FOR YOUTH & SCHOOLS

GOALS 4GOOD

Goals for Good

SESSION PLANS

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Module 1 Session Plan

Learning Outcomes: Participants explore what a successful life looks like to them. They will find connections between what is good for our wellbeing and good for other people and the planet.

Total lesson time: 1 hour

5 mins

ACTIVITY: Introduction

Welcome to Goals for Good. The course will help you think about the types of goals you'd like to set that can have the biggest impact on your happiness and wellbeing and have a positive impact on the wider world around you.

We'll be exploring the types of goals you'd like to set and learning techniques that can help us achieve our goals. Throughout the course we will look at:

- What a successful life looks like to you
- The impact of our goals on our happiness, other people's lives and the planet
- What research says really makes us happy

In this section you will set up and introduce the course and link goal setting to future jobs, careers or aspirations.

We know different groups work differently. Use the 'Great discussions and feedback' section of the Leader's Guide for discussion options.

15 mins

ACTIVITY: "I'll know if I'm successful when…" statements

Write out the following phrases and stick them up at different points around the room:

- I am famous
- I have had many exciting experiences
- I own a big house with lots of expensive possessions
- I have helped other people
- I have made a positive impact on the world with my job
- I have a close and supportive network of friends and family
- My salary is high
- I have a happy relationship with a long-term partner
- I am fit and physically healthy
- I am admired for the way I look
- I feel calm and comfortable with who I am

You will need:

- Statements on paper
- Blu tack

You'll need to ask the participants to move around the room.

Make sure each participant has had chance to discuss their decision with a partner or the group.

Ask them to stand next to the one that most relates to them when considering "In the future I'll know I'm successful when…"

Ask them to briefly discuss and explain with other people in their group why they chose that one.

Bring the group back together and ask for at least one person per group to explain why they chose that option.

Discussion questions:

1 Which was the most important one to you? Why?

2 Were there any that you didn't care about at all?

3 Research shows that some of these achievements will have a bigger impact on our wellbeing than others. Which ones do you think will make us most happy? (see Module 1 in the leader's guide for guidance to frame this discussion)

15 mins

As well as not making us happier, having more and more possessions is having a big impact on the planet.

Show Goals for Good short film.

Ask: What are your thoughts about the film?

Ask: How do you think that the types of goals we set have an impact on the world around us?

Make sure you include some of the following points in the discussion:

The environmental cost…

- If everyone in the world used as much stuff as we do in the UK, we'd need 3 planets.
- If we don't change how we live, by 2050 there will be more plastic in the ocean than fish. We use a material that lasts forever to make things we use once then throw away.
- 150-200 species of plants and animals are becoming extinct every day because we are digging up and cutting down their habitats to make our things.

The social cost…

Our demand for ever cheaper products also forces hardship on others.

- Millions of workers around the world work in conditions we would never find acceptable,
- For example, an estimated 20,000 children work in mines retrieving mica, the mineral that adds an iridescent shimmer to eyeshadows and blushers (SOMO, 2016)

Resources: There is a link to the **Goals for Good short film** in the Leader's Guide and a hyperlink in the slides.

Discussion questions:

Depending on how the discussion in the previous section went, let the outcomes of it feed into / be mindful of how they might influence this next section.

If the group have good knowledge here, let them run with it. If they are less forthcoming draw it out using these:

1 What do you think the impact is on the planet?

2 What happens when we destroy natural habitats?

3 What happens to all the plastic we produce and throw away?

4 Where do the materials for all our stuff (our clothes, our mobile phones etc.) come from?

5 Who do you think mines / picks / collects these raw materials?

- And many children are employed to mine a mineral called Coltan that is used to make our phones and laptops.

Important to stress: we can have an impact through our day to day choices. By focussing on the things that really make us happy rather than what we can buy we can be happier and have a positive impact on the planet.

5 mins

ACTIVITY: What really makes us happy?

