



How Will You Grow?

Setting Goals with OSY

INSTRUCTORS GUIDE



Goal Setting: Table of Contents

ACTIVITY INDEX.....	IV
GOAL SETTING WITH OSY.....	5
WHY GOAL SETTING?	5
THE IMPORTANCE OF THE BIG PICTURE.....	6
WHAT IS A VISION?	6
WHAT IS A GOAL?.....	7
CREATING GOALS AND VISIONS	8
HOW THESE MATERIALS ARE DESIGNED.....	9
INSTRUCTORS GUIDE.....	9
STUDENT BOOK.....	10
GOAL SETTING: ONE ON ONE	12
ACTIVITY 1: DISCOVERING OUR VISION.....	13
<i>Ice Breaker Questions (Warm Up)</i>	13
<i>My Dream Is... (Main Activity)</i>	13
<i>Tell Me Your Dream (Wrap Up)</i>	13
ACTIVITY 2: DOCUMENTING YOUR VISION.....	14
<i>Object Game (Warm Up)</i>	14
<i>Creating Your Vision (Main Activity)</i>	14
<i>Show Me Your Vision (Wrap Up)</i>	16
ACTIVITY 3: SETTING LONG- AND SHORT-TERM GOALS	17
<i>“Penny For Your Thoughts?” (Warm Up)</i>	17
<i>Measuring Out Your Dream (Main Activity)</i>	18
<i>Share Your Goal (Wrap Up)</i>	18
ACTIVITY 4: MAPPING OUT THE WAY.....	19
<i>Crumpled Paper (Warm Up)</i>	19
<i>Two Steps, Forward One Step Back (Main Activity)</i>	19
<i>What Is In My Control? (Wrap Up)</i>	20
ACTIVITY 5: PLANNING STEP-BY-STEP	21
<i>Day of Reflection (Warm Up)</i>	21
<i>What You Know Now (Main Activity)</i>	22
<i>Making A Plan (Wrap Up)</i>	22
ACTIVITY 6: PLANNING STEP-BY-STEP	23
<i>Origami Bird (Warm Up)</i>	23
<i>How Will You Plan? (Main Activity)</i>	23
<i>Taking the Next Step (Wrap Up)</i>	24
GOAL SETTING: GROUP	25
ACTIVITY 1: DISCOVERING OUR VISION.....	26
<i>Ice Breaker Questions (Warm Up)</i>	26
<i>My Dream Is... (Main Activity)</i>	26
<i>Tell Me Your Dream (Wrap Up)</i>	27
ACTIVITY 2: DOCUMENTING OUR VISION.....	28
<i>Object Game (Warm Up)</i>	28
<i>Creating Your Vision (Main Activity)</i>	29
<i>Show Me Your Vision (Wrap Up)</i>	30
ACTIVITY 3: SETTING LONG- AND SHORT-TERM GOALS	32
<i>“Penny For Your Thoughts?” (Warm Up)</i>	32
<i>Measuring Out Your Dream (Main Activity)</i>	33
<i>Share Your Goal (Wrap Up)</i>	34
ACTIVITY 4: MAPPING OUT THE WAY.....	35
<i>Crumpled Paper (Warm Up)</i>	35
<i>Two Steps, Forward One Step Back (Main Activity)</i>	35
<i>What Is In My Control? (Wrap Up)</i>	36
ACTIVITY 5: PLANNING STEP-BY-STEP	37

Goal Setting: Table of Contents

<i>Day of Reflection (Warm Up)</i>	37
<i>What You Know Now (Main Activity)</i>	38
<i>Making A Plan (Wrap Up)</i>	38
ACTIVITY 6: PLANNING STEP-BY-STEP	39
<i>Origami Bird (Warm Up)</i>	39
<i>How Will You Plan (Main Activity)</i>	40
<i>Taking the Next Step (Wrap Up)</i>	40
GOAL SETTING: VIRTUAL	41
MESSAGE TO INSTRUCTORS.....	42
ACTIVITY 1: DISCOVERING OUR VISION.....	43
<i>Ice Breaker Questions (Warm Up)</i>	43
<i>My Dream Is... (Main Activity)</i>	43
<i>Tell Me Your Dream (Wrap Up)</i>	43
ACTIVITY 2: DOCUMENTING OUR VISION.....	44
<i>Object Game (Warm Up)</i>	44
<i>Creating Your Vision (Main Activity)</i>	44
<i>Show Me Your Vision (Wrap Up)</i>	46
ACTIVITY 3: SETTING LONG- AND SHORT-TERM GOALS	47
<i>“Penny For Your Thoughts?” (Warm Up)</i>	47
<i>Measuring Out Your Dream (Main Activity)</i>	48
<i>Share Your Goal (Wrap Up)</i>	48
ACTIVITY 4: MAPPING OUT THE WAY.....	49
<i>Crumbled Paper (Warm Up)</i>	49
<i>Two Steps Forward, One Step Back (Main Activity)</i>	49
<i>What Is In My Control (Wrap Up)</i>	50
ACTIVITY 5: PLANNING STEP-BY-STEP	51
<i>Day of Reflection (Warm Up)</i>	51
<i>What You Know Now (Main Activity)</i>	52
<i>Making a Plan (Wrap Up)</i>	52
ACTIVITY 6: PLANNING STEP-BY-STEP	53
<i>Origami Bird (Warm Up)</i>	53
<i>How Will You Plan? (Main Activity)</i>	54
<i>Taking the Next Step (Wrap Up)</i>	55
APPENDICES	56
ICE BREAKER QUESTIONS	57
ICE BREAKER QUESTIONS IN SPANISH	59
DREAM BIG SAMPLE PAGES.....	61
OBJECT GAME SHEETS (ACTIVITY 2).....	64
INSTRUCTIONS LIFE BOOK	67
EXAMPLE: DREAM BOARD.....	68
EXAMPLE: VISION BOARD	69
EXAMPLE: WORD CLOUD.....	70
EXAMPLE: ACROSTIC POEM	71
EXAMPLE: LYRICS/SONG	72
“PENNY FOR YOUR THOUGHTS” WARM UP QUESTIONS IN SPANISH	76
GOAL CARD: SAVING MONEY	77
GOAL CARD: BUYING A CAR	78
GOAL CARD: GRADUATING.....	79
GOAL CARD: BECOMING A SOCCER PRO	80
PATHWAYS: BOARD FOR GAME	81
PATHWAYS: CARDS FOR GAME	82
SHORT READING PASSAGE (ACTIVITY 5) – BENJAMIN FRANKLIN	84
SHORT READING PASSAGE (ACTIVITY 5) – MICHAEL JORDAN	85
MAKING A PLAN	86
ORIGAMI BIRD INSTRUCTION SHEETS	87
EXAMPLE TO DO LIST	93

Goal Setting: Table of Contents

EXAMPLE STICKER CHART 94

EXAMPLE TANGRAM 95

EXAMPLE OSY STUDENT LEARNING PLAN 96

FRAMING ANY ACTIVITY WITH GOAL SETTING 97

GOAL SETTING RUBRIC 98

GROWTH MINDSET – SHARING THE CONCEPT 99

GROWTH MINDSET QUIZ 100

GROWTH MINDSET QUIZ RESULTS 101

Goal Setting: Table of Contents

ACTIVITY INDEX

Activity Name	Description	Page Number
Ice Breaker Questions (Warm Up)	10-20 questions to get to know students. Use provided questions or come up with your own.	<ul style="list-style-type: none"> • One-on-One.....13 • Group.....26 • Virtual.....43
My Dream Is... (Main Activity)	One page handout where student writes out their dream.	<ul style="list-style-type: none"> • One-on-One.....13 • Group.....26 • Virtual.....43
Tell Me Your Dream (Wrap Up)	Gives students a chance to share their dream.	<ul style="list-style-type: none"> • One-on-One.....13 • Group.....27 • Virtual.....43
Object Game (Warm Up)	Sometimes known as the memory game or concentration. Warm-up activity with varying degrees of note-taking to improve memory	<ul style="list-style-type: none"> • One-on-One.....14 • Group.....28 • Virtual.....44
Creating Your Vision (Main Activity)	A variety of examples on how to document your vision. Could be a picture or word collage, vision board, word cloud, acrostic, song lyrics, etc.	<ul style="list-style-type: none"> • One-on-One.....14 • Group.....29 • Virtual.....44
Show Me Your Vision (Wrap Up)	Gives student a chance to share their vision.	<ul style="list-style-type: none"> • One-on-One.....16 • Group.....30 • Virtual.....46
“Penny For Your Thoughts” (Warm Up)	Use 9 pennies or small objects to assess how much familiarity student already has with goal setting.	<ul style="list-style-type: none"> • One-on-One.....17 • Group.....32 • Virtual.....47
Measuring Out Your Dreams (Main Activity)	Help the student identify short, medium, and long term goals.	<ul style="list-style-type: none"> • One-on-One.....18 • Group.....33 • Virtual.....48
Share Your Goal (Wrap Up)	Gives students a chance to share their Goal.	<ul style="list-style-type: none"> • One-on-One.....18 • Group.....34 • Virtual.....48
Crumpled Paper (Warm Up)	Demonstrates how we learn from our mistakes and encourages student to believe they can persevere.	<ul style="list-style-type: none"> • One-on-One.....19 • Group.....35 • Virtual.....49
Two Steps Forward, One Step Back (Main Activity)	Worksheet and game about identifying what are potential “setbacks” and “helpers”.	<ul style="list-style-type: none"> • One-on-One.....19 • Group.....35 • Virtual.....49
What Is In My Control? (Wrap Up)	Worksheet to help divide what is (and is not) in the student’s control.	<ul style="list-style-type: none"> • One-on-One.....20 • Group.....36 • Virtual.....50
Day of Reflection (Warm Up)	Readings activity to encourage student to reflect on failure and long term planning for success.	<ul style="list-style-type: none"> • One-on-One.....21 • Group.....37 • Virtual.....51
What You Know Now (Main Activity)	Activity to encourage student on progress achieved so far and to show how success starts and continues.	<ul style="list-style-type: none"> • One-on-One.....22 • Group.....38 • Virtual.....52
Making a Plan (Wrap Up)	Has student write their long term goal and uses 9 questions to help them work through the steps in their action plan.	<ul style="list-style-type: none"> • One-on-One.....22 • Group.....38 • Virtual.....52
Origami Bird (Warm Up)	Demonstrates the importance of an action plan by having student make an origami bird using instructions with varying degrees of detail.	<ul style="list-style-type: none"> • One-on-One.....23 • Group.....39 • Virtual.....53
How Will You Plan? (Main Activity)	Examples of different ways to organize an action plan that the student can choose from.	<ul style="list-style-type: none"> • One-on-One.....23 • Group.....40 • Virtual.....54
Taking The Next Step (Wrap Up)	Reflection on next steps in student’s plan and arranging follow up meeting.	<ul style="list-style-type: none"> • One-on-One.....24 • Group.....40 • Virtual.....55

GOAL SETTING WITH OSY

Congratulations, and thank you for choosing to work with out-of-school youth (OSY) to develop the vital skill of goal setting. Many young adults have dreams that can seem impossible to accomplish (at first!) which means they may feel discouraged and sometimes too scared to even begin. This *Instructors Guide* has been created for people working with migrant students to offer help with the process of setting and working towards a goal. Whether a simple or complex goal, the very act of setting it and pursuing it through the activities in this guide will help students build persistence and confidence – important traits they will carry with them throughout their lives.

WHY GOAL SETTING?

Everyone has goals in their lives, whether they label them as such or not. Sometimes a goal is simply to be able to provide for yourself - having a bed to sleep in and food to eat that day. Those are simple, immediate, and necessary goals for survival. They are tangible and usually obtainable. Other goals can be large and complex - wanting peace in the world. That goal, while noble to have, is so complex that it is likely unattainable. Through the activities in this book, you will work with your students to guide them through the process of what it takes to set goals, work towards those goals, and celebrate their achievements when they make progress.

The range of goals can and most likely will be different depending upon the person who is setting them, but these included activities are designed to support and foster that diversity. A student may choose to set a goal that has nothing to do with formal education, like how to ask their boss for a raise, and that is both acceptable and appropriate. Regardless of the actual goal set by the student, they will develop the skillsets to define and set a goal, move towards that goal, and achieve it. That ability is something that they will never lose. So let's get started!



THE IMPORTANCE OF THE BIG PICTURE

One of the most important factors in setting a goal is the big picture, a vision or end game of why you are setting it. People can set goals and go about the activities of accomplishing them without having a greater reason or purpose for doing so. This can actually be demotivating if they meet a goal and then just keep moving on to meet the next goal without defining a higher purpose for the endeavor. The whole process may begin to feel empty and without value. If there is no vision or bigger purpose for accomplishing a goal, it also makes it harder to tackle the obstacles that one may encounter along the way. Therefore, it is very important for students to understand the distinction between setting goals and developing vision, while accepting the importance of both. First let's make sure we ourselves understand the difference between a goal and vision.

WHAT IS A VISION?

A vision is the powerful reason at the core of why you want to do something; it is the passion that keeps you excited and motivated and inspired. Vision is the bigger reason for why you are doing a particular thing. Working towards accomplishing a goal requires effort, dedication, and commitment. Having a vision gives all of that work meaning.

A vision may be very specific, like becoming a teacher or learning English. A vision can also be broader, like falling in love and having a partner in life. Regardless of what the vision is, it should be clear and defined as much as possible because it is the driving force to accomplishing one's goals.

It is important to remember that a vision embodies an individual's values and point of view and always should be respected. It must also be recognized that a vision can and often will change over time. The point of having a vision is to know exactly what you are working towards and why you will be more resilient and potentially happier once you have achieved it.

Another important note about vision is that some will call it a "long-term goal" while others may call it a "dream". You may pick whatever word you believe will make sense to your audience. Think about what these words mean to you and pick the one that, in your opinion, has the clearest definition in your particular instructional situation.

Examples of Vision:

1. Live a healthy, well-balanced life
2. Provide a happy, loving home for your family in a safe community
3. Have the tools needed for today's tech-savvy world
4. Have the freedom and the comfort to access resources and locales in your community

WHAT IS A GOAL?

A goal is a specific target that you can reach and use to achieve something you want to do. A goal includes the strategies and activities you use to move toward your vision. Research has shown that setting goals is an important part of motivating students at all stages of development. Working towards a goal increases both participation and success. Research has also shown that you should set and achieve goals that promote and are in line with your vision. That is why, if you do not have a vision, goals alone can be defeating or disappointing and end up becoming negative.

Examples of Goals (that align with the above-listed visions):

1. Lose 20 pounds
2. Save money to buy a house/car
3. Buy a better cell phone
4. Learn English



CREATING GOALS AND VISIONS

Creating a vision may seem awkward or difficult, especially when the majority of migrant students may not have had the time or space to really think about their big picture. However, they need to learn that having a long-term vision is a vital part of being successful in accomplishing life goals. OSY are rarely asked about their dreams and most have not considered thinking about setting goals beyond basic needs for survival and supporting their families.

The typical OSY has a physically demanding job, may have numerous family responsibilities, is not very financially stable, and may not see an immediate reason to focus on their own education. OSY often have support needs that can distract from prioritizing their education. Educational experience, life events, and age vary widely among the OSY population. For this reason it is important to get to know each student and give them a chance to get to know each other and you. By taking the time to do so, the student will have an easier time developing and talking about their vision and developing their goals, and you will have a better understanding of how best to support and serve them. It is also important to be honest and realistic with a student about the amount of time and dedication it may take to accomplish a goal. It takes a combination of enthusiasm, positivity, perseverance, and being realistic that leads to success.

Lastly, remember that goal setting is a process. There are several different activities in this book, and you may find that some or all of your OSY may need to revisit some of the activities. That is 100 percent okay. Instructors in the field have found that OSY may set their vision/long term goal as returning to their home country, buying land, and starting a farm. Later, as the student gets into the goal-setting process and builds up more rapport with the instructor, they may start to really think about why they have set their bigger goal, and find there is no real connection to their original idea. Perhaps they might realize that they set the goal of buying land and starting a farm because that is all they believed they were 'allowed' to do, or because that is what they thought the instructor wanted to hear. You may need to go back and revisit some of the prior activities to help the student set a 'true to their heart' vision. This can actually be a very solid learning moment, as revision and revisiting a long-term goal/vision is key to successfully realizing one's vision in the end.

HOW THESE MATERIALS ARE DESIGNED

INSTRUCTORS GUIDE

Format: Each activity is designed for individual, group, and virtual class sessions. The Instructors Guide is formatted in sections to make teaching in these three types of environments easy to implement.

Sequence: There are six main activities, each with an icebreaker and a wrap-up activity. They are designed to build on each other. However, it may not be necessary (or possible) to complete each activity with every student who is setting goals and developing a learning plan. In order to respect the student's limited time and yours as an instructor, we highly encourage you to review each activity fully and determine which of these activities are most appropriate to your program, your context, and your student(s). Allow your instruction method to become flexible and creative to ensure a high-quality instruction session in a limited time frame, class setting, and/or environment. Nevertheless, keep the student an active part of the process. Set a regular schedule for reviewing learning plan progress, and the goal itself. Ask them, and help them to ask themselves: Is this still what you want? Why? Use a goal-setting frame (see page 97) and/or one of the warmups with *any* activity to keep focus on a particular goal or the goal-setting process in general, and relate activities explicitly to the learning plan process and ultimate goal achievement.

Materials: You will find a list of the items needed for each activity. Each student will have their own book, therefore there is no need to make copies of handouts. You will only prepare materials that are needed for activities. For a virtual setting, the Student Book and other materials will need to be emailed/sent to the student prior to the session.

Icebreaker: Each activity starts with an icebreaker. The majority of the icebreakers are grounded on the principles of *Growth Mindset*, based on the research of Dr. Carol Dweck. Dr. Dweck's basic concept is that there are two types of mindsets we each have. A mindset is the group of attitudes that we each have and how those attitudes impact how we approach and deal with challenges in our lives. The teaching on mindsets is based on the assumptions that intelligence, abilities, and talents are not something that someone is born with or given, but that they are able to be developed through perseverance, effort, and dedication. By using this approach to work with OSY, a framework is provided that breaks away from the concept of fatalism – the idea that everything about one's life is predetermined and therefore there is no point in trying to change it. It also helps someone feel empowered to

try something new, even if there is a risk of not being successful, because one can always learn from failure and sometimes great things come out of failure. For more information about *Growth Mindset* please see the notes section at the end of this guide (page 99).

STUDENT BOOK

We have developed an individual Student Book that accompanies the Instructors Guide. This book is available in English and Spanish and contains all of the handouts, making duplication quite simple. Students keep their books with them, providing them with a sense of ownership over the materials. The book contains all handouts and materials that the student needs in one place and bound together. Lastly, the student can continue to revisit and reflect on their work between sessions if they so choose.

