

ADJUSTMENT PHASE FOR YOUNG ADULTS - PHASE III
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 2: Planning for My Future - Part 1

OBJECTIVES:

1. Youth will identify what is important to them.
2. Youth will understand the steps involved in setting goals.
3. Youth will be able to determine what is needed to reach goals and how to obtain them.
4. Youth will set new long-term goals.

RATIONALE:

Goal achievement depends on careful goal analysis procedures, determination of what is required to reach a goal, and planning for skill and resource requirements. This session models the steps needed. The main concept is that in order to attain a specific goal, a plan using specific skills, abilities and resources needs to be applied. When there is no plan, or if the plan is too general, it is very difficult to get concrete results.

SUMMARY OF EXERCISES:

1. Introduce the participants and the session's content. Do a lottery. Give out **ATHANKS@** (10 minutes)
2. Use value cards to enable youth to prioritize what is important to them. (20 minutes)
3. Practice goal setting: definition, characteristics, evaluation, and selection. (30 minutes)
4. Determine what is needed to achieve goals and plan how to get what is needed. (25 minutes)
5. Set new long-term goals. (20 minutes)
6. End with selecting a "between-session goal" and group appreciation. (15 minutes)

MATERIALS:

ATHANKS@
Lottery tickets
Lottery prize
Newsprint and marking pens
Value cards
"Goal Setting Questions"

Goal cards (blank or decorated index cards)
Goal summary sheet (extra)
Project Talk Young Adult Resource Directory

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Happens In These Sessions?
(15 minutes)

[The purposes of this exercise are to create a comfortable and rewarding atmosphere, to explain how the sessions work, and to review issues that arose at between sessions. A lottery, "Thanks," goal review, and explanations are used here.]

#THE FACILITATOR SAYS

Welcome back. It's good to see all of you here.

First, did anything come up over the week related to our last meeting that you wanted to bring up for discussion?

Maybe you had a reaction to something we talked about last time.

DEAL WITH ANY ISSUES RELATED TO THE WORKSHOPS.

I want to make some comments before we get going.

Even though you have lost someone important to you, you still own your life and are responsible for deciding what kind of life you want to have and how you are going to reach your goals.

Your mother or father would have wanted you to achieve some personal goals such as graduating, getting a job, having a family and being successful.

Even though you may be hurting, you can find a way to have a good life.

Let's start by hearing about the work you did on the goal you set last time, the "between-session goal."

If you need a reminder, check your "Goal Card" or the "Goal Summary Sheet."

Even a small step towards a goal is important.

**#HAVE YOUTH REPORT ON PROGRESS TOWARDS GOALS SET
LAST SESSION. GOAL SUMMARY SHEET IS FOUND IN THE
HANDOUTS FOR SESSION 1**

That was great.

At the end of the session today you will set another goal and next week we'll see what step you took towards reaching it.

Today you are going to start defining your long-term goals and figuring out how to get there.

We will use the **A**buying a car@approach.

What is the **A**buying a car@approach you ask?

If you were into cars and wanted one, you would know the features you desired: the horse power, the type of engine, the gas mileage, automatic or manual, anti-lock brakes, anti-theft device, stereo, air bags, and so on.

Next you would check out which cars met your standards and requirements.

You would go from dealer to dealer checking things out.

Once you made a decision about the car of your dreams you would see what was needed to get it and then work on getting a driver's license, buying insurance, and finding out a way to pay for the car.

That's the method we will practice today, but we're going to focus on what you want out of life.

Now let's begin the session.

We often start our sessions with a lottery.

I will pass out the lottery tickets, and then we'll draw a prize.

Everyone, write your name on a ticket.

#PASS OUT THE LOTTERY TICKETS. HAVE EACH GROUP MEMBER WRITE HIS/HER NAME ON ONE, COLLECT THEM, MIX THEM UP, AND DRAW A WINNER. THEN GIVE OUT THE PRIZE.

An important thing that we do in these sessions is to let people know when we like what they said or did.

When we like that they came to the session.

When we like something they said.

When we like the way they present themselves.

When we like a quality about them.

One way to show our appreciation is to give them a "Thanks."

This is a "Thanks."

#HOLD UP A "THANKS."