Ask: "What has made you happiest in the past week?"

Get the group to feedback and discuss answers

Ensure everyone has the opportunity to give their opinion to their partner or group. Take a few examples from a few people in the group.

20 mins

ACTIVITY: 5 ways to wellbeing

First, what is wellbeing? Wellbeing is about more than just feeling happy. It is also about having a sense of self-worth, good relationships with others, feeling our life has meaning and purpose, being interested and engaged in what we do and experiencing a sense of achievement.

Good mental wellbeing means that you are able to cope when difficult situations come around. It does not mean that bad things don't happen and that we never feel sad or low. It's about making the most of the good times and being able to bounce back when things get hard.

The 5 ways to wellbeing summarise the leading research into the best ways we can support our own mental wellbeing – a bit like "5 fruit and veg a day" for our minds.

They can have a bigger impact on our happiness than many of the things we often think will make us happier – like buying something we've always wanted – which gives us a short boost, but doesn't tend to last very long. These types of activities usually have a minimal impact on the planet too as they don't involve buying anything!

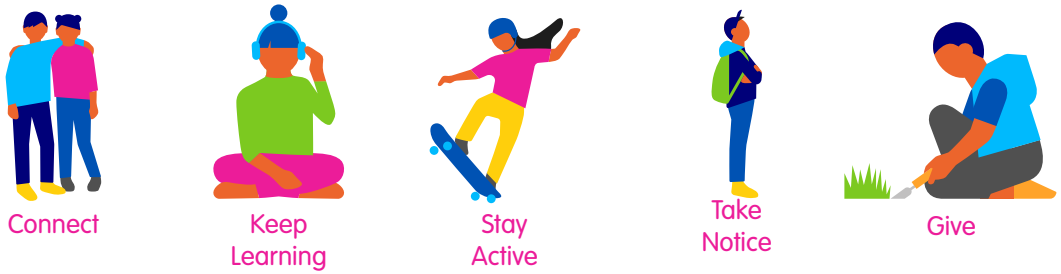
You will need:

- 5 large pieces of paper, each with one of the 5 ways to wellbeing

Put up 5 large pieces of paper around the room. Participants will need to move around the room for this section.

There is more info on the 5 ways to wellbeing in the Leaders' Guide, as well as 'Example actions' linked to the 5 ways.

The five ways to wellbeing are:



Split participants into 5 groups and assign each group to one of the large pieces of paper. **Ask** each group to think about actions they could take to get more of that way to wellbeing in their lives. Write them down on the large piece of paper.

Give the groups 3 minutes on each way to wellbeing then ask them to move to the next one.

When each group has had chance to write down some ideas on each of the ways to wellbeing, **ask** each group in turn to share some of their favourite ideas with the group.

Optional discussion questions

1 Were there any that you found particularly hard to fill in? Why?

2 Were there any that you think you do well already? Which ones? How?

HOMEWORK: Before next session (Module 2)

1 Write down three good things that have happened to you this week

2 Take notice of examples in your daily life where you already act on the five ways to wellbeing

3 Think about which one(s) you would like to do more of.

Ask participants to think about and write down their answers to one of the three questions.

Get them to talk this through in pairs and / or ask everyone to feedback to the group, depending on the size of the group.

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I am famous

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I have had many exciting experiences

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I own a big house with lots of expensive possessions

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I have helped other people

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I have made a positive impact on the world with my job

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I have a close and supportive network of friends and family

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My salary is high

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I have a happy relationship with a long-term partner

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I am fit and physically healthy

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I am admired for the way I look

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I feel calm and comfortable with who I am

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Module 2 Session Plan

Learning Outcomes: Participants learn about delayed gratification (the marshmallow test); grit and how this can help us to achieve our goals; and the WOOP model for setting goals. They set their first goal and consider how it can have a positive impact on the wider world.

Total lesson time: 1 hour

3 mins

ACTIVITY: Recap on Module 1

In pairs, ask the group to discuss what was covered in Module 1. Ask a few participants to share their thoughts with the group and make sure the following points are covered:

- What success looks like
- The cost of our buying habits on our happiness, other people's lives and the planet
- 5 ways to well-being

10 mins

ACTIVITY: 5 ways to wellbeing: in your life already

In Module 1 we talked about the five ways to wellbeing and how these can have a bigger, more long-term impact on our happiness than, for example, the short-term enjoyment of buying something new.

Ask (1 or 2 mins): With a partner, briefly discuss the examples in your daily life where you already act on the five ways to wellbeing.

Ask (main discussion): Talk through with a partner - Three good things that have happened in the last week.

Ask at least one person from each pair to feedback what they learnt from their partner.

Discussion questions:

1 Which ones did you do well already?

2 Which would you like to improve?

5 mins

ACTIVITY: Goal setting

In this session we will be focussing on goal setting – why setting goals is important and how to set good goals.

Ask: Why do we set goals? Ask the group for suggestions and make sure the following points are covered:

- Goals are important for our wellbeing.
- Setting goals is a way of helping us choose how to live our lives.
- They give us a sense of purpose and direction.
- Meeting small goals along the way to our larger goals gives us a sense of achievement and makes us feel good.

Ask: Have you set a goal before? What helped? What got in the way? Discuss your answers with a partner.

You will need:

- Large piece of paper

In the discussion section ask for answers from the group at large. This should be a short, quick fire section.

10 mins

ACTIVITY: Marshmallow test

When it comes to setting goals, self-control and determination to succeed is an important factor. This is clearly demonstrated through the 'marshmallow test' experiments where young children are given a marshmallow and told they can either a) eat it there and then or b) wait a few minutes without eating it and then receive a second.

Watch the marshmallow video.

In follow-up experiments, the children who were able to resist the marshmallow had better academic achievement, fewer behavioural problems and better social relationships.

Ask: How does this link to goal setting? What does it teach us?

This very much links to goal setting and our success in achieving our goals. Indeed, there is always a difficult bit at the beginning of the goals we set. If we can get through this tough bit first, the rewards are worth it.

The marshmallow test teaches us:

Refer to the Leader's Guide for more information on the Marshmallow test and a **link to the marshmallow test video.**

There is also a hyperlink to this video in the Module 2 slide deck.

The group will need to move around in this section and stand in 2 – 3 groups across the room.

- Our ability to regulate our thoughts, feelings and impulses are a really important factor in achieving our goals.
- Our ability to delay gratification is important e.g. I'll do the boring or hard thing now, so I have the benefits later.

Ask: Do you think we can change our levels of self-control? Ask people who think "yes" to stand on one side of the room. Ask people who think "no" to stand on the other. Those who can't decide can stand in the middle.

Ask a few people from each group to explain why they stood there and chose that answer.

We can absolutely build up our levels of self-control! Researchers have found that self-control is like a muscle; the more we use it the stronger it gets. Practicing in one area of our lives can spill over into other areas. E.g. exerting self-control to give up sweets can help us eat more healthily in other areas of our diet.

15 mins

ACTIVITY: GRIT

There is another tool that is useful when we start making goals, to ensure that we stick to them and achieve success.

Ask: What do you think research has found is the best predictor of:

- academic success
- a healthier weight in school kids
- which soldiers were more likely to stay in the army and which were more likely to drop out
- which kids would do best in a spelling competition?

Get a few answers from the group, before telling them the answer is "grit".

Grit = passion + perseverance

Grit is about having a goal that you really care about. It's the commitment to finish what you start, to rise from setbacks, to want to improve and succeed, and to not give up even when things get tough.

An example of Grit.

- Croatian born Sandra Paovic competed in the Beijing 2008 Summer Olympics, reaching

You will need:

- Pieces of scrap paper

Participants will need scraps of paper for this section and will pair up for the discussion section.

