



SETTING AND ACHIEVING GOALS >

Session plan

PERSONAL, SOCIAL DEVELOPMENT



Prince's Trust

START
SOMETHING

AT A GLANCE >

This session encourages young people to understand how to set goals and achieve them. They will consider important elements of goal setting, understand the concept of SMART goals, and create an action plan to achieve their objectives.



MATERIALS

- ✓ Setting and achieving goals worksheet
- ✓ Crib sheets
- ✓ Materials for icebreaker (page 3)



QUALIFICATION OPPORTUNITIES

- ✓ Personal Development - LOs: Plan own personal development; Review own personal development; Plan for future development

LEARNING OUTCOMES >

- ✓ State important elements of successful goal setting
- ✓ Define SMART goals and explain their importance
- ✓ List some common benefits of goal setting
- ✓ Begin working on an action plan related to their goal(s)

ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Icebreaker: Goal in a mug</u>	20 minutes	<u>03</u>
<u>Celebrity goal setting</u>	30 minutes	<u>05</u>
<u>SMART review and discussion</u>	30-45 minutes	<u>07</u>
<u>Goal setting and action planning</u>	15-30 minutes	<u>09</u>
<u>Wrap up</u>	5-10 minutes	<u>10</u>
<u>Review and future targets</u>	20-25 minutes	<u>11</u>



ICEBREAKER: GOAL IN A MUG >

This activity will help learners understand the concept of setting goals and how to work towards them.



TIME REQUIRED

20 minutes



MATERIALS

- ✓ A piece of kitchen towel and a mug for each learner
- ✓ Paper and pen to record scores
- ✓ A marker e.g. a pen or spoon
- ✓ A timer

ACTIVITY STEPS >

1. Explain that you are going to show learners a fun and easy game, which they will then play themselves.
2. Crumple up a piece of kitchen towel and set a mug on a table at a distance of twice the length of your forearm away from the 'start' point, which is at the edge of the table. Put a marker e.g. a pen or spoon, at that 'start' point. Scrunch the kitchen towel up to form a rough ball shape.
3. Ask learners to set up the game as you demonstrated in step 2 and then explain what they are going to do:

ROUND ONE:

- ✓ Give each young person one minute to see how many times they can flick the crumpled up piece of kitchen towel into their mug at the given distance. After the time is up, ask them to write down their score.

ROUND TWO:

- ✓ This time, ask them to write down a target goal which should be higher than their last score. Give each learner another minute to see if they can reach their goal.
- ✓ Have a quick feedback session asking how many reached their goal, how many were below and how many exceeded their goal. If they had time to practise, could they reach their goal or increase it?

ROUND THREE (PRACTICE ROUND):

- ✓ Give everyone some time to practise without the activity being timed (2–5 minutes)

ROUND FOUR:

- ✓ Again, ask them to set a goal of how many times they can flick the kitchen towel into the mug and give them another minute to try to achieve their goal.
- ✓ Ask how they got on – did they do better after more practice? How did practising help? E.g. being able to repeat a task, fine-tune their technique, compare their techniques to others and learn from them.



OTHER POSSIBLE ACTIVITIES:

The same premise could be used for many activities, e.g. throwing a ball of paper into a bin, using a skipping rope, kicking a football on the spot, etc. It is up to you which one to use or you could make one up of your own. It is important to consider learners' location too: if teaching remotely to those who are at home, the items need to be easily available.

4. Following on from the activity, ask the group what they think the term “goal setting” means. Ensure that everyone understands that goal setting relates to identifying something specific that they want to accomplish and help them improve the outcome.
5. Encourage each person to share a past experience of setting and achieving a goal. What helped them to succeed? What got in the way, if anything? To help discussion, you may want to share a few examples from your own experience first. Make sure that the examples are varied so that young people can relate to them, some can be small or more ambitious, they can be personal goals, sporting goals or future aspirations.



CELEBRITY GOAL SETTING >

Use this activity to help learners understand important elements of successful goal setting.



