

Mountain Peak



Group size

Not limited



Group age

13+



Duration

20-40 minutes



Relation to subjects

Career Education, Social Sciences, Language Arts, Class Meeting



Preparation

The facilitator prints Annex 1 “Mountain peak” for each participant



Materials

1. A copy of Annex 1 “Mountain peak” for each participant
2. Pieces of paper
3. Pens

Overview and objectives


This activity helps to introduce the concept of short-term and long-term objectives. The aim of the activity is to define clear objectives for reaching a goal, as well as to train skills in setting short-term and long-term goals, action planning and implementation. The activity aims to promote understanding of the terms: short-term/long-term thinking, dreams, goals, plans, needs, desires, wishes, responsibilities, etc.

At the conclusion of this activity, participants will be able to:

- Identify the differences between long-term and short-term thinking
- Develop planning skills and the ability to define goals
- Be aware of opportunities and risks (personal and external) when reaching goals

Step by step instructions

1. Start the activity with a discussion on the terms: aims, dreams, desires, needs, wishes, planning, acting, to raise awareness on the topic and to warm up. Terms can vary depending on the aim of the activity.
2. Give the students a blank piece of paper. Ask the students to think of a specific long-term goal each student would like to achieve and tell them to write it down. If students are not ready yet to define an exact goal, let them choose a dream or a wish for the future
3. Once everybody is done, tell the students to think of the steps they need to take to accomplish the goal/dream
4. After a few minutes of reflection provide the students with a copy of Annex 1 “Mountain



Peak” and ask them to write down the steps they think they would have to undertake in order to achieve the goal/ make the wish come true

5. Once the students have completed the task, ask everyone who is willing to present to the group his/her goal/wish and the steps to achieve it.

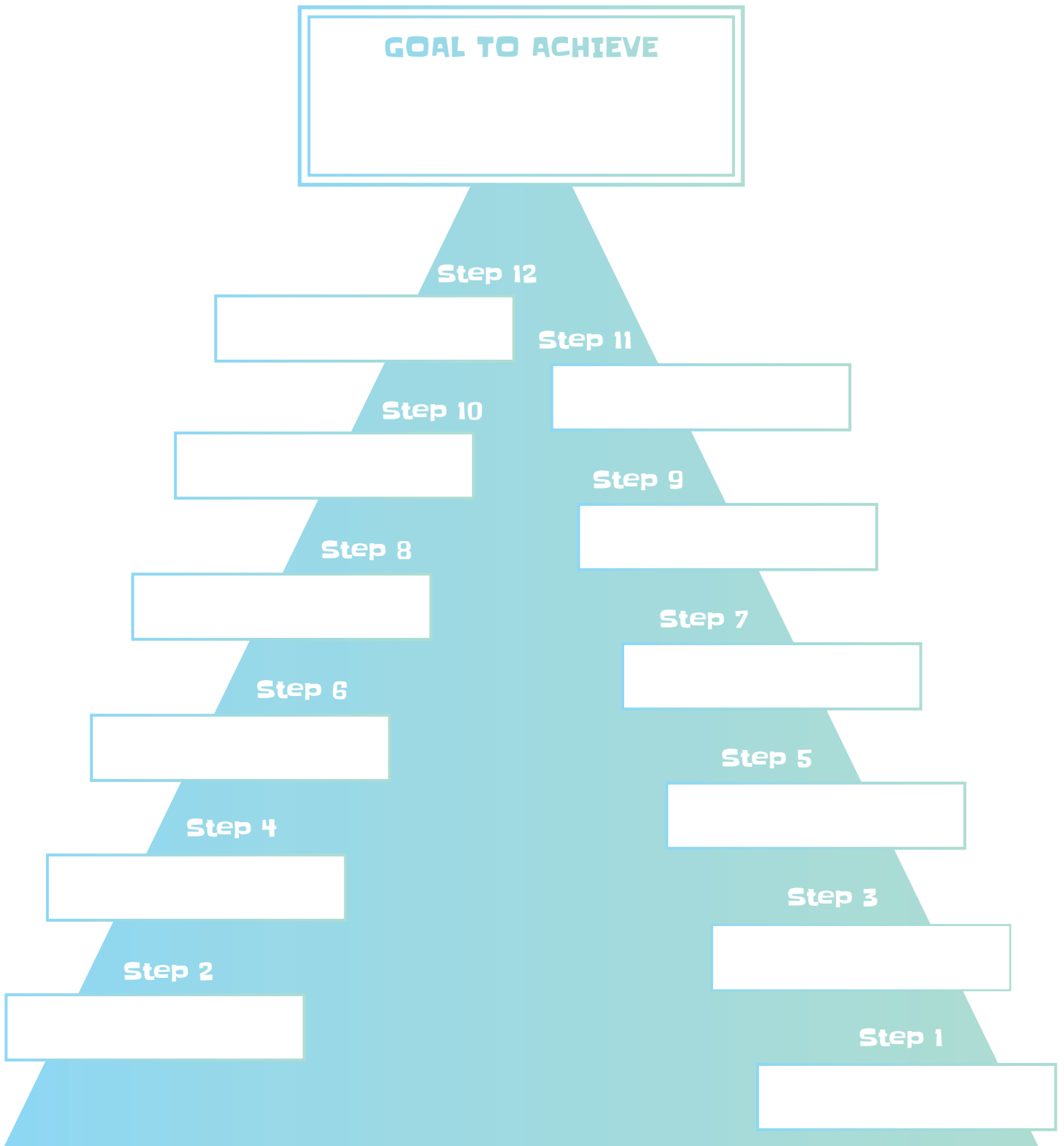
Evaluation

You might organize a one to one tutoring session with each of your students in order to review their goals and the steps they have set up to reach them. You could ask the students about the terms and details on how they plan to execute the foreseen steps. You can ask them how they will proceed in case some of the steps present difficulties. You should encourage the students to think of a possible plan (B) actions/steps in order to assure the achievement of the goal.

Let students reflect on such questions as:

- Why do I need dreams/goals and planning to achieve them?
- Is it important to be aware of my goals now and plan to achieve them? If yes. Why? If no. Why? When is the best time to plan?
- Which are my most important short-term or long-term goals? Why? How to make it easier for everyone to achieve their goals? What influences my dreams and life goals? Etc.

Annex 1 - Reaching the Goal



Annex 2 - For Inspiration

A

DREAM

written down with a date becomes a

GOAL

A goal broken down into steps becomes a

PLAN

A plan backed by

ACTION

makes your dreams a

REALITY

