

**'Putting Feet On My Dreams':**  
**A Program in Self-Determination for**  
**Adolescents and Young Adults**

*Self-Determination is knowing oneself and knowing how to plan and achieve one's goals.*

**1994**

**Ann Fullerton**  
**Portland State University**

**UNIT 3: Life Planning**

The main goal of Unit 3 is to introduce students to the idea of life-planning, identify their goals, and develop and implement an action plan for one of their goals. Students first develop a Life Map which is then used to identify goals. Each student then explores the steps needed to reach their goals through an activity called a Goal-Planning Meeting. The ideas generated in the meeting are then developed into an Action Plan which students begin to implement as individual advancework.

## UNIT 3

### LIFE PLANNING

#### **About This Unit:**

The main goal of Unit 3 is to introduce students to the idea of life-planning, identify some of their goals, and develop and implement an action plan for one of their goals.

The idea of life-planning is introduced with the activity called Life Mapping. Life Mapping lets you step back and take a big look at your life now and your life about five years from now. By looking at one's Life Map, one's goals emerge; and each student identifies three goals.

After this process, concepts related to goals are defined and discussed. In order to allow each student to think through the steps involved in their goal, small groups of students conduct Goal Planning Meetings. These meetings provide an opportunity for each student to get ideas from their peers and teachers but have the final say in what ideas would work for them.

The ideas generated in the Goal-Planning Meetings are then developed into an Action Plan. Action Plans provide a format for considering information, skills, and resources related to a goal; as well the sequence of steps needed to accomplish the goal.

The final activity in Unit 3 is to begin Individual Advancework on one's Action Plan. Students continue to do individual Advancework toward their goals throughout the program. As students do this advancework, they will gather and keep information about their goal in their Self-Folios. In this way, the Self-Folio becomes a useful tool for Life-Planning. Students can continue to use the Self-Folio for life-planning after the program is completed.

#### **Where This Unit Fits in the Overall Program:**

Previously, students were introduced to the theme of Life Knowledge in Unit 1 and Self Knowledge in Unit 2. In Unit 3, students are introduced to the third and final theme in the Self-Determination program. This theme is Life-Planning.

## UNIT 3

## LIFE PLANNING

## Unit 3 Activities At A Glance:

<u>No.</u>	<u>Activity</u>	<u>Teaching method/ Type of Activity</u>	<u>Approximate Length</u>
3.1	Introduction to Life Planning	Teacher Presentation	15 min.
3.2	Life Mapping	Individual Activity	50 min.
3.3	Life Map Interviews, Identifying Goals	Partner Activity	20 min.
3.4	What Are Goals? Why Make Goals?	Teacher Presentation Teacher/Student Discussion	20 min.
3.5	Goal-Planning Meeting (Demonstration)	Large Group Activity	20 min.
3.6	Goal-Planning Meeting For Each Student	Small Group Activity (interspersed with other activities)	60 min.
3.7	Develop Action Plan (Demonstration)	Large Group Activity	20 min.
3.8	Develop Action Plan For Each Student	Individual or Partner Activity	30 min.
3.9	Individual Advancework Using Action Plans Introduction	Teacher Presentation Individual Activity	10+ min.
		Total (approximate)	----- 245+ minutes

**UNIT 3****LIFE PLANNING****Students Sheets and Transparencies**

- 3-1: Mind Map Example - Goals
- 3-2: Mind Map Example - My Values
- 3-3: Mind Map Example - Dairy Processing
- 3-4: Mind Map Example - Daily Plans
- 3-5: Life Map Frame ('empty')
- 3-6: Life Map Frame (with life domains)
- 3-7: Life Map Interviews
- 3-8: Three Goals
- 3-9: Goal Planning Meeting.
- 3-10: Visual Organizer for a Goal
- 3-11: Action Plan Form
- 3-12: Action Planning Method
- 3-13: Kim's Action Plan Form
- 3-14: Sources of Information for Action Plans
- 3-15: Individual Advancework Toward Goal
- 3-16: My Adult Life (Optional)

**Self-Folio Section****Life Planning****Materials**

30 Sheets of 11 by 17" paper. (or Chart Pack Paper).

10 sets of felt-tip water-based colored markers.

Pencils.

Pocket dividers for notebooks to store the completed Life Maps.

## UNIT 3

## LIFE PLANNING

## TEACHER PREPARATIONS

**Before each session:**

Prepare an Agenda for that session and cross off items as they are completed.

<u>No.</u>	<u>Activity</u>	<u>Teaching method/ Type of Activity</u>	<u>Approximate Length</u>
3.1	<b>Introduction to Life Planning</b>	<b>Teacher Presentation</b>	<b>15 min.</b>

Use the transparencies 1-7 and 1-8 from Unit 1 to let students know where we are in the program.

Review the Agenda and refer to it throughout the session.

3.2	<b>Life Mapping</b>	<b>Individual Activity</b>	<b>50 min.</b>
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Draw your own Life Map before or during the session, share your map with students.

Large sheets of paper and sets of colored felt pens are needed to draw the Life Maps. Use Chart pack paper or 11" by 17" size paper.

Students need lots of room to spread out and draw their maps, you may need to reserve a large space for this session.

At the end of the Unit 3, you will find an alternative or companion form to use with this activity. See Sheet 3-15: My Adult Life. Use if needed. For example, for a student who is physically unable to draw - they may want someone to draw a map under their direction, or, to be interviewed with this form.

Fold up and keep the Life Maps in a pocket dividers in the Self-Folio.

3.3	<b>Life Map Interviews, Identifying Goals</b>	<b>Partner Activity</b>	<b>20 min.</b>
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You may want to assign student pairs in advance for this activity.

**TEACHER PREPARATIONS -cont.**

<u>No.</u>	<u>Activity</u>	<u>Teaching method/ Type of Activity</u>	<u>Approximate Length</u>
3.4	<b>What Are Goals? Why Make Goals?</b>	<b>Teacher Presentation Teacher/Student Discussion</b>	<b>20 min.</b>

Prepare information about your own goals when you were a teen or young adult. In what ways were you goal-directed? How did you goals change or evolve? How did your goals result in unforeseen experiences and opportunities?

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.5	<b>Goal-Planning Meeting (Demonstration)</b>	<b>Large Group Activity</b>	<b>20 min.</b>
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Review the small group process in the goal-planning meetings in light of the students in the class (Sheet 3-9: Goal Planning Meeting). Decide in advance if you will do the first meeting with the whole class in order to demonstrate the process or go directly to student-led meetings (3.6 below).

3.6	<b>Goal-Planning Meeting For Each Student</b>	<b>Small Group Activity (interspersed with other activity)</b>	<b>60 min.</b>
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Before this activity, decide how you will schedule class sessions to allow each student to work through one of their goals in a small group meeting. Use groups of no less than four to six students so that a number of ideas are generated. This mean that each group will need to conduct 4 to 6 meetings, each lasting 15-20 minutes. Thus, you can intersperse meetings with some individual work with the Holland Self-Directed Search (Unit 1); or individual advancework that students assigned themselves in their Life Domain Project groups (Unit 2), etc. You may want to prepare the list of students for each small group in advance.

**TEACHER PREPARATIONS -cont.**

<u>No.</u>	<u>Activity</u>	<u>Teaching method/ Type of Activity</u>	<u>Approximate Length</u>
3.7	<b>Develop Action Plan (Demonstration)</b>	<b>Large Group Activity</b>	<b>20 min.</b>

After all of the Goal-Planning Meetings are conducted, each student will have a list of ideas they have chosen with which to develop an Action Plan. An Action Plan is an individual plan for accomplishing one of your long term life goals. The plan is an outline of all the steps needed to accomplish the goal and may span several years. After the plan is developed, students select some portion of it to do during this program as advancework (see 3.9 below).

Activity 3.7 contains a sample scenario you can use to demonstrate development of an Action Plan. In the scenario, a student's goal is to someday have her own apartment. Use this scenario or ask a student let the class use one of their goals as an example. Another high interest goal you could use as an example is preparing to buy and maintain a car.

3.8	<b>Develop Action Plan For Each Student</b>	<b>Individual or Partner Activity</b>	<b>30 min.</b>
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During this activity, students develop their own action plan. You may want people to work individually or with a partner. Students may say they can't do a plan because they don't know all of the steps they need to do to accomplish their goal. This is the time to emphasize that all people experience this at first with a new goal. Thus, some of their initial steps need to be information gathering. Based on information, they may later find they need to change the remaining steps in their plan. This too, is part of the process of self-directing your life.

