

REACHING YOUR GOALS



Objectives

At the completion of this session, youth will:

1. Define what is meant by short and long term goals,
2. Identify and describe personal goals to the group, and
3. Identify possible steps to achieving a sample goal.



Time

One hour and ten minutes



Materials

- | | |
|--|---|
| <input type="checkbox"/> sign-in sheet | <input type="checkbox"/> “Family Activity” worksheet |
| <input type="checkbox"/> flipchart paper | <input type="checkbox"/> markers for each youth |
| <input type="checkbox"/> snacks | <input type="checkbox"/> poster boards for each youth |
| <input type="checkbox"/> scissors for each youth | <input type="checkbox"/> paste for each youth |
| <input type="checkbox"/> magazines | <input type="checkbox"/> glitter |



Preparation

1. Gather the materials listed for this session.
2. Write session learning objectives on flipchart paper.
3. Prepare flipchart paper with “Three Steps to Reaching Goals.”
4. Create a personal goal poster to model for the youth.
5. Make a copy of the “Family Activity” worksheet for each youth.



Procedure

Introduction (10 minutes)

1. Remind the youth that last week’s session was about personal values. Ask the group to share a personal value they identified last week. Take a few answers from the youth. Acknowledge everyone’s willingness to share with the group and how much youth are learning.

2. Ask the youth to share ideas about how values guide their behavior. Take responses from a few youth. Tell the group that values clarify the things that are important to each of us. When we are clear about our values, we can make decisions based on what is important to us. Values also help us set goals. Ask the group to define the word “goal.” Record youths’ responses on flipchart paper. The facilitator may want to add the following definition to the discussion:

GOALS are accomplishments we want to achieve in the future.

Using this visual graphic may help youth better see the connection between values, decisions and goals. For example, let’s say a youth has a goal to go to college once he/she graduates from high school.

3. Post a small poster (8 1/2" x 11" piece of paper will do) on the right side of the board/wall with the following:

GOAL:
Attend college
after graduating
from high school

4. Now ask the group to tell you what kinds of decisions or actions this youth would have to take in order to achieve this goal. Possible responses might be:
 - study hard
 - get good grades
 - avoid abuse of alcohol/drugs
 - avoid pregnancy
5. Write the youths’ responses on another small poster and post it to the left of the goal poster. In between the two posters, put a small arrow pointing to the right (toward the goal poster.)

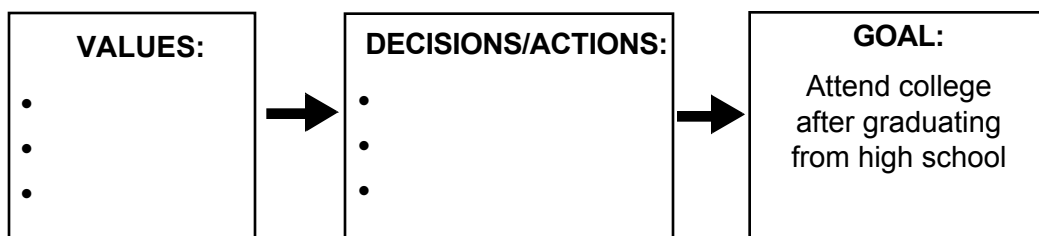
DECISIONS/ACTIONS:

-
-
-



GOAL:
Attend college
after graduating
from high school

6. Ask youth what values they think this youth might have that support these decisions. Possible responses might be:
 - believes that education is important
 - wants to get a good job
 - wants to wait to have sex until emotionally, physically and financially ready
7. Write some of these values on a third small poster and post to the left of the decision/actions poster. In between, place an arrow pointing to the left (towards the decision/action poster).
8. Reinforce that our values guide our decisions, and our decisions help us reach our goals.
9. Review the learning objectives (written on flipchart paper) for this session with the youth.



Why Goals Are Important (10 minutes)

1. Ask the youth why it's important to set goals. Take a few responses.
2. Explain to the group that goals give you something to aim toward. Tell the group that today they will be able to identify some of their goals and learn a process for accomplishing personal goals.
3. Ask the youth to share the name of someone who they think accomplished something great. Then ask the youth how the person was able to accomplish great things. (If the youth have trouble thinking of someone, the educator might give an example from his/her own life.)
4. After the discussion in Step 3, show youth a piece of flipchart paper with the following steps written on it:

Most people who reach their goals follow these steps:

 - Create a vision and set a goal(s),
 - Identify and plan the steps needed to reach the goal, and

- Work to reach their goal by implementing each step in their plan.