The activities in this guide are ideally completed in sequence over the course of five to six sessions. However, remember that important work can begin with just a single session. The materials can be used as is or may be modified and integrated into an already existing program. The Student Book, used within the cooperating network of migrant programs throughout the country, should allow an OSY to share their process of developing, planning, and working towards a goal with the provider in another state/region/program as they move.

Your work with OSY is an important part of their lives, not just their educational journey. Helping your OSY learn about the importance of creating a vision and achieving the goals set on their own may be one of the most life-changing experiences they have as a young adult.



GOAL SETTING: ONE-ON-ONE

ACTIVITY 1: DISCOVERING OUR VISION

MATERIALS

- Icebreaker Questions (E/S) (page 57)
- Student Goal Book (E/S)
- Pencil/pen

ICE BREAKER QUESTIONS (WARM UP)

- Before class, select between 10-20 questions from the Ice Breaker Questions. These will be questions that you and the student will be answering, so pick questions you feel comfortable discussing.
- Choose one of the options below (or use your own) and take turns with the student reading and answering the questions. You should both provide answers to each of the questions as it may open up a conversation and increase the comfort level between the two of you.
 - Take a deck of cards and tape the question to the face side of the card. Shuffle the cards and deal out a set number to each person.
 - Cut up the questions into strips, fold up and put into a hat/jar. Take turns pulling a strip from the jar and answer the question.
 - Give each question a color that corresponds to a candy (M&M or Skittles are two that work well). Each person takes a handful of candy and then has to answer a question that corresponds to the colors/numbers of candy selected.

MY DREAM IS... (MAIN ACTIVITY)

- Before class - Complete a "Dream Big" activity sheet (in Student Goal Book) for yourself. Try completing the worksheet using the different modalities (writing, drawing, combination of the two) for some of the questions.
- Using your own work as an example, demonstrate what your student is going to do.
 - Explain that they should take some time to think about their life.
 - Reinforce that there is nothing too big or small and that there is no judgment whatsoever about their ideal. It is their dream.
- Give your student their Student Goal Book and review the introduction to the book.
- Explain that this is their book to keep and document the journey along the way to accomplishing their dream.
- The student should then complete a minimum of two (or answer all) of the questions on the "Dream Big" page. They can document their ideas/thoughts however they want to through sketching or writing. They can also talk about their answers with you and you can inscribe their answer for them. If you do this, please make sure to write down exactly what they say and not put your own words/saying in their place.

TELL ME YOUR DREAM (WRAP UP)

- Once they have completed it, have them share their work with you. Ask clarifying questions as this can help the student complete the next activity.

ACTIVITY 2: DOCUMENTING YOUR VISION

MATERIALS

- Object Sheets A, B and C (page 64)
- 1-2 sheets of blank paper
- Student Goal Book (E/S)
- Pencil/pen/colored pencils/markers
- Magazines (collage)
- Scissors
- Glue/tape
- Examples (pages 67-72, you make ahead)

OBJECT GAME (WARM UP)

- Put the *Objects Sheet A* face down on the table.
- Instruct the student that you are going to turn over the sheet of the paper and they will have 30 seconds to study the 25 objects on it.
- After 30 seconds, flip over the paper and ask the student to list as many of the objects that they can remember. Note how many they correctly remembered.
- Next, put *Objects Sheet B* face down on the table. Hand the student a paper and pencil/pen and say that you will repeat the activity but this time they have the opportunity to make notes if they want to do so.
- Turn over the sheet and give them 30 seconds to study it.
- After 30 seconds, turn the sheet over and take their notes away from them. Ask them to name as many of the objects that they can. Note how many they correctly remembered.
- Next, put *Objects Sheet C* face down on the table. Hand the student a paper and pencil/pen and say that you will repeat the activity but that this time they have the opportunity to make notes if they want to do so.
- Turn over the sheet and give them 30 seconds to study it.
- After 30 seconds, turn the sheet over but let them keep their notes. Ask them to name as many of the objects that they can. Note how many they correctly remembered.
- Show the student their score and discuss the activity. Which time was the easiest for them? What did they learn about themselves by going through this activity?
- After 30 seconds turn the over and take their notes away from them. Ask them to name as many of the objects that they can.

CREATING YOUR VISION (MAIN ACTIVITY)

- Before class - Complete/gather an example of each 'visual' activity that you are going to offer to the students (1. My Life Book 2. Vision Board/Collage 3. Word Cloud 4. Acrostic Poem 5. Music/Song Lyrics). You may choose to use the examples in the appendix, pages 67-72. You do not have to offer all five options, but you may want to offer two or three formats so that students may select the option(s) that makes sense to them. Descriptions of each project and

the steps to complete each one are further down in the directions.

- Introduce the next activity by saying that one of the important parts/tools towards accomplishing a goal is to have a visual reminder. Look at how helpful it was in remembering the objects from the icebreaker when they could see their notes! There are different ways to make a visual reminder and it is up to the individual to decide which way they prefer.
- Have the student look at their "Dream Big" statement in their book. Ask them if they have had any additional thoughts or anything that they want to change from their big dream and allow them a short amount of time to make those changes before moving on to the next part.
- Show the student the different examples that you have brought for the visual activity. Ask them to pick one that they would like to do. Depending on their choice, follow the directions on how to complete that project below.
- My Life Book: Creates a pocket-sized book to personalize their own goals in an autobiographical way and commit to them in a tangible way.
 - Create a blank booklet (see the detailed "Make an 8 page book from ONE piece of paper" instructions in the appendix, page 67).
 - On the cover have the student write/draw their "Dream Big" goal statement from Activity 1.
 - On the first double page have the student respond to the prompt "What will it look like when I have reached my goal/dream?".
 - On the second double page have the student respond to the prompt, "This is me doing what I need to do to reach my goal/dream".
 - On the third double page have the student respond to the prompt, "This is who/what will help me reach my goal/dream".
 - On the back cover have the student write, "I will (state goal) because I am worth it" and sign and date it.
- Vision Board/Collage: Creates a one page visual reminder that can be hung up and provides a clear "WHY" daily reminder to focus on their goal.
 - Using magazines, newspapers, scissors, colored pencils, markers, etc. the big picture goal/vision should be written somewhere on the page.
 - The page then can be filled with drawings and/or images and words from magazines/newspapers that represent and support the goal/vision to the student.
- Word Cloud: Creates a one page visual and is good for someone who is verbal and creative with words and vocabulary. This is also a good option if your students have access to a computer, printer, and internet.
 - If using paper/pen:
 - Take a blank page of paper and work with the student to create a list of words associated with their goal/dream. There should be a minimum of 20-25 words for the activity to work well. This will become their word bank.
 - Review the word bank and have the student put a mark (e.g. star/dash) next to the most important/meaningful words for them.
 - In the student book, have the student lightly make a shape of a cloud (or whatever shape they like) with a pencil.
 - Starting with the marked words, write them randomly on the page in big, bold letters within the shape. Students can use different colors or ways of writing the words (cursive, print, only lower case letters, only upper case letters, etc.)
 - Using the other words, fill in the spaces between the larger words,

- filling up the shape.
- If using computer/internet:
 - Use a word cloud generator website- there are a fair amount of free sites but a simple one to use is: <https://worditout.com/word-cloud/create>
 - Enter a list of words associated with the student's goal/dream into the textbox provided on the website. There should be a minimum of 20-25 words for the activity to work well.
 - Have the website generate the word cloud. Depending on the site there are options to change the colors, fonts, format, etc.
 - Print out the final word cloud and glue/tape into the student book.
- Acrostic Poem: Creates a one page word visual and is good for someone who is verbal and has a solid vocabulary. There are two variations of this activity.
 - Version A:
 - Have the student choose the key word for their goal and write it vertically down the side of their paper.
 - For each letter in the key word, have the student think of a word that either aligns with their goal, or an action word they will take to work towards their goal.
 - Version B:
 - Have the student create a simple drawing of their goal on the top of the page
 - Have the student choose the key word for their goal and have them write it vertically down the side of their paper.
 - For each letter in the key word, have the student think of a word that either aligns with their goal, or an action word they will take to work towards their goal.
- Music/Song Lyrics: Creates an aural tool for students who are motivated by music or a song, especially if they have a personal connection to the lyrics. This could also be used as a pre-activity to lead to a Word Cloud as it creates a word bank.
 - Have students think about a song they like that is motivating, helps them get moving, will help keep them motivated when the going gets tough. Their hype song. Think "Eye of the Tiger" from *Rocky*.
 - Look up the lyrics to the song online and print them if available. If not, the student can write them out on paper.
 - Have the student highlight or underline certain lyrics of the song that they really connect to and list reasons why they connect to these certain lyrics. List why or how this song in particular motivates them or gets them moving.
 - Students could play the song for you and/or the group and talk about their reasons for choosing the song and explain how they relate to this song.

SHOW ME YOUR VISION (WRAP UP)

- Have the student share their project with you, explaining what they chose and talking a little further about some of their choices. Provide positive feedback about the project as well as potentially drilling down a little deeper about the choices the student made.
- Ask the student what they would like to do with their work now that they have finished it. Remind the student that it is a great tool to have a tangible reminder about what their vision/goal is and it can help motivate the student to continue to work towards their goals even when faced with challenges or lack of motivation.

ACTIVITY 3: SETTING LONG- AND SHORT-TERM GOALS

MATERIALS

- Nine (9) paperclips/pennies/objects
- Spanish translation of warmup questions (if needed), page 76
- Short-/medium-/long-term goal activity cards (1 set), pages 77-80
- Student Goal Book (E/S)
- Pencil/pen
- Extra paper

“PENNY FOR YOUR THOUGHTS?” (WARM UP)

- Provide the student with nine (9) pennies/chips/paperclips (any small object of which you have 9). Explain that you are going to read one of the following questions. If the answer is “yes”, the student should put one of the pennies (or whatever object is being used) in a pile to the right. If they answer “no”, the student should put one of the objects in a pile to the left.
- QUESTIONS (Spanish translation in the appendix on page 76):
 1. When you go to bed at night, do you ever think about the things you need/would like to do the next day?
 2. When you wake up in the morning do you ever think about all the things you need/would like to do that day?
 3. Do you ever write lists of things you need to do or think you want to remember?
 4. Have you ever thought about something you wanted to do and then tried to work out how to make it happen?
 5. Do you find it easier to do something or learn something if you are clear what the end result will be?
 6. Do you find you work harder when you are doing something you are interested in or enjoy?
 7. Do you feel better when you know exactly what you are supposed to be doing?
 8. Have you ever set yourself a ‘goal’ to achieve either at work, school, or in your personal life?
 9. Have you ever done something that you found hard or challenging but you kept at it because you wanted to make it to the end?
- Have the student look at their piles and see whether they answered more of the questions with a “yes” or “no”. Explain to the student that someone who answers “yes” five (5) or more times has had a natural understanding or habit of goal setting at different times in their life. Someone who answers “no” five (5) or more times might not have spent as much time setting goals but can see how exciting and productive it is when you have a goal to work towards.

MEASURING OUT YOUR DREAM (MAIN ACTIVITY)

- Before Class - make/cut out copies of the short-term, medium-term, and long-term activity images on pages 77-80. The images have bilingual captions included, but you may choose to omit them to increase the creativity of this activity.
- Introduce the next activity by asking the student what are two (2) to four (4) things they are planning or looking forward to doing tomorrow? What about in the next week? The next month? How about in one year's time? Write their answers on a piece of paper. When you are done listing activities ask them if they notice anything about the types of activities and how those activities change when the length of time attached changes.
- Explain that there is a good way to categorize different goals:
 - **Short-term goals** are things that you might want or have to do today, tomorrow, or within the next several weeks. They are things that you would need to do SOON.
 - **Medium-term goals** are things that you want or have to do in the next few months or sometimes within the next year. They are things that you would need to do A LITTLE LATER.
 - **Long-term goals** are things you want or have to do later on in life, whether it is next year, 10 years from now, or even longer without a specific end date. They are things you would need to do MUCH LATER.
- Using the activity cards, ask the student to sort the activities into three piles: short-term, medium-term, and long-term.
- Once they have sorted the cards, go through them together and see if there are any that you might have classified differently. Did you have the same answers? Discuss any differences and thoughts behind the rationale that you each have.
- Explain that there is no specific rule that determines whether something is short-, medium- or long-term and that many times these different goals are connected. For example, your long-term goal may be something like being a famous soccer star. The next step is to start thinking about how you are going to make that long-term happen. For example, to be a soccer star, your medium-term goal may be to start playing on the local soccer league or join a traveling/competitive team. A short-term goal would be to buy soccer cleats and work up to running a mile. The short-term goals allow you to accomplish the medium-term goals, which then can lead to the accomplishment of the long-term goal!
- Ask the student to take out their Student Goal Book, turn to page xx, and brainstorm at least three short-term and three medium-term goals that will help lead to their long-term goal/vision.

SHARE YOUR GOAL (WRAP UP)

- Have the student share their goals with you and see if you have any additional ones to add.

ACTIVITY 4: MAPPING OUT THE WAY

MATERIALS

- Student Goal Book (E/S)
- Two (2) sheets blank paper
- 4 Post-it notes
- Felt-tip marker
- Pathways board game and cards (page 81-82)
- Dice

CRUMPLED PAPER (WARM UP)

- Before you start, put up four Post-it notes with the written words 'Frustration', 'Embarrassment', 'Anger', 'Disappointment'.
- Give the student a piece of paper and ask them to write down a time they remember making a mistake. They don't have to share the memory unless they want to do so. You should also participate in this activity by writing down your own memory on another piece of paper.
- Next, tell the student to crumple the paper up into a ball - but not to rip it up. You do this with your paper as well.
- Now both of you throw your paper balls at the word that describes best how you felt about your failure/mistake.
- Retrieve the paper and un-crumple and smooth it out so that it is nice and flat.
- Using a thin-tip marker, trace all of the lines on the paper. As you both trace them, explain to the student that all of those lines represent synapses/pathways in our brains and that the more synapses/pathways our brains have, the faster and more efficient our brains can function. This paper represents what happens to our brains when we have failures and make mistakes.
- Discuss the following questions:
 - What does the crumpled up paper represent?
 - What kind of feelings can we have when we make mistakes?
- Then have the student open up their Student Goal Book and respond to the prompt: "I will ____ because I know that even if I don't get it at first, by trying I will learn and grow stronger."

TWO STEPS, FORWARD ONE STEP BACK (MAIN ACTIVITY)

- Before Class - Print out the Pathways board game and cards and find two game pieces (ex. dime/nickel).
- Ask if the student has ever played the game Chutes and Ladders (Sometimes called Snakes and Ladders).
 - If they have, ask them what the purpose of the game is. If they have not, explain that the goal is simply to be the first to get to the end of the board.

Goal Setting: One-on-One

- What happens when you land on a ladder? (You get to move up faster.)
- What happens when you land on a slide? (You have to go back.)
- Explain that you are going to play the game, but that you two need to make it a little more challenging.
- Take out the cards and have the student read them (or read the cards to them).
 - What do these cards have to do with the game?
 - There are things that help us get ahead (helper) and things that can set us back (setback).
- Have the students prepare the board following these steps:
 - Start by deciding which cards are ones that are helpers and which cards are set-backs.
 - Which of the helper cards are bigger helpers than others?
 - Which of the setback cards are worse setbacks than others?
 - Place the cards on the board.
 - Put the biggest helper cards on the longest ladders and continue placing the helper cards on the ladders, having the student decide which length it should be.
 - Put the biggest setback cards on the longest slides and continue placing the setback cards on the slides, having the student decide which length it should be.
- Play a round of the game, continuing until both you and the student have crossed the finish line. It is important to demonstrate that it is not about who comes in first, but the fact that we keep on going until we get to the end.

WHAT IS IN MY CONTROL? (WRAP UP)

- Conclude by explaining that we will accomplish our goals faster and better when we know more about what might get in our way or who/what can help us along our way. There are things that we can control and things that are outside of our control. It is how we handle both that will lead to being successful.
- Depending on each student, choose to have them talk about or to write about some of the helpers/setbacks that they will face to reach their long-term goal/vision. The student can complete the page(s) in the Student Goal Book.
- Optional: The student can complete the page of Control in their Student Goal Book.

ACTIVITY 5: PLANNING STEP-BY-STEP

MATERIALS

- Student Goal Book (E/S)
- Reading passage (copy for both of you), pages 84-85
- Pen/pencil

DAY OF REFLECTION (WARM UP)

- Before class, depending on your student or the amount of time you have, decide between using Benjamin Franklin's quote or Michael Jordan's passage:

Shorter Reading

Read the following quote attributed to Benjamin Franklin:

"Fail to plan and plan to fail."

- Ask the following questions and have a discussion with the student:
 - What is the message of this quote?
 - How would you use this advice?
 - What do you want to remember after reading this?

Longer Reading

Read the following passage from Michael Jordan's book *I Can't Accept Not Trying: Michael Jordan on the Pursuit of Excellence*, in which he talks about how important setting goals has been to his success:

"I approach everything step-by-step. I had always set short-term goals. As I look back, each one of the steps or successes led to the next one. When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again. So I set a goal of becoming a starter on the varsity. That's what I focused on all summer. When I worked on my game, that's what I thought about. When it happened, I set another goal, a reasonable, manageable goal that I could realistically achieve if I worked hard enough. I guess I approached it with the end in mind. I knew exactly where I wanted to go, and I focused on getting there. As I reached those goals, they built on one another. I gained a little confidence every time I came through.

If your goal is to become a doctor and you're getting Cs in biology then the first thing you have to do is get Bs in biology and then As. You have to perfect the first step and then move on to chemistry or physics. Take those small steps. Otherwise you're opening yourself up to all kinds of frustration. Where would your confidence come from if the only measure of success was becoming a doctor? If you tried as hard as you could and didn't become a doctor, would that mean your whole life was a failure? Of course not. All those steps are like pieces of a puzzle. They all come together to form a picture. Not everyone is going to be the greatest but you can still be considered a success. Step by step, I can't see any other way of accomplishing anything."

- Ask the following questions and have a discussion with the student"
 - What is the message or lesson of this reading?
 - What are the most important messages of this reading?
 - What do you want to remember after reading this?

WHAT YOU KNOW NOW (MAIN ACTIVITY)

- Share with the student how proud you are of the work that they have done so far.
 - They have learned that it is important to have a vision of what they want out of their life.
 - They have learned that a vision without a plan is just a dream, but a vision with a plan is a goal.
 - They have learned that there is a long-term goal and that it takes achieving short-term and middle-term goals to get there.
 - They have learned that circumstances inevitably change. That may require a detour from the original path, creating a new path, or clearing whatever those blocks are out of the way to be able to move forward.
 - They have learned that they are worth the hard work and there are people and things out there to help them along the way.
 - The next two activities are for the student to develop their own personal plan. The first activity is starting to put together the steps. The second activity is documenting it and getting started!