Refer to the Leader's Guide for more information on grit.

the second round of the table tennis singles competition. She was injured in a 2009 traffic accident, losing the use of her legs. Following committed recovery and training, she returned to win the Gold in the Rio 2016 Paralympic Games.

After such a terrible accident, it would have been easy for her to give up, but she worked hard in order to perfect her technique in something she was passionate about.

Grit tells us that the best predictors of success are not talent or luck, but are the effort put in and the ability to keep going. This is something you should keep in mind when making your goals.

LINK: to future careers. **Ask** What are you passionate about? Could you link your passion to a career future goal?

Ask them to write it down on a post-it note or scrap of paper. When they've written it down, ask them to turn to their partner – someone they feel comfortable with – and talk about what this goal is. **Ask** them to be thinking about this in the next section when we start to look at a model for goals setting.

For those without one big clear goal, encourage them to think of smaller next steps.

20 mins

ACTIVITY: WOOP

We've seen how increased self-control and grit can help us to achieve our goals. Now it's time to look at a goal setting model that will help us to put this into practice.

What is WOOP?

WOOP has been found to be incredibly successful in helping people to achieve their goals. We know there will be challenges when we are working towards a new goal, and this model helps us to anticipate these by putting simple plans in place to make sure we are not de-railed by these obstacles and instead overcome them. It's been tested in gyms, healthcare settings and schools and has been found effective in:

- Increasing effort and engagement
- Helping people reduce stress
- Helping people increase their physical activity
- Helping students get ready for exams

Now we're going to set a goal for the next week. You'll only have 1 week to complete this goal, so make sure it is something you are passionate about, but also achievable in a week. This could be one action or thing that's easy to do every day / every other day. Or it could be the first step of something bigger. See if you can link your goal to the 5 ways to wellbeing.

You will need:

- The large pieces of paper with the 5 ways to wellbeing ideas written on them (stick these up around the room for inspiration)
- The WOOP worksheet

Use this section to generate lots of ideas, so participants can draw on these in module 2.

Refer to the 'WOOP' section in the Leader's Guide for example goals.

It is fine to write down more than one idea.

Guide the group through the goal setting process one step at a time:

1. **Wish** – write down a wish that is important to you, it should be challenging but achievable and you must be able to do it in the next week.
2. **Outcome** – how will it feel when you accomplish this? Close your eyes and take a few moments to really imagine what it will feel like.
3. **Obstacle** – what is the main obstacle inside you that might prevent you from accomplishing your wish? Take a few moments to really imagine what this might be.
4. **Plan** – what is an effective plan to tackle this obstacle? Make a when / then plan. When (my obstacle happens), then I will (my action)

After they have set their first goals, ask the participants to get into pairs and talk each other through their WOOP goals. Bring the group back after 10 minutes. Ask 2 or 3 people to share with the whole group.

Research shows that we get even more happiness from our goals when they have a positive impact on the wider world as well as ourselves (see Leaders guide for examples of how goals can have a positive impact on the planet).

Then ask the participants to consider:

- **How could your lifestyle change have a positive impact on other people or the planet?** Could you increase your positive impact somehow? For example, if your goal is to exercise more, could you keep hydrated with a re-usable water bottle instead of using disposable plastic bottles? OR If your goal is to write down 3 good things everyday could you also ask someone else about their good things to give them a boost?

Ask participants to partner up and help each other think of ways their goal can have a positive impact on other people or the planet. Write your ideas in the box on your WOOP worksheet.

Before participants leave, ask them to share their goal with one person who can support them in achieving their goal in the next week.

Use the WOOP worksheet to guide participants through the goal setting process.

The 'Wish' and the 'Outcome' can often be similar when setting short-term goals. Differentiate the outcome from the wish by placing the emphasis on how this will make them feel and the benefits it will bring to their day to day experience.

