

**Topic:** Education – Youth Orientation

**Activity:** Setting Educational Goals

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**Objective**

- ✓ Participants will understand the importance of setting goals
- ✓ Participants will practice goal-setting, both short-term and long-term
- ✓ Participants will identify steps in achieving goals

**Lesson Time** 25 minutes

**Materials**

- ☐ *Be Who You Are: Refugee Youth in the United States* DVD (9 minutes)
- ☐ Flipchart paper, Markers, and Tape
- ☐ *Goal-Setting Worksheet*, one per participant (see sample included)
- ☐ *Sample Completed Goal Setting Worksheet* (see sample included)
- ☐ Television and DVD player or laptop, projector, and screen
- ☐ Writing implements, one per participant
- ☐ Optional: *Setting Educational Goals Worksheet* to accompany the DVD, one per participant (see samples included, one in color and one in black-and-white)

**Introduction**

Setting goals provides people with direction and a purpose, giving them something to work towards. People are more likely to achieve success if they have identified a goal they are trying to reach. Setting goals and achieving them is a continuous and lifelong process.

**Practice**

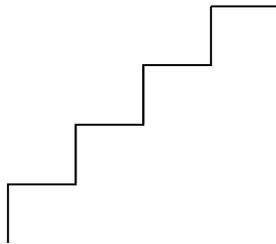
1. Have participants define the difference between short-term and long-term goals. Write these on flipchart paper. Tell participants to remember that education creates better and more lucrative jobs, and therefore their motivation to continue their education is very important.
2. View *Be Who You Are: Refugee Youth in the United States*.
3. Distribute *Goal-Setting Worksheets* and writing implements to each participant. Have participants identify their five-year long-term goal and write this in the correct box on their worksheets (for example, speak English fluently or complete high school). Then have participants write in the appropriate steps to get there. The facilitator should be available to discuss steps with participants who appear to be having difficulty with this.
4. Have participants identify a short-term goal (for example, make three new friends or advance a grade in school) and fill in the appropriate steps on the chart to attaining that goal. (In some situations, the short-term goal will be a step towards the longer-term goal; in other cases, it will not. Either way is fine, of course.) When working with a younger group of participants, go through the chart in more detail with participants and encourage them to draw pictures in the boxes as each step is discussed.
5. Lead a large group discussion addressing any of the Reflection Questions (below) that did not come up in the course of the discussion previously.

**Reflection Questions**

- What is your short-term goal? How will you achieve this goal?
- What is your long-term goal? How will you achieve this goal?
- Does your short-term goal relate or help you achieve your long-term goal? If so, how?
- How will improving your English help you with achieving your goals?

## Variations

- Distribute *Setting Educational Goals Worksheets* (see sample included in both black-and-white and color) and writing implements to participants prior to viewing to accompany the DVD. Instruct participants to check off the pictures as they see them on the DVD. This can be used as talking points during the remainder of this activity.
- Discuss the term *delayed gratification* with participants. Ask participants to define this term, which can most simply be defined as “the ability to wait in order to obtain something that one wants.” Discuss with participants what this means and how this affects their education in the United States and in the future.
- Have panelists who have achieved relevant goals come discuss their experience, demonstrating to participants how to get where they want to be, as well as indicating that goal-setting and achieving goals is a lifelong process.
- Have participants complete a *Five-Year Plan Goal-Setting Worksheet* (see sample included). Discuss potential 10, 15, and 20-year plans with participants.
- As recommended by OPE IRC Southeast Asia, use ladder steps, showing short-term goals (e.g. learn English, do homework, get good grades, participate in extracurricular activities) to assist participants in identifying how to achieve their long-term goals (e.g. graduating from high school).



### Goal-Setting Worksheet

Goal:	Long-Term Goal (Five-Year):	Short-Term Goal:
Benefits of Reaching My Goal:		
What I Will Need to Do It:		
When I Will Do It:		
Who Will Encourage/Support Me:		
How I Will Know I Have Done It:		

## Sample Completed Goal-Setting Worksheet

Goal-Setting Worksheet		
Goal:	Long-Term Goal (Five-Year):	Short-Term Goal:
Goal:	finish high school and start college	to make friends in the U.S.
Benefits of Reaching My Goal:	better education, improve English, get a better job in the future	feel more comfortable in the U.S., have fun with people my age, learn English better
What I Will Need to Do It:	to ask my teachers for help when I don't understand, and to attend tutoring sessions once a week	to use English every day so I feel more confident, to be more open and friendly to other students in my classes
When I Will Do It:	ask for help: as often as needed - pay attention every day tutoring sessions: once a week	I will work on this everyday, specifically in class or <sup>at</sup> school, and my siblings and I will practice our English at home
Who Will Encourage / Support Me:	my family, my siblings, my teachers, my school guidance counselor	my siblings, my family, my school guidance counselor, my teachers, my new friends
How I Will Know I Have Done It:	when I am accepted to attend college	when I am invited to someone's house or to go out with a new friend

### 5-Year Plan Goal-Setting Worksheet

*In each box below, write your goal for each year following your resettlement in the United States.*

	Educational Goals	Personal Goals
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

# Setting Educational Goals Worksheet

Directions: As you watch the DVD, look for the images below. Put a check (✓) in the box when you see them.



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