- Have the student take out their Student Goal Book and complete the Making a Plan section. Work together with the student to help them answer the questions.

MAKING A PLAN (WRAP UP)

- Explain that the next step, after completing the Making a Plan section, is to decide the best way to organize the plan and start working on it. Having a plan is only the first step. Organizing their approach to working on that plan may make all the difference in its success completion.

ACTIVITY 6: PLANNING STEP-BY-STEP

MATERIALS

- Student Goal Book (E/S)
- Two or three (2-3) pieces of origami paper
- Origami Instruction sheets 1-4 (beginning on page 87)
- Sample learning plan documents (pages 93-96)
- Pen/Pencil

ORIGAMI BIRD (WARM UP)

- Before Class: Note this activity asks the student to make a simple origami bird, but in stages:
 - The first stage will be asking the student to make the bird without instructions, either just by looking at a picture or looking at an example.
 - The second stage will be with instructions but not in order.
 - The third stage will be with instructions in order, but no images.
 - The fourth stage will be with instructions and images.
 - You may decide to either do step 3 or 4 if time is short and considering your student's comfort level with this type of project. You may also decide to do the project along with the student by working as a team.
 - The important thing is that the student completes the bird and goes through at least a couple of the steps.
- Give the student a piece of origami paper (or a regular paper that is cut into a square) and Instruction Sheet #1. Ask the student to make the bird but give no other instructions. The student may try or not try, and either is fine. When they are unable to do it (since they have no instructions), ask them if they can think of something that could help them.
- Next, provide the student with Instruction Sheet #2 (with steps unnumbered and out of order) with another sheet of origami paper and ask them to try again. When they are unable to do it (since the instructions are unclear) ask them if they can think of something else that could help them.
- Repeat this process with Instruction Sheet #3 (with the steps in order but not illustrated) and then with Instruction Sheet #4 (with the steps in order and illustrated). You may also choose to either stop after Sheet #3 (if the student is successful) or skip Sheet #3 and go right to Sheet #4 depending on time.
- Ask the student to reflect on the following questions.
 - What was the most helpful tool they had when attempting to fold the origami bird?
 - How does this activity relate to our work in setting goals?
 - Guide the student to the fact that having the instructions with details in order made the task a lot easier to complete. This fact will be important during the main activity - writing out and putting together the action/learning plan to completing their goal.

HOW WILL YOU PLAN? (MAIN ACTIVITY)

- Review what you have spent time exploring up to this point – having a bigger vision means setting goals for our lives in order to achieve that vision. We reach those long-term goals through short-term and medium-term goals/activities. There are

events that will help and events that will possibly set back our goals, and our goals can change for different reasons. In the previous section we outlined the steps we are going to take to get to our end goal/vision.

- Now we just need to put our plan in writing to document it!
- There are different ways that people choose to document their plans. It comes down to determining what the person needs the document to do. Here are different options and guidance on what type of document plan works for which type of goal:
 - To-Do List
 - works well if your goal is simple and has direct tasks to be completed
 - can help keep you organized and help you remember what you are supposed to be doing
 - can motivate you, especially if you like to cross things off as you go to create a sense of accomplishment
 - can make you more productive
 - Sticker Charts (Modified To-Do List)
 - a way for you to track progress on repeated tasks as the path to many goals, especially learning/education goals, includes practice and repetition
 - come up with a list of eight to ten (8-10) tasks that will contribute to meeting the goal; every time you complete a task, add a sticker (or a date, or a checkmark) to the chart
 - when the chart is full, you can see what progress you have made and set up another chart for the next round
 - Tangram
 - traditionally a seven-piece puzzle of different sized shapes that can be assembled into a square
 - the individual pieces represent the short-and medium-term goals which come together to form a long-term goal
 - a good version to use when things can change and move around as needed
 - OSY Personal Learning/Action Plan
 - helps when the goal you have is more detailed and you need to think about both the resources you bring to the goals and what supports you might need as well
- Have the student pick which of the plans make the most sense for them and their goal and complete that version using the student's long-term goal/vision and the short-term/medium-term goals as well as resources, supports, and actions that they have to complete those goals.

TAKING THE NEXT STEP (WRAP UP)

- Discuss the next step the student is going to take on their plan and when the two of you will be checking in next to see how the plan is going.

GOAL SETTING: GROUP

ACTIVITY 1: DISCOVERING OUR VISION

MATERIALS

- Icebreaker Questions (E/S) (page 57)
- Student Goal Book (E/S)
- Pencil/pen
- Chart paper/markers (optional)

ICE BREAKER QUESTIONS (WARM UP)

- Before class, select questions from the Icebreaker Questions. You want at least three questions per student. Include three questions for you to answer as well. (i.e. if you have three students, select a minimum of 12 questions.)
- Choose one of the options below (or use your own) and take turns with the student reading and answering the questions. Depending on the size of the group, have multiple people provide answers to each question as it may open up a conversation as well as increase the comfort level between the members of the group.
 - Take a deck of cards and tape the question to the face side of the card.
 - Shuffle the cards and deal out a set number to each person.
 - Cut up the questions into strips, fold up and put into a hat/jar. Take turns pulling a strip from the jar and answer the question.
 - Give each question a color that corresponds to a candy (M&M or Skittles are two that work well). Each person takes a handful of candy and then has to answer a question that corresponds to the colors/numbers of candy selected.

MY DREAM IS... (MAIN ACTIVITY)

- Before class - Complete a "Dream Big" activity sheet (in Student Goal Book) for yourself. Try completing the worksheet using the different modalities (writing, drawing, combination of the two) for some of the questions. Depending on the size of your group, you may want to do this on chart paper so that everyone can see your work.
- Using your own work as an example, demonstrate what each member of the group is going to do.
 - Explain that they should take some time to think about their life.
 - Reinforce that there is nothing too big or small and that there is no judgment whatsoever about their ideal. It is their dream.
- Give each student a Student Goal Book and review the introduction to the book.
- Explain that this is their book to keep and document the journey along the way to accomplishing their dream.
- Each student should then complete a minimum of two (or answer all) of the questions on the "Dream Big" page. They can document their ideas/thoughts however they want through sketching or writing. They can also talk about their answers with you or a partner and you can inscribe their answer for them. If

you do this, please make sure to write down exactly what they say and not put your own words/saying in their place.

TELL ME YOUR DREAM (WRAP UP)

- Once they have completed it, have them share their work with either the whole group or a partner. You and the other group members should ask clarifying questions as this can help the student complete the next activity.

ACTIVITY 2: DOCUMENTING OUR VISION

MATERIALS

- Object Sheet A printout (page 64)
- 1 sheet of blank paper per student
- Student Goal Book (E/S)
- Pencil/pen/colored pencils/markers
- Magazines (collage)
- Scissors
- Glue/tape
- Examples (pages 67-72, you make ahead)

OBJECT GAME (WARM UP)

- Have the students form groups of three. Here are different ideas of fun ways you can do this:
 - Count students off by 1, 2, 3; 1, 2, 3, etc.
 - Have the students stand up and then tell them you are going to say a number and they have to form groups of the number- for example, you say '4' and the students have to make groups of four. You do this for a few rounds and in the final round end up saying '3' and this makes their final group. This is a good one if the students are low energy and you have a little extra time to do a movement activity.
- Instruct the students that the goal of the game is to identify and remember as many objects as possible.
- Each student in the group will have a different way to try to memorize the objects.
 - Student #1 will have to use just their memory.
 - Student #2 will have a piece of paper and pencil to make notes, but they will not be able to refer to their paper once the time is over.
 - Student #3 will have a piece of paper and pencil to make notes and can look at the paper once the time is over, but cannot share their notes with others.
- Instruct the students that you are going to turn over the sheet of paper with 25 objects on it and they will have one (1) minute to study it. Students with the paper can make notes if they want to do so.
- After one (1) minute, flip over the paper and ask the student to list as many of the objects they can remember. Note how many each student could correctly remember.
- Show the students their scores and discuss the activity. Who remembered the most objects? Why or why didn't they remember as many? What did they learn about themselves by going through this activity?
- End the activity by explaining that when people have a visual reminder they tend to remember more and with more detail.

CREATING YOUR VISION (MAIN ACTIVITY)

- Before class - Complete/gather an example of each 'visual' activity that you are going to offer to the students (1. My Life Book 2.Vision Board/Collage 3.Word Cloud 4.Acrostic Poem 5.Music/Song Lyrics). You may choose to use the examples in the appendix, pages 67-72. You do not have to offer all five options, but you may want to offer two or three formats so that the students can select the option(s) that makes sense to them. Descriptions of each project and the steps to complete each one are further down in the directions.
- Introduce the next activity by saying that one of the important parts/tools towards accomplishing a goal is to have a visual reminder of it. Look at how helpful it was for remembering the objects from the ice breaker when they could see their notes! There are different ways to make a visual reminder and it is up to the student to decide which works best for them. Explain the options that are available to the students and show them the examples you have made.
- Have the students look at their "Dream Big" statement in their book. Ask them if they have had any additional thoughts or anything that they want to change from their big dream and allow them a short amount of time to make those changes before moving on to the next part.
- Ask them to pick one that they would like to do. Depending on their choice, follow the directions on how to complete that project below.
- My Life Book: Creates a pocket-sized book to personalize their own goals in an autobiographical way and commit to them in a tangible way.
 - Create a blank booklet (see the detailed "Make an 8 page book from ONE piece of paper" instructions in the appendix, page 67).
 - On the cover have the student write/draw their "Dream Big" goal statement from Activity 1.
 - On the first double page have the student respond to the prompt "What will it look like when I have reached my goal/dream?".
 - On the second double page have the student respond to the prompt, "This is me doing what I need to do to reach my goal/dream".
 - On the third double page have the student respond to the prompt, "This is who/what will help me reach my goal/dream".
 - On the back cover have the student write, "I will (state goal) because I am worth it" and sign and date it.
- Vision Board/Collage: Creates a one page visual reminder that can be hung up and provides a clear "WHY" daily reminder to focus on their goal.
 - Using magazines, newspapers, scissors, colored pencils, markers, etc. the big picture goal/vision should be written somewhere on the page.
 - The page then can be filled with drawings and/or images and words from magazines/newspapers that represent and support the goal/vision to the student.
- Word Cloud: Creates a one page visual and is good for someone who is verbal and creative with words and vocabulary. This is also a good option if your students have access to a computer, printer, and internet.
 - If using paper/pen:
 - Take a blank page of paper and work with the student to create a list of words associated with their goal/dream. There should be a minimum of 20-25 words for the activity to work well. This will become their word bank.
 - Review the word bank and have the student put a mark (e.g.

- star/dash) next to the most important/meaningful words for them.
 - In the student book have the student lightly make a shape of a cloud (or whatever shape they like) with a pencil.
 - Starting with the marked words, write them randomly on the page in big, bold letters within the shape. Students can use different colors or ways of writing the words (cursive, print, only lower case letters, only upper case letters, etc.)
 - Using the other words, fill in the spaces between the larger words, filling up the shape.
- If using computer/internet:
 - Use a word cloud generator website - there are a fair amount of free sites but a simple one to use is: <https://worditout.com/word-cloud/create>
 - Enter a list of words associated with the student's goal/dream into the textbox provided on the website. There should be a minimum of 20-25 words for the activity to work well.
 - Have the website generate the word cloud. Depending on the site there are options to change the colors, fonts, format, etc.
 - Print out the final word cloud and glue/tape into the student book.
- Acrostic Poem: Creates a one page word visual and is good for someone who is verbal and has a solid vocabulary. There are two variations of this activity.
 - Version A
 - Have the student choose the key word for their goal and write it vertically down the side of their paper.
 - For each letter in the key word, have the student think of a word that either aligns with their goal, or an action word they will take to work towards their goal.
 - Version B
 - Have the student draw a simple drawing of their goal on the top of the page.
 - Have the student choose the key word for their goal and have them write it vertically down the side of their paper.
 - For each letter in the key word, have the student think of a word that either aligns with their goal, or an action word they will take to work towards their goal.
- Music/Song Lyrics: Creates an aural way for students who are motivated by music or a song, especially if they have a personal connection to the lyrics. This could also be used as a pre-activity to lead to a Word Cloud as it creates a word bank.
 - Have students think about a song they like that is motivating, helps them get moving, and will help keep them motivated when the going gets tough. Their hype song. Think "Eye of the Tiger" from *Rocky*.
 - Look up the lyrics to the song online and print them if available. If not, the student can write them out on paper.
 - Have the student highlight or underline certain lyrics of the song that they really connect to and list reasons why they connect to these certain lyrics. List why or how this song in particular motivates them or gets them moving.
 - Students could play the song for you and/or the group and talk about their reasons for choosing the song and explain how they relate to this song.

SHOW ME YOUR VISION (WRAP UP)

- Have the students share their project with each other, either in the whole group

or as a pair and share. They should explain what type of project they chose and to talk a little further about their work. Provide positive feedback about the project as well as potentially drilling down a little deeper about the choices the student made.

- Ask the students what they plan to do with their work now that they have finished it. Remind the students that it is a great tool to have a tangible reminder about what their vision/goal is and it can help motivate the student to continue to work towards their goals even when faced with challenges or lack of motivation.

ACTIVITY 3: SETTING LONG- AND SHORT-TERM GOALS

MATERIALS

- Nine (9) paperclips/pennies/objects
- Spanish translation of warmup questions (if needed), page 76
- Short-/medium-/long-term goal activity cards (1 set), pages 77-80
- Student Goal Book (E/S)
- Pencil/pen
- Markers
- Chart paper

“PENNY FOR YOUR THOUGHTS?” (WARM UP)

- Have the students stand in a line (like students lining up to go to the cafeteria) in the middle of the room/space/area, with you at the head of the line. Instruct the students that you are going to read a question and they have to answer either “yes” or “no”. If they say “yes”, they should take a step to the right. If they say “no”, they should take a step to the left.
- Read the following questions and have the students move as they answer the questions. They should always start from the spot where they have stepped and not come back to the center. The end result will show the range of how goal oriented a person may be.
- QUESTIONS (see page 76 for Spanish translation if necessary):
 1. When you go to bed at night, do you ever think about the things you need/would like to do the next day?
 2. When you wake up in the morning do you ever think about all the things you need/would like to do that day?
 3. Do you ever write lists of things you need to do or think you want to remember?
 4. Have you ever thought about something you wanted to do and then tried to work out how to make it happen?
 5. Do you find it easier to do something or learn something if you are clear what the end result will be?
 6. Do you find you work harder when you are doing something you are interested in or enjoy?
 7. Do you feel better when you know exactly what you are supposed to be doing?
 8. Have you ever set yourself a ‘goal’ to achieve either at work, school, or in your personal life?
 9. Have you ever done something that you found hard or challenging but you kept at it because you wanted to make it to the end?

- Have the students look at the group and where people ended up after answering all of the questions. Explain that the people who are the furthest to the right have had a natural understanding/habit of goal setting at different times in your life. Those students furthest to the left might not have spent as much time setting goals but can see how exciting and productive it is when you have a goal to work towards.

MEASURING OUT YOUR DREAM (MAIN ACTIVITY)

- Before Class - make/cut-out copies of the short-term, medium-term and long-term activity images pages 77-80. The images have bilingual captions included, but you may choose to omit them to increase the creativity of this activity.
- Introduce the next activity by asking the students what they are looking forward to or planning to do tomorrow? What about in the next week? The next month? How about in one year's time? Write their answers on the board/chart paper. When you are done listing activities ask them if they notice anything about the types of activities and how they change when the length of time attached changes.
- Explain that there is a good way to categorize different goals:
 - **Short-term goals** are things that you might want or have to do today, tomorrow, or within the next several weeks. They are things that you consider needing to do SOON.
 - **Medium-term goals** are things that you want or have to do in the next few months or sometimes within the next year. They are things you consider needing to do A LITTLE LATER.
 - **Long-term goals** are things you want or have to do later on in life, whether it is next year, 10 years from now, or even longer without a specific end date. They are things you consider needing to do MUCH LATER.
- Divide the students into groups of two (2) to three (3) students. (If you have a small group, you may have people work individually.) Hand each group/person a set of activity cards.
- Ask each group/person to sort the activities into three piles: short-term, medium-term, and long-term.
- When the students are finished, ask the first group/person to share what activities they put into the short-term category.
 - Did all the groups have the same answers?
 - Were there any differences in what the groups answered? Have the students discuss any differences and thoughts behind their rationale.
- Continue this process with middle- and long-term piles asking the same questions.
- Explain that there is no specific rule that determines whether something is short-, medium- or long-term and that many times these different goals are connected. For example, your long-term goal may be something like being a famous soccer star. The next step is to start thinking about how you are going to make that long-term happen. For example, to be a soccer star, your medium-term goal may be to start playing on the local soccer league or join a traveling/competitive team. A short-term goal would be to buy soccer cleats and work up to running a mile. The short-term goals allow you to accomplish the medium-term goals, which then can lead to the accomplishment of the

long-term goal!

- Ask the students to take out their Student Goal Books, turn to page XX and brainstorm at least three short-term and three medium-term goals that will help lead to their long-term goal/vision.

SHARE YOUR GOAL (WRAP UP)

- Have the students share their goals with each other.

ACTIVITY 4: MAPPING OUT THE WAY

MATERIALS

- Student Goal Book (E/S)
- One sheet of blank paper per student
- 4 Post-it notes
- Felt-tip marker
- Pathways board game(s) and cards (page 81-82)
- Dice

CRUMPLED PAPER (WARM UP)

- Before you start, put up four Post-it notes with the written words 'Frustration', 'Embarrassment', 'Anger', 'Disappointment'.
- Give the students different colored pieces of paper and ask them to write down a time they remember making a mistake. They don't have to share the memory unless they want to do so.
- Next, tell the students to crumple the paper up into a ball - but not to rip it up.
- Each student should then throw their paper ball at the word that describes best how they felt about their failure/mistake.
- They then should retrieve their paper and un-crumple and smooth it out so that it is nice and flat.
- Using a thin-tip marker, trace all of the lines on the paper. As they trace them, explain to the students that all of those lines represent synapses/pathways in our brains and that the more synapses/pathways our brains have, the faster and more efficient our brains can function. This paper represents what happens to our brains when we have failures and make mistakes.
- Discuss the following questions:
 - What does the crumpled up paper represent?
 - What kind of feelings can we have when we make mistakes?
- Then have the students open up their Student Goal Books to page XX and respond to the prompt: "I will _____ because I know that even if I don't get it at first, by trying I will learn and grow stronger."