3.9	<b>Individual Advancework Using Action Plans</b>	<b>Teacher Presentation Individual Activity</b>	<b>10+ min.</b>
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The last activity in this unit is to choose what tasks in your Action Plan you can begin now. This is called individual advancework in the program. A log is provided for students to keep track of their progress (Sheet 3-15).

Plan in advance when you will schedule time periods throughout the program for students to do advancework on their goal. Advancework can also be assigned as homework.

**UNIT 3****LIFE - PLANNING****VOCABULARY**

Life-Planning:	Deciding what you want in life and planning how you will accomplish those goals.
Life Map:	A 'picture' of your life now and in the future. Drawings, words, lines, and arrows are used to illustrate the different parts of your life.
Goal:	Something that you want in your life in the future.
Short-Term Goal:	A goal that requires less time and effort. Often short-term goals are the steps that lead to a long-term goal.
Long-Term Goal:	A goal that requires more time and effort. Often long-term goals are ways to describe the things that are very important to us for our future.
Goal-Setting:	The process of identifying a goal and planning how to accomplish the goal.
Goal-Planning Meeting:	A small group activity in which one member describes their goal and group members brainstorm ideas for meeting the goal. The 'goal-setter' then prioritizes the ideas.
Action Plans:	A plan for accomplishing a goal. An Action Plan includes self-assessment of what one already has and what one needs to achieve the goal as well as a sequence of steps.
Individual Advancework:	Individual advancework is work you can do now toward meeting your personal goals. Such advancework can include gathering information, building skills, and gaining experience that leads toward your goal.



## UNIT 3

## LIFE - PLANNING

**ACTIVITY 3.1      Introduction to Life Planning  
(Teacher Presentation)      (15 min.)**

Show students where we are in the Self-Determination Program.

Use either:

- 1-7: Road Map
- 1-8: Program Schedule

Show students that today we start our work on Life Planning.

Briefly develop with students a definition of Life-Planning.

*Q. What does Life-Planning mean to you?*

*Deciding what you want in life and planning how to make it happen.*

Put the Agenda up for today's session. Review the Agenda, cross off items as you complete them.

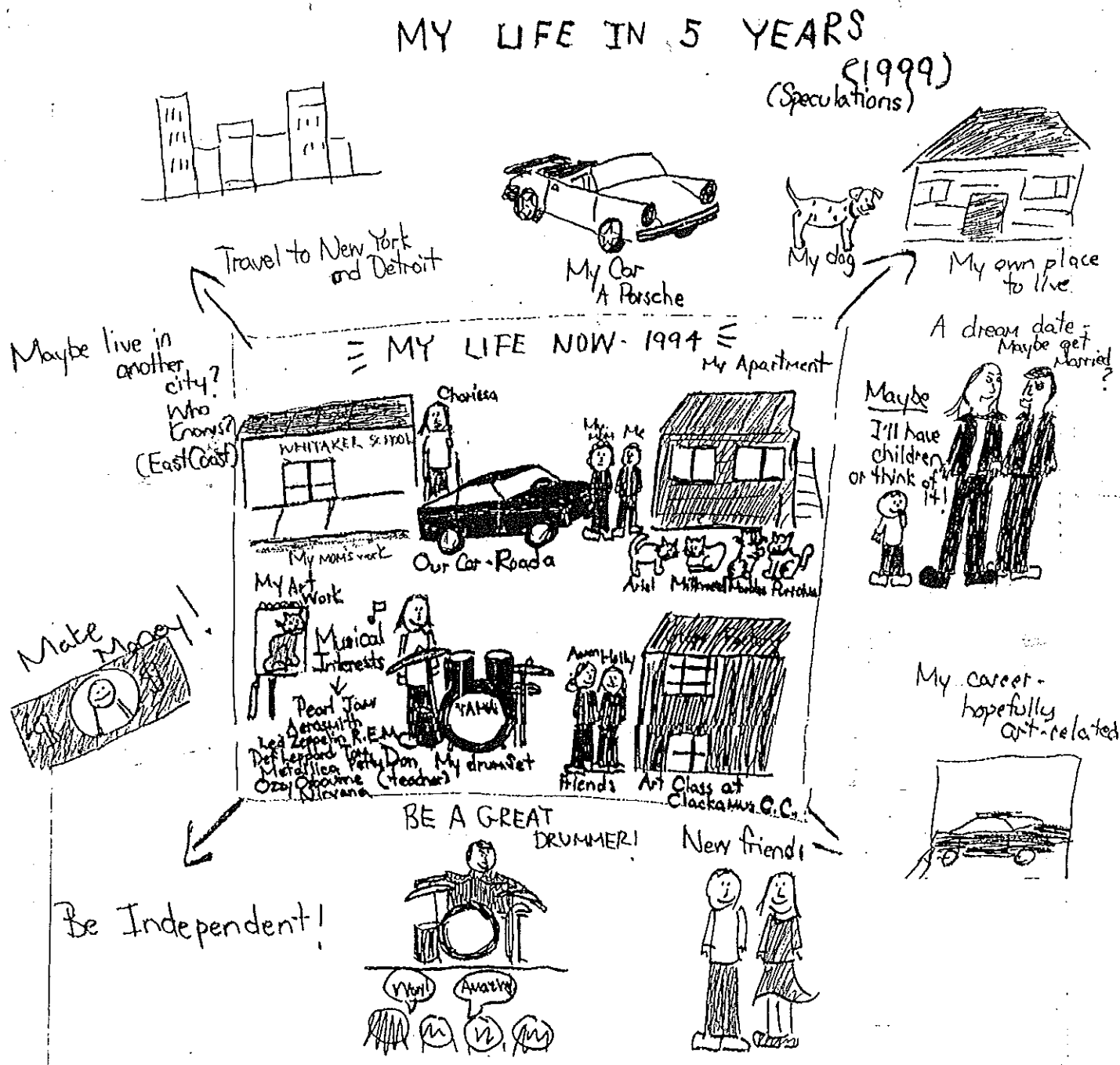
Sample Agenda items for Unit 3 Life Planning are:

Sample Agenda Items

1. Introduce Life Planning
2. Life Mapping
3. Life Map Interviews, Identifying Goals
4. What Are Goals? Why Make Goals?
5. Goal-Planning Meeting
6. Develop Action Plans
7. Start Advancework of Action Plans

ACTIVITY 3.2 Life Mapping (Individual Activity) (50 min.)

Teacher Notes: Below is an example of a Life Map drawn by a student in this program. it is here for you to see, but use the Transparencies 3-2 through 3-5 below to illustrate the idea of 'mapping' to students.



*Today we are going to create a life map of our life today and in the future.*

*In a life map, we use both pictures and words to describe parts of our life. There is no right way to draw a life map.*

*People draw maps to describe their ideas and how one idea ties to other ideas. Mapping is a way to think through a problem, to take notes, to organize ideas about a topic. A teacher by the name of Nancy Margulies invented this kind of mind mapping.*

*To get an idea of how to map something, lets look at a few examples:*

Put Transparency 3-1 (Goals) on the overhead.

Illustrate the following four ideas about mind maps with this overhead:

*There are four guidelines for drawing a mind map:*

- 1. Put the central idea in a box in the middle.*
- 2. Describe ideas by drawing pictures along with words or phrases.*
- 3. Draw lines between ideas that go together.*
- 4. Each idea (words & pictures) can branch out to other ideas.*

Use some (you won't need all of them) of the following Transparencies to illustrate mind-mapping. Illustrate the four guidelines using the maps. Ask students what they see in each map, discuss the ideas involved.

Transparency 3-1: Mind Map Example - Goals

Transparency 3-2: Mind Map Example - My Values

Transparency 3-3: Mind Map Example - Dairy Processing

Transparency 3-4: Mind Map Example - Daily Plans

(Transparencies 3-1, 3-2, 3-3, and 3-4 are from: "Mapping Inner Space" by Nancy Margulies, 1991, Zephyr Press)

### **Creating A Life Map**

*To begin the process of Life Planning, each of us will create a Life Map (teachers included). Your Life Map will have two parts; your life today and your life about five years from now. Put in your Life Map what is important to you in your life today and what you want in your life in the future.*

Pass out the 11 by 17" sheets of paper, pencils and erasers, and colored markers.

Use the following: Transparency 3-5: Life Map Frame ('empty')

Review the Instructions:

1. Draw an square about 7" by 7" in the middle of the page.
2. Label the square 'My Life Now'.
3. Label the area outside the square 'My Life In About Five Years'.
4. Write your name and the date in a corner of the page.
5. Draw pictures and words to describe you life now inside the square.
6. Draw your life in about five years outside the square.

*Here is a list of some of your life domains. These are important now and in the future.*  
Write these on the board:

Domains Of Life:

School - Work  
Friends & Family  
Home, Where I Live  
What I Enjoy - My Leisure  
Transportation - Getting Around

For students who need more structure, suggest they set up their map as shown in Transparency 3-7: Life Map Frame With Life Domains. But if this structure is not needed, let students use these concepts in their own way in a free flowing map.

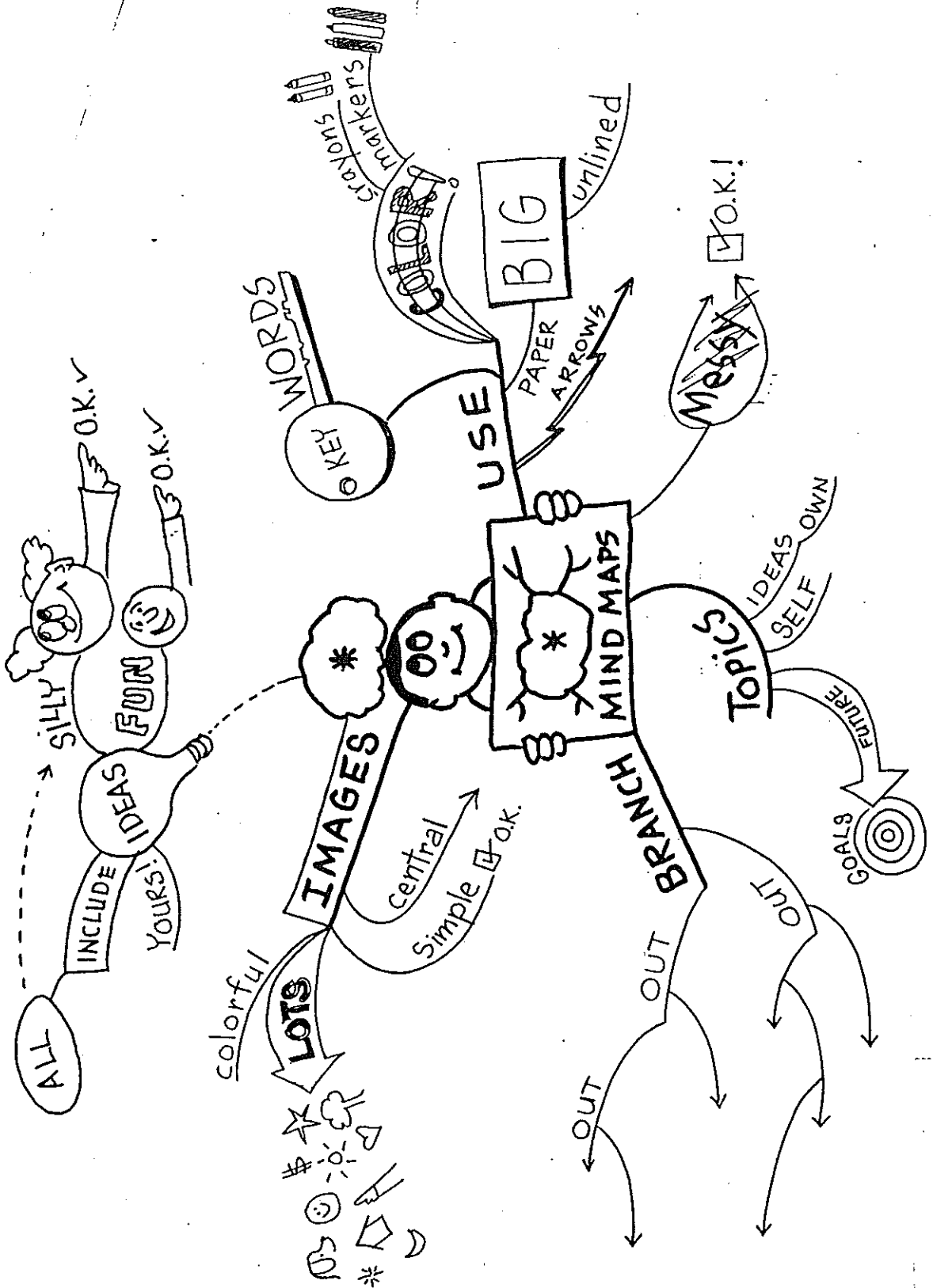
It can be very interesting to see what different students choose to emphasize in their maps. Later, you can encourage students to self-reflect on what their Life Map says about what is most important to them.

Emphasize that there is no right way to do it and that everyone's Life map will be different.

As students work, talk to individual students about their maps. Stress that you don't have to be an artist, that the pictures are there to cue your memory, not win an art contest.

Encourage students to label their drawings and to draw connecting lines between ideas.

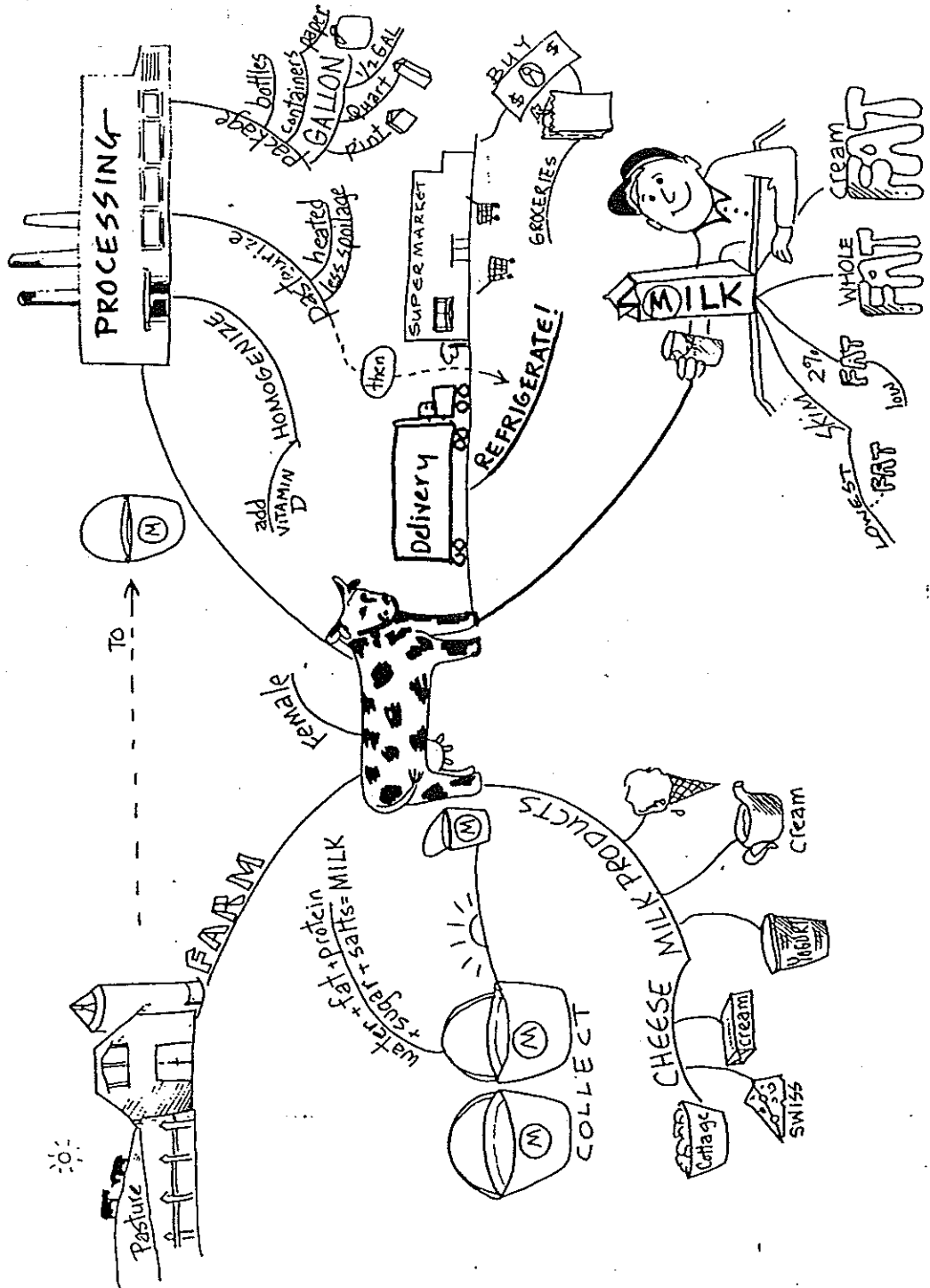
Transparency 3-1: Mind Map Example - Goals



(From: Margulies, N. (1991). Mapping inner space: Learning and teaching mind-mapping. Tucson, AZ: Zephyr Press.)