Everyone will receive a pile of "Thanks," and I hope yours are all gone - given to other people in the group - by the time we end today.

Here are your "Thanks."

#GIVE TWENTY "THANKS" TO EACH GROUP MEMBER.

Now we need to know who is here.

We will go around the room.

Please tell us your first name and one quality that you like best about yourself.

For example, ~~A~~My name is Lizette, and I like that I try to stay hopeful even when I ~~am~~ feeling down. ~~@~~

So, let's hear what you like.

HAVE EACH YOUTH GIVE HIS/HER FIRST NAME AND TELL THE GROUP ONE THING LIKED BEST ABOUT HER/HIMSELF.

That was very good, and I hope you don't forget your strengths.

They come in handy when times are tough.

Some young people have trouble even thinking about their good qualities, but I'd bet they could say:

AI don't give up easily.@

AI usually make good decisions.@

AI care about my family.@

AI am loyal to my friends.@

AI accept people - faults and all.@

AI get angry, but it passes.@

AI don't hurt people.@

Before a person can set good long-term goals, that person needs to be clear on what is important to him or her.

That is next.

Exercise 2: What Is Important to Me?
(20 minutes)

[The purpose of this exercise is to help youth clarify their values. Sorting value cards into priority groups is the way employed here.]

Now we are going to give you a chance to find out what you believe is important.

The values that you hold will guide your life and provide the secret to the decisions you make.

Everyone has values.

Almost no one admits to wrong values.

Values are usually stated in the positive direction.

How young people arrange their importance reflects on who they think they are.

I am going to give you a stack of cards.

Each card has a value on it.

Sort your cards into three piles: **(1) very important, (2) in the middle, and (3) not important.**

Work quickly. Don't spend hours trying to make a decision.

Go by your first reaction.

GIVE OUT THE VALUE CARDS. EACH YOUTH HAS A COMPLETE SET. HAVE THEM ARRANGE THEM INTO THREE GROUPS (1) VERY IMPORTANT, (2) IN THE MIDDLE, AND (3) NOT IMPORTANT. ALLOW FIVE MINUTES.

VALUE CARDS

Acceptance	Approving of yourself and others
Beauty	Appreciating nature and the arts

Caring	Being concerned about someone or something
Community	Respecting and building your community
Commitment	Giving yourself to someone or something you have confidence in or believe in
Compassion	Feeling sympathy for others
Confidence	Believing, trusting and relying on someone or something
Cooperation	Working with others to get something done
Courage	Facing things
Courtesy	Being polite and helpful
Diligence	Sticking with it. Working hard on something.
Ecology	Being concerned about all living things and their environments
Education	Learning those things society believes to be most important
Equality	Being fair
Family	Respecting the family and its traditions
Friendship	Supporting and helping friends
Harmony	Being free from inner turmoil
Honesty	Telling the truth. Being trustworthy.
Humor	Being able to see the funny side of things
Imagination	Using daring and creativity
Integrity	Having high ethical and moral standards. Standing up for what you believe
Independence	Being your own person
Inter-dependence	Depending on each other. Knowing you need and can count on others
Knowledge	Knowing about things. Having facts and figures easily at hand
Love	Sexual and spiritual intimacy
Planning	Considering your future. Making options for yourself

Respect	Being considerate
Responsibility	Being accountable and dependable
Self-worth	Valuing yourself. Knowing you matter just because you are you
Self-control	Being in charge of yourself. Regulating your emotions, desires and actions
Self-respect	Appreciating yourself. Having pride in yourself
Spirituality	Searching for meaning and salvation
Trust	Having faith in someone or something
Tolerance	Recognizing and respecting others' beliefs and actions that are different from your own.

You have the values in three piles. **(1) Very important. (2) In the middle. (3) Not important.**

Now pick the five most important values from the **A** very important **A** pile and the three least important from the **A** not important **@** pile.

WAIT A FEW MINUTES FOR YOUTH TO MAKE THEIR SELECTIONS.

Now pick the most important one.

Call out your highest values, and I'll write them here on the newsprint.

We can see where the group is coming from.

HAVE THE YOUTH CALL OUT THEIR MOST IMPORTANT VALUES AND THE FACILITATOR WRITES THEM ON NEWSPRINT.

