

3

Unit Three

Goal Setting – Ages 9-18

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: Goal Setting Strategies

PART 3: Overcoming Obstacles

PART 4: Setting Personal Goals

PART 5: Follow-Up Activities

ANNEXURE 1: SMART Goal Setting

ANNEXURE 2: Goal Setting Worksheet

ANNEXURE 3: Goal Setting Worksheet with Errors

ANNEXURE 4: Overcoming Obstacles Quotes

ANNEXURE 5: Evaluation

ANNEXURE 6: Finding Nemo Discussion Questions

ANNEXURE 7: I Did It!

POWER POINT: Goal Setting

Part 1: Ice Breaker

Time:

10 Minutes

Objective:

Participants will take part in an activity to become energized and ready to learn.

Materials:

None

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: On the Move*- Ask participants to form a circle and stand far enough apart that they can move their arms without bumping into each other. (You may need to create two circles or several rows instead of a circle depending on the size of the group.)

Go over the instructions for the activity:

- One at a time, take two steps forward. Tell us your name, then tell us something you like doing. As you tell us, demonstrate that movement, like playing cricket, dancing, or eating delicious food.
- Each time someone shows his/her move, everyone else will imitate it for a few seconds. Then step back into the circle and the next person steps forward.
- When it is your turn, try not to repeat a movement that someone else has already shown. However, you can use a different movement in the same activity. For

example, if one person has named dancing and demonstrated a type of dance, you can name dancing and demonstrate another type of dance.

Begin the activity by demonstrating (step forward, say your name and demonstrate a movement). Invite everyone to imitate your move. Then ask the person standing next to you to go next.

Model full participation by encouraging others and participating enthusiastically. If necessary, remind the participants to give their names or other requested information and then to demonstrate a movement.

*Activity taken from <http://advocatesforyouth.org/for-professionals/lesson-plans-professionals/1167?task=view>

Option Two: Tell Me a Story – Explain that one person will begin a story with four words, the next person will add four words, and so on until a creative story is told. (For example: First person says “The little girl went...” Second person says, “on a very long...” Third person says, “walk through the market...” and so on until everyone has had a chance to add to the story.) Invite the participants to be creative and have fun with the story.

Part 2: Goal Setting Strategies

Time:

1 Hour

Objective:

Participants will understand the importance of goal setting and will become familiar with SMART goal setting strategies.

Materials:

- PPT: Goal Setting
- Annexure 1: SMART Goal Setting Strategy
- Annexure 2: Goal Setting Worksheet
- Annexure 3: Goal Setting Worksheet with Errors

Techniques:

- Presentation
- Group Discussion

TRAINER INSTRUCTIONS:

1. Remind the group that they are taking part in Life Skills Education as we discussed in earlier, and Setting Goals is one of the most important Life Skills that they will learn.
2. Ask for 3-4 volunteers to come to the front of the room. Tell participants that they should act like they are getting on a bus, and they should pretend that they are sitting in a seat. As the last volunteer moves to get on the bus, tell him/her that they have been chosen to drive the bus and follow the route. He is responsible to make sure every passenger reaches his/her destination on time. At this point, the driver should be confused or should say that he doesn't know the route. The facilitator should tell the driver to start driving even though they have no idea where the bus was supposed to go and no idea in

which direction to start moving. Don't give them any further instructions or details about their destination, just tell the "driver" to get bus moving.

Let the role play continue, and ask the children for their thoughts on the activity: What happens when the driver has no idea where he is supposed to go? What would help him in this situation? What is the point of this activity? (**Trainer:** Be sure the point is made that in order to get the bus moving, you need to make a decision about where you want to go. If you have no destination in mind and just drive around aimlessly, you could end up anywhere!) Ask the volunteers to return to their seats.

3. State that goal setting is similar: if you don't think about what you might want to achieve, if you have no focus for your energies, it becomes a matter of luck as to where you end up in life and what you achieve along the way. People with goals succeed because they know where they are going.
4. Begin the Power Point and add the following comments at the slides as indicated:

Some reasons to set goals:

- **Slide #2** - Setting goals gets you to think about possibilities. It opens your eyes to the idea that you can achieve any number of things if you work at it step by step.
- **Slide #3** - Goals give you a direction to work towards. Goals help you identify what you really want and give you a clear picture of where you want to go and where you want to put your efforts. You'll also quickly spot the distractions that would otherwise lure you from your course.
- **Slide #4** - Goals can give you motivation and focus; goals help you to push yourself just that little bit more when you have a target to work toward. They also make you accountable to yourself – you track progress on each small step and measure success along the way. **Trainer:** Ask participants to think of a time when they were studying for an exam or participating in a competition. Did they decide that they wanted to score above 90 marks or come in first place? That was their goal, and then they studied harder or practiced running faster to meet that goal. They felt motivated to work hard to reach their goal.
- **Slide #5** -Goals transform seemingly insurmountable mountains into walkable hills. Goals seem more achievable when you break them down into smaller steps. Accomplishments at each small goal will get you one step closer to the larger goal. **Trainer:** Ask the children for an example of a goal that seems overwhelming. Help them to identify small steps they could take to achieve that goal.
- **Slide #6** - By setting goals, you will also raise your self-confidence, as you recognize your ability and competence in achieving the goals that you have set; goals help us believe in ourselves. **Trainer:** Ask something like, "How did you feel when you came in first place or scored good marks on your test? Did you feel good about yourself?"