There are example goals that have a 'Wider impact on the world' in the Leader's Guide.

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Wish

The goal we want to achieve

Outcome

What we really want from achieving this, how it will make us feel

Obstacle

What are the internal and external obstacles that could get in the way

Plan

Planning for what we can do when these obstacles get in the way

How does your WOOP goal have a positive impact on other people and/or the wider world?

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Module 3 Session Plan

Learning Outcomes: Combining all knowledge from the modules to create another goal, using the skills we've learnt about successful goal setting and how we can get support to achieve these goals

Total lesson time: 1 hour

3 mins

ACTIVITY: Recap

In pairs, ask the group to discuss what was covered in Module 2. Ask a few participants to share their thoughts with the group and make sure the following points are covered:

- Goal setting – why it's important and why we do it
- Self-control (the marshmallow test)
- Grit = Passion + perseverance
- WOOP goal setting model

Try and get most of the answers from the group but fill in the gaps as needed.

25 mins

ACTIVITY: How have you done with your goal?

PART 1

In the last session, we each set a week-long goal.

Ask: How do you think you got on with your goal?

Explain: If this side of the room represents that you 100% achieved your goal (indicate one side of the room) and, if this side of the room represents that you didn't even attempt your goal (indicate the other) – go and stand roughly where you got to with your goal.

Depending on the group size, ask all or a few to explain why they chose to stand where they did. Once you've taken a few answers, direct everyone back to their seats.

You will need:

- Post-it notes
- The two following statements up around the room on large pieces of paper:
  1 What helped?
  2 What got in the way?

The participants will need to move around and stand at different ends of the room for this activity.

They will want to be thinking about the goal they set last week throughout this session.

PART 2

Ask: Again, reflecting on the goal you set last week, in groups of 3 or 4 (depending on group size split up group appropriately), discuss the following questions:

- What positive changes to your wellbeing did you notice?
- What positive impact on other people or the planet did you notice?

Bring the group back together and take answers from at least one person in each group.

PART 3

Ask: thinking about your goal,

- What helped you to achieve your goal?
- What got in the way?

Ask the group to write their answers down on small pieces of paper or post-it notes. After a few minutes, ask them to stick their ideas under each statement. Ask them to group similar themed responses where possible.

When this is finished, take a few examples from 'What helped' and 'What got in the way' that stand out to you and read them to the whole group (invite the participants who wrote them to explain further if they feel comfortable).

Ask participants to write down their 'Advice for next time' on a post-it note. For example,

- If you found it hard to find time to do your goal, next time, book time in your diary.
- If you found doing your goal with a friend helped, make sure you repeat this next time.

Ask the participants to share their advice, gather all the advice to make a collective list.

PART 4

Finally, tell the group that, when setting goals, it is useful to:

- **Choose where and when** – We all lead busy lives and it can be hard to fit new actions in. But research shows that planning exactly when and where we are going to do our goals significantly increases our chances of doing them. E.g. I'm going to go for a 30 minute walk at lunch time every week day (with my re-usable water bottle!).
- **Make it easy** – We are also much more likely to achieve our goals by making it easy to remember and complete them. E.g. Leave your gym kit out for yourself so it's the first thing you see in the morning. Or if you're thinking about going to university, set the UCAS website as the homepage on your internet browser.

20 mins

ACTIVITY: Setting a longer-term goal

Now we'll set another goal. This goal must be different to your last goal, but we encourage you to keep going with your last goal too! This time you'll be working on your goal over the next 4 weeks – so it could be something a bit more challenging than last time!