What are some examples from the least important pile?

ENCOURAGE SHARING OF LOW RANKED VALUES.

What do you think of the choices the group made?

ENCOURAGE A DISCUSSION OF THE GROUP'S VALUES.

After knowing what is important to you, setting your goals can be easier.

That's what we will work on next.

Exercise 3: How Do I Set My Goals?
(30 minutes)

[The purpose of this exercise is to improve goal setting. Modeling and work in pairs is the approach taken.]

WRITE ON NEWSPRINT THE FOLLOWING:

WORK
EDUCATION
HOUSING
HEALTH
SOCIAL RELATIONSHIPS
LEISURE

Here are some areas of everyday life.

I want you to choose an area in which you are not that happy at the moment - an area you want to change.

AWork@- maybe you have a part time job that you don't like or maybe you want a job and don't have one or don't know how to get where you want to go.

AEducation@- one of your courses is giving you a lot of trouble.

AHousing@- you don't like the area where you live.

AHealth@- it bothers you that you smoke so much.

ASocial relationships@- You fight with your boyfriend/girlfriend because you think he/she can't understand what you're going through since your parent died.

ALeisure@- you never do anything fun

We are going to work in pairs this afternoon.

First, we will show you how to do the task and then we want you to try it.

Our demonstrations will be much quicker than what happens in real life, but are designed to give you a feel for the process.

Has everyone got an area in his or her life that you want to change - where you are unhappy?

MAKE SURE EACH YOUTH HAS CHOSEN AN AREA. THEN DIVIDE THE GROUP INTO PAIRS.

Step 1 is to make a list of what you don't like in that area at this moment.

For example, if the area was social relationships, you might be having problems with your family. You might have a lot of conflict with them, get angry when your relatives criticize your mother, find that they don't treat you like an adult and so on.

IF THERE ARE TWO FACILITATORS, ONE INTERVIEWS THE OTHER USING "GOAL-SETTING QUESTIONS." IF THERE IS ONE FACILITATOR, THE FACILITATOR CHOOSES A YOUTH TO HELP MODEL DOING THE GOAL SETTING TASKS AND YOUTH READS "GOAL-SETTING QUESTIONS" TO FACILITATOR.

We will give you a brief demonstration of making a list of what you don't like.

GOAL SETTING QUESTIONS

QUESTION #1: What is your area?

FACILITATOR: "Work," I don't have a job I like.

QUESTION #2: What don't you like or what makes you unhappy?

FACILITATOR: I'm working part-time in a restaurant. I don't like the people I work with and I don't get enough hours. Also, it doesn't pay enough. And it's far from my house.

OK now you make a list of what makes you unhappy in a certain area. Choose one area to focus on.

The one person in the pair helps the other one.

Ask questions, probe.

ALLOW FIVE MINUTES FOR WORK ON THE LIST. ASK FOR SEVERAL EXAMPLES TO MAKE SURE THE YOUTH GOT IT. @

Are there any questions about getting clear what you don't want?

ANSWER QUESTIONS ON STEP ONE.

The second step is to turn what you don't like into what you would like and make a list.

For example, if the area was family relationships, what the youth might not like could be when his aunt said negative things about his parent who passed away. What he would like would be for his aunt to talk about the good things about his mother.

Let us show you.

FACILITATORS OR FACILITATOR & YOUTH SHOULD CONTINUE ROLE PLAY USING "GOAL-SETTING QUESTIONS"

QUESTION #3: What would you need to make you happy with your job?

FACILITATOR: I would like a job that is interesting. I would like a job where I could learn something and get a promotion in the future. I would like to make a decent salary. I would like to work with nice people. I would like to work close to my house.

OK, now turn the things you didn't like into what you would want, like we just did.

ALLOW FIVE MINUTES TO MAKE A LIST OF WHAT IS WANTED. ASK FOR SEVERAL EXAMPLES TO MAKE SURE THE YOUTH UNDERSTOOD. COACH AS NEEDED.

How did that go?

Are there questions on making a list of what you would like?

ANSWER QUESTIONS.

At this point we know what would make you happy in a certain area of your life.

What are some options that might help you get what you want?

For example, if the area was family, you would make a list of things you could do to improve things with your family, like having them over for Sunday dinner.