- **Slide #7** -Setting goals helps you do the things you want to do in life and help you have a more fun and fulfilled life. Research has shown that people who set goals (and use them effectively) not only perform better, but suffer from less stress and anxiety and are happier and more satisfied with life.

You have probably set many goals already without even realizing it – can you think of any? Not every goal has to be written down, but it certainly helps you to stay on track if you do write it out.

- **Slide #9** There are two types of goals: Short term = accomplished within a day or week; Long term = accomplished over a month or year or more. For example, your long term goal may be to get an A on your math test next month. Your short term goals could be to spend 30 minutes extra each day studying your math assignments, and get 1 hour of extra tutoring each week until the test.
- **Slide #10** –A very effective strategy for goal setting is known as SMART GOALS. Trainer: Read each component - each is covered in more detail in the following slides.
- **Slide #11** – The first step is for the goal to be Specific –you need to state exactly what you are aiming at. Specifics help you to focus your efforts and clearly define what you are going to do. A goal should answer the following questions. What are you going to do? Why is this important to do at this time? What do you want to ultimately accomplish? How are you going to do it?
- **Slide #12** –The next step is that the goal needs to be Measurable – you need to be able to measure progress, If you can't measure it, you can't manage it. If you can't measure it, how will you know if you achieved it? If the goal is accomplished, the goal is a success. However, there are usually several short-term or small measurements that can be built into the goal.
- **Slide #13 Action Oriented** – It is not enough to just set a goal; you must take actions to achieve it. Most people do not achieve their goals mainly because they do not take any action after setting the goal. So in order to achieve goals we need to draw out a plan step by step as to how we are going to achieve it.

Think about the bus demonstration again...Imagine this time when you board the bus they tell you where you are supposed to go. But instead of doing something to make it happen, you just sit in your seat and have a snack. What will happen? Obviously the bus goes nowhere unless you actually do something to make it happen.

- **Slide #14 -Realistic** – Realistic, means "do-able." The goal you set should be practical and something you can attain. Ask if a goal of never again eating sweets, cakes, crisps and chocolate is realistic for someone who really enjoys these foods. Or a goal that you will study for 8 hours on a week day is possible. Why not? Set

realistic goals and build on existing and potential skills. Consider: What are my resources? Who will help me? Do I have the money? What skills do I have?

- **Slide #15 -Timely**–Set a timeframe for the goal for next week, in three months, by next year, etc.. Putting an end point on your goal gives you a **clear target** to work towards. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now. Give yourself enough time to achieve your goal but not so much time that you lose sight of your goal.
 - **Slide #16** - If you don't set goals you'll find that life just happens to you rather than you actually deciding what you want out of life then making what you really want happen.
5. Distribute Annexure 1 or hang it in a prominent place in the room so the children can refer to it. You will practice the SMART Goal Setting Strategy with the group using sample goals. Distribute Annexure 2 and ask the children to follow along using the worksheet as a guide.
 6. Ask the group for a sample goal for this exercise, or use the example below. Lead the group through the steps in SMART goal setting using Annexure 2. (Ignore the Values section on the worksheet for now; you will address that later.)

Example: Goal =“I will control my anger better.”

- Goal needs to be specific, measurable and realistic as it indicates on the worksheet in the yellow Goal box.
- Let's get **Specific**. How do you know when your anger is out of control? What is your behavior at that time? Perhaps you yell and speak rudely to others. So, the specific goal is to avoid yelling and speaking rudely to others.
- Now let's address **Measureable**. How often and when does this occur? Add that information to your goal: I will avoid yelling and speaking rudely to others every day at dinner.
- Is the goal **Realistic**? What skills/resources do you have to achieve this goal? Perhaps you have just finished the Life Skills Education session on dealing with anger and you have learned some new techniques, so you feel the goal is realistic.
- Now, moving on to the next box – the orange “Complete by” box. When do you plan to accomplish this goal? You will need time to practice other ways to control your anger, so perhaps it will take 3 weeks for you to accomplish your goal.
- Next, what steps will you take to achieve your goal? Fill in the green boxes with steps and completion dates. Example: I will work to take a deep breath every

time I feel myself getting angry, beginning today and reaching completion in 3 weeks (meaning that I will feel comfortable using that skill when I feel angry after 3 weeks of practice; not that I will stop doing it in 3 weeks.). I will also work to take a walk or run around the home every afternoon after school to get rid of some stress and feelings of anger. I will begin on Friday and reach completion in 3 weeks (again, meaning that I will feel comfortable using that skill to control my anger in 3 weeks; not that I will stop doing it in 3 weeks.).

7. Participants will be completing this worksheet on their own to set personal goals, so it is important they understand how to use the strategy. Reinforce learning through one of the following:

Option One: Go through another example or two. (Examples could include “I want to be nicer to my friends,” or “I would like to help out around the home more,” or “I would like to learn more English.”)

Option Two: Distribute Annexure 3 and ask the children to find the errors in the way the worksheet was completed. (You may want to break the children into small groups or pairs for this activity.) Make sure the entire group recognizes the errors.

8. Explain that it is important to review your goal worksheets regularly to remind yourself what you want to achieve and how to get there. Some people look at it every morning, some put it in a place where they will see it often throughout the day, and some find that once a week is enough. Decide what you prefer and put that plan into action. Review progress often. Adjust actions if necessary

Part 3: Overcoming Obstacles

Time:

45 Minutes

Objective:

Participants will discuss strategies to overcome challenges as they work toward their goals.

Materials:

- Annexure 4: Overcoming Obstacles Quotes
- Poster Paper
- Markers

Techniques:

- Discussion
- Art Activity

TRAINER INSTRUCTIONS:

1. Explain that setting goals is an important skill, but sticking to the goals despite potential obstacles is important. Challenges are common but they do not need to be roadblocks.
2. Tell the participants: As you are setting your goal, consider what problems might occur in achieving the goal and what solutions might be possible. Plan for these obstacles and what you will do to overcome them. Using our example goal of “Avoiding yelling and speaking rudely to others every day at dinner,” think about what challenges you might face. What if someone starts teasing you and calling you names? What if you didn’t sleep well last night and you’re really tired and crabby? Think about how you will overcome these challenges. Perhaps you will have to close your eyes and count to ten along with taking deep breaths.

3. Reassure the children that they will make mistakes along the way. No one is perfect. Mistakes are not something to be afraid of - they only give you a chance to try again. People need to make mistakes to learn. If mistakes are thought of as learning tools and not something to be ashamed of, there is no reason to fear them. Most important: Stay positive and don't give up. Focus on the accomplishments, not the challenges.
4. Lead a discussion around the following questions:
 - When was the last time you tried something but couldn't do it? How did that make you feel?
 - Is it better to set lower goals than to risk failure by setting higher ones?
 - Has there ever been a time when you turned a failure into a success? What did you learn from that?
 - What is the difference between failing and being a failure?
 - What are some good ways to deal with disappointments?
 - If you don't accomplish your goals does that make you a failure?
5. Divide participants into pairs or small groups, and give each group a quote card from Annexure 4. Invite them to discuss within their group what the quote means to them. Create a poster by writing the quote on the poster board and then decorating in whatever way they wish. When finished, invite the small groups to present their poster to the group and discuss what it means to them. (Limit time to 10 minutes to create and 10 minutes for group presentations.) Hang the posters in a prominent place so the children can see them often.

Part 4: Setting Personal Goals

Time:

1 Hour

Objective:

Participants will utilize the SMART Goal Setting strategy to set a personal goal.

Materials:

- Annexure 6 from Unit 2 (Self Awareness) identifying their most important values
- Music
- Annexure 5: Evaluation

Techniques:

- Visualization
- Individual Exercise

TRAINER INSTRUCTIONS:

1. Begin with reminding the children that in the last unit we discussed values – the things that are most important to you:
 - You identified your personal values and decided which values were most important to you.
 - We also discussed how living according to your values has a positive impact on your life. When you are aware of who you are, and what you value, and begin living according to your values, you will feel fulfilled, secure, and more confident in your decisions, and more positive about setting goals for the future.
2. Discuss the link between values and goals: “How do we choose goals to work toward? We choose goals according to our values...what is important for you to accomplish.”

3. Instruct the children to pull out the values worksheet from Unit 2 (Annexure 6) where they listed their top values.
4. Ask them to take a few moments to review the values that they listed as their most important.
5. With those values in mind, invite them to take part in the following visualization regarding their hopes, dreams, and goals. (Taken from Life Skills Education Toolkit, Family Health International, India Country Office)
- Inform the children that each one will be going on a journey into their life. If you can, play some soft music in the background. Ask the children to close their eyes and relax their hands, arms and feet. Your neck and shoulders are relaxed. There is no strain anywhere. Your eyes are closed and you are seeing yourself on the road of your life. On the road there are many people you know, your friends and your family. You come to a junction and realize that you are in the next year. Think. What do you look like? What are your clothes like? What are you doing? Who are your friends at that time? Who are you with? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Are you happy?"

"Now you are walking again on the road and now you are five to ten years older." Trainer: Repeat questions such as above and if appropriate add: "Are you married? What is your spouse like? Where do you live?"

"You are walking again on the road and now you are 10 to 15 years older and you have two children. What are they like? What are you doing? Are you and your family healthy? Have you changed in any way?"

Quietly soften your voice. After a minute or so ask the children to open their eyes and relax. Do not say anything for a minute or two. Ask if anyone would like to share their hopes and dreams, but do not force anyone. Do not comment on any life histories.

Then ask the children if it was easier to look at their life for the next year, or 5, 10 or 15 years later? What would they have to do now to realize their dreams? Were there any challenges they saw?

6. Tell the children that we are going to work on setting a personal goal in the rest of this session.
7. Instruct them to pull out Annexure 1 & 2, and the Values Worksheet (Annexure 6) from Unit 2. They will use these materials to set a goal for themselves.
8. Discuss the purpose of the blue space for "Value" on the Goal Setting worksheet:

- Since values determine goals, instruct the children to choose one of their top values that they identified on the Values Worksheet and perhaps appeared in their visualization.
 - Write that value in the blue space on the Goal Setting Worksheet.
 - Then lead them through the process of setting a goal related to that value, using the Goal Setting Worksheet. Remind them that the goals need to be specific, measurable, realistic and timely. Assist them with determining actions to achieve their goal; these actions also need to be specific, measurable, realistic and timely. Move around the room, assisting children as needed.
9. Tell the children they can continue to fine tune the worksheet throughout the week, and they can bring any questions to the follow up meeting.
 10. Encourage the children to work throughout the week to accomplish their short term actions to achieve their goal.
 11. Distribute Annexure 5 and invite the group to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
 12. Gather the completed evaluations and include the responses in your trainer report.

Part 5: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- Children's Completed Goal Setting Worksheets

Option Two:

- "Finding Nemo" Movie (available in Hindi, Tamil, Telugu, Bangla, Marathi)
- Annexure 5: Finding Nemo Discussion Questions

Option Three:

- Annexure 6: I Did It!

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Progress on Personal Goal – Encourage the children to continue to fine tune their goal setting worksheet throughout the week and to begin to make progress on their short term actions to achieve their goal. Invite participants to pair up with a buddy if they wish in order to encourage and support each other as they work toward their goal.

Suggested Trainer Follow Up Questions: Invite the children to share the goal worksheets they completed in the training session. (Ask for volunteers; do not require all to share as some goals may be quite personal.) Answer any questions and make sure that the children set goals and actions that were specific, measureable, realistic and timely. How did this first week go for everyone? Did you make progress on any of the action steps toward your goal? How does it feel to see the small successes? Does it make reaching your goal seem more possible? What challenges did you face? How did you overcome them? Did anyone think back on the posters with overcoming obstacle quotes throughout the week?

Social Worker: Observe progress the children have made in using SMART goal setting strategies and in achieving steps toward their goals. What were their successes and what challenges did they face in using their new skills? Write a brief summary in your monthly report.

Option Two: Finding Nemo – During the follow up session, watch the movie “Finding Nemo.” Ask the children to watch for the theme of setting goals and overcoming obstacles.

Suggested Trainer Follow Up Questions: Facilitate a discussion regarding what goals the characters set, what challenges they faced, and what obstacles they were able to overcome. Use the discussion questions on Annexure 5 to lead the discussion.

Option Three: Setting a Group Goal – In the follow up session use the SMART goal setting strategy to set a group goal. Examples include: read a certain number of books as a group by a certain time, or the entire group learns additional skills in English, or taking part in a group effort to improve the home in some way. Work together as a group to set the goal using the SMART strategy and come up with a creative way to track progress (e.g., create a poster with a place to add stars for every step accomplished on the way to the goal). Consider holding a small celebration when the goal is achieved.

Social Worker: Observe progress the children have made in using SMART goal setting strategies and in achieving steps toward their goals. What were their successes and what challenges did they face in using their new skills? Write a brief summary in your monthly report.

Option Four: I Did It! – Distribute Annexure 6 and ask the children to complete the worksheet by writing about a time when they succeeded at something because they made it

a goal and committed to it. (Trainer: This can be assigned for “homework” and brought back to the follow up session to discuss, or it could be completed during the follow up session.)

Suggested Trainer Follow Up: Invite participants to share their writings with the group, or break into small groups and ask participants to share within their group. (Ask them to tell the group about their writing, not to just read it aloud.) Goal is for participants to feel positive about their successes in goal setting.

