

Girl⚡Powered

Setting & Achieving Goals Teacher Guide

STEP 1: Introduce the topic of goals (Estimated Time: 5 minutes)

Engage your group in a discussion about goals. Use these questions as conversation starters:

- Why is it important to have goals in our lives?
- Agree or Disagree: To be a good leader, you must have goals?
- What is a goal you have for this year?
- What is an example of a goal someone involved in robotics might have this year?

Explain why goals are important in an individual and team setting. Consider this a starting point: By setting goals for ourselves, with a timeline and steps to get there, we get closer to making them a reality.

STEP 2: Translating dreams into goals (Estimated Time: 5-10 minutes)

Ask your group members a question:

- How are goals different from dreams?

Let them contribute several responses, then explain the difference between goals & dreams:

Dreams: what you imagine to be possible.

Goals: smaller achievable steps that help you realize your dream, generally more short-term and specific.

Discussion:

Come up with some examples that relate to your students to show the difference between goals and dreams they have.

STEP 3: Setting personal goals (Estimated Time: 5 minutes)

Explain how to break goals down into smaller, attainable steps. Consider this starting point: By breaking down a larger goal into smaller steps, the goal becomes less overwhelming and more attainable.

Distribute the attached handout and introduce the activity to your group.

Explain to your group that they will organize the steps into three categories, based on how comfortable the different zones make them feel. Then they will each circle what they think their first step should be.

Start with these definitions of the zones:

Comfort Zone: Something you know you can do or have done before.

Low Risk Zone: Something you think you can do but is new.

High Risk Zone: Something new that is beyond your current skill-set.

STEP 4: Handout & debrief (Estimated Time: 15-20 minutes)

Ask your group to complete the handout, on which they will fill in four things:

Their Dreams: Big, bold visions that they imagine to be possible individually or for the year.

Their Goals: What they can do this year as a step towards reaching their dreams.

Their Steps: The steps they can take to reach their goals, listed by how comfortable each step feels.

Their First Steps: The first steps should be what goal feels most comfortable to achieve first.

- Talk to them as they work, and push them to be as specific and realistic with their goals.
- Ask them to share their goal with their group so they can all collaborate together.
- Set a common goal that the whole group can work towards.
- Wrap up the activity reminding them that, by completing smaller steps and goals, you can achieve your dreams.

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Setting & Achieving Goals Student Worksheet

Your Dreams

- What is your dream for this year?

Your Goals

- What is your goal for this year?
- What do you hope to accomplish?

What are some steps you can take to reach your goal?

- Write down a couple steps for each risk level, then circle what you think your first step should be.

Comfort Zone

Something you know you can do or have done before:

Low Risk Zone

Something you think you can do but is new:

High Risk Zone

Something new that is beyond your current skill-set: