

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

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**SESSION 7: PLANNING FOR MY FUTURE (PART II) - HOW DO I ACHIEVE MY GOALS?**

**OBJECTIVES:**

1. Youth will be able to determine what is required to achieve a specific goal.
2. Youth will know how to assess what they need to be successful.
3. Youth will be able to plan how to obtain the skills and resources needed.
4. Youth will identify obstacles to attaining goals and solving problems.

**RATIONALE:**

In an earlier session youth selected an area of interest such as work or school and determined what they would want to improve in this area. In effect, they established criteria for success and satisfaction in that area. Then they located some alternative goals and evaluated them according to those criteria. The final step was to select a goal to pursue. In this session the process continues. What is required to be successful? What skills and resources will insure being effective in sustaining the goal? After examining personal skills and resources, youth determine what they need to acquire to function in the goal area. Plans are made and obstacles to success are both identified and problem solved. One of the secrets to successful achievement is tailoring the activities to a specific goal; e.g., obtaining and completing a student internship in the manufacturing division of Rosario Foods in the Bronx.

**SUMMARY OF EXERCISES:**

1. Introduce the session's focus and participants, review between session tasks, give out "Thanks," and do a lottery. (15 minutes)
2. Form a line of steps in the goal attainment process and correct the placement. (15 minutes)
3. Practice finding out what is needed to attain a goal through role playing an interview with a landlord. (30 minutes)
4. Determine what relevant skills and resources the individual already has and which ones need to be acquired, using an example. (15 minutes)
5. Practice planning how to obtain a skill or resource through modeling. (15 minutes)
6. Identify obstacles related to achieving goals using a script and discussion. Brainstorm possible solutions. (20 minutes)

7. Give group appreciation. (10 minutes)

MATERIALS:

!Thanks@  
Lottery tickets  
Lottery prizes  
Newsprint and pens  
Feeling Thermometer  
Script: School Goal  
Goal cards  
Instructions to student  
Instructions to teacher

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 the material is covered.

FACILITATOR-S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Has Been Happening?  
(15 minutes)

**[The purpose of this exercise is to create a comfortable environment, develop group cohesion, and encourage applying what was learned in previous session to real life situations. Giving positive introductions, reporting on between-session tasks, having a lottery, and giving out AThanks@are employed.]**

THE FACILITATOR BEGINS

It is good to see you again.

This session is about achieving goals, so let's begin with your telling us your first name and one achievement in your life that really pleased you.

For example someone might say, "My name is Joe, and my big achievement was graduating from high school."

I'll begin.

My name is \_\_\_\_\_ and my big achievement was \_\_\_\_\_.

GO AROUND AND HAVE EACH PERSON GIVE HIS/HER FIRST NAME AND AN ACHIEVEMENT THAT REALLY PLEASED THE PERSON.

Thank you.

As you know, we like to let each other know when we have done something positive in here.

One way of letting others know that we appreciate them is through using AThanks@.

Here are your AThanks@for the day.

GIVE EACH PERSON 20 ATHANKS@.

Now let's hear about the "between-session goal" you agreed to do.

How did you do?

HAVE EACH PERSON REPORT ON THE TASK THEY AGREED TO UNDERTAKE. IF PROBLEMS WERE ENCOUNTERED, ENCOURAGE THE GROUP TO BRAINSTORM SOLUTIONS. GIVE OUT THANKS AS APPROPRIATE.

After such a positive report, I like to do one of our regular lotteries.

PASS OUT LOTTERY TICKETS. HAVE PARTICIPANTS FILL THEM OUT, HAND THEM IN, MIX THEM UP, SELECT A WINNER, AND GIVE OUT THE PRIZE.

In an earlier session we worked on setting long-term goals.

Today's session is a continuation of that process.

Exercise 2: What Are The Steps In Setting A Goal?  
(15 minutes)

**[The purpose of this exercise is to create a cognitive map of the goal setting process. Having the group figure out the correct steps through forming a line is the method used.]**

In the session we had before on goals, you selected an area in which you were not happy, described what would make you happy, found some possible goals that would please you, and selected one.

The main areas we examined were school, work, living arrangements, social, and leisure time.

I want you to be clear and sure about the steps in setting a goal.

You can waste time and energy and end up frustrated if you have the steps mixed up.

I am going to give each of you a card with one step on it.

Your job is to form a line with the first step at the beginning and the last step at the end.

In between all the steps are to be placed in the right order.

You have to stand up to form the line.

You will need to find out what the other people's steps are and discuss the right order.

In this case the goal is about getting a job.