Let us show you with the example we have been presenting about the job.

QUESTION #4: You mentioned a bunch of things - a job that is interesting, a job where you could learn something and get promoted, a decent salary, working with nice people, being close to your house. What is most important to you?

FACILITATOR: A job where I could learn something and get promoted.

QUESTION #5: Well what are some options?

FACILITATOR: What do you mean by options?

QUESTION #6: Like making a list of all possible jobs that could lead to a promotion. That could be your goal. What other possible goals are there?

FACILITATOR: I could stay at my job and talk to my manager about getting more hours and taking on more responsibilities. I could stay there and wait to see what happens. I could quit. I could look for another job in my neighborhood. I could enter a job training program. I could talk to a job counselor for advice. I could stay in the restaurant business. I could do something else. These are all examples of different goals.

Now you work on the different possible goals that might fulfill what you are looking for. One person in the pair help the other.

HAVE THE PAIRS WORK ON OPTIONS. FOR EXAMPLE, WORK = DIFFERENT JOBS. HOUSING = DIFFERENT APARTMENTS AND LIVING ARRANGEMENTS. ALLOW 10 MINUTES. WHEN FINISHED ASK FOR EXAMPLES, TO MAKE SURE THE TASK WAS UNDERSTOOD.

How did that go?

CHECK ON QUESTIONS AND CLARIFICATIONS.

The first step was to list what you didn't like in an important area of your life.

The second step was to turn the dislikes into what you would want in that area to make you satisfied and successful.

The third step was to think of goals that would accomplish what you want.

The fourth step is to compare the possible goals to the list of qualities you wanted and make a choice.

Before you practice comparing and choosing a goal, let us demonstrate it.

FACILITATORS OR FACILITATOR & YOUTH CAN CONTINUE WITH "GOAL SETTING QUESTIONS." FACILITATOR CAN CHOOSE ANOTHER YOUTH TO READ QUESTIONS IF SO DESIRED.

QUESTION #7: Let's take a look at your different possible goals. How does quitting help you reach your goal?

FACILITATOR: It might or it might not. It would mean that I would have to find something else. Maybe I'd be out of work for a while. I can't afford that.

QUESTION #8: What about staying at your job and talking to your manager about getting more hours and taking on more responsibilities?

FACILITATOR: It might help the situation. I'm not sure what I could do there, but I could ask her.

QUESTION #9: So you're not sure what else you could do at the restaurant. What does that tell you?

FACILITATOR: I need more information about what people's jobs are. I'm not there much. I only know what I do.

QUESTION #10: What can you do about that?

FACILITATOR: I can talk to some people tomorrow at work about what they do and think about whether I would like to do that. I can also ask my manager about the different jobs I could do.

QUESTION #11: What about the goal of looking for a job in your neighborhood?

FACILITATOR: I could do that. I think there are some places that seem busy. Maybe they need someone.

QUESTION #12: That sounds good, but it doesn't stop here. What skills and resources do you need to do well?

OK, in pairs compare the different options and pick one that will be your goal.

ALLOW FIVE MINUTES FOR EVALUATION AND SELECTION. WHEN FINISHED ASK FOR A COUPLE OF EXAMPLES TO MAKE SURE THE GROUP UNDERSTOOD THE PROCESS. COACH AS IS NEEDED.

Good goals are concrete: getting a specific job, acquiring a specific living arrangement, passing a specific course.

Good goals meet the conditions that make you happy.

Good goals allow you to be **satisfied** - pleased with yourself - and **successful** - meeting other people's standards.

What questions do you have about this brief presentation of setting goals?

ANSWER QUESTIONS AND CLARIFY.

How did you experience helping each other?

ENCOURAGE SHARING.

In our next exercise we will check out the skills and resources needed to accomplish a goal.

Exercise 4: What Skills and Resources Do I Need?

(25 minutes)

[The purpose of this exercise is to increase youth's abilities to identify and obtain skills and resources needed to achieve a goal. Brainstorming, telling personal stories, and reviewing resources are the approaches used.]

As we mentioned earlier, it doesn't stop with deciding on a goal.

You want to reach that goal.

What does it take to reach it?

