “difficult.” Low self-esteem often contributes to this fear.

#### Application (p. 118)

9. Answers will vary. Students will likely find that most people do not take the time to set goals or give much thought to their life’s direction. Those who do have probably accomplished more and feel that they are leading more fulfilling lives.
10. Stress logs will vary but should include stress management strategies in addition to the list of stressors. Students should understand that they can develop coping skills to deal with stress and that no matter what their problems are, they can work on them in a way that is healthy and constructive.

### **Internet Activities** (p. 119)

11. Answers will vary. Areas for goal setting at myGoals.com include health & fitness, family & relationships, time management & organization, personal finance, career, education & training, personal growth & interests, recreation & leisure, and home improvement & real estate. Each category contains subcategories with lists of pre-made Goalplans, such as “to watch less television” and “to reduce my caffeine intake.” Each Goalplan has a list of obstacles and strategies to overcome these obstacles. Some students may find the service informative and may be encouraged by the thought that others are facing the same obstacles. Other students may prefer to use their own goal system.
12. Students’ reports will vary. Chronic anger has been associated with high blood pressure, heart disease and other cardiovascular disorders, risk of diabetes, kidney malfunction, urinary problems, weakened immune system, digestive disorders, prolonged headaches, and even cancer. Women go through the same processes of dealing with anger as men, but research suggests that women are more likely to feel shame or regret about experiencing anger.

### **Real-Life Success Story “Where Do I Go From Here?”** (p. 119)

Stories will vary, but should reflect an understanding of the stress management strategies introduced in the chapter.

### **Sample Answer**

When the instructor had the students introduce themselves at the beginning of the class, Trinh realized that most of the other students felt as nervous as she did. She also realized that she had a head start over many of the others: She already had a job with an accounting firm and was familiar with much of the work she would be

learning to do. Trinh took control of her stress by scheduling time for meditation and relaxation, taking brisk walks at lunchtime, and making an extra effort to eat well to sustain her energy. When she felt herself becoming overwhelmed, she took several deep breaths and a quick step back from the situation. Trinh focused on the big picture: She was making progress toward her degree. She could succeed.

## **CLOSE**

### **Culminating Activity**

Ask students to complete this sentence: “My favorite stress management strategy is \_\_\_\_\_, because \_\_\_\_\_.” Then discuss how the chosen strategies will help students achieve their goals. For example, a student might answer, “By walking every morning, I have more energy to complete my schoolwork, and, therefore, my grades are likely to improve and I’m more likely to complete my degree on schedule.”

### **Personal Success Portfolio**

To bring the chapter full circle, have students fill out the Chapter 3 worksheet of the Personal Success Portfolio.

Additional chapter-related materials for students’ Personal Success Portfolios could include:

- a one-page report or bulleted list describing stressors that are common in a job or career that interests the student and positive ways of handling those stressors
- a photocopy of the student’s goal cards from Personal Journal 3.1
- a list of hassles and uplifts experienced over the course of one week
- a paragraph describing one of the student’s anger triggers and how he or she will use self-awareness and anger-management strategies to reduce his or her reaction to this trigger

## ADDITIONAL RESOURCES

---

The following books and periodicals offer information on goal setting, stress relief, and anger management.

### Books

Allen, David. *Getting Things Done: The Art of Stress-Free Productivity*. New York: Viking Press, 2001.

Blonna, Richard. *Coping with Stress in a Changing World*, 4th ed. New York: McGraw-Hill, 2007.

Bremner, Douglas J. *Does Stress Damage the Brain? Understanding Trauma-Related Disorders from a Neurological Perspective*. New York: W. W. Norton & Company, 2002.

Cairo, Jim. *Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others*. Franklin Lakes, NJ: Career Press, 1998.

Davis, Martha, Elizabeth Robbins Eshelman, and Matthew McKay. *Relaxation and Stress Reduction Workbook*. 5th ed. Oakland: New Harbinger Publications, 2000.

Ellis, Keith. *The Magic Lamp: Goal Setting for People Who Hate Setting Goals*. New York: Three Rivers Press, 1998.

Gable, Cate. *Strategic Action Planning Now: Setting and Meeting Your Goals*. Boca Raton: CRC Press, 1998.

Greenberg, Jerrold. *Comprehensive Stress Management*, 10th ed. New York: McGraw-Hill, 2008.

Greenberg, Jerrold. *Your Personal Stress Profile and Activity Workbook*, 4th ed. New York: McGraw-Hill, 2006.

Karvelas, Katherine, ed. *The Power of Goals: Quotations to Strengthen Your Climb to New Heights*. Franklin Lakes, NJ: Career Press, 1998.

McKay, Matthew and Peter Rogers. *The Anger Control Workbook*. Oakland: New Harbinger Publications, 2000.

McKay, Matthew, Peter Rogers, and Judith McKay. *When Anger Hurts: Quieting the Storm Within*. Oakland: New Harbinger Publications, 1989.

Sapolsky, Robert M. *Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress-Related Diseases, and Coping*. New York: W.H. Freeman, 1998.

### Periodicals

*International Journal of Stress Management*

*Stress and Health*

*Stressfree Living*

*Yoga Journal*