Guide the participants through the goal setting process for their next goal:

1. **Wish** – write down a wish that is important to you, it should be challenging but achievable and you must be able to do it in the next week.
2. **Outcome** – how will it feel when you accomplish this? Close your eyes and take a few moments to really imagine what it will feel like.
3. **Obstacle** – what is the main obstacle inside you that might prevent you from accomplishing your wish? Take a few moments to really imagine what this might be.
4. **Plan** – what is an effective plan to tackle this obstacle? Make a when / then plan. When (my obstacle happens), then I will (my action)

Remember, research shows that we get even more happiness from our goals when they have

You will need:

- The WOOP worksheet
- The '5 Ways to Wellbeing Example Goals' posters

The suggestion is for a month-long goal here, but it can be for a shorter time if needed.

If participants need inspiration, there are example goals in the Leader's Guide and on the '5 Ways to Wellbeing Example Goals' posters .

a positive impact on the wider world as well as ourselves (think back to "give" in the 5 ways to wellbeing).

Then ask the participants to consider:

- **How could your lifestyle change have a positive impact on other people or the planet?**

Now write down when and where you will do your goal. How can you make it easier for yourself?

10 mins

ACTIVITY: Share and get support

We are more likely to stick to our goals if we share them with other people – when we make a public commitment we feel more obligated to stick to it.

Ask participants to get into groups of 4 and take it in turns to share the full story of their goal and ask for supportive advice from their group. Questions to consider:

- Can they think of anything they could do to keep on track?
- Can they think of other ways they could make their goal easy?
- How can you keep each other going outside of the sessions?

Where possible, link this to the previous 'What helped' and 'What got in the way' section discussion and use the post it notes under the statements.

Discussion questions:

1. Who else will you share your goal with?
2. Is anyone worried they may experience negativity from other people for their goal?

Ask the group to help each other come up with ideas to address this.

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CONNECT

- Talk to someone instead of sending a text
- Put five minutes aside to find out how someone really is
- Walk to school or college with a classmate
- Talk to someone new
- Join a new club or class
- Put all technology away at meal times

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KEEP LEARNING

Learn a new word every day

Read the news or a book every morning or evening

Start learning an instrument or language

Set up a book club that meets once a month

Do a crossword or Sudoku every day

Research something you've always wondered about

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BE ACTIVE

Do some 'easy exercise', like stretching, before you leave for work in the morning

Join a school sports team or organise a regular a kick-about in a local park

Build exercise into your journey to school

Get off the bus one stop early and walk the final part of your journey

Take the stairs not the lift

Go for a walk at lunchtime

Walk to school - perhaps with a friend – so you can 'connect' as well

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TAKE NOTICE

Every day, write down one nice thing that someone says to you

Take notice of how your classmates are feeling or acting

Make a note of all the plant species you see on your way to school

Take a different route on your journey to or from school

Visit a new place for lunch

Find out where all the green spaces or parks are near your home

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GIVE

Volunteer for a day with a charity that has meaning to you

Cook for your family (it doesn't have to be fancy!) and have a meal together

Take old clothes you never wear to a charity shop

Spend time with people in your community or family members – maybe the elderly or less able. You could help them in the garden or with their shopping, for example.

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Module 4 Session Plan

Learning Outcomes: Considering what success means to you and what you want from your future. Incorporate everything learnt over the 3 modules into a final goal and learn how to use your strengths to ensure your success in achieving it

Total lesson time: 1 hour

2 mins

ACTIVITY: Recap on last session

In pairs, ask the group to discuss what was covered last week and feedback to the group making sure the following points are covered:

- What helps and what hinders when setting goals
- Choosing where and when
- Making it easy
- Getting support

Try and get most of the answers from the group but fill in the gaps as needed.

25 mins

ACTIVITY: What does success look like to you? Parts 1 and 2

In this session we're going to think about our longer-term goals and what we want from our futures. We've learnt throughout the course that success has typically been viewed as acquiring wealth and possessions, that having more is better. And yet the research has shown that this is not making us any happier and is wreaking havoc on our planet. What is your personal vision of success?

You will need:

- 'What does success look like' worksheets
- 'Small steps' worksheets

PART 1: What does success look like to me?