TWO STEPS, FORWARD ONE STEP BACK (MAIN ACTIVITY)

- Before Class - Print out the Pathways board game and cards and select two game pieces (ex. dime/nickel). Depending on the size of the group, you may want to make more than one set.
- Ask if the students have ever played the game Chutes and Ladders (Sometimes called Snakes and Ladders).
 - If they have, ask them what the purpose of the game is. If they have not, explain that the goal is simply to be the first to get to the end of the board.
 - What happens when you land on a ladder? (You get to move up faster.)

- What happens when you land on a slide? (You have to go back.)
- Explain that you are going to play the game, but that you need to make it a little more challenging.
- Take out the cards and have the students read them (or read the cards to them).
 - What do these cards have to do with the game?
 - There are things that help us get ahead (helper) and things that can set us back (setback).
- Have the students prepare the board following these steps:
 - Start by deciding which cards are ones that are helpers and which cards are set-backs.
 - Which of the helper cards are bigger helpers than others?
 - Which of the setback cards are worse setbacks than others?
 - Place the cards on the board.
 - Put the biggest helper cards on the longest ladders and continue placing the helper cards on the ladders, having the students decide which length it should be.
 - Put the biggest setback cards on the longest slides and continue placing the setback cards on the slides, having the students decide which length it should be.
- Play a round of the game, continuing until everyone has crossed the finish line. It is important to demonstrate that it is not about who comes in first, but the fact that we keep on going until we get to the end.

WHAT IS IN MY CONTROL? (WRAP UP)

- Conclude by explaining that we will accomplish our goals faster and better when we know more about what might get in our way or who/what can help us along our way. There are things that we can control and things that are outside of our control. It is how we handle both that will lead to being successful.
- Depending on each student, choose to have them talk about or to write about some of the helpers/setbacks that they will face to reach their long-term goal/vision. The student can complete the page(s) in the Student Goal Book.
- Optional: The students can complete the page of Control in their Student Goal Book.

ACTIVITY 5: PLANNING STEP-BY-STEP

MATERIALS

- Student Goal Book (E/S)
- Reading passage (copy for each of you), pages 84-85 (and below)
- Pen/pencil

DAY OF REFLECTION (WARM UP)

- Before class, depending on your students or the amount of time you have, decide between using Benjamin Franklin's quote or Michael Jordan's passage:

Shorter Reading

Read the following quote attributed to Benjamin Franklin:

"Fail to plan and plan to fail."

- Ask the following questions and have a discussion with the students:
 - What is the message of this quote?
 - How would you use this advice?
 - What do you want to remember after reading this?

Longer Reading

Read the following passage from Michael Jordan's book *I Can't Accept Not Trying: Michael Jordan on the Pursuit of Excellence* in which he talks about how important setting goals has been to his success:

"I approach everything step-by-step. I had always set short-term goals. As I look back, each one of the steps or successes led to the next one. When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again. So I set a goal of becoming a starter on the varsity. That's what I focused on all summer. When I worked on my game, that's what I thought about. When it happened, I set another goal, a reasonable, manageable goal that I could realistically achieve if I worked hard enough. I guess I approached it with the end in mind. I knew exactly where I wanted to go, and I focused on getting there. As I reached those goals, they built on one another. I gained a little confidence every time I came through.

If your goal is to become a doctor and you're getting Cs in biology then the first thing you have to do is get Bs in biology and then As. You have to perfect the first step and then move on to chemistry or physics. Take those small steps. Otherwise you're opening yourself up to all kinds of frustration. Where would your confidence come from if the only measure of success was becoming a doctor? If you tried as hard as you could and didn't become a doctor, would that mean your whole life was a failure? Of course not. All those steps are like pieces of a puzzle. They all come together to form a picture. Not everyone is going to be the greatest but you can still be considered a success. Step by step, I can't see any other way of accomplishing anything."

- Ask the following questions and have a discussion with the students"
 - What is the message or lesson of this reading?
 - What are the most important messages of this reading?

- What do you want to remember after reading this?

WHAT YOU KNOW NOW (MAIN ACTIVITY)

- Share with the students how proud you are of the work that they have done so far.
 - They have learned that it is important to have a vision of what they want out of their life.
 - They have learned that a vision without a plan is just a dream, but a vision with a plan is a goal.
 - They have learned that there is a long-term goal and that it takes achieving short-term and middle-term goals to get there.
 - They have learned that circumstances inevitably change. That may require a detour from the original path, creating a new path, or clearing whatever those blocks are out of the way to be able to move forward.
 - They have learned that they are worth the hard work and there are people and things out there to help them along the way.
 - The next two activities are for the student to develop their own personal plan. The first activity is starting to put together the steps. The second activity is documenting it and getting started!
- Have the students take out their Student Goal Books and complete the Making a Plan section. Depending on your group, you may consider having them work together doing a “pair and share” with their shoulder buddy.

MAKING A PLAN (WRAP UP)

- Explain that the next step, after completing the Making a Plan section, is to decide the best way to organize the plan and start working on it. Having a plan is only the first step. Organizing their approach to working on that plan may make all the difference in its success completion.

ACTIVITY 6: PLANNING STEP-BY-STEP

MATERIALS

- Student Goal Book (E/S)
- Two or three (2-3) pieces of origami paper per student
- Origami Instruction 1-4 (beginning on page 87)
- Sample learning plan documents (pages 93-96)
- Pens/Pencils

ORIGAMI BIRD (WARM UP)

- Before Class: Note this activity asks the students to make a simple origami bird, but in stages:
 - The first stage will be asking the students to make the bird without instructions, either just by looking at a picture or looking at an example.
 - The second stage will be with instructions but not in order.
 - The third stage will be with instructions in order, but no images.
 - The fourth stage will be with instructions and images.
 - You may decide to either do step 3 or 4 if time is short and considering the students' comfort levels with this type of project. You may also decide to do the project together by having the students work as a team.
 - The important thing is that the students complete the bird and go through at least a couple of the steps.
- Give each student a piece of origami paper (or a regular paper that is cut into a square) and Instruction Sheet #1. Ask the students to make the bird but give no other instructions. The students may try or not try and either is fine. When they are unable to do it (since they have no instructions) ask them if they can think of something that could help them.
- Next, provide the students with Instruction Sheet #2 (with steps unnumbered and out of order) with another sheet of origami paper and ask them to try again. When they are unable to do it (since the instructions are unclear) ask them if they can think of something else that could help them.
- Repeat this process with Instruction Sheet #3 (with the steps in order but not illustrated) and then with Instruction Sheet #4 (with the steps in order and illustrated). You may also choose to either stop after Sheet #3 (if the students are successful) or skip Sheet #3 and go right to Sheet #4 depending on time.
- Ask the students to reflect on the following questions.
 - What was the most helpful tool they had when attempting to fold the origami bird?
 - How does this activity relate to our work in setting goals?
 - Guide the students to the fact that having the instructions with details in order made the task a lot easier to complete. This fact will be important during the main activity – writing out and putting together the action/learning plan to completing their goal.

HOW WILL YOU PLAN (MAIN ACTIVITY)

- Review what you have spent time exploring up to this point – having a bigger vision means setting goals for our lives in order to achieve that vision. We reach those long-term goals through short-term and medium-term goals/activities. There are events that will help and events that will possibly set back our goals, and our goals can change for different reasons. In the previous section we outlined the steps we are going to take to get to our end goal/vision.
- Now we just need to put our plan in writing to document it!
- There are different ways that people choose to document their plans. It comes down to determining what the person needs the document to do. Here are different options and guidance on what type of document plan works for which type of goal:
 - To-Do List
 - works well if your goal is simple and has direct tasks to be completed
 - can help keep you organized and help you remember what you are supposed to be doing
 - can motivate you, especially if you like to cross things off as you go to create a sense of accomplishment
 - can make you more productive
 - Sticker Charts (Modified To-Do List)
 - a way for you to track progress on repeated tasks as the path to many goals, especially learning/education goals, includes practice and repetition
 - come up with a list of eight to ten (8-10) tasks that will contribute to meeting the goal;; every time you complete a task, add a sticker (or a date, or a checkmark) to the chart
 - when the chart is full you can see what progress you have made and set up another chart for the next round
 - Tangram
 - traditionally a seven-piece puzzle of different sized shapes that can be assembled into a square
 - the individual pieces represent the short- and medium-term goals which come together to form a long-term goal
 - a good version to use when things can change and move around as needed
 - OSY Personal Learning/Action Plan
 - helps when the goal you have is more detailed and you need to think about both the resources you bring to the goals and what supports you might need as well
 - Have the students pick which of the plans make the most sense for them and their goal and complete that version using each student's long-term goal/vision and the short-term/medium-term goals as well as resources, supports, and actions that they have to complete those goals.

TAKING THE NEXT STEP (WRAP UP)

- Discuss the next steps the students are going to take on their plans and when you will be checking in next to see how the plans are going.

GOAL SETTING: VIRTUAL

MESSAGE TO INSTRUCTORS

Disclaimer: If you have never taught virtually before, please note that these materials are not designed as training to teach via videochat or online. New techniques, strategies, and best practices are emerging all the time. If you are unfamiliar with virtual instruction, please seek training from your program.

1. Before your first meeting with your student, mail or drop off the Student Goal Book. You may wish to send supplies for all activities with the book or to complete the activities with virtual materials. If you choose to send the supplies with the Student Goal Book, decide what you need as you choose and prepare for the lessons. For example, if you want the student to have the option of making a collage in Activity 2 "Creating Your Vision," you will need to make sure they have collage materials with them or know how to create a digital collage online. It is a good idea to pilot these activities virtually with a colleague to get familiar with how they will work in this medium. Suggested list of supplies for all activities:
 - Short-, medium- and long-term goal activity cards (page 77-80)
 - 9 paper clips
 - Icebreaker questions (EN page 57 or SP page 59)
 - 4 blank post-it notes
 - Copy of Pathways game with cards (pages 81-82)
 - Dice
 - Several sheets of blank paper
 - A copy of the reading passage for activity 5 (page 84-85)
 - 2-3 pieces of origami paper and origami instructions (page 87)
 - A felt-tip marker
 - Pencil and pencil sharpener
2. Determine what virtual communication system you will use* and add the student to your contacts. Some common options:
 - WhatsApp
 - Facebook
 - Facetime
 - Skype
 - Google Hangouts
 - Zoom

*It is often ideal to use a system that the OSY already uses to communicate with friends and family (such as Facebook), but it can also be useful to introduce the student to a videoconferencing system (such as Zoom) with more robust collaboration features.

3. There are multiple ways that you can share objects and collaborate with a student virtually. You can:
 - Send files via email or messaging.
 - Send links to files or webpages via messaging.
 - Use a document camera (Dewey) as a projector to project objects from your location to the OSY's computer.
 - Use the screen sharing feature in your video chat system. As this functionality is different in each system, be sure to research how it works in the system you have agreed upon with your student and experiment before your first meeting.

ACTIVITY 1: DISCOVERING OUR VISION

MATERIALS

- Icebreaker Questions (E/S) (page 57)
- Student Goal Book (E/S)
- Pencil/pen

ICE BREAKER QUESTIONS (WARM UP)

- Before class, select between 10-20 questions from the Icebreaker Questions. These will be questions that you and the student will be answering, so pick questions you feel comfortable with discussing.
- Send the list of selected icebreaker questions to the OSY via email or social media outlet, or share the whole list on your screen. Take turns reading and answering the questions together.

MY DREAM IS... (MAIN ACTIVITY)

- Make sure the student has their Student Goal Book and complete the activity as described below.
- Before class - Complete a "Dream Big" activity sheet (in Student Goal Book) for yourself. Try completing the worksheet using the different modalities (writing, drawing, combination of the two) for some of the questions.
- Using your own work as an example (showing it onscreen or sending a photograph), demonstrate what your student is going to do.
- Explain that they should take some time to think about their life.
- Reinforce that there is nothing too big or small and that there is no judgment whatsoever about their ideal. It is their dream.
- Explain that this is their book to keep and document the journey along the way to accomplishing their dream.
- The student should then complete a minimum of two (or answer all) of the questions on the "Dream Big" page. They can document their ideas/thoughts however they want to through sketching or writing. They can also talk about their answers with you and you can help them come up with the correct wording.

TELL ME YOUR DREAM (WRAP UP)

- Once they have completed it, have them share their work with you. Ask clarifying questions as this can help the student complete the next activity.

ACTIVITY 2: DOCUMENTING OUR VISION

MATERIALS

- Object Sheets A, B and C (page 64)
- 1-2 sheets of blank paper
- Student Goal Book (E/S)
- Pencil/pen/colored pencils/markers
- Magazines (collage)
- Scissors
- Glue/tape
- Examples (pages 67-72, you make ahead)

OBJECT GAME (WARM UP)

There are a few options here depending on how you are meeting virtually with the OSY:

- Option 1: Share the *Objects Sheet A* on your screen or hold it up to the camera or Dewey for the OSY to view for 30 seconds and then, hiding the sheet, instruct them to write down as many objects as they remember.
- Option 2: Scan and email or share the *Objects Sheet A* via social media outlet during your session and ask the OSY to look at it for 30 seconds, then hiding the sheet, instruct them to write down the objects they remember.
- Note how many they correctly remembered.
- Next show *Objects Sheet B*. Tell the student that this time they have the opportunity to make notes if they want to do so.
- Show the sheet and give them 30 seconds to study it.
- After 30 seconds, remove the sheet and tell them to turn over their notes to hide them. Ask them to name as many of the objects that they can. Note how many they correctly remembered.
- Next, show *Objects Sheet C*. Tell the student that this time they have the opportunity to make notes if they want to do so.
- Show the sheet and give them 30 seconds to study it.
- After 30 seconds, let the student keep their notes visible. Ask them to name as many of the objects that they can. Note how many they correctly remembered.
- Show the student their score and discuss the activity. Which time was the easiest for them? What did they learn about themselves by going through this activity?

CREATING YOUR VISION (MAIN ACTIVITY)

- Before class - Complete/gather an example of each 'visual' activity that you are going to offer to the students (1. My Life Book 2. Vision Board/Collage 3. Word Cloud 4. Acrostic Poem 5. Music/Song Lyrics). You may choose to use the examples in the appendix, pages 67-72. You do not have to offer all five options but you may want to offer two or three formats so that students may

select the option(s) that make sense to them. Descriptions of each project and the steps to complete each one are further down in the directions.

- Have hard copy examples of each activity option to share by camera or Dewey, or scan the examples and share them on your screen/send them to OSY ahead of time by email or social media outlet. Example photos are also included in the Student Goal Book.
- Introduce the next activity by saying that one of the important parts/tools towards accomplishing a goal is to have a visual reminder. Look at how helpful it was in remembering the objects from the ice breaker when they could see their notes! There are different ways to make a visual reminder and it is up to the individual to decide which they prefer.
- Have the student look at their "Dream Big" statement in their book. Ask them if they have had any additional thoughts or anything that they want to change from their big dream and allow them a short amount of time to make those changes before moving on to the next part.
- Have the student choose one of the different examples to complete. Depending on their choice, follow the directions on how to complete that project below.
- *My Life Book*: Creates a pocket-sized book to personalize their own goals in an autobiographical way and commit to them in a tangible way.
 - Create a blank booklet (see the detailed "Make an 8 page book from ONE piece of paper" instructions in the appendix, page 67).
 - On the cover have the student write/draw their "Dream Big" goal statement from Activity 1.
 - On the first double page have the student respond to the prompt "What will it look like when I have reached my goal/dream?".
 - On the second double page have the student respond to the prompt, "This is me doing what I need to do to reach my goal/dream".
 - On the third double page have the student respond to the prompt, "This is who/what will help me reach my goal/dream".
 - On the back cover have the student write, "I will (state goal) because I am worth it" and sign and date it.
- *Vision Board/Collage*: Creates a one page visual reminder that can be hung up and provides a clear "WHY" daily reminder to focus on their goal.
 - Using magazines, newspapers, scissors, colored pencils, markers, etc. the big picture goal/vision should be written somewhere on the page.
 - The page then can be filled with drawings and/or images and words from magazines/newspapers that represent and support the goal/vision to the student.
 - The student could also create a digital collage using software such as Google Slides to organize text and downloaded or screen-captured images. They could send it to the provider for printing, or even set it as the home screen of their device!
- *Word Cloud*: Creates a one page visual and is good for someone who is verbal and creative with words and vocabulary. This is one option that is easier to do online than on paper, but if the student would like to make a hand-drawn version, please see the instructions in the one-on-one section (page 14)
 - Use a word cloud generator website - there are a fair amount of free sites but a simple one to use is: <https://worditout.com>

- Enter a list of words associated with the student's goal/dream into the textbox provided on the website. There should be a minimum of 20-25 words for the activity to work well.
- Have the website generate the word cloud. Depending on the site there are options to change the colors, fonts, format, etc.
- Print out the final word cloud and glue/tape into the student book, or save it in a digital album.
- *Acrostic Poem*: Creates a one page word visual and is good for someone who is verbal and has a solid vocabulary. There are two variations of this activity.
 - Version A:
 - Have the student choose the key word for their goal and write it vertically down the side of their paper.
 - For each letter in the key word, have the student think of a word that either aligns with their goal, or an action word they will take to work towards their goal.
 - Version B:
 - Have the student create a simple drawing of their goal on the top of the page.
 - Have the student choose the key word for their goal and have them write it vertically down the side of their paper.
 - For each letter in the key word, have the student think of a word that either aligns with their goal, or an action word they will take to work towards their goal.
- *Music/Song Lyrics*: Creates an aural tool for students who are motivated by music or a song, especially if they have a personal connection to the lyrics. This could also be used as a pre-activity to lead to a Word Cloud as it creates a word bank.
 - Have students think about a song they like that is motivating, helps them get moving, will help keep them motivated when the going gets tough. Think of their hype song – like "Eye of the Tiger" from *Rocky*.
 - Look up the lyrics to the song online and share them if available. If not, the student can write them out on paper.
 - Have the student highlight or underline certain lyrics of the song that they really connect to and list reasons why they connect to these certain lyrics. List why or how this song in particular motivates them or gets them moving.
 - Students could play the song for you and/or the group and talk about their reasons for choosing the song and explain how they relate to this song.

SHOW ME YOUR VISION (WRAP UP)

- After the OSY has completed their version of the activity they chose, have them share with you the completed version by taking a picture of it and texting, emailing, or sharing it via social media outlet.
- Provide positive feedback about the project as well as potentially drilling down a little deeper about the choices the student made.
- Ask the student what they would like to do with their work now that they have finished it. Remind the student that it is a great tool to have a tangible reminder about what their vision/goal is and it can help motivate the student to continue to work towards their goals even when faced with challenges or lack of motivation.