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Unit Three Annexures

Goal Setting – Ages 9-18

ANNEXURE 1: SMART Goal Setting

ANNEXURE 2: Goal Setting Worksheet

ANNEXURE 3: Goal Setting Worksheet with Errors

ANNEXURE 4: Overcoming Obstacles Quotes

ANNEXURE 5: Evaluation

ANNEXURE 6: Finding Nemo Discussion Questions

ANNEXURE 7: I Did It!

POWER POINT: Goal Setting

Annexure 1: SMART Goal Setting

In order to be effective, goals must be

SMART

S

Specific – Who, What, Where?

M

Measurable – How much, how often, how many?

A

Action Oriented – What steps will I take to achieve my goal?

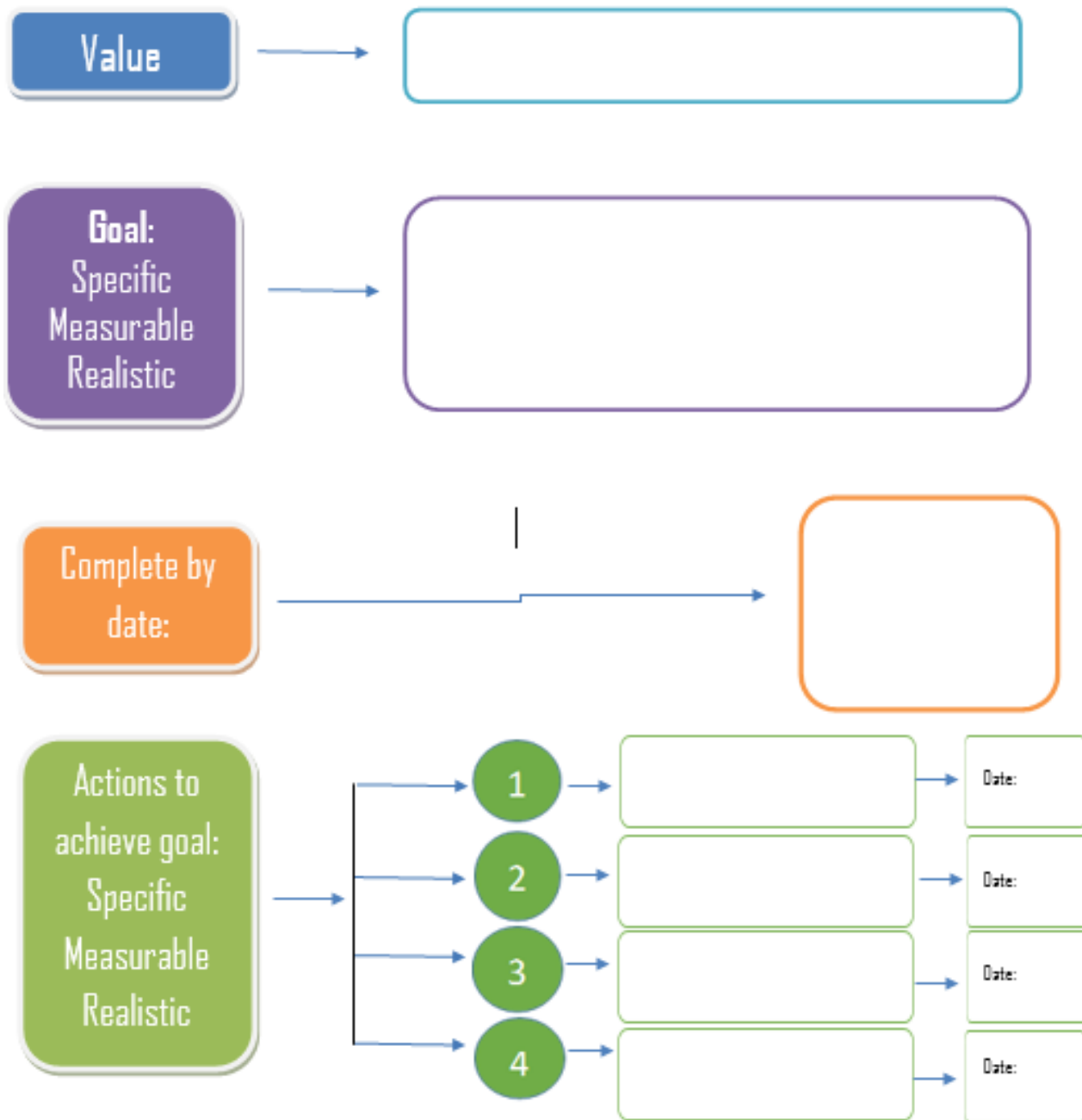
R

Realistic – Do I have the skills/resources needed?

