

DOLLARS & SENSE

**MIDDLE
School Module**

**ACTIVITY BOOKLET
2**



**GOAL SETTING:
ESTABLISHING PERSONAL GOALS**



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ACTIVITY 2 - GOAL SETTING: ESTABLISHING PERSONAL GOALS

MATERIALS REQUIRED

Dollars and Sense Middle School Module

Activity Booklet - Provide Activity Booklet 2 to each student.

AGENDA MAP

Time (Minutes)	Activity 2 – Goals Setting Agenda Items	Page
15	1. Notes	3
45	2. Goal Setting Directions	6
60	TOTAL TIME for Activity 2	



NOTES: ACTIVITY 2 - GOAL SETTING: ESTABLISHING PERSONAL GOALS

Elders say we need to make decisions for **Seven Generations** to come. We want to be good ancestors to future generations so **we need to set goals** for our personal and community lives.

Goals are: a desired result achieved by a person, or people, who commit to “achieving a goal,” usually within a set time period.

Great goal setting requires identifying steps you need to take to be successful. This is sometimes referred to as **S.M.A.R.T. Goals**:

S

SPECIFIC

Make your goal as specific as possible, this way you know exactly what it is you want to accomplish and how you will achieve it.

M

MEASURABLE

Ensure your goal has a tangible (physical) consequence. For example, instead of wanting to learn the piano, plan to learn a specific song on the piano.

A

ATTAINABLE

Make sure your goal can realistically be accomplished. It is important to set realistic goals, because then our “dreams” can become our “realities”.

R

RELEVANT

Keep your goals reflective of your current situation and lifestyle. For example, if you are in Grade 8, you could make goals for high school, but making goals for college and university isn't the most relevant situation right now.

T

TIME-BASED

A goal which is time-based will often have a timeline. If you have a timeline, you can keep track of where you are going and when you want to be there.

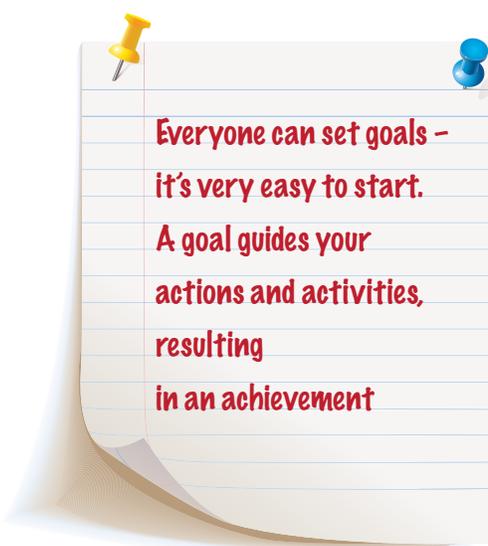


GOAL SETTING: ESTABLISHING PERSONAL GOALS

Goal setting tends to focus on the result or end; however, First Nations also focus on the journey in achieving the result. It is so important to enjoy your journey and the challenges you faced – and to be grateful for the learning opportunities you have been given! You may want to use a Personal Journal to reflect upon your journey and celebrate your achievement.

SOME TIPS ON GOAL SETTING

- A goal will require thought, planning and effort.
- A goal requires action or a result to which we strive.
- A goal may not be strictly measurable or tangible.
- A goal that is long-term could take from one year to a life-time.
- A goal can be set by a group for the benefit of family and community.



**Everyone can set goals –
it's very easy to start.
A goal guides your
actions and activities,
resulting
in an achievement**



GOAL SETTING: ESTABLISHING PERSONAL GOALS

EXAMPLES OF A GOAL

- By next summer, I want to move from Level 1 Piano to Level 3 Piano.
- In two weeks, I want to score 2 goals at the soccer tournament.
- With my class, I want to raise money to purchase a video camera, to film and video our First Nations language and culture to share with neighbouring communities.

GOAL DECISION-MAKING PROCESS

1. State the goal.
2. Gather information and creative input.
3. List the pros and cons.
4. Develop alternatives or options.
5. Think about the options.
6. Good decisions are based on what is best for you, your values and the situation.
7. Ask advice from a trusted friend, mentor or elder.
8. Practice or test your idea.
9. Evaluate or ask yourself was this a good decision, write it down for further reference.
10. Think about how you will do things differently the next time.



ACTIVITY 2 - GOAL SETTING: ESTABLISHING PERSONAL GOALS DIRECTIONS

Time (Minutes)	ACTIVITY 2 DIRECTIONS
2	1. You are to find a partner, or a small group of three.
10	2. Review the Scenario with “Sam’s Goal” and then answer the appropriate questions on the worksheet.
23	3a. Work independently or with your partner to create your personal goals. 3b. Develop a brainstorming chart if you are stuck. The Facilitator will demonstrate how to do this.
10	4. Share your goals with the class.
45	TOTAL Activity Time



ACTIVITY 2 – GOAL SETTING SCENARIO

Read Sam’s goal, and answer the questions below. Use the information you have learned about goal setting.

SAM’S GOAL:

Sam loves hockey. Sam plays on the grade 7 and 8 hockey team. Sam heard about a hockey camp being offered this summer. Some of the top First Nations hockey players and coaches will be there. There is a modest fee for the camp, plus the costs for travel, food and hotels for 3 weeks. Sam’s parents said they will match dollar for dollar for the entire costs. Sam has a small allowance but will have to save all the allowance money which will cover about half of what is needed for the camp.

GOAL SETTING WORKSHEET

1. What is Sam’s goal? _____

2. What are some ways that Sam can achieve the goal (options)? _____

3. What are the barriers that need to be overcome? How will be barriers be overcome? _____

4. Is Sam’s goal achievable? _____



ACTIVITY 2 – ESTABLISHING YOUR PERSONAL GOALS WORKSHEET

Now it's time to create your own personal goal. Use the information you have learned about goal setting.

PERSONAL GOAL:

1. My Goal: _____

2. My options:

a. _____

b. _____

c. _____

3. What are the barriers that need to be overcome? How will be barriers be overcome?



ACTIVITY 2 – ESTABLISHING YOUR PERSONAL GOALS WORKSHEET

PERSONAL GOAL:

4. Sketch your goal achievement in the space below.

Questions to Consider

What will it look like when you achieve your goal?

What will it feel like when you achieve your goal?

What steps will you take to achieve your goal?

What will be the first step towards reaching your goal?



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