

INSTRUCTIONS FOR PROGRAM

Setting and Achieving Goals: Package Program (Inspired by an article by Girls Leadership)

Age Range: Elementary and Middle school

Estimated time: >1 hour

Materials: Worksheets (1 each), pens/pencils,

Goal: Understand the process of goal-setting and achieving those goals

Note: This activity involves at least one adult moderator.

Step 1: Introduce the Importance of Goals

The moderator can decide how to best approach the topic. Here are some ideas:

1. "What is the difference between hopes/dreams and goals?"
 - a. Emphasize that it's important to set realistic and manageable goals in order to achieve big dreams (for example, dream = Olympic runner, goal = make the track team).
 - b. It helps to share a dream you had at their age and what goals you set to accomplish it. Then ask them about their dreams and encourage them to dream big. The rest of the activity will help them set manageable goals.
 - c. Here's some language from Lean In that could be helpful in summing it up!
 - i. *"Goals help us realize our dreams—they are the steps between us and what you imagine could be possible. Goals are different from dreams because they are more concrete and achievable. While I might dream of going to the moon someday, my goal would be to get an A in Physics. A good goal is specific and objective, so it's easy to see the results, and I recommend we focus on short-term goals that can be accomplished in one year."*
2. "Why is it important to set goals?"
3. "What is a goal you have right now and why is it important to you?"
 - a. "How are you achieving it?"

Here's the message you should try to get across: **Goal setting matters. When we set specific goals, we're more likely to achieve them.**

Step 2: Risk Zones and Planning

1. Hand out the worksheets. At the top, tell them to write down a goal that they have. From there, we'll map out how to achieve it.
2. To introduce the concept of risk zones, it usually works best to ask them if they know what a comfort zone is. Most of them will, and even if they don't, it's easiest to explain the zones in relation to the comfort zone because it is a commonly used term and not difficult to understand.

3. Work through an example worksheet together. You can also show them a completed sheet. You could use this example, but feel free to make one up for your purposes!

Goal: Be on the tennis team

Comfort Zone: Talk to members of the team and find out what it's like

Low Risk Zone: Talk to the coach about what it takes to be on the team

High Risk Zone: Try out for the team

4. As they fill out the worksheet, provide examples and make sure they understand that we all have different comfort zones. She—and only she— should decide what feels right to her.
5. Ask them to share! Also, be sure to end with some words of encouragement. Here are some words from Girls Leadership that could be of use to you for ending the activity!
 - a. *“Having dreams is a thrilling part of growing up and imagining your future. Making them a reality takes hard work and practice. When you have the skills to break your dream down into goals, and break your goals down into smaller steps, you create your own road map for success!”*

It also helps to give them examples of women they know who have achieved their goals and followed their dreams. Leave them inspired!

Name: _____

Setting and Achieving Goals!

Here are some dreams I have:

Setting a Goal

My goal is

Making a Plan

Your Comfort Zone: Feels easy to do—no problem!

Steps in my comfort zone are

Your Low Risk Zone: Makes you feel a little nervous—but not terrified!

Steps in my low risk zone are

Your High Risk Zone: Makes you so nervous now that it's hard to imagine trying—but maybe you can!

Steps in my high risk zone are

Now that I have a plan for achieving my goal, my first step will be