First, I am going to divide up what it takes into two categories: skills and resources.

There are four kinds of skills: physical (throwing a basketball through a hoop), intellectual (making a plan), social (carrying on a conversation), and emotional (controlling one's anger).

Can you give me examples of skills in each category?

BRIEFLY GO OVER EACH TYPE OF SKILL AND ASK FOR AN EXAMPLE.

Think of a personal experience that you had with learning a new skill.

What was the skill, how did you get someone to teach it to you, who taught it to you, and how was it learned?

ENCOURAGE AS MANY YOUTH AS POSSIBLE TO TELL A PERSONAL STORY ABOUT LEARNING A NEW SKILL.

Resources can be both people and things which help, which make things possible, and which are often required to do the job well.

A tutor is a resource, and so is a book, a quiet place, lunch money, a uniform.

Can you give me other examples of resources?

ENCOURAGE OTHER EXAMPLES OF RESOURCES.

Who can tell us a story about how you obtained a resource that you needed?

ENCOURAGE TELLING STORIES ABOUT OBTAINING A RESOURCE.

I want you to work on getting skills and resources and doing it in small groups.

DIVIDE THE GROUP IN HALF AND HAVE EACH PART WORK IN A CORNER OF THE ROOM.

We know that our facilitator is role-playing a young person who wants to have a better job situation.

He or she has some part-time work at a restaurant but he/she doesn't see it going anywhere.

Our young person had a few possible goals. Say that he/she choose as his/her main goal getting a new job in his or her neighborhood.

In your small groups decide on the skills needed by the young person and where they could be obtained.

Also pick a reporter who will tell the big group what you came up with.

You have ten minutes.

Remember that there are four kinds of skills: physical (throwing a basketball through a hoop), intellectual (making a plan), social (carrying on a conversation), and emotional (controlling one's anger).

I will come around and serve as a consultant if you ask for me.

HAVE THE GROUPS DETERMINE THE SKILLS NEEDED AND WHERE TO OBTAIN THEM FOR TEN MINUTES. THE FACILITATOR CAN GIVE OUT THANKS AS APPROPRIATE. SKILLS AND RESOURCES COULD INCLUDE: COMMUNICATION SKILLS, PRACTICING WHAT HE/SHE WILL SAY WITH A FRIEND UNTIL IT IS CLEAR, WRITING IT OUT FIRST

Let's hear what you came up with.

HAVE THE REPORTERS PRESENT THE RESULTS OF THE BRAINSTORMING AND THEN DISCUSS.

Now we will do the same thing for resources.

REPEAT THE SMALL GROUP PROCESS, BRAINSTORMING ABOUT RESOURCES NEEDED AND WHERE TO GET THEM. THE FACILITATOR GIVES OUT THANKS AS APPROPRIATE. AFTER 10 MINUTES HAVE A REPORTER PRESENT THE RESULTS AND DISCUSS. RESOURCES COULD INCLUDE: GOING FOR FAMILY COUNSELING TO WORK ON THE PROBLEM, GOING FOR INDIVIDUAL COUNSELING TO PRACTICE WHAT SHE/HE WILL SAY

Do you have any questions about skills and resources?

ANSWER QUESTIONS AS NEEDED.

Today we will be giving you the Project Talk Youth Resource Directory that will give you some ideas of places you can go for assistance when you have clarified your own goals.

HAND OUT RESOURCE DIRECTORY OR TELL YOUTH WHEN YOU WILL DO SO

Help is out there for you - you need to access it to get to where you want to be.

Save this directory for when you are ready to take your first step.

You can also ask a Project Talk staff person, such as one of us or your interviewer, for a referral for help at any time.

Now it is time to consider your personal goals.

Exercise 5: What Are Some Long-term Goals of Mine?
(20 minutes)

[The purpose of this exercise is to develop goals which can be monitored over the course of the workshop. Long-term goals are set and commitments are made.]

It is a good idea to take what we have been practicing and apply it out in the real world.

What long-term goal would you like to set that can be accomplished over the next few months?

Is there an area in your life where you want to make some changes?

You can set a long-term goal, and just work on part of the situation for now.

Think about what you have to do or have to be successful and satisfied.