Tell the youth that we are going to learn more about ourselves and each of these points during the rest of the session.

Personal Goals Posters (20 minutes)

1. Tell the group they will be looking into their personal futures. They will develop a poster that represents what they want to obtain or achieve in their futures.
2. Explain to the group that each one of them will receive a poster board. The poster board should be divided into four sections. Using pictures that they will cut out from magazines, they will represent the goals they have for different stages in their lives. In the first section, they will find pictures that represent what they want to be doing next week or next month and label the section as such. The other sections will be dedicated to goals for the next year, the next five years, and the next 20 years.
3. Share a completed poster with the youth. (The facilitator may want to complete his/her own personal poster and present different sections of that poster to the youth.)
4. Provide each youth with a poster board, scissors, and paste. On another table, display a variety of magazines. Make sure the magazines reflect the ethnic make-up of the group.
5. Give the group approximately 20 minutes to complete their posters. While the youth are working, ask them to think about which section of their posters they will want to share with the rest of the group when they are finished. Each person will have two minutes to talk about his or her goals for one of the four life stages.

Sharing Personal Goals Posters (20 minutes)

1. After 20 minutes, ask the youth to be seated. Ask them to raise their hands if they would like to share the first section of their posters (one week to one month). Ask for volunteers to present their goals on this section. The facilitator should tell the youth they have two minutes for each of their presentations. (Setting a two-minute time limit assures all youth get equal time during their presentations.) Remind them to listen and be respectful.

Repeat this process for youth who have chosen to present on the second, third, and fourth sections.

2. After all have presented, discuss the following questions:
 - What were you thinking/feeling as you created your poster?
 - How did you feel after sharing part of your personal poster with the group?
 - What personal values did you use to decide what to put in your different sections?
 - Do you believe you can accomplish your goals? Why or why not?
 - Do you feel your goals are realistic? How can you make them more realistic?
 - Why is it important to have goals?
3. Tell the group that their personal poster represents their short and long-term goals. Short-term goals are represented in the first two squares. These goals can be accomplished in the relatively near future. Long-term goals are represented in the last two squares. These goals will take some time to accomplish. Long-term goals are often harder to achieve than short-term goals.

Breaking a Goal into Steps (10 minutes)

1. Tell the group that most of the goals they have described can be accomplished. One way to accomplish a goal is to break it down into easier and shorter steps. Choose one of the goals that was described by the youth as an example. Ask the group to tell you what small steps need to be taken in order to make that goal happen. Write their responses on flipchart paper. Conduct this process with several of the goals that youth shared earlier in the session (as long as time permits).
2. Tell the youth that you are going to collect their posters now and bring them to next week's session. Next week, they will use their posters to plan short-term goals. The facilitator should collect the posters.
3. Tell the youth that parents can be very helpful in helping you to achieve your goals. Give each youth the "Family Activity" worksheet. Ask them to complete the worksheet with an adult family member and bring the completed worksheet to the session next week.



Summary (5 minutes)

1. Ask youth to share one thing they learned about goals from today's session.
2. Tell the youth that goals are things we want to accomplish and are influenced by our values. Young people have the ability to plan what they want to accomplish. Young people can realize their full potential by taking charge, planning their futures and taking small steps toward making their visions a reality. There are short-term and long-term goals. Short-term goals are the things we want to do in the next week or next month. Long-term goals are the things we want to do next year or further in the future. Goals are easier to achieve if we break them into small steps.
3. Tell the youth that next week we will plan a short-term goal.
4. Thank the youth for their participation.

◆ Family Activity ◆

Setting Goals

My name is _____ Today's date is _____

1. Tell your parent(s) or an adult you trust about the long and short-term goals you set for yourself this week. (Remember the posters you made from magazine clippings!) With your parent(s) or an adult you trust, write each of the four goals in the spaces below.

Future Goals	
Next Week or Next Month	Next Year
Next 5 Years	Next 20 Years

2. Ask your parent or trusted adult what she/he thinks of your goals and write her/his comments here:

3. Ask your parent or trusted adult to share a goal he/she set in the past. Ask your parent or trusted adult: how did you reach that goal? What steps did you take to reach your goals? Write your parent's or trusted adult's answers below.

STEP 1
(write above)

STEP 2
(write above)

STEP 3
(write above)

GOAL
(write your parent/
adult's goal above)

