

# What Do You

Courage  
Perseverance

Self-discipline  
Patience

# Want To Do?



What virtues do you need to reach your goals?



"What you get by achieving your goals is not as important as what you become by achieving your goals."

Zig Ziglar

## Activity 1



### Aim(s)

- To practise goal setting and identifying the steps needed to reach the goal.
- To look at the virtues needed to reach these goals.



### Resources

- A4 paper in four different colours.
- Enough space for everyone to create a 'goal walk'.



## Delivery Guide

(In these notes, we suggest **red**, **blue**, **white** and **green** paper, but you can use any colour!)



Facilitators can take part in this activity and do their own 'goal walk'.



This can be quite an in-depth and time consuming activity: adjust as you feel appropriate.

### Part I

#### Goal setting. **Red Paper**

Ask the young people to think about what they want to achieve in their life. Brainstorm the options and ideas. What do they want to be? Where do they want to go in life? (Do they want to be a footballer? An engineer? To travel the world? To have lots of money?)

Ask the young people to choose one of those goals to be the goal they're going to use for this activity (for instance: become an engineer, be a writer, or have lots of money) whilst

acknowledging that they may have lots of goals! Note that it's also completely okay for goals to change in the future – doing this activity doesn't mean they have to commit to this goal necessarily – but going through this process can be quite helpful.

Get each person to write their goal on a piece of red A4 paper and then put this paper goal on the opposite side of the room to them.

## Part II

### *How do you get there?* **Green Paper**

Ask them to think about what steps they have to take to reach their goal. It helps to work backwards. For instance, if they want to become an engineer, they would have to have a degree, and to get into university they would need to get A-levels. To get those A-levels they need to get into college etc. It shouldn't just be focussed on qualifications – for instance, to get into university, they may also need to include some extra-curricula activities, and to train to be a teacher they would need some experience of working with young people. Could they get that through volunteering at a youth club?

They might need to do some research into this. What qualifications do they need to have to get their job? Where do they need to go to get these qualifications? You may choose to encourage them to research steps they need to take now, or to do this as a general exploratory activity and research later, when creating a proper plan.

Ask them to write each different step onto a separate piece of green paper. These steps need to be laid out in the rough order they would come, creating a set of 'stepping stones' from the young person to their goal across the other side of the room.

## Part III

### *What support do I need?* **Blue Paper**

They should now have quite a few steps to complete to reach their goal. This can be a bit daunting! There will probably be some areas where they will need some help and resources, or to take particular actions to help themselves. For instance, one of the steps may be 'to get GCSE maths' but if they struggle with maths they may need some help. This help could be 'someone to give me extra tuition', or it could be 'time to study'.

Give out blue paper and ask them to write each support need on a separate bit of paper and then add them to their learning walk next to the 'step' they relate to.

## Part IV

### *What kind of virtues do I need?* **White Paper**

Now they should have a good idea of how they might reach their ultimate goal (on red paper on the other side of the room). There are a number of 'interim' steps they need to take (green paper), and then some support they have identified that they need (blue paper). Now ask them

to look at their 'goal walk' again and think about the kind of personal characteristics they need to achieve that.

For instance, they may need **courage** to ask for the extra tutoring and help they need from their maths tutor, and they may need **self-discipline** to continue to turn up to training even though they're tired and their friends want them to go out with them. They may need **patience** to wait to see some improvement in their football skills, or an attitude of **service** to commit to volunteering to gain some experience. To remind everyone of the different character strengths or virtues, it may be helpful to refer back to the *Virtues Information Sheet* from the *Introduction to Virtues* module.

The young people should write the different virtues or character strengths on separate pieces of white paper and place them in the relevant places on the 'goal walk'.

## Part V

### ***Reviewing and going forward.***

Encourage each young person to walk their 'goal walk', imagining themselves reaching each step. The physical act of walking can be quite powerful. There are several other ways you can consolidate this activity and/or take it forward.

1. Get each young person to walk along their 'goal walk' with either a peer or a facilitator and talk it through; explain each interim goal, the resources and/or support they might need and the character virtues they will need. Explaining it to someone else can be really helpful, but can also show up any gaps or issues, or provide a different, helpful perspective. If it's a peer they are sharing it with, it may help to speak briefly about being respectful and helpful towards someone else's goals and plans.
2. Turn it into a plan: complete a written record with some deadlines and use it to plan some goals for the year.
3. Take pictures of the goal walk and use them to keep a record and return to it – how well have they done in meeting the goals? Have they changed anything?

### **Alternatives:**

This activity can be completed by doing a mind map rather than the goal walk, or by drawing the goal walk (including the interim steps, support needs and character virtues they need). This is less active, but may be a way of doing it when you have limited space.

## Points to highlight

- To reach a main goal, there are going to be smaller, interim goals in order to get there. You can't become a professional footballer, or a lawyer, or a teacher in one day.
- You may need help and support to reach different goals – we all do.
- We need virtues and character strengths to achieve our goals and to ask for help. We can develop these.



## Extension Activities

This can be adapted to any kind of goal. For instance, if the young people are facing a big sporting event or a more general life challenge, this activity can take them through the different steps they need to take, identify the support they will have and the virtues they need to help them.