Ask: What is a successful life for you? Take yourself 10 years into the future and imagine you've worked hard and spent time and energy on the things that are important to you.

On the worksheet, draw what your life will look like (or use a mind map) – think about who you will be with, where you will be living, what job you will be doing, how you will feel, what impact you will have had on the world. You have 5 minutes to reflect, draw and write.

PART 2: Steps to success

Ask: Now, take out the 'Steps to success' worksheet. Choose some of the ideas you have written down in your mind map e.g. where you'll be, what you'll be doing, who you'll be with, etc. Think about when you might achieve each of these goals over the next 10 years, and write them at the relevant step on the worksheet (1 year, 5 years etc). Finish, with your final 10-year goal at the top!

Give the group 5 more minutes to fill in the sheet.

10 mins

ACTIVITY: Identifying your strengths

We've thought about the goals that we want to achieve. Research shows that when we understand and use our strengths we are much more likely to achieve our goals. Using our strengths also has a big impact on our happiness.

Ask: What do you think we mean by strengths?

Make sure you cover:

- By strengths we mean the qualities that are best about you, that come naturally to you and energise you.
- We often focus on what is wrong with ourselves and where we need to improve, but research shows that we are happier, more resilient and more likely to achieve our goals when we focus on what is right about us. Knowing and using our strengths can help us make a bigger contribution to the world.

Ask participants to:

- Get into groups of 3, with people they feel conformable with.
- Tell a short story about one time they were working at their best / something went well
- 2 people listen and pick out the strengths of that person, writing them down on the pieces of paper, and feedback these at the end of the story

Bring the group back together and ask the groups to talk through some of the strengths and that came up. Each participant can take home the paper with their strengths written on them.

You will need:

- Pieces of scrap paper

Have pieces of paper ready so participants can write their strengths on them.

Leaders may want to model this activity to the group with their own example story and strengths.

20 mins

ACTIVITY: What does success look like to you? Parts 3 and 4

Making the most of our strengths is important when we think about the goals we want to achieve.

Ask: Take a minute to look over your goals on the 'Steps to success' worksheet. Pick one of the goals that stands out to you as the most important.

Part 3

Using the 'Long term goals' worksheet, fill in this goal. Underneath, write one small step you'll need to take to get there.

For example, if your long-term goal is to go to university, start researching the courses or universities you might want to attend. If you want to become a specialist in a vocation such as carpentry, plumbing or finance, find out about relevant apprenticeship schemes. If it's to be more fit and healthy, plan your walking or cycling route to work or college.

Also think about how your long-term goal could have a positive impact on other people or the planet. Write this down on your sheet

Part 4

Once you have written down your goal, share your sheet with a partner or friend. Agree that you give each other permission to check in on each other to see how your goals are going. You could even write out a second copy of your goal and swap them with your partner, so they remember what your goal is. This could also act as a reminder to check in.

You will need:

- The completed 'Steps to success' and 'Long term goals' worksheets.

3 mins

ACTIVITY: Final piece of advice about "finding your tribe"

We are much more likely to achieve our long-term goals and have a real impact on the world if we join forces with others who care about what we care about.

Ask: Can you think of ways you could connect with other people who care about the same things as you?

If you enjoyed this course and would like to remain part of a movement of individuals working

to create a happier, more sustainable world – keep in touch with us at Global Action Plan by following us on:

- **Instagram: https://www.instagram.com/globalactionplan/**
- **Facebook: https://www.facebook.com/globalactionplan/**

Good luck with your future goals and remember to keep connecting, keep learning, stay active, take notice and give!

GOALS 4GOOD

What does success look like to me?