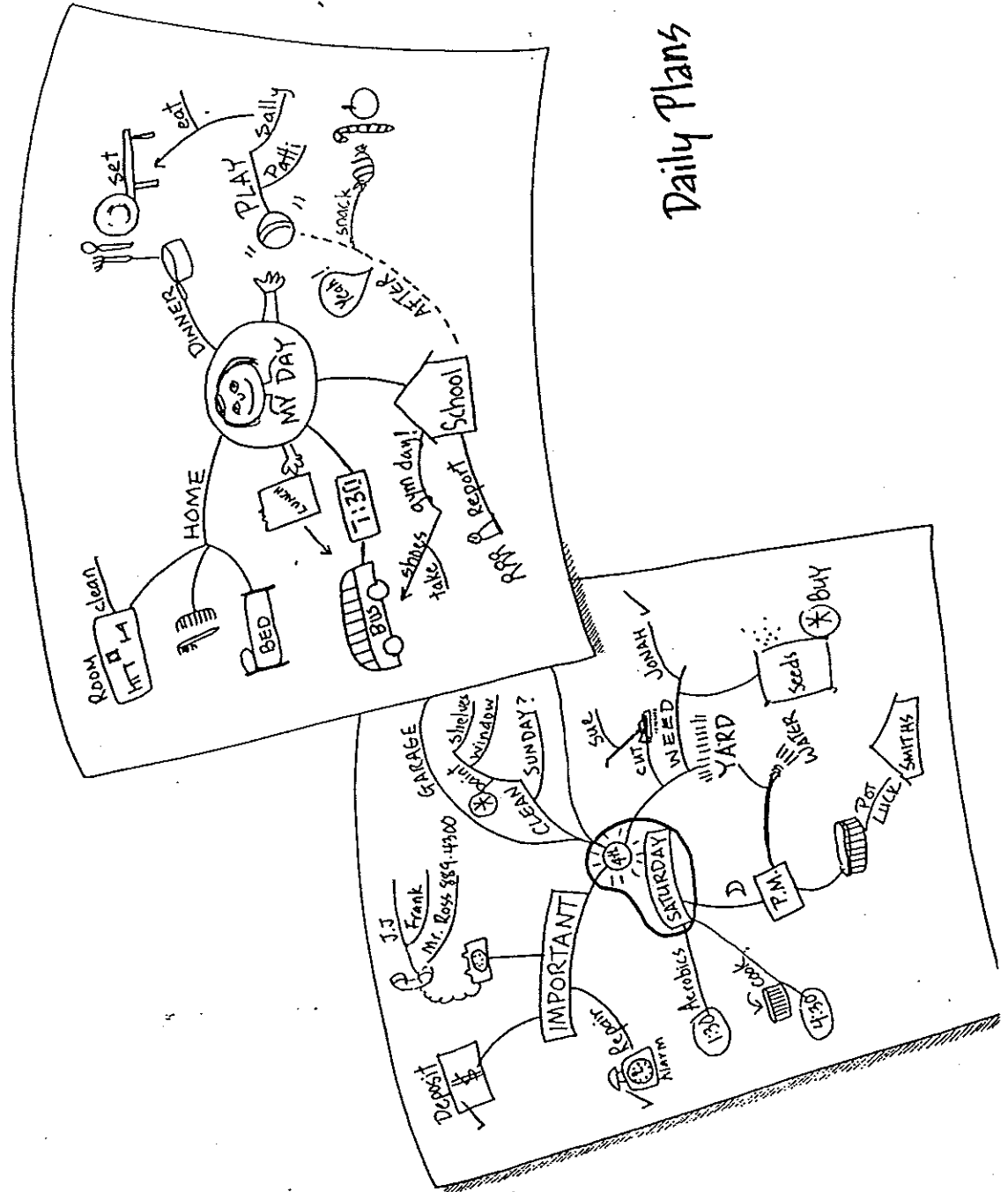


Transparency 3-3: Mind Map Example - Dairy Processing



(From: Margulies, N. (1991). Mapping inner space: Learning and teaching mind-mapping. Tucson, AZ: Zephyr Press.)

Transparency 3-4: Mind Map Example - Daily Plans



(From: Margulies, N. (1991). Mapping inner space: Learning and teaching mind-mapping. Tucson, AZ: Zephyr Press.)



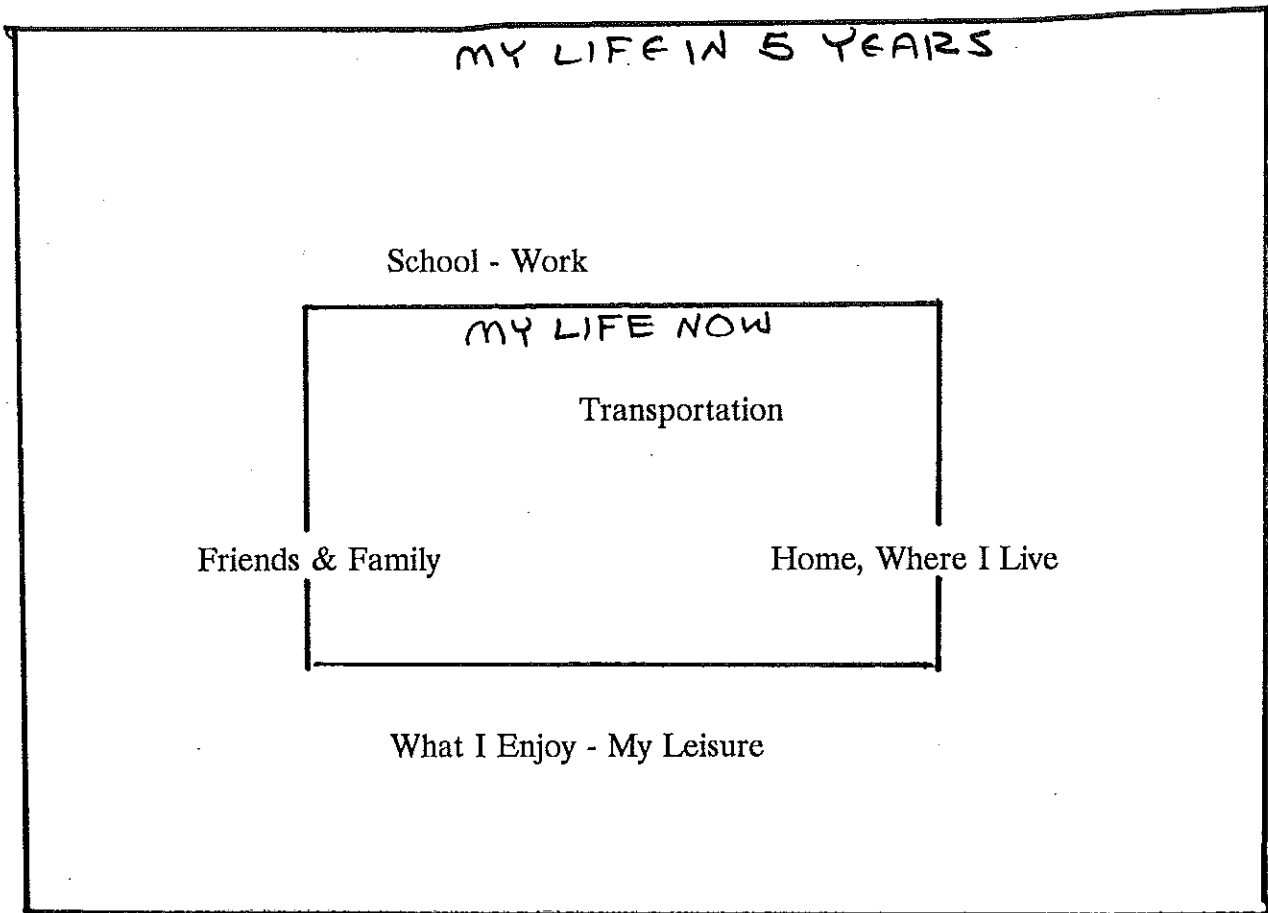
Transparency 3-5: Life Map Frame ('empty')

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Instructions:

1. Draw an square about 7" by 7" in the middle of the page.
2. Label the square 'My Life Now'.
3. Label the area outside the square 'My Life In About Five Years'.
4. Write your name and the date in a corner of the page.
5. Draw pictures and words to describe you life now inside the square.
6. Draw your life in about five years outside the square.