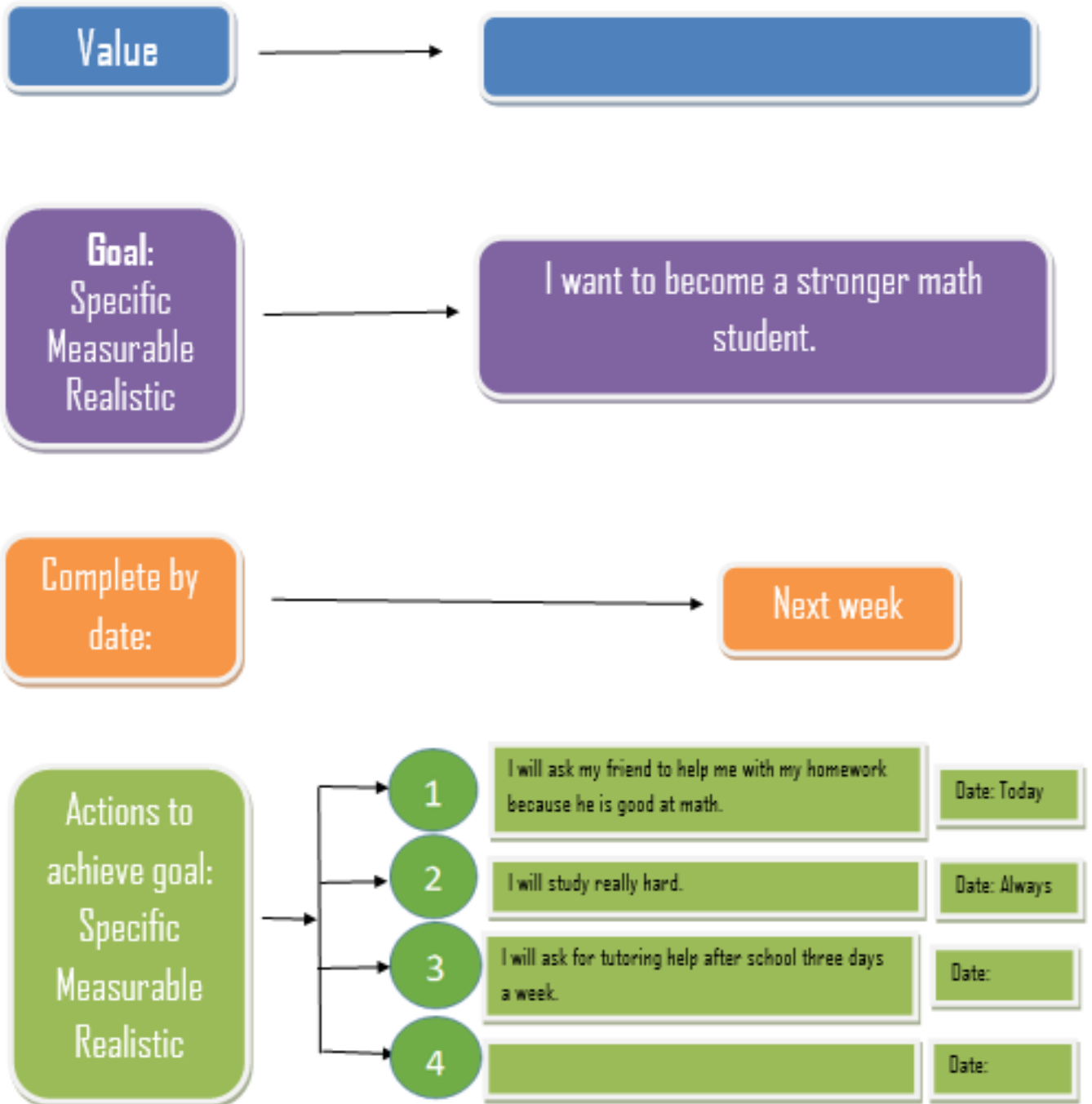
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Timely – when?

Annexure 2: Goal Setting Worksheet





Annexure 3: Goal Setting Worksheet with Errors



Annexure 4: Overcoming Obstacles Quotes

<p>Giving up on your goal because of a setback is like slashing your other three tires because you got one flat.</p>	<p>Obstacles are those things you see when you take your eyes off the goal.</p>
<p>You are stronger than you think.</p>	<p>Everything you want is on the other side of fear.</p>
<p>If it is important to you , you will find a way. If not,you will find an excuse.</p>	<p>When you feel like quitting, think about why you started.</p>
<p>It always seems impossible until it's done.</p>	<p>The first step towards getting somewhere is to decide that you are not going to stay where you are.</p>

Annexure 5: Evaluation

Unit 3 – Goal Setting	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
Goal Setting Strategies	1 2 3 4 5	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
Overcoming Obstacles	1 2 3 4 5	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
Setting Personal Goals	1 2 3 4 5	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
Overall Score		1 2 3 4 5	1 2 3 4 5

Annexure 6: Finding Nemo Discussion Questions for Trainer

1) Who are the main characters and what are their personality traits?