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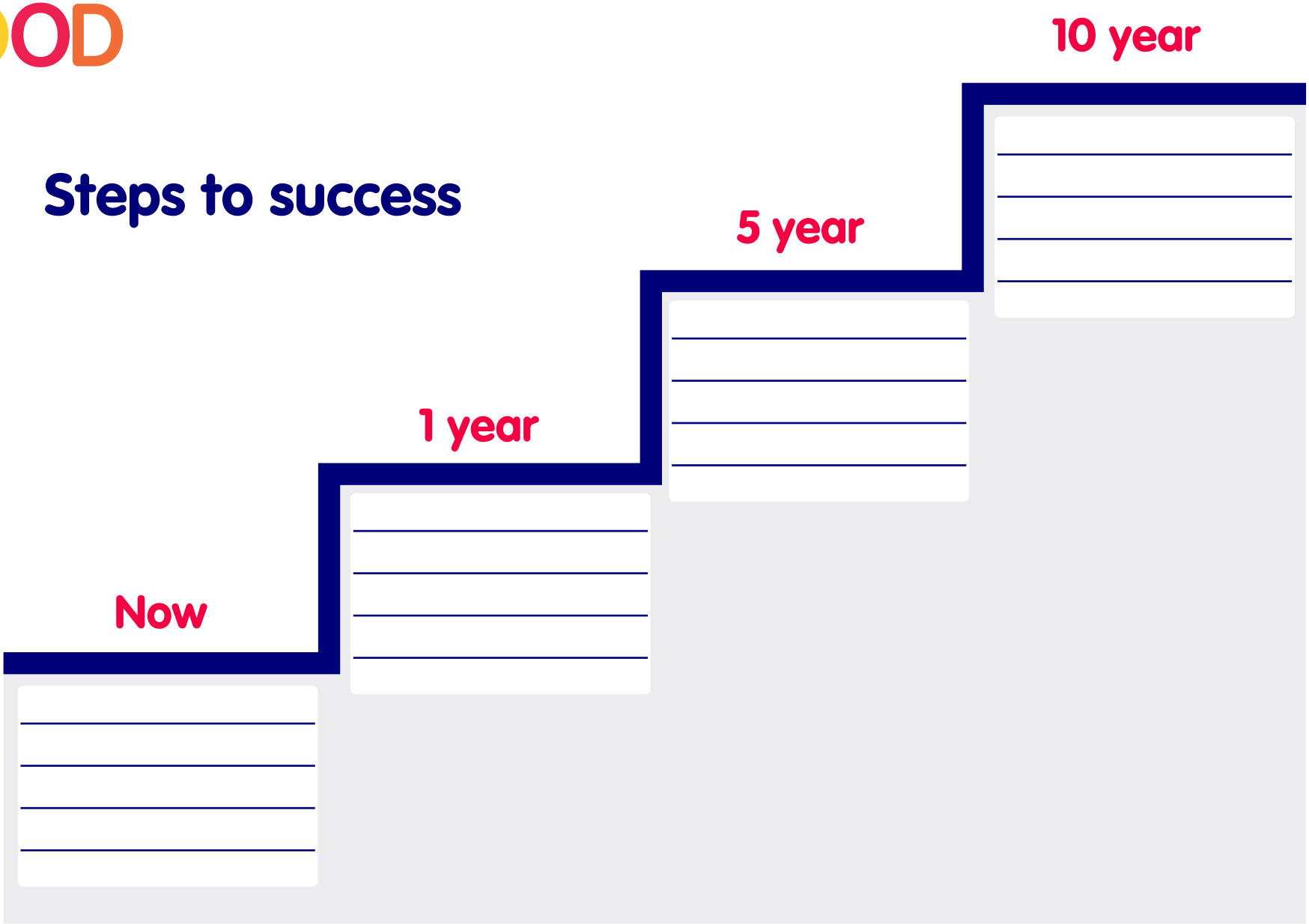
GOALS 4GOOD

Steps to success



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GOALS 4GOOD

A long-term goal I'd like to achieve is...

One small step I could take this week to achieve this long-term goal is...

How could your long-term goal have a positive impact on other people or the wider world?

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