## Transparency 3-6: Life Map Frame With Life Domains



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**Instructions:**

1. Draw an square about 7" by 7" in the middle of the page.
2. Label the square 'My Life Now'.
3. Label the area outside the square 'My Life In About Five Years'.
4. Write your name and the date in a corner of the page.
5. Draw pictures and words to describe you life now inside the square.
6. Draw your life in about five years outside the square.

**ACTIVITY 3.3**      **Life Map Interviews, Identifying Goals**  
**(Partner Activity)    (20 min.)**

During this activity, students interview each other and ask questions about their partner's Life Map. The interviewer asks questions about the pictures, words, and connections in their partner's Life Map. After the Life map has been described, the interviewer asks their partner to look at their Life map and find three of their personal goals.

Each interview will last 10 minutes, then the partners switch roles.

If you think it is necessary, remind students of the ground rules or add new ones. For example:

We don't judge someone's drawing ability - that is not the purpose of Life Mapping.

Everyone defines their own life and what they want in it.

Pass out the following sheet and review the Interview Activity:  
Student Sheet 3-7: Life Map Interviews

Use this sheet for students to write down their 3 goals:  
Student Sheet 3-8: Three Goals

While the pairs are working, assist as needed. Here are examples of more specific questions to use if needed with a student(s):

Q. What would you like to be doing in your leisure time about five years from now?

Q. What kind of place would you like to live about five years from now?

Q. What kind of work would you like to do about five years from now?

After students are finished, they should put their goals in their Self-folio under 3. Life-Planning.

Ask for some reflection on the activity:

*Q. What did you think of Life-Mapping?*

*Q. Did you learn something new about your partner?*

*Q. Did you learn something new about yourself?*

*Q. Did the Life Map help you see your goals?*

## Sheet 3-7: Life Map Interviews

## Life Map Interviews

## Instructions

1. Work in pairs. Choose one person to be interviewed and one to be the Interviewer. Later you will switch roles.
2. Interviewer: Ask your partner the following questions.  
Partner: Answer the questions and describe your Life Map.

## Interview Questions:

- a. Look at the items inside the square, Ask,  
"...Tell me about your life now..."
  - b. Look at and point to the connecting lines between items. Ask,  
"... How does this go with this?..."
  - c. What else is important to you in your life right now?
  - d. Look at the items outside the square, Ask,  
"...What do you want in your life about five years from now? ..."
  - e. Look at and point to lines that connect items inside the square to items outside the square, Ask,  
"... How does your life now tie to your life in the future?..."  
"... How will you get from here to here?..."
  - f. Ask, "...What else do you want in your life about five years from now?..."
3. Interviewer: Ask the following question:  
Partner: Think of 3 of your goals that you can see in the Life Map.  
  
g. "...Look at your Life Map. Tell me three personal goals that you see in your Map for the future...."
  4. Interviewer: Write your partner's name and their 3 goals of the Three Goals Sheet.  
Partner: When finished, put the sheet in your Self-Folio under Life-Planning.
  5. Switch roles, and repeat Steps 1. through 4 for the other person.

Sheet 3-8: Three Goals

Name \_\_\_\_\_

Date \_\_\_\_\_

Three Goals

After looking at my Life Map, three of my goals are:

Goal 1: \_\_\_\_\_  
\_\_\_\_\_

Goal 2: \_\_\_\_\_  
\_\_\_\_\_

Goal 3: \_\_\_\_\_  
\_\_\_\_\_

Put this sheet in the Life Planning Section of your Self-Folio.

**ACTIVITY 3.4      What Are Goals? Why Set Goals?**  
**(Teacher Presentation & Teacher/Student Discussion) (15 min.)**

Lead the class in a discussion of:

*What is a goal? [develop definition and generate examples].*

*Why do people set goals?*

*What does it mean to 'set' a goal?*

*What is the difference between long term and short term goals?*

*What is the difference between a realistic and an unrealistic goal?*

*Q. What is a goal? Give me a definition.*

*Goal:                    Something that you want to do.  
                               Something that you want to do in your life in the future.*

*Q. What are some examples of goals?*

*To clean my room.*

*To meet someone new.*

*To travel to Africa.*

*To get my haircut this week.*

*Q. Why do people set goals?*

*It gives direction to your life.*

*There are many things I could do in life. But I can't do everything. Setting goals helps me to figure out what is most important to me. It helps me narrow down all the possibilities.*

*Research has shown that the major importance of setting goals for your future is the effect it has on you today.*

*If you have goals it is easier to decide what is important to do today.*

*You may change your goals. You may not achieve every single goal that you set in your life, but by having goals, you know what to do next and why you are doing things. Your actions and your energy go into something that you have decided is important to you.*

*In saying this, I am not talking about what other people think is important for you to do, I am talking about what you have decided is important to you.*

*People set goals for themselves, not to please others.*

Let's clarify what I mean when I say: 'set' a goal.

*Q. What do I mean by the word 'set' here?*

*A. I mean that I have made a specific goal. The goal is clear in my mind or clearly written on paper. I may choose to change the goal later, but for right now I have decided that this is my goal. For now, the goal is 'set' or fixed. I may change the goal later.*

Write the following on the board (or transparency).

### GOALS

#### Short Term Goals

#### Long Term Goals

Then ask:

*Q. What is the difference between long term and short term goals?*

*A. A short term goal is an action you can do in less time, with less effort, or with less planning.*

*Short term goals are often the smaller steps one takes toward a long term goal.*

*A long term goal takes longer to accomplish, and requires more effort and planning.*

*Long term goals usually are 'big' goals, that take time, but are very important to us.*

Ask students for examples of long term goal (or use examples below). Then ask for example of short term goals that might lead up to that long term goal.

### GOALS

#### Short Term Goals

#### Long Term Goals

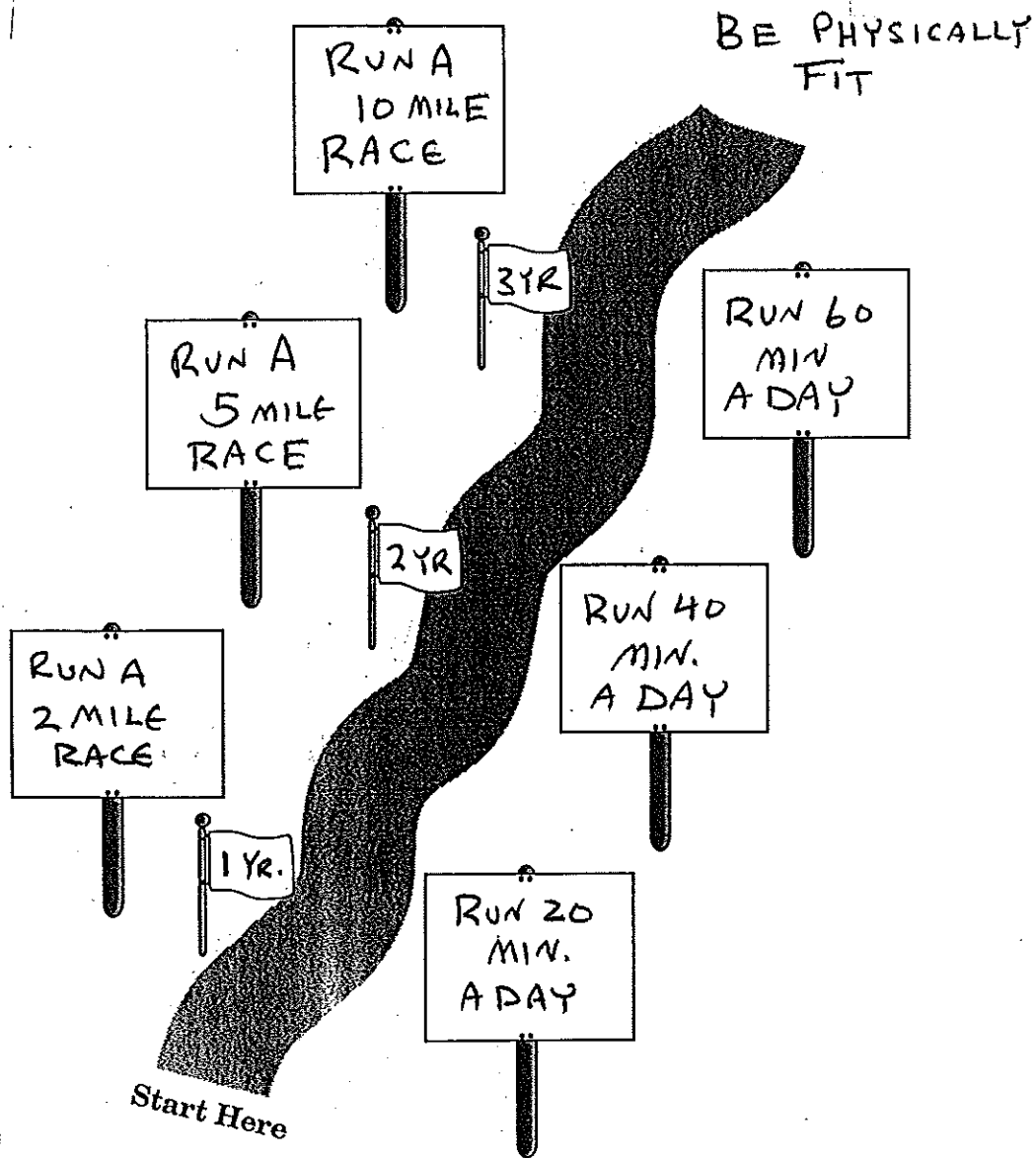
Run 20 min. a day  
Run a 2 mile race in one year.  
Run a 10 mile race in three years.