Nemo – adventurous, persistent, etc.

Marlin (father) – protective, serious, etc.

Dory – fun, genuine, etc.

Bruce –

Nigel –

Crush –

1) Which character are you most like?

2) What was Nemo's goal in the movie?

(e.g., wanted to find his way home)

3) What was Marlin's (the father) goal?

(e.g., to find Nemo)

4) What obstacles did each face?

5) What were they able to achieve?

6) What did you learn from the movie?

Lessons from movie include:

Overcome obstacles: Both Nemo and Marlin find themselves in impossible situations, but they forge bravely ahead because of their love for each other. Even when things seem dismal, like Marlin and Dory getting trapped inside a whale, they continue to push forward.

Use what you've got: All Marlin and Dory have to go on is a diving mask with an address on it: P. Sherman, 42 Wallaby Way, Sydney. But they use that info to find Nemo. Likewise, the aquarium gang works together to help Nemo escape and find his dad.

Never give up: Even when things are at their very worst – like the aquarium gang's failed escape plan and Dory getting stung by a jellyfish – these characters never give up. They "just keep swimming."

Go beyond your fears. The last thing nervous Marlin wants to do is travel the ocean, but he stares down that fear and sets out to save his son. Meanwhile, after the failed escape plan, Nemo gives it one last try, putting his life in danger.

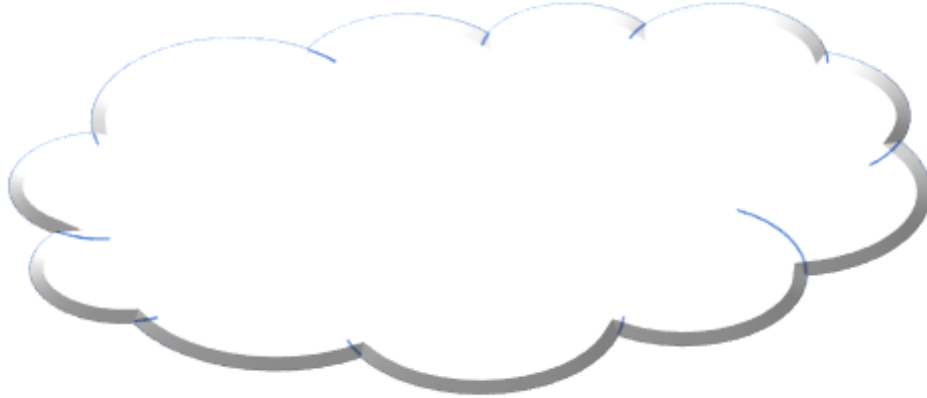
Make friends wherever you go. With the help of Dory, hipster sea turtle Crush, friendly pelican Nigel and many others, Marlin and Nemo find their way back to each other. And because of the ocean's social network, Marlin's story spreads rapidly across the miles and eventually reaches Nemo in Sydney. That gives Nemo the oomph he needs to escape.

Don't let your disabilities rule you. Nemo has an underdeveloped fin. Gill has a torn

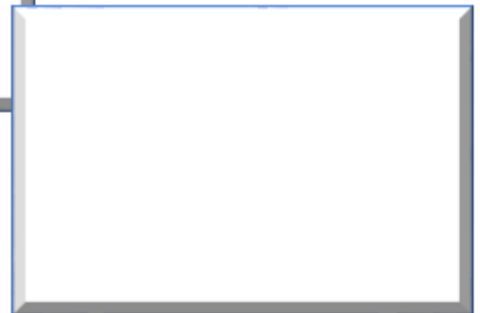
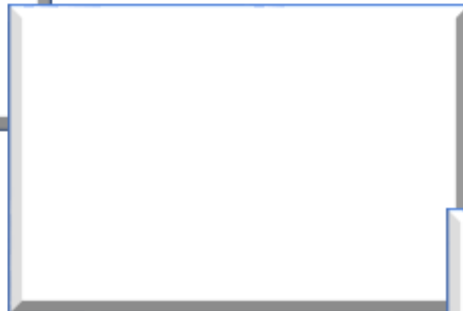
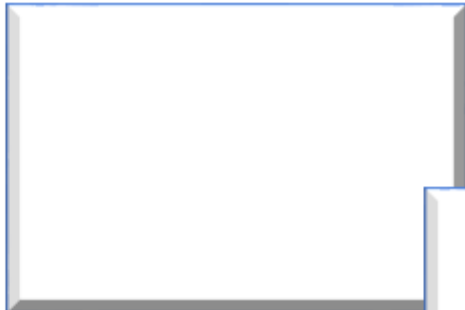
fin that never healed properly. Dory has memory issues. The sharks want to eat every fish they see. And Marlin is fearful of life, in general. All of these characters learn to live with their disabilities and make the best of them.