ACTIVITY 3: SETTING LONG- AND SHORT-TERM GOALS

MATERIALS

- Nine (9) paperclips/pennies/objects
- Spanish translation of warmup questions (if needed), page 76
- Short-/medium-/long-term goal activity cards (1 set), pages 77-80
- Student Goal Book (E/S)
- Pencil/pen
- Extra paper

“PENNY FOR YOUR THOUGHTS?” (WARM UP)

- Have the student gather nine (9) pennies/chips/paperclips (any small object of which you have 9). Explain that you are going to read one of the following questions. If the answer is “yes”, the student should put one of the pennies (or whatever object is being used) in a pile to the right. If they answer “no”, the student should put one of the objects in a pile to the left.
- QUESTIONS (Spanish translation in the appendix on page 76):
 1. When you go to bed at night, do you ever think about the things you need/would like to do the next day?
 2. When you wake up in the morning do you ever think about all the things you need/would like to do that day?
 3. Do you ever write lists of things you need to do or think you want to remember?
 4. Have you ever thought about something you wanted to do and then tried to work out how to make it happen?
 5. Do you find it easier to do something or learn something if you are clear what the end result will be?
 6. Do you find you work harder when you are doing something you are interested in or enjoy?
 7. Do you feel better when you know exactly what you are supposed to be doing?
 8. Have you ever set yourself a ‘goal’ to achieve either at work, school, or in your personal life?
 9. Have you ever done something that you found hard or challenging but you kept at it because you wanted to make it to the end?
- Have the student look at their piles and see whether they answered more of the questions with a “yes” or “no”. Explain to the student that someone who answers “yes” five (5) or more times has had a natural understanding or habit of goal setting at different times in their life. Someone who answers “no” five (5) or more times might not have spent as much time setting goals but can see how exciting and productive it is when you have a goal to work towards.

MEASURING OUT YOUR DREAM (MAIN ACTIVITY)

- Before class - make/cut out copies of the short-term, medium-term, and long-term activity images and mail them to the student.
- Introduce the next activity by asking the student what are two (2) to four (4) things they are planning or looking forward to doing tomorrow? What about in the next week? The next month? How about in one year's time? Write their answers on a piece of paper. When you are done listing activities ask them if they notice anything about the types of activities and how those activities change when the length of time attached changes.
- Explain that there is a good way to categorize different goals:
 - **Short-term goals** are things that you might want or have to do today, tomorrow, or within the next several weeks. They are things that you consider needing to do *SOON*.
 - **Medium-term goals** are things that you want or have to do in the next few months or sometimes within the next year. They are things you consider needing to do *A LITTLE LATER*.
 - **Long-term goals** are things you want or have to do later on in life, whether it is next year, 10 years from now, or even longer without a specific end date. They are things you consider needing to do *MUCH LATER*.
- Using the activity cards, ask the student to sort the activities into three piles: short-term, medium-term, and long-term.
- Once they have sorted the cards, go through them together and see if there are any that you might have classified differently. Did you have the same answers? Discuss any differences and thoughts behind the rationale that you each have.
- Explain that there is no specific rule that determines whether something is short-, medium- or long-term and that many times these different goals are connected. For example, your long-term goal may be something like being a famous soccer star. The next step is to start thinking about how you are going to make that long-term happen. For example, to be a soccer star, your medium-term goal may be to start playing on the local soccer league or join a traveling/competitive team. A short-term goal would be to buy soccer cleats and work up to running a mile. The short-term goals allow you to accomplish the medium-term goals, which then can lead to the accomplishment of the long-term goal!
- Ask the student to take out their Student Goal Book, turn to page XX and brainstorm at least three short-term and three medium-term goals that will help lead to their long-term goal/vision.

SHARE YOUR GOAL (WRAP UP)

- Have the student share their goals with you and see if you have any additional ones to add.

ACTIVITY 4: MAPPING OUT THE WAY

MATERIALS

- Student Goal Book (E/S)
- Two (2) sheets blank paper
- 4 Post-it notes
- Felt-tip marker
- Pathways board game and cards (page 81-82)
- Dice

CRUMBLER PAPER (WARM UP)

- Before you start, have the student use four Post-it notes and write the words 'Frustration', 'Embarrassment', 'Anger', 'Disappointment' on them.
- Ask the student to write down a time they remember making a mistake. They don't have to share the memory unless they want to do so. You should also participate in this activity by writing down your own memory on another piece of paper.
- Next, tell the student to crumple the paper up into a ball - but not to rip it up. You do this with your paper as well.
- Now both of you throw your paper balls at the word that describes best how you felt about your failure/mistake.
- Retrieve the paper and un-crumple and smooth it out so that it is nice and flat.
- Using a thin-tip marker, trace all of the lines on the paper. As you both trace them, explain to the student that all of those lines represent synapses/pathways in our brains and that the more synapses/pathways our brains have, the faster and more efficient our brains can function. This paper represents what happens to our brains when we have failures and make mistakes.
- Discuss the following questions:
 - What does the crumpled up paper represent?
 - What kind of feelings can we have when we make mistakes?
- Then have the student open up their Student Goal Book and respond to the prompt: "I will _____ because I know that even if I don't get it at first, by trying I will learn and grow stronger."

TWO STEPS FORWARD, ONE STEP BACK (MAIN ACTIVITY)

- Before Class - Print out the Pathways board game and cards and mail to the student with instructions to have two game pieces (ex. dime/nickel) on hand.

- Ask if the student has ever played the game Chutes and Ladders (Sometimes called Snakes and Ladders).
 - If they have, ask them what the purpose of the game is. If they have not, explain that the goal is simply to be the first to get to the end of the board.
 - What happens when you land on a ladder? (You get to move up faster.)
 - What happens when you land on a slide? (You have to go back.)
- Explain that you are going to play the game, but that you two need to make it a little more challenging.
- Have the student read the cards (or read the cards to them).
 - What do these cards have to do with the game?
 - There are things that help us get ahead (helper) and things that can set us back (setback).
- Have the students prepare the board following these steps:
 - Start by deciding which cards are ones that are helpers and which cards are set-backs.
 - Which of the helper cards are bigger helpers than others?
 - Which of the setback cards are worse setbacks than others?
 - Place the cards on the board.
 - Put the biggest helper cards on the longest ladders and continue placing the helper cards on the ladders, having the student decide which length it should be.
 - Put the biggest setback cards on the longest slides and continue placing the setback cards on the slides, having the student decide which length it should be.
- Play a round of the game, continuing until the student has crossed the finish line. It is important to demonstrate that it is not about who comes in first, but the fact that we keep on going until we get to the end.

WHAT IS IN MY CONTROL (WRAP UP)

- Conclude by explaining that we will accomplish our goals faster and better when we know more about what might get in our way or who/what can help us along our way. There are things that we can control and things that are outside of our control. It is how we handle both that will lead to being successful.
- Depending on each student, choose to have them talk about or to write about some of the helpers/setbacks that they will face to reach their long-term goal/vision. The student can complete the page(s) in the Student Goal Book.
- Optional: The student can complete the page of Control in their Student Goal Book.

ACTIVITY 5: PLANNING STEP-BY-STEP

MATERIALS

- Student Goal Book (E/S)
- Reading passage (copy for you)
- Pen/pencil

DAY OF REFLECTION (WARM UP)

- Before class, depending on your student or the amount of time you have, decide between using Benjamin Franklin's quote or Michael Jordan's passage:

Shorter Reading

Read the following quote attributed to Benjamin Franklin:

"Fail to plan and plan to fail."

- Ask the following questions and have a discussion with the student:
 - What is the message of this quote?
 - How would you use this advice?
 - What do you want to remember after reading this?

Longer Reading

Read the following passage from Michael Jordan's book *I Can't Accept Not Trying: Michael Jordan on the Pursuit of Excellence* in which he talks about how important setting goals has been to his success:

"I approach everything step-by-step. I had always set short-term goals. As I look back, each one of the steps or successes led to the next one. When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again. So I set a goal of becoming a starter on the varsity. That's what I focused on all summer. When I worked on my game, that's what I thought about. When it happened, I set another goal, a reasonable, manageable goal that I could realistically achieve if I worked hard enough. I guess I approached it with the end in mind. I knew exactly where I wanted to go, and I focused on getting there. As I reached those goals, they built on one another. I gained a little confidence every time I came through.

If your goal is to become a doctor and you're getting Cs in biology then the first thing you have to do is get Bs in biology and then As. You have to perfect the first step and then move on to chemistry or physics. Take those small steps. Otherwise you're opening yourself up to all kinds of frustration. Where would your confidence come from if the only measure of success was becoming a doctor? If you tried as hard as you could and didn't become a doctor, would that mean your whole life was a failure? Of course not. All those steps are like pieces of a puzzle. They all come together to form a picture. Not everyone is going to be the greatest but you can still be considered a success. Step by step, I can't see any other way of accomplishing anything."

- Ask the following questions and have a discussion with the student"
 - What is the message or lesson of this reading?

- What are the most important messages of this reading?
- What do you want to remember after reading this?

WHAT YOU KNOW NOW (MAIN ACTIVITY)

- Share with the student how proud you are of the work that they have done so far.
 - They have learned that it is important to have a vision of what they want out of their life.
 - They have learned that a vision without a plan is just a dream, but a vision with a plan is a goal.
 - They have learned that there is a long-term goal and that it takes achieving short-term and middle-term goals to get there.
 - They have learned that circumstances inevitably change. That may require a detour from the original path, creating a new path, or clearing whatever those blocks are out of the way to be able to move forward.
 - They have learned that they are worth the hard work and there are people and things out there to help them along the way.
 - The next two activities are for the student to develop their own personal plan. The first activity is starting to put together the steps. The second activity is documenting it and getting started!
- Have the student take out their Student Goal Book and complete the Making a Plan section. Work together with the student to help them answer the questions.

MAKING A PLAN (WRAP UP)

- Explain that the next step, after completing the *Making a Plan* section, is to decide the best way to organize the plan and start working on it. Having a plan is only the first step. Organizing their approach to working on that plan may make all the difference in its success completion.

ACTIVITY 6: PLANNING STEP-BY-STEP

MATERIALS

- Student Goal Book (E/S)
- Two or three (2-3) pieces of origami paper
- Origami Instruction sheets 1-4 (beginning on page 87)
- Sample learning plan documents (pages 93-96)
- Pen/Pencil

ORIGAMI BIRD (WARM UP)

- Before class, mail the student two to three (2-3) sheets of origami paper and instructions. If the student is using their own paper, then share the instructions with them onscreen or via messaging.
- Note this activity asks the student to make a simple origami bird, but in stages:
 - The first stage will be asking the student to make the bird without instructions, either just by looking at a picture or looking at an example.
 - The second stage will be with instructions but not in order.
 - The third stage will be with instructions in order, but no images.
 - The fourth stage will be with instructions and images.
 - You may decide to either do step 3 or 4 if time is short and considering your student's comfort level with this type of project. You may also decide to do the project along with the student by working as a team.
 - The important thing is that the student completes the bird and goes through at least a couple of the steps.
- Have the student take a piece of origami paper (or a regular paper that is cut into a square) and Instruction Sheet #1. Ask the student to make the bird but give no other instructions. The student may try or not try and either is fine. When they are unable to do it (since they have no instructions) ask them if they can think of something that could help them.
- Next, provide the student with Instruction Sheet #2 (with steps unnumbered and out of order) with another sheet of origami paper and ask them to try again. When they are unable to do it (since the instructions are unclear) ask them if they can think of something else that could help them.
- Repeat this process with Instruction Sheet #3 (with the steps in order but not illustrated) and then with Instruction Sheet #4 (with the steps in order and illustrated). You may also choose to either stop after Sheet #3 (if the student is successful) or skip Sheet #3 and go right to Sheet #4 depending on time.
- Ask the student to reflect on the following questions:
 - What was the most helpful tool they had when attempting to fold the origami bird?
 - How does this activity relate to our work in setting goals?

- Guide the student to the fact that having the instructions with details in order made the task a lot easier to complete. This fact will be important during the main activity - writing out and putting together the action/learning plan to completing their goal.

HOW WILL YOU PLAN? (MAIN ACTIVITY)

- Review what you have spent time exploring up to this point – having a bigger vision means setting goals for our lives in order to achieve that vision. We reach those long-term goals through short-term and medium-term goals/activities. There are events that will help and events that will possibly set back our goals, and our goals can change for different reasons. In the previous section we outlined the steps we are going to take to get to our end goal/vision.
- Now we just need to put our plan in writing to document it!
- There are different ways that people choose to document their plans. It comes down to determining what the person needs the document to do. Here are different options and guidance on what type of document plan works for which type of goal:
 - To-Do List
 - works well if your goal is simple and has direct tasks to be completed
 - can help keep you organized and help you remember what you are supposed to be doing
 - can motivate you, especially if you like to cross things off as you go to create a sense of accomplishment
 - can make you more productive
 - Sticker Charts (Modified To-Do List)
 - a way for you to track progress on repeated tasks as the path to many goals, especially learning/education goals, includes practice and repetition
 - come up with a list of eight to ten (8-10) tasks that will contribute to meeting the goal; every time you complete a task, add a sticker (or a date, or a checkmark) to the chart
 - when the chart is full you can see what progress you have made and set up another chart for the next round
 - Tangram
 - traditionally a seven-piece puzzle of different sized shapes that can be assembled into a square
 - the individual pieces represent the short- and medium-term goals which come together to form a long-term goal
 - a good version to use when things can change and move around as needed
 - OSY Personal Learning/Action Plan
 - helps when the goal you have is more detailed and you need to think about both the resources you bring to the goals and what supports you might need as well
- Have the student pick which of the plans make the most sense for them and their goal and complete that version using the student's long-term goal/vision and the short-term/medium-term goals as well as resources, supports, and actions that they have to complete those goals.

TAKING THE NEXT STEP (WRAP UP)

- Discuss the next step the student is going to take on their plan and when the two of you will be checking in next to see how the plan is going.

APPENDICES

Activity Materials

Ice Breaker Questions
Dream Big Sample Pages
Object Game Sheets
Life Book

ICE BREAKER QUESTIONS

Instructions: The following list are a set of questions that can be utilized for Activity 1. Please feel free to select the number of questions you feel comfortable with and or modify them according to your lesson plan. Creativity is highly encourage when delivering these questions to students. Refer back to Activity 1 for ideas on how to deliver the questions below.

1. If you could have dinner with any person alive in the world today, who would that be?
2. If you were banished to a desert island, would you rather be there alone or with your worst enemy?
3. What is the longest time you have gone without sleeping? Why?
4. What day of your life would you most like to relive? Why?
5. Who is the most interesting/amusing person in your family? Why?
6. What is your favorite place to be? Why?
7. In general, people worry too much about ...
8. The person that made the biggest impact on your life is...
9. What's the strangest thing you've ever eaten?
10. What is your favorite TV show and why?
11. If you could take a vacation right now, where would you go?
12. Name a gift you will never forget?
13. If you had the power to change one problem in the world today, what would that problem be?
14. What is one thing you really like about yourself?
15. Does your first or middle name have any significance (or were you named after another family member)?
16. What is one of your favorite things to do in the summer?
17. People might be surprised to find out that you...
18. If you could be any animal- what animal would you choose and why?
19. Describe yourself in three words.
20. What is the most beautiful thing in the world?
21. If you had to be any age for the rest of your life, what age would you choose?
22. If you won the lottery, what would you do with the money?
23. If you had to do one thing for the rest of your life, what would it be?
24. What is something that is easy for you?
25. What is something that you have to work hard to understand or do?
26. What are some things that you have shown other people how to do?
27. What are your strengths? (Examples: friendly, trustworthy, generous, good listener)
28. What do you wish you could do better?

29. What are your weaknesses (Examples: not using your time well, not learning from your mistakes, shy, always being defensive?)
30. You are happy when ...
31. Do you have a nickname? What is it?
32. Your favorite color is ...
33. Who is your favorite musician? Why?
34. What is your favorite song and why?
35. What is your favorite movie? Why?
36. A book you would recommend someone to read is ...
37. What is your life's motto?
38. The best advice you've heard is ...
39. A poem you would recommend someone to read is ...
40. Who or what inspires you to be a better person?
41. What are your hobbies?
42. What other languages would you like to learn?
43. Your best dish is ...
44. Your favorite meal is ...
45. What is the craziest thing you've done in your life?
46. If you could be in any musical band, what band would it be?

ICE BREAKER QUESTIONS IN SPANISH

1. Si pudieras cenar con cualquier persona viva en el mundo hoy, ¿quién sería?
2. Si fueras desterrado a una isla desierta, ¿preferirías estar solo o con tu peor enemigo?
3. ¿Cuál es el tiempo más largo que has pasado sin dormir? ¿Por qué?
4. ¿Qué día de tu vida te gustaría más revivir? ¿Por qué?
5. ¿Quién es la persona más interesante / divertida de tu familia? ¿Por qué?
6. ¿Cuál es tu lugar favorito en donde estar? ¿Por qué?
7. En general, las personas se preocupan demasiado por...
8. La persona que hizo el mayor impacto en tu vida es...
9. ¿Cuál es la cosa más extraña que has comido?
10. ¿Cuál es tu programa de televisión favorito y por qué?
11. Si pudieras tomarte unas vacaciones ahora mismo, ¿a dónde irías?
12. Nombre un regalo que nunca olvidarías.
13. Si tuvieras el poder de cambiar un problema en el mundo de hoy, ¿cuál sería ese problema?
14. ¿Qué es una cosa que realmente te gusta de tu mismo?
15. ¿Su nombre o segundo nombre tiene algún significado (o recibió su nombre de otro miembro de la familia)?
16. ¿Cuál es algo que te gusta hacer en el verano?
17. La gente podría quedarse sorprendido al descubrir que tu...
18. Si pudieras ser cualquier animal, ¿qué animal elegirías y por qué?
19. Descríbete en tres palabras.
20. ¿Cuál es la cosa más bella del mundo?
21. Si tuvieras que tener una edad fija por el resto de tu vida, ¿qué edad elegirías?
22. Si ganaras la lotería, ¿qué harías con el dinero?
23. Si tuvieras que hacer una cosa por el resto de tu vida, ¿qué sería?
24. ¿Qué es algo fácil para ti?
25. ¿Qué es algo que te cuesta trabajar entender o hacer?
26. ¿Cuáles son algunas cosas que le has mostrado a otras personas cómo hacer?
27. ¿Cuáles son tus características más fuertes? (por ejemplo: amable, confiable, generoso, buen oyente)
28. ¿Cuáles son tus debilidades (por ejemplo: no usar bien tu tiempo, no aprender de tus errores, ser tímido, estar siempre a la defensiva)
29. Eres feliz cuando ...
30. ¿Tienes un apodo? ¿Qué es?
31. Tu color favorito es ...
32. ¿Qué le gustaría poder hacer mejor?