TIME REQUIRED

30 minutes



WORKSHEET

- ✓ Activity 1: Celebrity goal setting, either printed for groups of 3-4 learners or made available to students on-line
- ✓ Crib sheets (Celebrity phrases) for the session leader

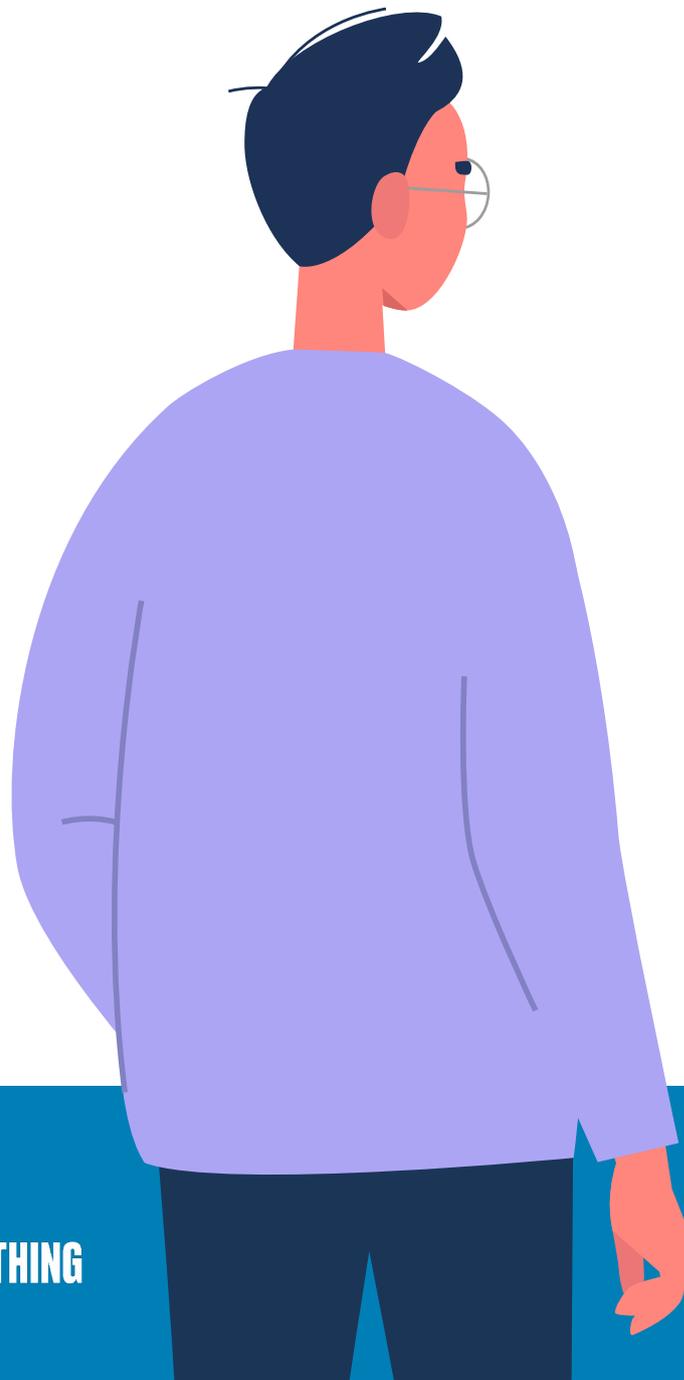
ACTIVITY STEPS >

1. In advance of the session, print the worksheet (Activity 1: Celebrity goal setting) for groups of three or four if delivering in person. If working remotely, provide online to each learner as a document and organise the learners into small groups.
2. Provide each group with a different celebrity phrases sheet. You could use the template to create more, or select celebrities more relevant to your group.
3. Make sure that you have the crib sheets so that you have the answers for the activity.
4. Ask learners to work in their groups and use the instructions on the Celebrity goal setting worksheet as follows:

- A. Look at the diagram with its five headings
- B. Read the phrases on the page relating to this celebrity and decide which phrase relates to the celebrity's Goals, Motivation, Planning, Barriers or Outcome.
- C. Label the phrases with the letters G (Goal), M (Motivation), P (Planning), B (Barriers) or O (Outcome)



5. Go through the answers using the crib sheet. Learners should be able to recognise the statements that relate to the individual headings. By completing the exercise they will build a picture of a successful goal setting journey, including obstacles that the celebrity had to overcome along the way.
6. Once the groups have completed the exercise, select a few of the questions below (relating to the headings) and have a brief discussion to confirm their answers were correct:
 - For the celebrity goal, was it a small, simple goal or something big and ambitious? Short term or long term? Easy or difficult to achieve?
 - What was the motivation behind the celebrity goal? Discuss the importance of motivation as a precursor to goal setting.
 - Discuss the planning required. What things did they need to do in order to work towards their goal? Were those things easy or difficult?
 - Talk about how they overcame barriers or difficult times. Ask learners how they think the celebrity persevered through those barriers. Would it have been easy to give up?
 - What was the outcome for the celebrity? Did they achieve their goal? How do you think they felt?