Annexure 7: I Did It!

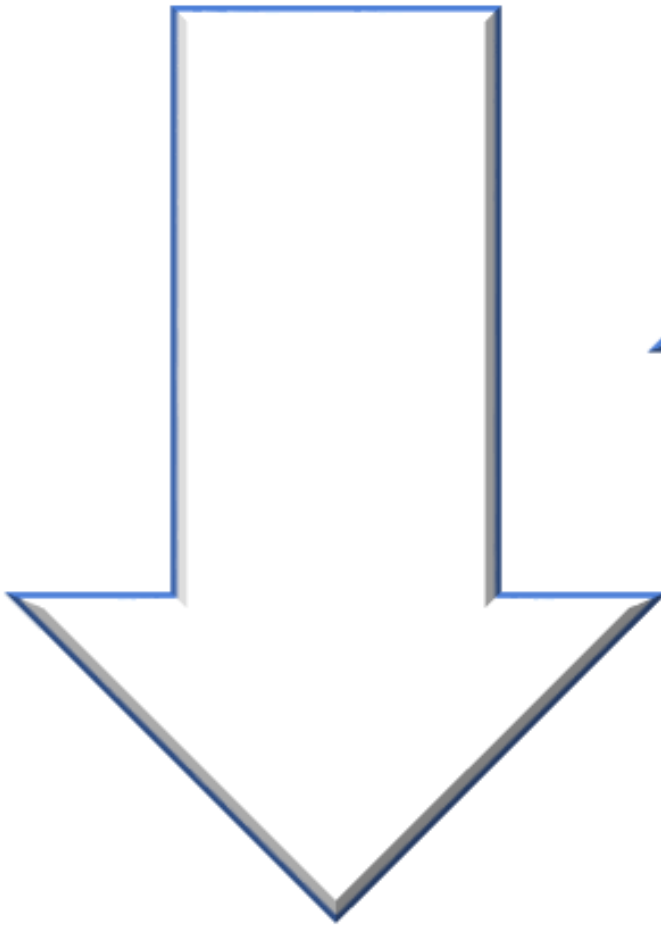
Write about a time when you succeeded at something because you made it a goal and committed to it.



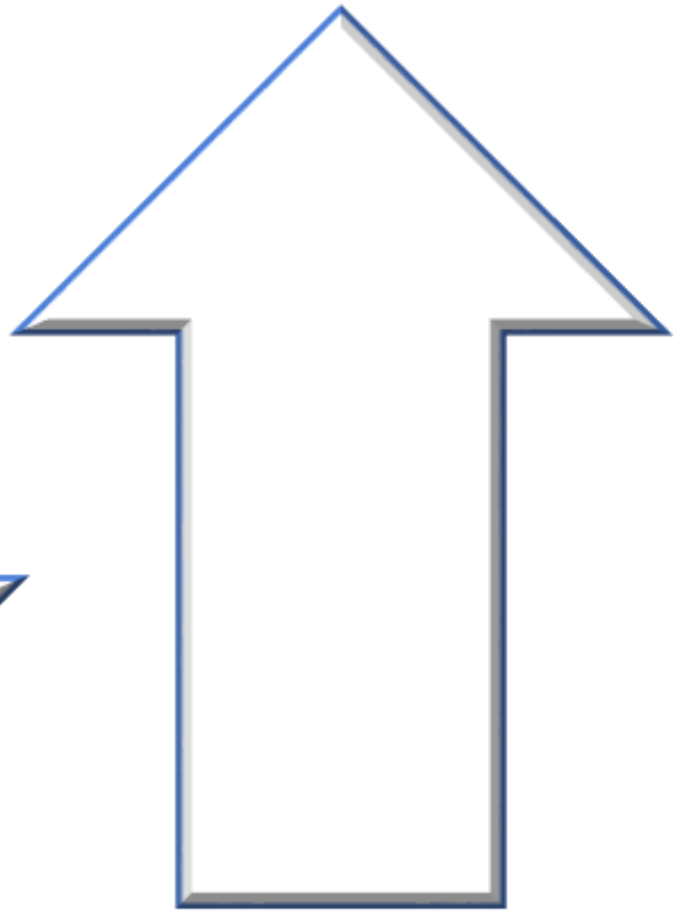
What was the goal?



**What steps did you take
to achieve the goal?**



What challenges did you face?



How did you overcome the challenges?

How did it make you feel to achieve the goal? What did you learn from it?

A large, solid blue rounded rectangular box with a dark blue border, occupying the bottom half of the page. It is intended for the user to write their responses to the questions above.