33. ¿Quién es tu músico favorito? ¿Por qué?
34. ¿Cuál es tu canción favorita y por qué?
35. ¿Cuál es tu película favorita? ¿Por qué?
36. ¿Cuál es un libro que recomendarías a alguien para leer?
37. ¿Cuál es el lema de tu vida?
38. ¿Cuál es el mejor consejo que has escuchado?
39. ¿Cuál es un poema que recomendarías a alguien para leer?
40. ¿Quién o qué te inspira a ser una persona mejor?
41. ¿Cuáles son tus pasatiempos?
42. ¿Qué otros idiomas te gustaría aprender?
43. Tu mejor platillo/bocado es ...
44. Tu comida favorita es ...
45. ¿Cuál es la cosa más loca que has hecho en tu vida?
46. Si pudieras estar en cualquier banda musical, ¿en qué banda sería?

**WRITE OR DRAW WHAT YOU BELIEVE YOU ARE
CAPABLE OF DOING IN YOUR LIFE**

WRITE OR DRAW THE GREATEST THINGS YOU COULD ACCOMPLISH GIVEN THE RIGHT CIRCUMSTANCES, RESOURCES AND MOTIVATION

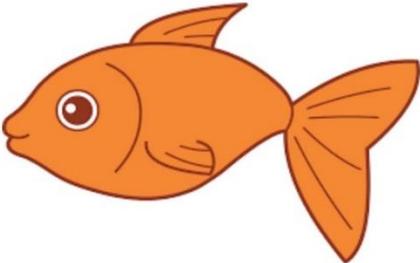
THIS IS WHERE I SEE MYSELF/MY LIFE WHEN I AM 40 YEARS OLD

OBJECT GAME SHEETS (ACTIVITY 2)

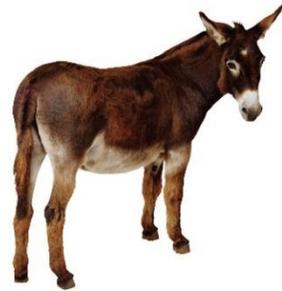
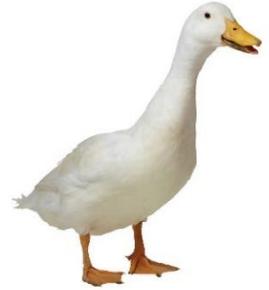




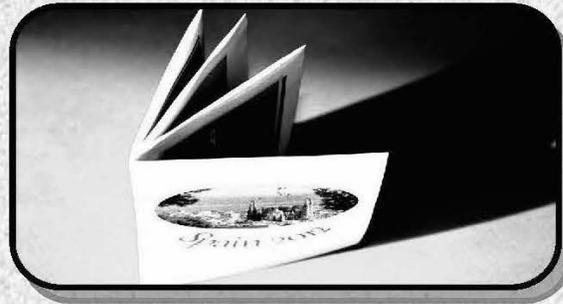
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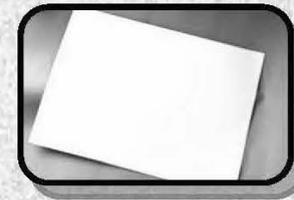
F



Make an Eight Page Folded Book from ONE Piece of Paper!



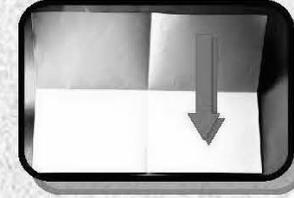
Use a piece of paper of any size; the bigger your starting paper, the bigger your book will be.



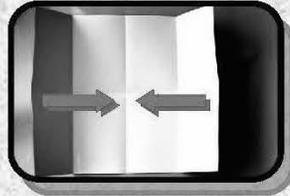
1 Fold your paper in half by bringing the two shorter ends together.



2 Open it, then fold it again in the other direction, like a hot dog bun.



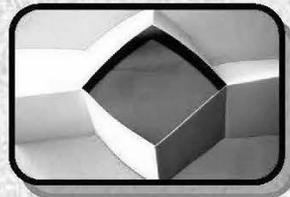
3 Open it again, then fold the edges to meet the center. You now have 8 little sections.



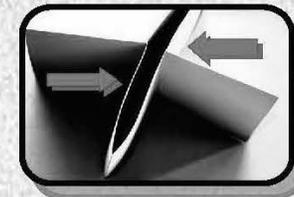
4 Open the sheet; use a knife or scissors to make a cut just between the two center sections.



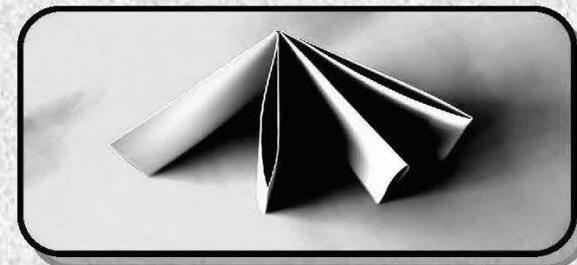
5 Fold it back together, hot-dog style. It should look like this.



6 Press the diamond-shaped area together, like this. Fold it over until it looks like a book.



You now have an eight page book for drawing and writing. You may also print designs on the page by using your folds at Step 3 as a pattern for laying out the pages.



Design by Sonja Williams 2015

Dream Board

Goal: Build my own home in Mexico.

Steps: Save \$10,000 in 5 yrs.
\$2,000/year
\$167/mo.

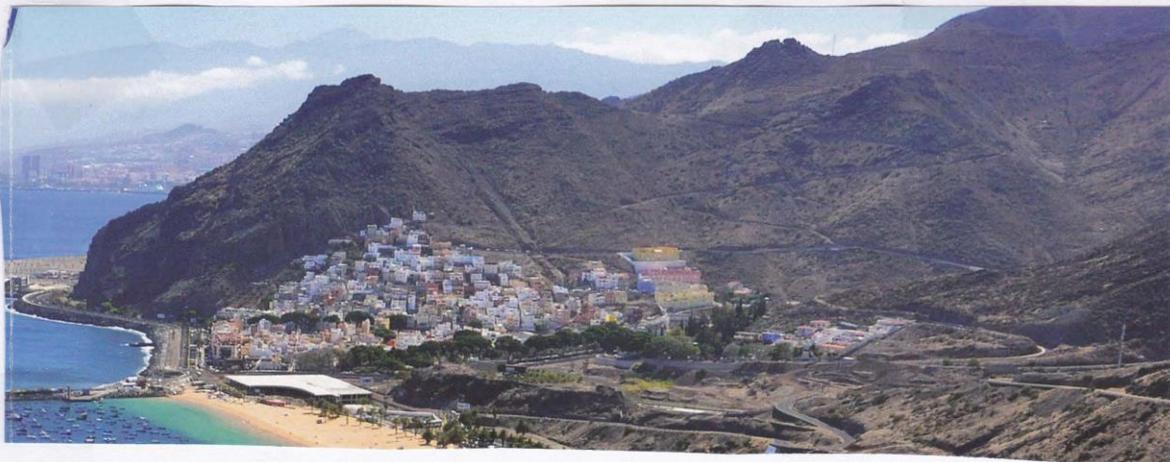


EXAMPLE: VISION BOARD

Vision Board

Goal: Visit Family in El Salvador next year

Steps: Save \$1,000
\$85/mo or \$22/pay check



A word cloud on a black background featuring various motivational and aspirational words. The words are written in a cursive, handwritten style and are oriented vertically. The colors of the words include shades of blue, green, red, purple, and white. The words are: challenge, long-term, learning, think, mindset, hard, work, ambition, purpose, hope, reason, achieve, life, wish, courage, aspiration, plan, visions, expectation, progress, accomplish, goals, future, smart, and action.

challenge
long-term
learning
think
mindset
hard
work
ambition
purpose
hope
reason
achieve
life
wish
courage
aspiration
plan
visions
expectation
progress
accomplish
goals
future
smart
action

EXAMPLE: ACROSTIC POEM

Healthy

Ambitious

Parent

Peaceful

Young at heart

EXAMPLE: LYRICS/SONG

Warriors

By Imagine Dragons

As a child you would wait
And watch from far away
But you always knew that you'd be the one
That work while they all play
In youth you'd lay
Awake at night and scheme
Of all the things that you would change
But it was just a dream!
Here we are, don't turn away now,
We are the warriors that built this town
Here we are, don't turn away now
We are the warriors that built this town
From dust.
Will come
When you'll have to rise
Above the best and prove yourself
Your spirit never dies!
Farewell, I've gone to take my throne above
But don't weep for me
'Cause this will be
The labor of my love
Here we are, don't turn away now
We are the warriors that built this town
Here we are, don't turn away now,
We are the warriors that built this town
From dust.
Here we are, don't turn away now
We are the warriors that built this town
Here we are, don't turn away now
We are the warriors that built this town
From dust

Songwriters: Joshua Francis Mosser / Alexander Junior Grant / Daniel Coulter Reynolds Warriors lyrics © Universal Music Publishing Group

Waka Waka (Esto Es África)

Llego el momento
Caen las murallas
Va a comenzar
La única justa
De las batallas

No duele el golpe
No existe el miedo
Quítate el polvo
Ponte de pie
Y vuelves al ruedo

Y la presión
Se siente
Espera en ti
Tu gente!

Ahora vamos por todo
Y te acompaña la suerte
Tsamina mina Zangalewa
Porque esto es África

Tsamina mina ¡Eh, eh!
Waka waka ¡Eh, eh!
Tasmina mina Zangalewa
Porque esto es África

Oye tu dios y
No estarás solo
Llegas aquí
Para brillar
Lo tienes todo

La hora se acerca
Es el momento
Vas a ganar
Cada batalla
Ya lo presiento

Hay que empezar
De cero
Para tocar
El cielo

Ahora vamos por todo
Y todos vamos por ellos
Tsamina mina Zangalewa
Porque esto es África

Tsamina mina ¡Eh, eh!
Waka waka ¡Eh, eh!
Tasmina mina Zangalewa
Anawa a a

Tsamina mina ¡Eh, eh!
Waka waka ¡Eh, eh!
Tasmina mina Zangalewa
Porque esto es África

Tsamina mina ¡Eh, eh!
Waka waka ¡Eh, eh!
Tasmina mina Zangalewa
Porque esto es África

Tsamina mina ¡Eh, eh!
Waka waka ¡Eh, eh!
Tasmina mina Zangalewa
Anawa a a

Tsamina mina ¡Eh, eh!
Waka waka ¡Eh, eh!
Tasmina mina Zangalewa
Porque esto es África

Django eh eh
Django eh eh
Tasmina mina zangalewa
Anawa a a

Porque esto es África
Porque esto es África

We're all Africa
We're all Africa

*Eugene Victor Doo Belley, Jean Ze Bella, Jorge Drexler,
Shakira Isabel Mebarak Ripoll, John Hill Y Emile Kojide*

Confident

By Demi Lovato

It's time for me to take it
I'm the boss right now
Not gonna fake it
Not when you go down
'Cause this is my game
And you better come to play
I used to hold my freak back
Now I'm letting go
I make my own choice
Bitch, I run this show
So leave the lights on
No, you can't make me behave

(Chorus)
So you say I'm complicated
That I must be outta my mind
But you had me underrated
Rated, rated
What's wrong with being, what's wrong with being
What's wrong with being confident?
What's wrong with being, what's wrong with being
What's wrong with being confident?

It's time to get the chains out
Is your tongue tied up?
'Cause this is my ground
And I'm dangerous
And you can get out
But it's all about me tonight

(Chorus)
So you say I'm complicated
But you've had me underrated
What's wrong with being, what's wrong with being
What's wrong with being confident?
What's wrong with being, what's wrong with being
What's wrong with being confident?
What's wrong with being, what's wrong with being
What's wrong with being confident?
What's wrong with being, what's wrong with being
What's wrong with being confident?

Songwriters: Demitria Lovato / Ilya Salmanzadeh / Savan Harish Kotecha / Martin Karl Sandberg

Confident Lyrics © Warner/Chappell Music, Inc, Universal Music Publishing Group, BMG Rights Management US, LLC

No Creo En El Jamás- Juanes

Cuando la vida me da golpes
Y me manda para el suelo
Es cuando yo más siento
Que tengo que levantarme
Que dar la cara al miedo
Es una forma de vencerlo

No voy a darme por vencida
No voy a darle mi vida al miedo
El miedo es un asesino
Que matas a los sentimientos
Sé que no estoy solo
Yo sé que Dios está aquí adentro

Y necesito silencio para poder encontrar....
Mi propia voz y mi verdad
Y al final de la oscuridad

(Coro)

No me siento solo
Sé que estás conmigo
Hoy voy a levantarme y no voy
A resignar mi corazón
Hacer lo que quise y no puede
No lo voy aceptar
Hoy voy a buscar estar mejor
La vida tiene solución
Aquí no hay nada imposible
No creo en el jamás
No...
No creo en el jamás
Noooo....

Si darte por vencido es una forma de morir
Entonces yo jamás voy a darle gusto a la
muerte
Pienso en mi familia
Y el corazón late más fuerte
Que no se puede vivir pensando cuando se va
morir
Y dicen soñar es tanto como morir estando vivo
Yo creo en el presente
Y eso me aleja de la muerte

Y necesito silencio para poder encontrar....
Mi propia voz y mi verdad
Y al final de la oscuridad

(Coro)

No me siento solo

Sé que estás conmigo
Hoy voy a levantarme y no
voy A resignar mi corazón
Hacer lo que quise y no
puede No lo voy aceptar
Hoy voy a buscar estar
mejor La vida tiene solución
Aquí no hay nada
imposible No creo en el
jamás
No...
No creo en el jamás
Noooo....

Juan Esteban Aristizabal

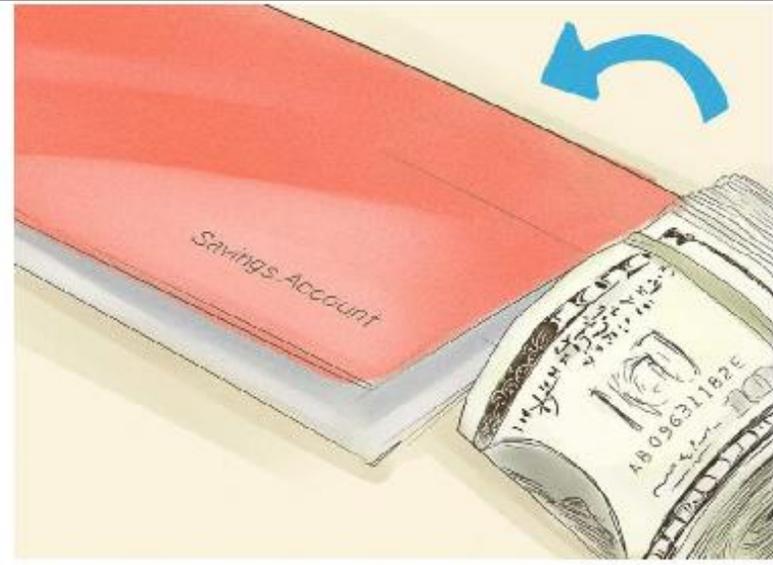
“PENNY FOR YOUR THOUGHTS” WARM UP QUESTIONS IN SPANISH

1. Cuando te acuestas por la noche, ¿alguna vez has pensado en todas las cosas que necesitas o te gustaría hacer el día siguiente?
2. Cuando te levantas por la mañana, ¿alguna vez has pensado en todas las cosas que necesitas o te gustaría hacer ese día?
3. ¿Alguna vez has escrito una lista de cosas que necesitas hacer o que quieres recordar?
4. ¿Alguna vez has pensado en algo que querías hacer y luego trataste de averiguar cómo hacerlo?
5. ¿Te resulta más fácil hacer algo o aprender algo si sabes cómo debe de terminar?
6. ¿Encuentras que trabajas con más ganas cuando estás haciendo algo que te interesa o disfrutas?
7. ¿Te sientes mejor cuando sabes exactamente lo que se supone que debes hacer?
8. ¿Alguna vez te has fijado en un "objetivo" para lograrlo en el trabajo, en la escuela o en tu vida personal?
9. ¿Alguna vez has hecho algo que te resultó difícil o desafiante, pero lo mantuviste porque querías llegar hasta el final?

GOAL CARD: SAVING MONEY



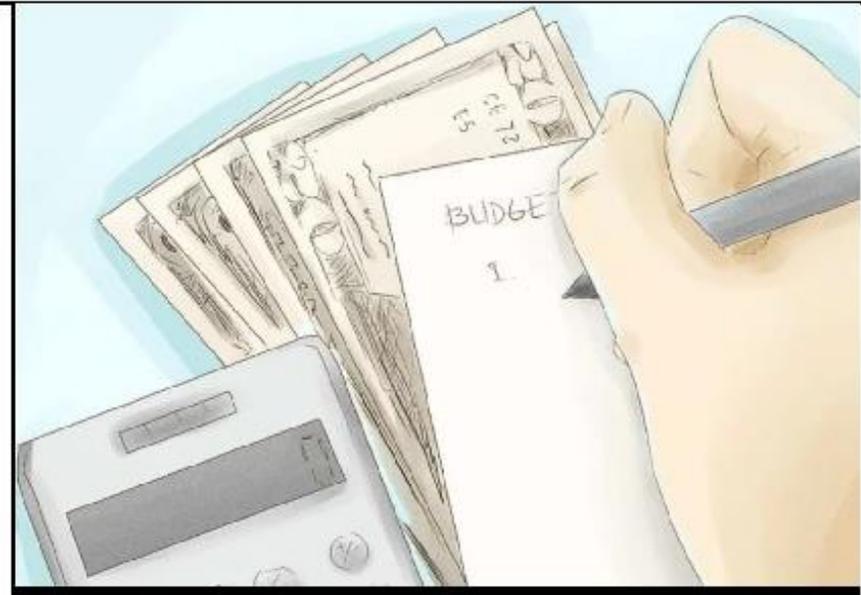
Don't use credit cards
No usar tarjetas de crédito



Open a savings account
Abrir una cuenta de ahorros



Save money
Ahorrar dinero



Make a budget
Hacer un presupuesto

GOAL CARD: BUYING A CAR



Get a driver's license
Obtener licencia para manejar



Save money
Ahorrar dinero



Shop for a car
Buscar un carro



Buy a car
Comprar un carro

GOAL CARD: GRADUATING



Meet with a counselor
Reunir con una asesora



Study with a friend
Estudiar con un amigo



Do homework
Hacer tareas



Graduate!
¡Graduarse!