Be physically fit.

Pick up all my clothes.  
Clear the clutter, put books, 'stuff' away.  
Throw or give away things I don't need.  
Have a place to put everything in drawers and closet

Organize my room.

Provide a visual picture of the short term goals that lead up to a long term goal by using the blank Transparency 1-8 Road Map. Write a long term goal at the end of the road and each of the short term goals in the signs along the road. In using this same Road Map format, you illustrate visually the similarity between goal-planning and the broader theme of Self-Determination. For example:



#### Summary:

*People set goals in order to accomplish things that they want in their life. Goals help people stay focused and moving in the direction they want to go in their life. Long term goals can often be achieved by breaking them down into a series of short term goals. Thinking about short term and long term goals helps you determine what it will take to make your dreams happen.*



**ACTIVITY 3.5      Goal-Planning Meeting (Demonstration)**  
**(Large Group Activity)      (20 min.)**

**Teacher Note:** First, review the purpose and the steps involved in a Goal-Planning Meeting. Then you can either hold a class-wide goal-planning meeting in order to demonstrate the process to all students or go straight to small group meetings.

*Now we are going to use a process to help each other take a look at one of our goals. The process is called a Goal-Planning Meeting. Remember that your goals are yours...but it can be very useful to get ideas from others about your goal and then decide for yourself which of those ideas would work for you.*

*In a Goal-Planning Meeting, each of us will get ideas from others, but then it is our decision how we can best accomplish our goal. Let's look at the steps involved.*

Pass out Sheet 3-9: Goal Planning Meeting.

Review the roles and steps in a goal-planning meeting.

Ask for a volunteers who would be willing to present one of their goals to the class. If no students want to, ask a teacher to do so.

**Teacher Note:** Below are two examples of lists developed in student Goal-Setting Meetings:

**Example 1: A student goal.**

**GOAL:** Have my own apartment where I can have a dog, someday.

**Answers to questions about goal:**

I would like a 1 to 2 bedroom apartment.

I would like a small to medium size dog which can provide security.

Priority

1 = Good Idea

2 = Good Idea, but later

3 = Not a good idea for me,  
or, I already tried that.

**Priority: Ideas for accomplishing the goal:**

- |   |  |
|---|--|
| 1 | Look at different neighborhoods where I might live     |
| 1 | Look at expense of having my own apartment             |
| 1 | Look at things I will need to live in an the apartment |
| 1 | Talk to apartment managers about rules, deposit, etc.  |
| 1 | Look into Section 8 Housing                            |
| 1 | Find out if you can have pets                          |
| 1 | Find apartment near park to walk dog.                  |
| 1 | Find apartment near bus.                               |
| 1 | Decide who will take care of dog while I am at work    |
| 3 | Start a Savings Account                                |

**MY ACTION PLAN****Goal Steps In Order:**

- | <u>Steps</u> | <u>Task</u>  |
|--------------|--|
| 1.           | Look at expense of having my own apartment             |
| 2.           | Decide who will take care of dog while I am at work    |
| 3.           | Look at different neighborhoods where I might live     |
| 4.           | Look into Section 8 Housing                            |
| 5.           | Find apartment near park to walk dog.                  |
| 6.           | Find apartment near bus.                               |
| 7.           | Talk to apartment managers about rules, deposit, etc.  |
| 8.           | Find out if you can have pets                          |
| 9.           | Look at things I will need to live in an the apartment |

**Example 2: A student goal.**

**GOAL:** Be a swimming instructor for children someday. Work part-time as an instructor by my mid to late 20's.

List of Ideas and Priority: 1, 2, 3

- 2 Volunteer to help teach swimming
- 1 Take class and tests:
  - 1. Lifesaving test
  - 2. WSI test
- 2 Get certified as swim instructor (WSI)
- 1 Practice swimming frequently
- 2 Learn to dive
- 1 Practice Lifesaving techniques
- 2 Buy new swimsuit
- 1 Find out where test is given
- 2 Think about if you want to do all the steps to be a WSI
- 2 Find out what she needs to do
- 1 Talk to other swim instructors to see what it's like
- 2 Make phone calls
- 1 Eat proper diet
- 2 Practice teaching people
- 2 Get book from library about teaching swimming
- 2 Have self confidence
- 1 Take lifesaving & WSI classes
- 1 Find out schedule of classes for instructors

**ACTION STEPS:**

- 1. Find out where instructor class and test is given
- 2. Find out schedule of classes
- 3. Take class and tests
- 4. Practice swimming
- 5. Practice life saving techniques
- 6. Talk to swim instructors
- 7. Eat proper diet

## Sheet 3-9: Goal-Planning Meeting

## Goal-Planning Meeting

**Materials needed:** Large sheets of paper, felt pens, and tape to put up sheets.

**Roles:**

Goal-Setter:	A member of the class with a goal.
Facilitator/ Recorder:	Leads the meeting. Writes down suggestions from the class members.
Group Members:	Share ideas for attaining the goal.

**Meeting Steps:**

<u>Steps</u>	<u>Role</u>	<u>Task</u>
1.	Goal-Setter: Facilitator:	State the goal. Clarify the goal, write it down.
2.	Group Members: Goal-Setter:	Each person asks the Goal-Setter one question about the goal. Answer the questions.
3.	Group Members: Goal-Setter:	Brainstorm ideas for attaining the goal. One idea at a time. Listen, don't comment now, you will do this later.
4.	Goal-Setter:	Prioritize the ideas:  1 = This is a good idea for me.  2 = This is a good idea for me, but I would do this after the #1 ideas.  3 = This is not a good idea for me, or, I have already tried it.
5.	Facilitator/ Recorder:	List all the #1 ideas on a second sheet of paper.
6.	Group Members:	Discuss which ideas (steps) need to be done before other steps can be done.
7.	Goal-Setter:	Listen, and decide which step you would do first, second, third.
8.	Facilitator/ Recorder:	Writes down the ideas (steps) in order on a third sheet of paper. Give the list to the Goal-Setter. Thank everyone for participating.

**ACTIVITY 3.6      Goal-Planning Meeting For Each Student**  
**Small Group Activity (interspersed with other activities) (60 min.)**

After you have reviewed the Goal-Planning Meeting and demonstrated the process, then divide students into small groups of at least 4 - 6 students to lead their own meetings and plan out one goal for each student.

**Teacher Note:** Each meeting will take about 15 - 20 minutes, students will either need a break inbetween and/or if needed intersperse these meetings with:

Individual work with the Holland Self-Directed Search. (from Unit 1).

Individual work students are doing for their Group Advancework Project in a Life Domain (from Unit 2).