Remember also the qualities of a good goal:

- Clear
- Realistic
- Not too much or too little
- Easy to see if it was completed

Take a few minutes and select a goal.

The goal can be about work, education, housing, health, social relationships or leisure activities.

ALLOW FIVE MINUTES FOR SELECTING A LONG-TERM GOAL.

I am going to ask each person to share her/his goal if the person feels comfortable doing so. Tell the group if you want them to give you feedback.

GO AROUND THE ROOM AND HAVE EACH PERSON SHARE HIS OR HER GOAL WITH THE GROUP. IF THE YOUTH WANTS FEEDBACK FROM THE GROUP, THE YOUTH CAN ASK FOR IT. GIVE OUT A THANKS.@

Please write your long-term goal on your goal card. Put a box around it so you know it's a special goal - different from the goals we set each week.

Also write it on your Goal Summary Sheet in the section that says "Long Term Goal."

#PASS OUT GOAL CARDS TO THOSE WHO NEED THEM - BLANK OR DECORATED INDEX CARDS. GOAL SUMMARY SHEETS ARE IN THE HANDOUTS FOR SESSION 1. THERE ARE EXTRA SHEETS IN THE HANDOUTS FOR SESSION 2.

We are going to meet again in about a month to follow-up with you on far you got towards reaching your long-term goal.

We hope everyone will have taken at least some steps towards his or her goal by then.

We will also remind you about it as we go along.

We are near the end of the day=s session.

Exercise 6: We Are at the End.
(15 minutes)

[The purposes of this exercise are to transfer what was learned in the workshop to real life in the community and to build group cohesion. Deciding what step to take and group appreciation are the methods employed.]

We are at the end of this afternoon's session.

You just made a selection of a long-term goal.

Usually achieving a goal takes a number of steps.

What is the first step toward your goal that you are going to take between now and the next meeting?

ALLOW A MAXIMUM OF FIVE MINUTES FOR DECIDING ON THE FIRST
STEP. THEN HAVE THE YOUTH REPORT BACK.

Tell us what you decided.

GO AROUND THE ROOM AND ENCOURAGE SHARING. HAVE
PARTICIPANTS WRITE SHORT-TERM GOAL ON GOAL
SUMMARY SHEET, IN THE HANDOUTS AT THE END OF SESSION
1 AND ON GOAL CARD. HAND OUT EXTRA GOAL CARDS IF
NECESSARY

If any of you are in touch between sessions, please remind each other about the goal.

To help you remember and work on your goal, I would like you to write your goals on a goal card and keep it with you during the week.

Each week you can add a new goal to the goal card.

We will begin next week's session with a review of the goals.

We like to end with group appreciation.

Please let other participants here know that you appreciated what they said or did, their style, their presence or

any other positive aspect of them.

Move about and make people feel good.

ENCOURAGE GIVING GROUP APPRECIATION. MODEL IT. MAKE
SURE NO ONE IS LEFT OUT.

Thanks for everything.

Will see you at(time and place) on.....(day and date).

END OF SESSION 2 FOR YOUNG ADULTS

VALUE CARDS

Acceptance	Approving of yourself and others
Beauty	Appreciating nature and the arts
Caring	Being concerned about someone or something
Community	Respecting and building your community
Commitment	Giving yourself to someone or something you have confidence in or believe in
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Knowledge	Knowing about things. Having facts and figures easily at hand
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Spirituality	Searching for meaning and salvation
Trust	Having faith in someone or something
Tolerance	Recognizing and respecting others' beliefs and actions that are different from your own.

GOAL SETTING QUESTIONS

QUESTION #1: What is your area?

[GROUP LEADER ANSWERS]

QUESTION #2: What don't you like or what makes you unhappy?

[GROUP LEADER ANSWERS]

QUESTION #3: What would you need to make you happy with your job?

[GROUP LEADER ANSWERS]

QUESTION #4: You mentioned a bunch of things - a job that is interesting, a job where you could learn something and get promoted, a decent salary, working with nice people, being close to your house. What is most important to you?

[GROUP LEADER ANSWERS]

QUESTION #5: Well what are some options?

[GROUP LEADER ANSWERS]

QUESTION #6: Like making a list of all possible jobs that could lead to a promotion. That could be your goal. What other possible goals are there?