GOAL CARD: BECOMING A SOCCER PRO



Buy new cleats
Comprar zapatos de fútbol nuevos



Get in shape
Ponerse en forma



Play on a team
Jugar con un equipo

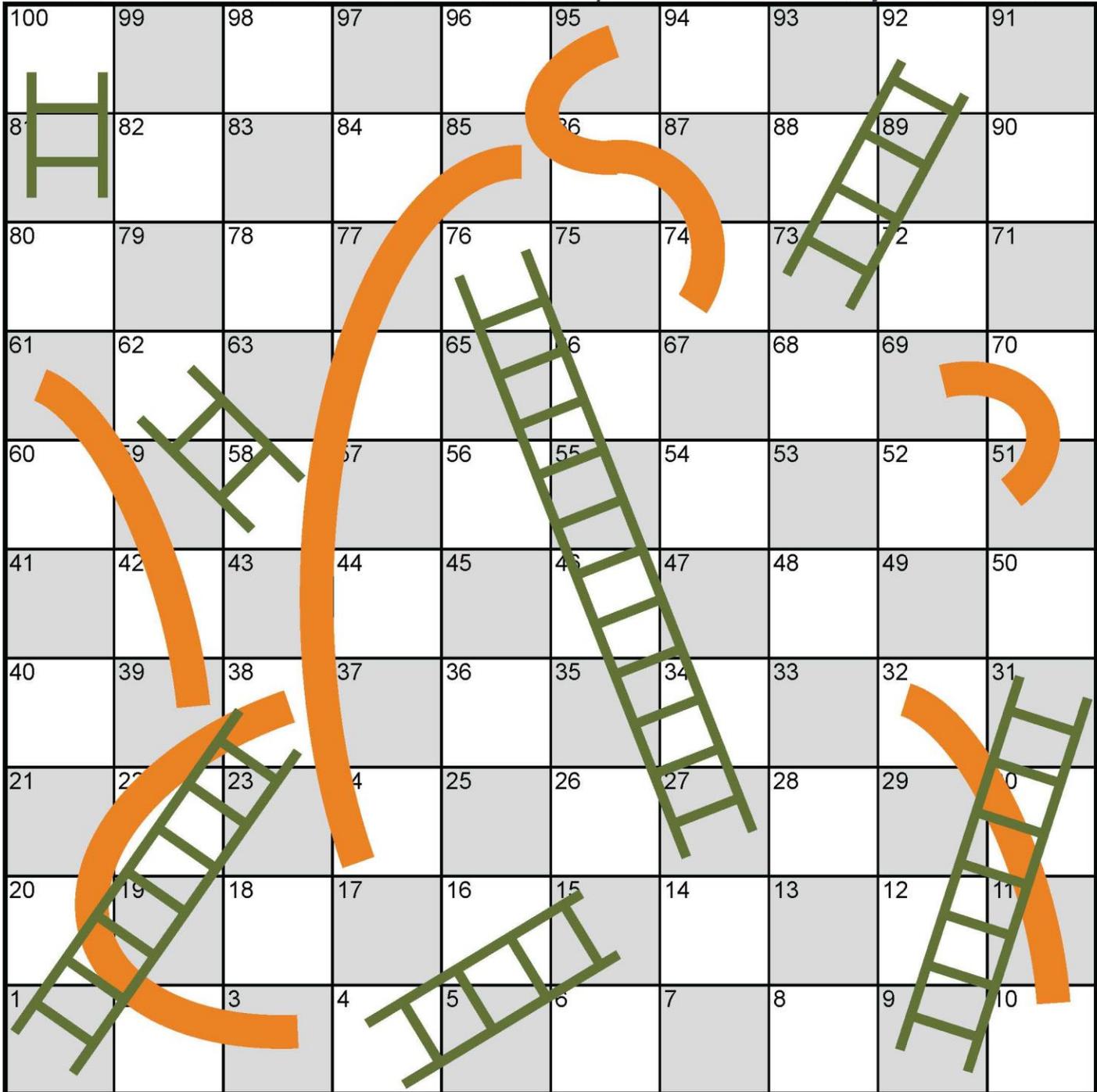


Play professional soccer
Jugar fútbol profesional

PATHWAYS: BOARD FOR GAME

PATHWAYS

The Good, Not So Good and Ways to Reach A Goal



PATHWAYS: CARDS FOR GAME

<p>You are hired in a permanent, salaried job</p>	<p>You find \$80 at the laundromat and no one else claims it!</p>	<p>You complete a budgeting class and start a savings plan.</p>	<p>Your work closes and you have to find a new job.</p>	<p>You take the HiSET/GED/TASC exam and get your high school diploma.</p>
<p>You get a horrible cold and you miss a week of work</p>	<p>It is winter and your hours are cut in half.</p>	<p>It is your birthday and you get a lottery scratch ticket. You win \$15,000!</p>	<p>Your grandfather becomes sick and you need to send him money to help him.</p>	<p>You or your wife/girlfriend become/s pregnant and you are going to have a baby</p>
<p>You just cashed your paycheck and someone robs you of all your money</p>	<p>You break your leg playing soccer and can't work for two months</p>	<p>Your roommate moves out and now you have to pay all the rent</p>	<p>You start a second job at the supermarket. Now you are earning more money and get a discount on your groceries.</p>	<p>You have worked very hard in class and it was worth it! You are promoted to supervisor at your work.</p>
<p>You get tired and skip a lot of classes</p>	<p>You get a temporary job</p>			

Consigues un trabajo permanente con un salario	Encuentras \$80 en la lavandería y nadie lo reclama	Tomas un curso de presupuesto y comienzas un plan de ahorro	Tu trabajo se cierra y tienes encontrar un nuevo trabajo	Tomas el examen de HiSET/GED/TASC y obtienes tu diploma de secundaria
Tienes un gripe fuerte y pierdes una semana de trabajo	Es invierno y tus horas de trabajo se reducen a la mitad	Es tu cumpleaños y te regala una tarjeta de lotería y ganas \$15,000!	Tu abuelo tiene una emergencia médica y necesitas enviar dinero para ayudarlo	Tú o tu esposa/novia sale embarazada y van a tener un bebe
Tienes tu pago en efectivo y le roban todo tu dinero	Te rompes tu pierna jugando futbol y no puedes trabajar durante dos meses	Tu compañero de cuarto se va y ahora tienes que pagar el alquiler entero	Comienzas un segundo trabajo en el supermercado. Ahora estas ganando más dinero y obtienes un descuento en tus compras	Has trabajado duro en clase de Ingles y vale la pena! Obtienes una promoción de supervisor en tu trabajo
Te vuelves cansado y te pierdas muchas clases de ingles	Consigues un trabajo temporal			

SHORT READING PASSAGE (ACTIVITY 5) – BENJAMIN FRANKLIN

“Fail to plan and plan to fail”
Attributed to Benjamin Franklin

SHORT READING PASSAGE (ACTIVITY 5) – MICHAEL JORDAN

“I approach everything step by step. I had always set short-term goals. As I look back, each one of the steps or successes led to the next one. When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again. So I set a goal of becoming a starter on the varsity. That’s what I focused on all summer. When I worked on my game, that’s what I thought about. When it happened, I set another goal, a reasonable, manageable goal that I could realistically achieve if I worked hard enough. I guess I approached it with the end in mind. I knew exactly where I wanted to go, and I focused on getting there. As I reached those goals, they built on one another. I gained a little confidence every time I came through.

If your goal is to become a doctor and you’re getting C’s in biology then the first thing you have to do is get B’s in biology and then A’s. You have to perfect the first step and then move on to chemistry or physics. Take those small steps. Otherwise you’re opening yourself up to all kinds of frustration. Where would your confidence come from if the only measure of success was becoming a doctor? If you tried as hard as you could and didn’t become a doctor, would that mean your whole life was a failure? Of course not. All those steps are like pieces of a puzzle. They all come together to form a picture. Not everyone is going to be the greatest but you can still be considered a success. Step by step, I can’t see any other way of accomplishing anything.”

Michael Jordan

“I Can’t Accept Not Trying: Michael Jordan on the Pursuit of Excellence”

MAKING A PLAN

My long-term goal is: _____

Look at your goal. How will you know when this goal is complete? Imagine that you have already completed it. What do you have in your hands? What can you do? How can you show someone else that you have met your goal?

How will you feel when this goal is complete? What will achieving this goal do for you? What will you be able to do next?

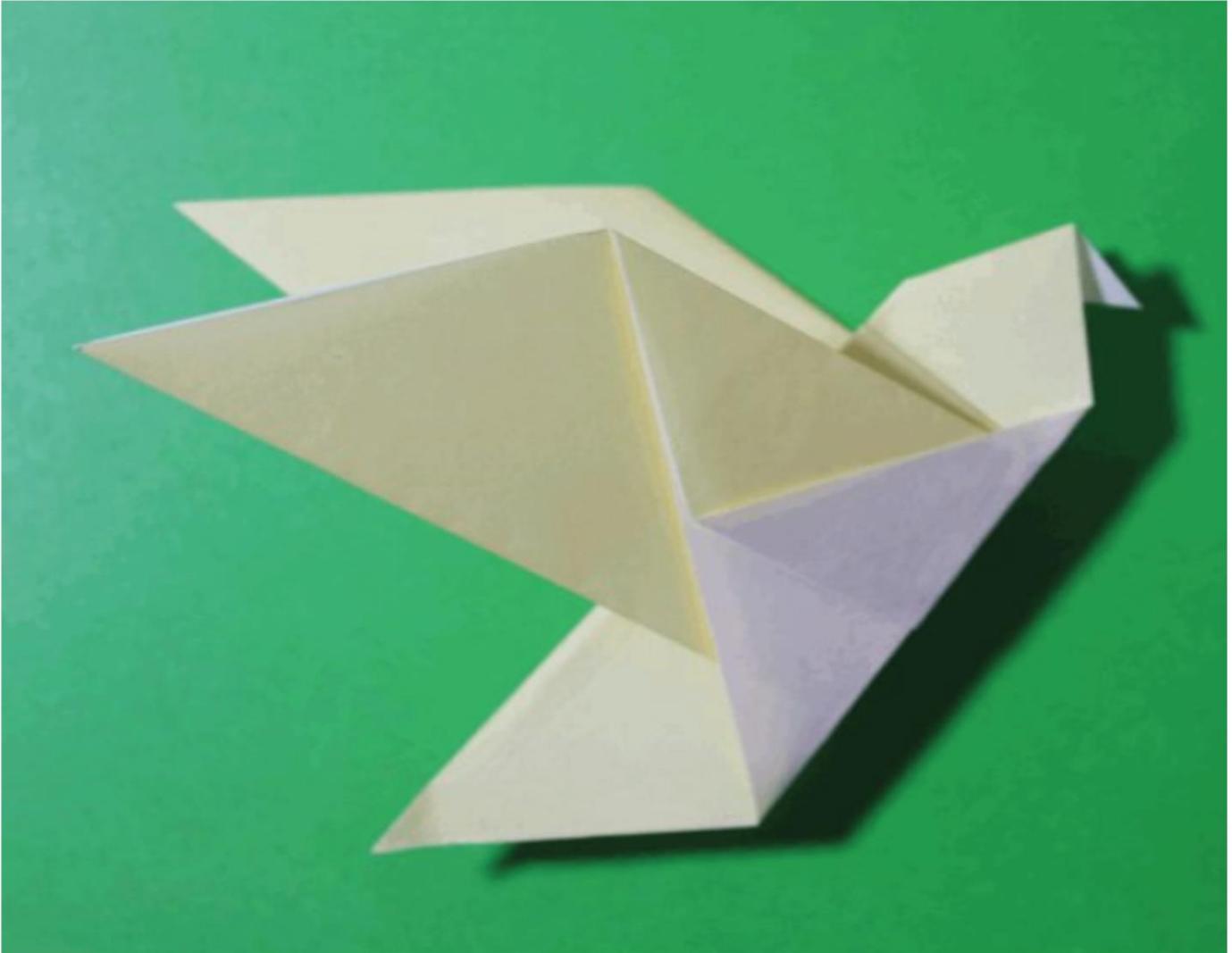
Work backwards. What will you have to do right before you meet your goal? And before that? And before that?

If you get stuck working backwards, start working forwards from where you are now. Can you meet your pathway in the middle?

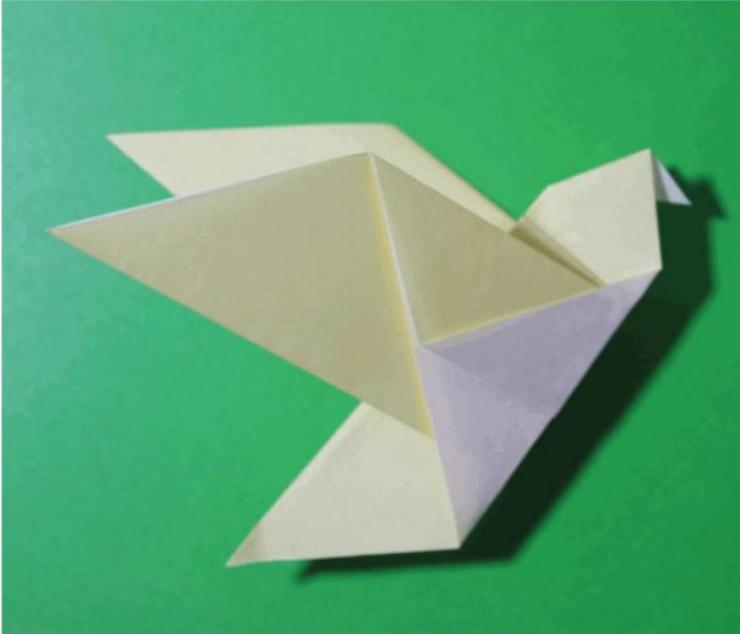
Look at the steps to meet your goal. Do you need to do them in order? Will you work on several steps at once? Are there steps that need to be repeated many times?

ORIGAMI BIRD INSTRUCTION SHEETS

Instruction Sheet #1



Make this Origami Bird



Make this Origami Bird

Fold the other wing back also

Push the center of the head in and flatten.

Turn the paper over

Fold part of the top down so that the edge is about halfway down. Don't make this flap too thin because this becomes the wings.

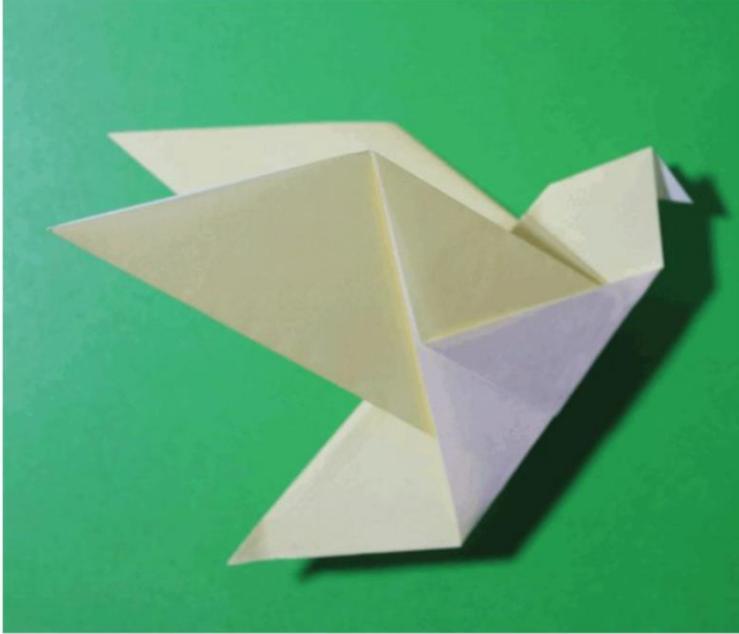
Fold the figure in half by folding the left side over to the right

Fold the paper in half by folding the top corner to the bottom corner. You should have an upside down triangle

Take the bottom corner of the top layer and fold it up like this

Start with a square piece of origami paper

Now fold the same flap back like this to make one of the wings



Make this Origami Bird

Start with a square piece of origami paper

Fold the paper in half by folding the top corner to the bottom corner. You should have an upside down triangle

Fold part of the top down so that the edge is about halfway down. Don't make this flap too thin because this becomes the wings.

Turn the paper over

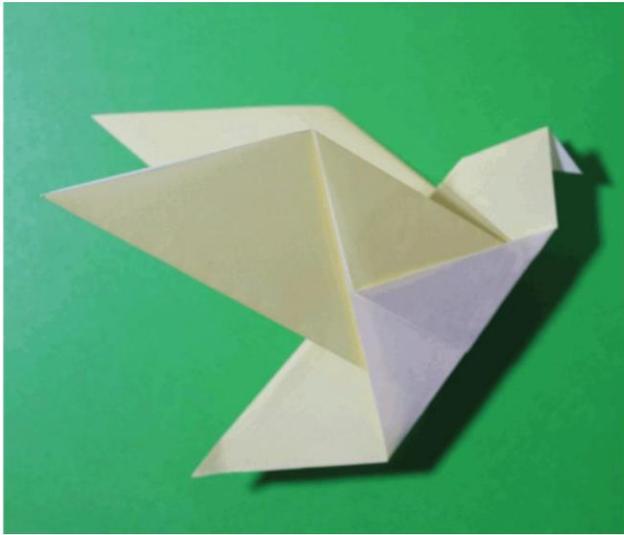
Take the bottom corner of the top layer and fold it up like this

Fold the figure in half by folding the left side over to the right

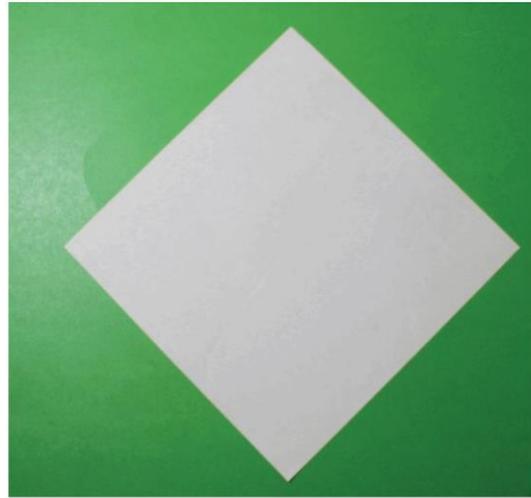
Now fold the same flap back like this to make one of the wings

Fold the other wing back also

Push the center of the head in and flatten.