SMART GOALS REVIEW AND DISCUSSION

This activity follows on from the Celebrity Goal Setting Activity and will help learners understand SMART goals and explain their importance.



TIME REQUIRED

30-45 minutes



WORKSHEET

- ✓ Activity 2:
SMART Goals

ACTIVITY STEPS

1. Explain that in the case of setting and achieving goals we can use the acronym SMART (Specific, Measurable, Achievable, Relevant, Time-bound), to help us set effective goals.

There are some good videos online to help demonstrate what a SMART goal looks like. If you think a visual aid would help some of your learners, have a look at some of these videos:

- ✓ [SMART goals](#)
- ✓ [Achieve More by Setting Smart Goals](#)

Provide the worksheet (Activity 2: SMART Goals) for each learner for discussion as a group. Go through the vague and SMART examples listed in the table below with learners to check that they understand the difference between these. Ask the young people to write down in the right hand column why the vague goals are not SMART. Give them a few minutes before you reveal the answers in the right column below.

VAGUE GOALS	NOT SMART BECAUSE
I will win the lottery to pay for expensive designer trainers	You have no control over this. It is unrealistic.
I will go to school	This is not clear enough. There is no end date.
I will get fit	There is no indication on how this will happen, when it will happen or even why.
I will be a celebrity next year	This is unrealistic for the time frame and is unlikely to be achieved.
I will be nice	Not specific and no end dates. Consider: who, what, where and why? How is this achievable? How will you know when this is achieved?
I will work harder	
I will be the best version of me	



2. Review some of the celebrity goals from the previous activity with the groups:
 - Was the celebrity goal specific? How was the goal clear and focused?
 - Was it measurable? How would they know when the goal had been reached?
 - Was the goal achievable for them? Did they have a good chance of achieving the goal?
 - Was the goal relevant? Did it relate to what motivated them or what they were interested in?
 - Was the goal time-bound? Did it specify a time-frame, a deadline or steps along the way? Ask the learners what the outcome might have been if the goal was not SMART.
3. Ask each group to share their ideas about benefits their celebrity might have gained through setting and achieving their goal.

EXAMPLES OF BENEFITS YOU COULD INCLUDE:

- ✓ Gaining or improving a new skill
- ✓ Feeling proud and happy
- ✓ Gaining recognition from others
- ✓ Improving their health
- ✓ Inspiring others to set and achieve a goal
- ✓ Improving their confidence
- ✓ Developing their career
- ✓ Gaining financial reward
- ✓ Learning how to manage their time
- ✓ Meeting new people

4. Ask learners to continue the discussion in their small groups of three or four, listing on their worksheet (Activity 2: SMART Goals) any specific benefits that they might gain by setting and achieving goals.



GOAL SETTING AND ACTION PLANNING >

Use this activity to get learners to start working on an action plan related to their goals.



TIME REQUIRED

15-30 minutes



WORKSHEET

- ✓ Activity 3: Personal development plan

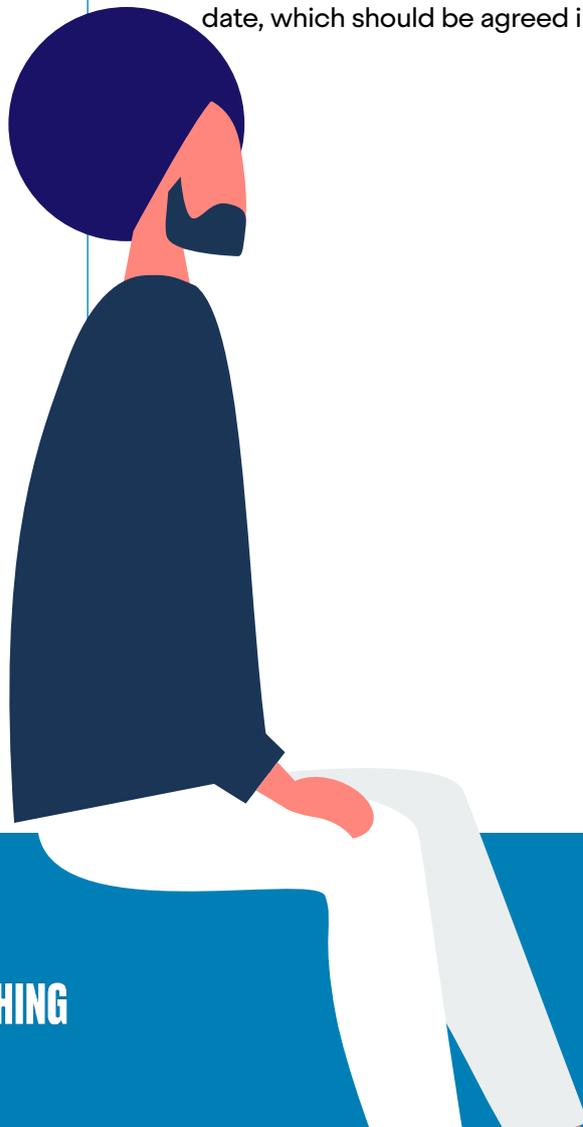


QUALIFICATION OPPORTUNITIES

- ✓ Set targets for personal development
- ✓ Explain your choice of targets
- ✓ State how you could meet this target
- ✓ Produce a personal development plan

ACTIVITY STEPS >

1. Explain that an action plan sets out steps to be taken to achieve a goal. Ask what the benefits might be of setting steps out in detail. Explain that the plan can help them to progress towards achieving a goal or ambition, and puts them in control, helping them to think through logically what needs to happen within a timescale. It involves setting SMART goals and makes it easy to review progress. Some plans need to involve other people, so encourage learners not to be afraid to ask for help.
2. Refer learners to the worksheet (Activity 3: Personal development plan) and ask them to write down one or more of their goals. Their goals/targets should be focused on personal development, e.g. building confidence in a particular area or developing a skill. Then they need to complete the steps to create an action/personal development plan, which they may need help with. This plan can be reviewed by the young person and Achieve Adviser at a future date, which should be agreed in this session.



WRAP UP



TIME REQUIRED

5-10 minutes

- ✓ Remind learners that the outcomes for the session were to be able to:
 - State important elements of successful goal setting
 - Define SMART goals and explain their importance
 - List some common benefits of goal setting
 - Begin working on an action plan related to their goal(s)
- ✓ Ask what has been learned as part of this session.
- ✓ Ask learners if they feel that they understand the value of goal setting.
- ✓ Ask learners if they can identify SMART goals and if they see their relevance in life and future plans.
- ✓ Ask learners if they can work towards achieving their action plan.



REVIEW AND FUTURE TARGETS >

You should complete this activity with your learners when it is time to review the targets they set in the goal setting session. This could be weeks or months later, depending on the review dates that were set.



TIME REQUIRED

20-25 minutes



WORKSHEET

- ✓ Activity 4: Review and future targets



QUALIFICATION OPPORTUNITIES

- ✓ What you have achieved whilst working on your personal development plan
- ✓ Obtain feedback on your progress
- ✓ Give examples of future targets for personal development
- ✓ Explain how personal development can build resilience

ACTIVITY STEPS >

1. Once it is time for your learners to review whether they have met their targets by the deadline set, encourage discussion about whether they met their target or not. You could also discuss:
 - What helped them meet their target?
 - Did they learn anything whilst working towards their target?
 - Did they achieve anything else whilst pursuing their target?
2. Hand out Activity 4 of the worksheet. Get the learners to complete the first box by reflecting on what they achieved while working on their target. Circulate around the room and support learners where needed.
3. The second box requires someone else to give feedback about the learner's progress. If you are in a position to do so, you could complete this. If not, ask learners to take the sheet with them and get a trusted adult who has seen them work towards their target to fill it out.
4. Facilitate a group discussion about how they found working towards a target - were they more focused or motivated than they would have otherwise been? Do they think it is worthwhile to always have a goal/target in mind? Why/why not?
5. Remind the learners that having a goal/target can help people be more determined and productive. Encourage them to think of another target they would like to achieve in the future for their personal development. This could be about their confidence, achievements or attitude. Ask them to complete the third box with these future targets.

OPTIONAL EXTENSION

If your learners are working towards Level 2 or SCQF Level 5 of the PDE qualification, have a discussion about how personal development can build resilience. You might discuss how if you work on developing things about yourself, like your confidence, then it can make you stronger and more ready to take on, or cope with, difficult tasks or situations. Encourage them to reflect on this in the final box of the worksheet.