[GROUP LEADER ANSWERS]

QUESTION #7: Let's take a look at your different possible goals. How does quitting help you reach your goal?

[GROUP LEADER ANSWERS]

QUESTION #8: What about staying at your job and talking to your manager about getting more hours and taking on more responsibilities?

[GROUP LEADER ANSWERS]

QUESTION #9: So you're not sure what else you could do at the restaurant. What does that tell you?

[GROUP LEADER ANSWERS]

QUESTION #10: What can you do about that?

[GROUP LEADER ANSWERS]

QUESTION #11: What about the goal of looking for a job in your neighborhood.

[GROUP LEADER ANSWERS]

QUESTION #12: That sounds good, but it doesn't stop here. What skills and resources do you need to do well?

PROJECT TALK
COMMUNITY RESOURCES FOR YOUTH

Directory of Services:

1. New York City YOUTHLINE
1-800-246-4646

Available 7 days a week, 24 hours a day. Anonymous and confidential resource line and crisis intervention for teens.
Helps locate services in your area.

Multiple Services:

1. The Door
555 Broome St. at 6th Ave.
New York, NY 10013
212-941-9090
Call to set up an appointment

Ages: 12 -21

Provides medical services, counseling services, legal assistance, food, child care, education and pre-vocational programs, career counseling, GED, job training and placement.

2. Covenant House
460 West 41st St. (near 10th Ave.)
New York, NY 10036
212-613-0300
Walk-in service, open 24 hours a day, 7 days a week

Ages: under 21 years of age

Provides a crisis shelter, medical care, legal assistance, counseling, food, clothing, job placement and training program. Other services include a semi-supervised transitional living program and a program for pregnant teens or teens with children.

Counseling Services:

1. Jewish Board of Family and Childrens Services
(All boroughs)
212-473-4300

2. Brooklyn Center for Psychotherapy
300 Flatbush Ave.
Brooklyn, NY 11217
718-622-2000

3. Youth Counseling League
138 E. 19th St.
New York, NY
212-473-4300

Employment Services:

1. New York Department of Employment
220 Church St. 5th Floor

3. Save A Generation (Bronx)
(ages: 17-22, GED classes & stipend for

New York, NY 10013
1-800-JOBS-NYC

community service work. 1 yr. program)
718-365-5456

2. Job Corps- U.S. Dept. Of Labor
201 Varick St., Rm. 897
New York, NY 10014
212-337-2281

GED Services:

1. Board of Education
1590 Bedford Ave. 42-15 Crescent St.
Brooklyn, NY 11225 Long Island City, NY 11101
718-604-2306 718-361-9480

2. Henry Street Settlement
301 Henry St.
New York, NY 10002
212-254-3100 212-473-1474

3. CUNY College
Various College Campuses
GED: 212-794-5300
BASIC SKILLS: 212-794-5511

Hotlines:

1. AIDS Hotline
1-800-TALK-HIV GMHC Hotline: 212-807-6655

2. Alcohol & Drug Information
1-800-729-6686

3. Crime Victims Hotline
212-577-7777

4. Suicide Hotline
212-673-3000

Legal Services:

1. Legal Aid Society
212-255-6673
718-645-3111

Medical Services

1. Bellevue Teen Outreach Prevention Service
First Ave. & 27th St.
New York, NY
212-263-8973

2. Project HEALTH
1-800-825-5448

3. Ryan Community Health Center
110 W. 97th St.
New York, NY
212-749-1820

4. Soundview Health Center
731 White Plains Rd.
Bronx, NY
718-589-8775

5. Staten Island University Hospital
718-226-2640

Substance Abuse:

1. The Loft
161 Atlantic Ave. Rm. 203
Brooklyn, NY 11201
718-802-0398

2. Promesa
1776 Clay Ave.
Bronx, NY 10457
718-583-1300

3. Phoenix House
164 West 74th St.
New York, NY 10023
212-595-5810

4. Lower East Side Service Center
46 East Broadway
New York, NY
212-431-4610

Getting into college!!

SUNY (and CUNY) Community Outreach Program
Mr. Santana
718/694-0314

GOAL SUMMARY SHEET

DATE: _____

MY GOAL FOR THIS WEEK IS: _____