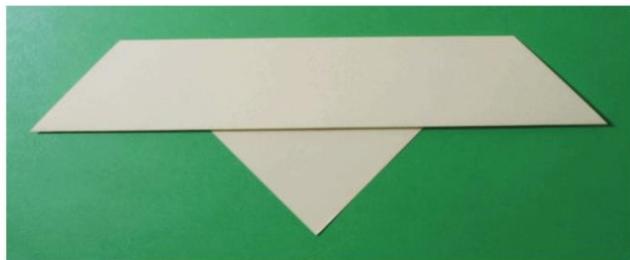
Make this Origami Bird



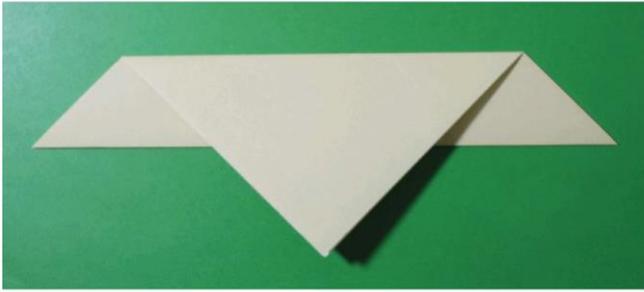
1. Start with a square piece of origami paper



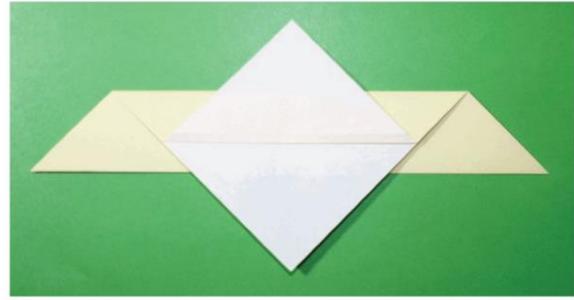
2. Fold the paper in half by folding the top corner to the bottom corner. You should have an upside down triangle



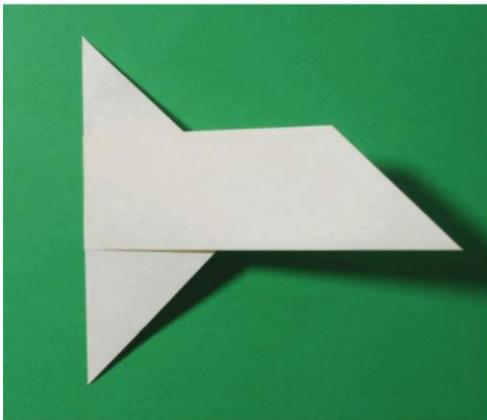
3. Fold part of the top down so that the edge is about halfway down. Don't make this flap too thin because this will become the wings.



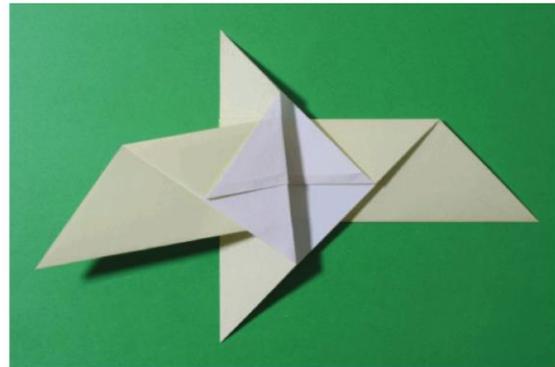
4. Turn the paper over



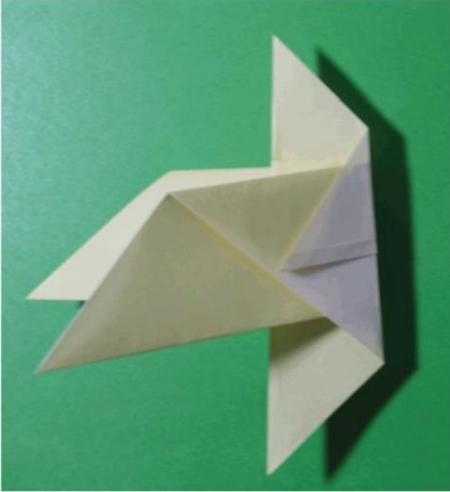
5. Take the bottom corner of the top layer and fold it up like this.



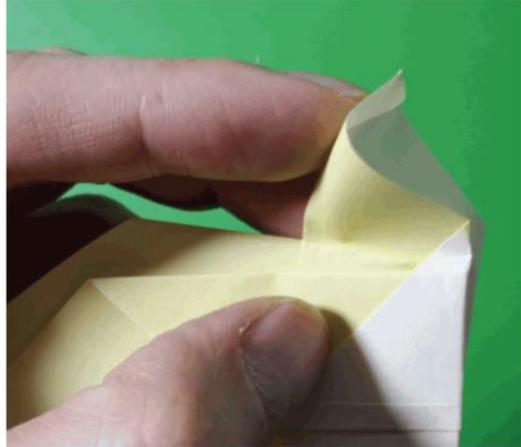
6. Fold the figure in half by folding the left side over to the right



7. Fold that same flap back like this to make one of the wings.



8. Fold the other wing back.



9. Push the center of the head in and flatten.



The To Do List works well if your goal is simple and has direct tasks to be completed.

EXAMPLE TO DO LIST

Example Goal:

To take the GED Mathematics Exam

Example To Do List:

1. Take a test prep exam and figure out areas that I need to study more.
2. Study 15 minutes each day from the test prep book.
3. Register for the GED Exam.
4. Practice on-line with GED Ready.
5. Prepare everything I need the night before the exam so I am ready:
 - a. my ID
 - b. any papers I need
 - c. calculator (if allowed)
 - d. snack/water
6. Get a good night's sleep.
7. Eat a healthy breakfast.
8. Relax.

Goal Setting: Example Sticker Chart

The sticker chart is a way for you to track progress on repeated tasks.

EXAMPLE STICKER CHART

Example Goal:

I want to be able to have work-related conversations in English.

Example Sticker Chart:

The path to many goals, especially learning/educational goals, is through practice and repetition. You come up with a list of tasks that will contribute to meeting the goal, and then every time you do that task, you add a sticker (or a date, or a checkmark) to the chart. Once you have completed each task a certain number of times, your chart is complete and you may assess how close you are to reaching your goal and reward yourself for your progress.

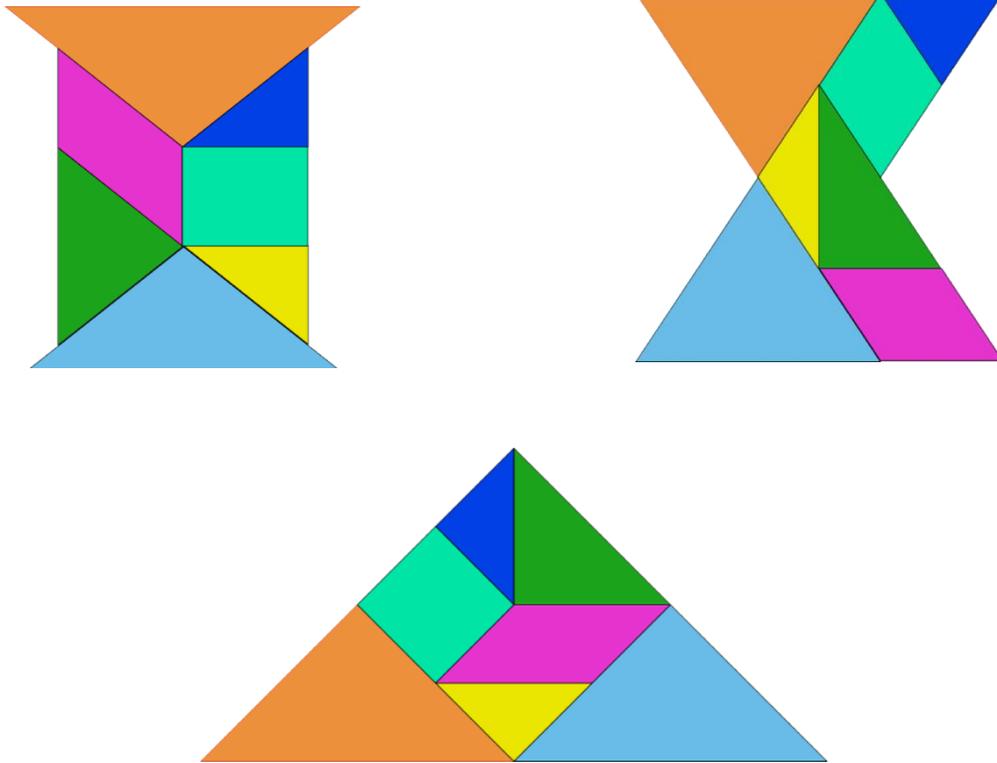
You may use any number of tasks and any number of repetitions. A round number increases the feeling of accomplishment. Below is one example of a 25- square chart used to support a language-learning goal like the example above.

Review vocabulary cards					
Attend class (in person or virtual)					
Greet a co-worker in English					
Watch television in English (30 minutes)					
Take a picture and write a sentence about it					

When I completely fill this chart, I will _____
_____.

EXAMPLE TANGRAM

The tangram is traditionally a seven-piece puzzle of different sized shapes that can be assembled into a square.



Students create their tangrams using paper and pencil/pen. They write in each piece the steps needed to reach their long-term goal. The size and shape of each piece may vary. Note – Sometimes adjustments have to be made. The student may need to cut a larger tile (step) into smaller pieces (steps). This teaches:

- Some things may take longer for me to finish before reaching my goal. These are my medium-term goals and are written on the larger pieces in my tangram.
- I may be able to complete other steps faster. These are my short-term goals and are written on the smaller pieces in my tangram.
- Sometimes I may have to break a larger step into smaller pieces in order to accomplish the larger step - this may result in two more short-term goals that, when completed, equal a medium-term goal.
- When I have completed all of the short-term and medium-term goals, I will have reached my long-term goal.

Goal Setting: Example OSY Student Learning Plan

The OSY Student Learning Plan helps when the goal you have is more detailed and you need to think about both the resources you bring to the goals and what supports you might need as well. See the OSY Consortium website to download these Learning Plan documents.



OSY Personal Learning Plan – Student Version

Student Name:	Service Provider(s):
MSIX #:	Goal Timeline:

My Goal: _____

Step 1: _____

What do I know/have?		What do I need to know/have?
What should I do?		Who do I need help from and why?
Start Date:	Target Date:	Date Completed:

Step 2: _____

What do I know/have?		What do I need to know/have?
What should I do?		Who do I need help from and why?
Start Date:	Target Date:	Date Completed:

Step 3: _____

What do I know/have?		What do I need to know/have?
What should I do?		Who do I need help from and why?
Start Date:	Target Date:	Date Completed:

FRAMING ANY ACTIVITY WITH GOAL SETTING

Before the activity, the student asks themselves (or the provider asks the student):

- What is the point (goal, objective) of this activity? How long will it take? How will I know when I have achieved it?
- What will that do for me?
- What will I **know** at the end of this activity that I didn't know at the beginning?
- What will I **be able to do** at the end of this activity that I wasn't able to do at the beginning?
- How will that get me towards my longer-term goals?
- (If no stated longer-term goals...) What next step could I take after completing this activity? Where could these steps lead me?

DO THE ACTIVITY

After the activity, the student asks themselves (or the provider asks the student):

- What was the point (goal, objective) of this activity? Did I achieve it?
- How does the work I just did relate to my longer-term goals?
- What is my next step? And the step after that?

FOR EXAMPLE

Activity: the OSY English Language Screener

The goal of the activity is to get a quick idea of a student's level of English. They will know when they have achieved that goal when the screener is complete and the provider discusses the results with them. It will take about 15 minutes. At the end of the screener they will know something more about their listening, speaking, and literacy skills in English. They will also at least be able to say "I don't understand" in English. This knowledge and ability will help them towards their longer-term goal of gaining proficiency in English because it will help the teacher know where they are starting out and be able to provide the right level of instruction. The next step is to start English classes, where there will be more thorough assessment and self-assessment, as well as goal setting for language learning.

Activity: the Knowing Where You Live life skills lesson

Activity goal: Know where I live; be able to say name of farm and address.

Timeframe: 1 hour

How it relates to longer-term goal (Increased comfort in farm employment):

Learning vocabulary to name the housing and locations on the farm in English, understanding the distances to area services and friends/family

Next step: Use Guias Bilingues to continue to increase vocabulary



Goal Setting Assessment: Scoring Rubric



Each *Goal Setting* and *Learning Plan* development program, whether a one-hour workshop or a six-session series, aims for the same objectives. OSY will envision their future, document that vision, state a long-term goal and several short-term goals, consider resources and obstacles, create a plan to get started, and be ready to start and continue the plan. Programs may adjust, compress, or omit any of the six lessons in accordance with student and program needs; however, the same tool is used to assess student outcomes. The Goal Setting Assessment Rubric is used as a road map to record the overall impression that the student is grasping the purpose and practice of setting goals. The final score is determined by using the rubric. An acceptable average score considered at least 8 points.

Student Name / ID#: _____

Assessment Date: _____

Provider: _____

1. The student was an active participant in the Goal-Setting Experience.

1	2	3	4	5
Absent or disruptive	Passive participation	Some active participation	Active participation	High-quality participation

2. The student met the standards of the Goal-Setting Experience.

1	2	3	4	5
Standards entirely unmet	Standards partially met	Standards nearly met	Standards met	Standards exceeded

Total Score: ____/10

GROWTH MINDSET – SHARING THE CONCEPT

Mindset is a concept that the view one takes profoundly impacts how one lives his/her life. It is based on the research of Dr. Carol Dweck, a professor of psychology at Stanford University in California. Dr. Dweck's research shows that there are two mindsets and that one's particular mindset makes the difference in almost all aspects of life.

The two types of mindsets are fixed and growth. It is important to note that a person can have a combination of the two mindsets and can change their mindset over time.

Fixed Mindset believes that each person is born with a fixed amount of intelligence and ability and nothing will change that. Talent creates success and effort will not change anything about it.

Growth Mindset believes that each person has unlimited potential and only needs the opportunity to develop and grow. These opportunities happen through practice, perseverance, and effort.

Using a growth mindset focus is important when approaching goal setting and other educational and life skill lessons with OSY. It creates motivation, stronger relationships, and also models embracing problems and mistakes as opportunities to learn, instead of avoiding opportunities because of a fear of failure.

To develop a growth mindset, encourage OSY to try new things and to challenge themselves, acknowledging that failure is part of learning. Stress that accepting constructive criticism helps you improve and learn. Not only do we open ourselves up to growth in every opportunity but our brains grow through this process. Our brains are just like other parts of our body in that they strengthen and improve by exercising it.

We all have fixed and growth mindsets about different things and at different times. It is important to discover our own triggers for a growth mindset. Dr. Dweck and her fellow scientists' research shows that when you do something challenging the neurons in your brain make many new connections and pathways. For more information you can watch Dr. Dweck's 2015 talk on Growth Mindset. (<https://www.youtube.com/watch?sv=-71zdXCMU6A>)

Changing the way OSY think about themselves and situations from the fixed mindset to the growth mindset allows them to open up the possibilities of their potential and abilities to realize goals.

To help further their understanding of mindset, share this YouTube video in person or send link via virtual outlet being used: https://youtu.be/KUWn_TJTrnU

Challenge your students. Encourage them to set goals that will be difficult. When they reach a goal, make sure they reward themselves. Give feedback on setbacks and failures to show them that failure is an opportunity to learn and try, try again. Also, model a growth mindset yourself. Don't hold yourself to higher standards than you hold your students. Show them that even you make mistakes and it's learning from those mistakes where growth happens.

Sharing the concept of growth mindset helps OSY focus on what is in their control and teaches them how understanding their mindset can help them reach their goals.

Growing the Concept: The Power of Yet. Have students write down something they cannot do yet. Then brainstorm ways they can learn how to do it -- what resources they need and who can they ask for help.

Resources:

The Growth Mindset Coach, 2016 & The Growth Mindset Playbook, 2017 by Annie Brock and Heather Hundley.

Mindset: The New Psychology of Success, 2006 by Carol Dweck.

Stephaniefayefrank.com, Mindset Neuroscience for educators and thought leaders.

Growth Mindset Quiz

Place a check in the column that identifies the extent to which you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something very basic about you that you can't change very much.				
2. No matter how much intelligence you have, you can always change it quite a bit.				
3. You can always substantially change how intelligent you are.				
4. You are a certain kind of person, and there is not much to be done that can really change that.				
5. You can always change basic things about who you are.				
6. Music talent can be learned by anyone.				
7. Only a few people will be truly good at sports – you have to be “born with it”.				
8. Math is much easier to learn if you are maybe male or come from a culture that values math.				
9. The harder you work at something, the better you will be at it.				
10. No matter what kind of person you are, you can always change substantially.				
11. Trying new things is stressful for me and I avoid it.				
12. Some people are good and kind and some are not – it's not often that people change.				
13. I appreciate when parents, coaches, teachers give me feedback about my performance.				
14. I often get angry when I get feedback about my performance.				
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16. You can learn new things but you can't really change how intelligent you are.				
17. You can do things differently, but the important parts of who are can't really be changed.				
18. Human beings are basically good, but sometimes make terrible decisions.				
19. An important reason why I do my school work is to learn new things.				
20. Truly smart people do not need to try hard.				

GROWTH MINDSET QUIZ RESULTS

Circle the number in the box that matches each answer.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Ability mindset – fixed	0	1	2	3
2. Ability mindset – growth	3	2	1	0
3. Ability mindset – growth	3	2	1	0
4. Personality/character mindset – fixed	0	1	2	3
5. Personality/character mindset – growth	3	2	1	0
6. Ability mindset – growth	3	2	1	0
7. Ability mindset – fixed	0	1	2	3
8. Ability mindset – fixed	0	1	2	3
9. Ability mindset – growth	3	2	1	0
10. Personality/character mindset – growth	3	2	1	0
11. Ability mindset – fixed	0	1	2	3
12. Personality/character mindset – fixed	0	1	2	3
13. Ability mindset – growth	3	2	1	0
14. Ability mindset – fixed	0	1	2	3
15. Ability mindset – growth	3	2	1	0
16. Ability mindset – fixed	0	1	2	3
17. Personality/character mindset – fixed	0	1	2	3
18. Personality/character mindset – growth	3	2	1	0
19. Ability mindset – growth	3	2	1	0
20. Ability mindset – fixed	0	1	2	3
TOTAL				
GRAND TOTAL				

- 45 – 60 points = STRONG GROWTH MINDSET
- 34 – 44 points = GROWTH MINDSET WITH SOME FIXED IDEAS
- 21 – 33 points = FIXED MINDSET WITH SOME GROWTH IDEAS
- 0 – 32 points = STRONG FIXED MINDSET

Adapted from <http://www.classroom20.com/forum/topics/motivating-students-with>



The contents of this resource were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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