The intent of this process is for each student to have a goal-plan list they can use to start the individual work of developing their own Action Plan later in this Unit.

**Summary:**

After the goal-planning meetings are completed, relate the process they have just experienced back to the discussion of short-term and long term goals:

*The ideas you chose as steps toward your goal are short-term goals.*

*The goal you worked on with the group in the meeting is a long term goal.*

*Long term goals are big goals that are important to us in our life.*

**Teacher Option:** The quickest way to complete a Goal-Planning Meeting is for the Recorder to simply list the steps in order on a sheet of paper (see #7). You can however, have students in the group develop a visual organizer in which they explore the multiple steps and how they interrelate in order to accomplish a goal. This is a challenging task.

See examples in 3-10: Visual Organizer for a Goal

3-10: Visual Organizer for a Goal

SHORT TERM GOAL → LONG TERM GOAL

High School	Community College
Language Club	Language Club
	Electronics Club
	Maybe make new friends in clubs
See friends at high school	Call and visit old friends from high school
Track Team	Volkswalks
	Maybe make new friends on Volkswalks

Try to keep old friends. Try to make new friends.

**ACTIVITY 3.7      Develop Action Plan (Demonstration)**  
**(Large Group Activity)      (20 min.)**

**Teacher Note:** In this presentation you demonstrate to students how a student named Kim developed an Action Plan from the results of her Goal-Planning Meeting. You can use this example, or, take one of the student's Goal Plan they just developed and expand it into an Action Plan.

When we held our Goal-Planning Meetings, we got lots of different ideas from our group members and then chose the ideas that were best for us to use to accomplish our goal. We also thought about the best order in which to do the ideas or steps.

Now that we have a Goal Plan, we can turn that list into an Action Plan. In an Action Plan we think through how we are going to do the steps that lead to our goal.

Our goal may be something that will happen several years from now. But we can do AdvanceWork now that gets us started. We can learn things in preparation for our goal. We can build skills now we will need later.

Thus, some parts of our Action Plan we can do now, as AdvanceWork.

*Let's look at the steps to complete an Action Plan.*

Pass out the following two sheets and use as transparencies:

3-11: Action Plan Form

3-12: Action Planning Method

*The Action Plan has two pages. On the first page we write out the goal and we think through the information, skills, and challenges that are involved in this goal. On the second page we list the steps we will use to accomplish the goal.*

Discuss each part of the Action Plan. Discuss how the first page is a way to organize and prepare to think through the steps on the second page.

Name \_\_\_\_\_ Date \_\_\_\_\_

Goal: \_\_\_\_\_

Information I have: \_\_\_\_\_

Information I need: \_\_\_\_\_

People/resources: \_\_\_\_\_

Skills I have: \_\_\_\_\_

Skills I need: \_\_\_\_\_

People/resources: \_\_\_\_\_

The challenges are: \_\_\_\_\_



# Goal Steps

I will:

People/  
resources:

Time  
frames:

This is  
done  
when:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sheet 3-12: Action Planning Method

## Action Planning Method

Page 1**Goal:**

1. Write down the goal (a long-term goal). Make it clear and specific.

**Information:**

2. What information do you have (know) about your goal?
3. What information do you need?
4. What people or resources could help you get information?  
Where can you get information? Who can you ask?  
Who has experience with this goal?  
Who do you want to know about your goal?

**Skills:**

5. What skills do you already have for accomplishing your goal?
6. What skills do you need?
7. How can you get these skills?  
Where can you learn them?  
How can you practice them?  
Who can you ask?  
Who has experience with this goal?
8. What are the major challenges you will face?  
What might be difficult?

Page 2:**Goal Steps:**

9. What are the steps (short term goals)?

I will:

What will I do first?  
What will I do next?  
(list all steps in order)

People/resources:

What people and resources will I use?

Time frames:

When do I start?  
How much time will it take?

This is done when:

This step is done when I have: \_\_\_\_\_.

Use the following scenario to illustrate goal-setting to students. Encourage students to add to the ideas of the student 'Kim':

### **An Example Of Action Planning: Kim Wants Her Own Apartment**

Use 3-13, Kim's Action Plan Form as a transparency and/or student sheet.

*Let's now look at a goal and take it through all the Action Plan steps. A student named Kim has said that a goal that is very important to her is to have her own apartment someday. She wants to learn more now about what it will take to achieve that goal. There may be things she can do now to prepare for her goal.*

#### **Kim's Action Plan**

##### **1. Write down the goal. Make it clear and specific.**

*Kim's goal is: 'I want my own apartment someday'. She is currently in the 10th grade and living with her Mom so the earliest she foresees getting her own apartment would be three years from now, after she graduates. But she would like to figure out what she can learn now about having your own apartment and what she can do now to prepare for that day. So her goal becomes:*

Goal: "... I will learn what I can now about having my own apartment..."

##### **2. What information do you have (know) about your goal?**

*At first, Kim thinks she doesn't have any information. But then she realizes that she does know a few facts. Here is her list:*

- (1) Apartments usually come with 1, 2, or 3 bedrooms.
- (2) You have to pay a deposit.
- (3) I think there is an agency in town that provides information to renters.

### 3. What information do you need to know?

*Kim realizes that this will be a long list. She starts her list but also realizes that at this point she may not know all the questions she should ask. That's OK, she can add to this list at any time.*

(1) What do apartments cost? What is the monthly rent? What services do you get for your money?

(2) How much is the deposit? Do you get it back when you leave?

(3) Can you have pets?

(4) What is a lease?

(5) Do renters have rights? What are they?

(6) How much money will I need to live in an apartment and meet my other living expenses?

[another question not on Kim's form]...

(7) What do I need to know before I sign a Renter's Agreement?

### 4. What people or resources could help you get information?

**Where can you get information?**

**Who can you ask?**

**Who has experience with this goal?**

**Who do you want to know about your goal?**

*Kim thinks about possible people she could talk to and ask questions to learn about renting and budgeting. She could ask family friends, teachers, and also some apartment managers.*

*Kim decides that her Mom needs to know about this goal. She will tell her that moving into her own apartment is some years away but that she wants to find out now what it will take to do it. Kim will also ask her Mom if she can call a family friend (Linda Jones) who lives in another apartment complex and ask her some questions.*

*Kim wonders if her friend Mary would be interested in learning about budgeting too and take a class with her.*

Kim lists these ideas:

- (1) Look in front of phone book for a 'renters' or 'housing' agency. Call the agency.
- (2) Pick up a free 'Apartments to Rent' book at the grocery.
- (3) Tell Mom about my goal, ask her about calling a family friend (Linda Jones) who also rents an apartment. Ask about the rent, rules, and services in her apartment complex.

#### **5. What skills do you have for accomplishing your goal?**

*Kim thinks about what skills she has now. She realizes that she has the skills needed to gather the information she wants. She can call the agency to see if they have a brochure. She can call people she knows who rent and ask them if they would give her information. She prepares her questions in advance so that (1) she doesn't forget a question (3) has a way to keep the answers organized, and (2) doesn't waste the person's time.*

- (1) I can make a list of questions and call people and ask questions.
- (2) I can interview people with a list of questions.

#### **6. What skills do you need?**

*The biggest skill she will need to accomplish this goal is to have a job that pays enough that she can afford the apartment. Learning job skills is one of Kim's other goals.*

*She decides that another skill she will need is to learn how to budget her money.*

- (1) Be able to get a job. (This is a separate goal)
- (2) Learn how to budget money so I can afford an apartment and my other living expenses.

#### **7. How can you get these skills?**

*Kim lists several ways she could learn how to budget her money so that she can pay all her living expenses and have her own apartment.*

- (1) Find books about budgeting at the library or bookstore.
- (2) Find a class on money management and budgeting. Ask my teacher if she knows of a class in budgeting.
- (3) Ask my friend Mary if she would like to take the class together.

### 8. What are the challenges?

*The biggest challenge Kim sees right now is setting aside time to work on this goal. Each step will take time.*

- (1) Finding and making time to work on this goal.

