

SETTING GOALS

MATERIALS |

paper and writing utensils

OPTIONAL: create a Goal-Setting worksheet with guiding questions

OBJECTIVES | The objectives of this activity are for participants to set goals for themselves, to consider the concrete steps it will take to achieve their goals, and to begin considering what it means to be accountable to yourself.

FACILITATOR INSTRUCTIONS |

Introduce the concepts of goals and goal setting

- Ask participants to brainstorm: What are goals? Why is it important to have goal? Can anyone give an example of a goal they have had before and how they achieved that goal?
- Explain that in order to achieve things in life it is often (though not always) important to set goals and map out what it will take to achieve these goals. Sometimes there are things outside of our control that stop us from achieving our goals, but other times we struggle to achieve them because we have not taken the time to think about what we really want to accomplish or to consider what it will take to get there. Today we are going to set some goals for ourselves for the school year (or semester) and think about the steps it will take to achieve these goals. Goals can be personal goals, academic goals, community goals
- Facilitators should give an example of a goal they have had and how they achieved it. Make sure to give as many details as possible of the steps involved and the mistakes you made along the way. So for example, if your goal was to become a teacher the steps might include: studying and working hard in high school, hanging out with people who were going to hold you accountable, & applying for financial aid

Invite participants to set three goals for themselves:

1. A personal goal (something you want to do for yourself in terms of the person you want to be)
2. An academic goal (something related to how you do in school)
3. A community goal (something that will contribute to your school, neighborhood, or home community)

For each goal they should answer the following: What is your goal? Why did you choose this goal? What are the steps it will take for you to achieve this goal? Be as detailed as possible. If you do not know what it will take to achieve this goal, how could you go about finding out? What resources will you need to achieve this goal? How will you hold yourself accountable for achieving this goal? What will be the evidence that you have succeeded?

Students should then be paired with an “accountability partner.” They should share their goal and the steps to achieve this goal with their partner. The partner should ask probing questions like: Don’t you have to do this first before you can do that?

Partners make a commitment to check in which each other every week or month.

DEBRIEF QUESTIONS |

- How did it feel to do this activity?
- Share one of your goals.
- What can you do if you feel like you are getting off track from achieving your goals?



SUPPORTING MEDIA |

<https://www.michiganlearning.org/goals-and-aspirations/>

NOTES |

Consider how to help students who cannot write develop and track their questions.

EXTENSIONS: Read a book or play a song about setting goals.

Take the opportunity to discuss ways in which society is unfair and how that makes it harder for some of us to have and achieve goals than others.