### 9. What are the goal steps?

*Kim has finished all the preparation on Page One and is now ready to list out the steps she is going to do to learn about getting her own apartment. She goes back and looks at her questions and notes and selects from them what she wants to do. By deciding what to do first, second, etc. she spends her time more efficiently.*

*Her Goal Steps are:*

- (1) Prepare a list of questions about renting and money management and the cost of living independently.
- (2) Find a 'Renters Agency' in the phone book. Call and ask questions about renter's rights and responsibilities. Take notes. Ask them to mail me information.
- (3) Look in the library and bookstore for a book on budgeting and money management. Choose one that is the most useful to me.
- (4) Ask my teacher (Mrs. Johnson) where I can find a class on money management. Take notes. Call and find out the cost. Find out when and where the class meets. Find out what you learn in the class.
- (5) If the class seems good -- tell my friend (Mary) about it. May we can take the class together.
- (6) Call two of the Apartment Managers I find in the "Apartments to Rent". Take notes. Ask about the rent, deposit, rules, and services.
- (7) Ask Mom's friend (Linda Jones) about living expenses, how much money it takes to live on your own and budgeting money. Take notes. Learn from her experience.
- (8) Organize all the information I have gathered and learned. Teach it to my friend (Mary) so that I review it and remember it myself.

*After listing the steps, then Kim looks them over to see if they are in the most efficient order. For example, she might wait until she has gathered information from other sources before deciding if she will take the class in budgeting.*

*Now she is ready to do the rest of the second page:*

**People/Resources:**

*If other people are involved in a step, Kim writes their names (and phone numbers if needed).*

**Timeframes:**

*Kim looks at how long it will take to do each step and sets a date she wants to complete that step.*

**This is done when:**

*With some goal steps it is obvious when the step is completed. But with others it is important to define for yourself when you have finished a step.*

Name KIM SMITH Date SAD 15

Goal: TO LEARN/INQUIRE NOW ABOUT HAVING MY OWN APARTMENT.

Information I have:  
- THERE ARE 1, 2, 3 BEDROOMS  
- YOU PAY A DEPOSIT  
- FIND AGENCY THAT HAS RENTERS INFO. IN TOWN.

Information I need:  
- WHAT DO APTS. COST -  
WHAT IS THE RENT?  
- HOW MUCH IS THE DEPOSIT?  
- CAN YOU HAVE PETS?  
- WHAT IS A 'LEASE' ?  
- DO RENTERS HAVE RIGHTS?  
- HOW MUCH WILL I NEED TO LIVE?

People/resources:  
- LOOK IN PHONE BOOK FOR 'RENTERS', 'HOUSING' AGENCY  
- PICK UP A COPY OF 'APTS. TO RENT' AT THE STORE  
- MAYBE I WILL ASK MOM AND LINDA JONES (MOM'S FRIEND)

Skills I have:  
- I CAN MAKE A LIST OF QUESTIONS.  
- I CAN INTERVIEW PEOPLE.

Skills I need:  
- I WILL NEED JOB SKILLS TO GET A JOB TO SUPPORT MY SELF. (ANOTHER GOAL)  
- I NEED TO LEARN HOW TO BUDGET MONEY.

People/resources:  
- FIND A BOOK ON BUDGETING.  
- FIND A CLASS ON MONEY MANAGEMENT - ASK MS. JOHNSON.  
- MAYBE MARY WOULD WANT TO TAKE THE CLASS TOO.

The challenges are: FINDING + MAKING TIME TO WORK ON THIS GOAL.



## Goal Steps

I will:

- PREPARE LIST OF QUESTIONS ABOUT RENTING AND MONEY MANAGEMENT AND THE COST OF LIVING INDEPENDENTLY.
- FIND 'CENTERS AGENCY' IN PHONE BOOK. CALL AND ASK QUESTIONS. ASK THEM TO MAIL ME INFORMATION.
- LOOK IN LIBRARY AND BOOK STORE FOR A BOOK ON BUDGETING AND MONEY MANAGEMENT.
- ASK MS. JOHNSON WHERE I CAN FIND A CLASS ON MONEY MGMT. CALL AND FIND OUT COST, WHEN, WHERE, AND WHAT YOU LEARN.
- IF THE CLASS SEEMS GOOD - TELL MARY ABOUT IT. MAYBE WE CAN TAKE THE CLASS TOGETHER?
- CALL TWO APARTMENT MANAGERS I FIND IN "APARTMENTS TO RENT", ASK ABOUT THE DEPOSIT, THE MONTHLY RENT, RULES, SERVICES.
- ASK LINDA JONES (MOM'S FRIEND) ABOUT LIVING EXPENSES, HOW MUCH MONEY IT TAKES TO LIVE ON YOUR OWN, BUDGETING. LEARN FROM HER EXPERIENCE.
- ORGANIZE ALL THE INFO. I GATHERED AND LEARNED. TEACH IT TO MARY SO THAT I REVIEW IT AND REMEMBER IT MYSELF.

People/  
resources:

Time  
frames:

This is  
done  
when:

_____	_____	_____
PHONE BOOK	WEEK OF SANIS.	I HAVE A LIST-
AGENCY	_____	_____
LIBRARY	WEEK OF SANIS.	I FIND THE AGENCY CALL.
BOOKSTORE	WEEK OF SAN 22. (SAT.)	I MAKE THE TRIP.
_____	_____	_____
MS. JOHNSON (TEACHER)	WEEK OF SAN. 22	I CALL AND GET INFO ABOUT CLASS.
TALK TO MARY (FRIEND)	JAN 29 (SAT)	_____
_____	_____	_____
APT. MANAGERS	IN FEB.	I HAVE NOTES FROM INTERVIEW.
_____	_____	_____
LINDA JONES	IN FEB.	I HAVE NOTES FROM INTERVIEW.
_____	_____	_____
MARY	FINISH BY FEB 30.	I ORGANIZE INFO INTO A FILE.

**ACTIVITY 3.8      Develop Action Plan For Each Student**  
**(Individual or Partner Activity)    (20 min.)**

After using the example of Kim's Goal or one from the class, have students either work individually or work in pairs and develop an Action Plan for each student.

Have students use the list generated in their Goal Planning Meeting to get started.

**Teacher Note:** If you wish, use the following as a student sheet or transparency to give student's ideas of where they can gather information about their goal.

Use 3-14: Sources of Information for Action Plans

Transparency 3-14: Sources of Information for Action Plans

**Sources of Information**

Here are some sources of information for Action Plans:

Phone Book

Books, Magazines, Videos, etc.

- 'How To' books, videos.
- Newspapers & magazines.
- Non-fiction and fiction books.
- Ask librarians for assistance.

People in Agencies that do work related to my goal.

- Call to get information over the phone or mailed.
- Set up an appointment and the conduct an interview.

People that work in a field related to my goal.

- Set up an appointment and conduct an interview.
- Ask for opportunity to visit/tour the workplace.

People with experience related to my goal

- Friends, family members, teachers.

Opportunities to get experience myself.

- Volunteer work.
- Part-time and summer jobs.

**ACTIVITY 3.9**      **Individual Advancework Using Action Plans**  
**(Teacher Presentation, Individual Activity) (10 min.)**

**Teacher Note:** Depending on your plan for implementing this program, develop in advance a schedule of when students will work individually on a portion of their Action Plan.

For example, you may have students do Individual Advancework on steps in their Action Plans once a week, etc. Share the schedule with students at this time.

Tell students to look at their Action Plan and put an asterisk by steps that they can begin in the next 1 -2 months (during this program) as their Individual Advancework assignment.

As students complete Advancework, they can put information they gather about their goal into their Self-Folio under Life Planning.

You can give students the following form to keep track of the Advancework tasks they they accomplish toward their Goal.

Use 3-15: Individual Advancework Toward Goal

Sheet 3-15: Individual Advancework Toward Goal

Name \_\_\_\_\_

Date started: \_\_\_\_\_

**Individual Advancework Log**

**Begin Steps in Your Action Plan To Meet Your Goal**

Directions. Put this sheet in your Self-Folio under Life Planning. As you do advancework on steps in your Action Plan, describe what you did below. Put any information you gather about your goal behind this sheet in your Self-Folio.

Goal: \_\_\_\_\_

Describe Advancework Tasks Completed.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

**Optional Activity****My Adult Life**

This activity can be done in conjunction with the Life Maps to write down instead of mind-mapping the student's view of their adult life.

Tell students to answer these questions as they would today. For all of us, the answers can change, as we grow and have more experiences.

My Adult Life

Name \_\_\_\_\_

Date \_\_\_\_\_

What would you like your adult life to be like? You may have more than one answer to some questions.

1. Where would I like to live? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Where would I like to work? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What kind of social activities do I want to do? \_\_\_\_\_

\_\_\_\_\_

4. Places I would like to go. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Things I want to do. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Other things that are important to me: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