HAVE THE GROUP STAND UP. MIX THE CARDS UP. GIVE EACH PERSON A CARD. IF THERE ARE MORE PEOPLE THAN CARDS, PEOPLE CAN SHARE A CARD. IF THERE ARE MORE CARDS THAN PEOPLE, THE FACILITATORS TAKE CARDS AND BECOME PART OF THE LINE, BUT LETTING THE YOUTH DO THE WORK OF ORGANIZING IT. \*\* NOTE: ONLY FIFTEEN MINUTES ARE ALLOTTED FOR THIS EXERCISE, SO GROUP LEADERS MAY HAVE TO HELP PARTICIPANTS GET STARTED.

THE ORDER IN WHICH THE CARDS ARE PRESENTED BELOW IS THE CORRECT ONE. CARDS 4 AND 5 COULD HAVE A REVERSED ORDER OR COULD OCCUR AT THE SAME TIME.

## GOAL ACHIEVEMENT CARDS

### **GOAL ACHIEVEMENT CARD 1**

DECIDE WHAT KIND OF JOB I WANT INCLUDING THE TASKS I DO, THE PLACE WHERE THE JOB IS, THE HOURS, THE KIND OF PEOPLE I WOULD WORK WITH, AND THE PAY.

### **GOAL ACHIEVEMENT CARD 2**

FIND SOME JOBS I MIGHT LIKE.

### **GOAL ACHIEVEMENT CARD 3**

COMPARE EACH JOB TO WHAT I SAID I WANTED IN TERMS OF PAY, HOURS, JOB TASKS, PEOPLE I'D BE WITH, KIND OF BOSS, LOCATION, BENEFITS, UNION, AND ATTITUDES.

### **GOAL ACHIEVEMENT CARD 4**

CHOOSE THE JOB WHICH BEST FITS WHAT I WANT.

### **GOAL ACHIEVEMENT CARD 5**

FIND OUT WHAT RESOURCES ARE REQUIRED TO DO THE JOB. RESOURCES LIKE A UNIFORM, TOOLS, MONEY TO GET TO WORK.

### **GOAL ACHIEVEMENT CARD 6**

FIND OUT WHAT SKILLS ARE REQUIRED ON THE JOB. SKILLS COULD INCLUDE GETTING ALONG WITH OTHER PEOPLE ON THE JOB, AS WELL AS BEING ON TIME, TAKING ORDERS FROM A BOSS, AND BEING ABLE TO DO THE TASKS THAT MAKE UP THE JOB.

### **GOAL ACHIEVEMENT CARD 7**

DECIDE WHAT SKILLS AND RESOURCES I ALREADY HAVE AND WHAT ONES I NEED TO GET.

### **GOAL ACHIEVEMENT CARD 8**

MAKE A PLAN TO GET THE SKILLS AND RESOURCES I NEED.

**GOAL ACHIEVEMENT CARD 9**

OBTAIN THE SKILLS AND RESOURCES I NEED FOR THE JOB I WANT.

**GOAL ACHIEVEMENT CARD 10**

APPLY FOR THE JOB.

COACH THE GROUP AS THEY TRY TO COME UP WITH THE  
CORRECT ORDER. WHEN THEY ARE SETTLED ON WHAT THEY  
THINK AS THE RIGHT ORDER, GO OVER IT WITH THEM,  
MAKING AND EXPLAINING ANY CORRECTIONS.

It sounded as if you had a good time trying to figure out the right order.

The approach we are taking is much more likely to bring success and satisfaction than just going out and applying for a job.

Next we want to practice the step of finding out what the goal requires.

Exercise 3: What Does This Goal Require?  
(30 minutes)

**[The purpose of this exercise is to teach participants how to find out what a goal requires.  
Role playing is the approach taken.]**

There is no sense in learning all kinds of new skills and acquiring many resources if the specific goal does not require it.

But it can be critical to have the skills and resources essential to the job.

We are going to do a role play about what is required.

I want the audience to watch and see if you can figure out what will be required of Anthony or Antoinette - the youth in the scene.

I need two volunteers, one to play the landlord - Mr. or Ms. Brownell - and one to play the youth, Anthony or Antoinette.

SELECT THE VOLUNTEERS AND DECIDE WHO WILL PLAY  
WHAT ROLE.

Here is the scene.

Anthony/Antoinette wants to move to his own apartment.

The things he or she is looking for are a one-bedroom place, about 500 square feet, two blocks from public transportation, an elevator, a rent of \$500 a month and quiet neighbors.

There is an apartment on 175th Street that seems to meet these criteria.

Now he or she has to talk with the landlord to find out what skills and resources are required.

Anthony/Antoinette has never lived alone and managed his or her own affairs before.

I want Anthony/Antoinette to talk to Mr. or Ms. Brownell, the landlord, to find out what is needed to get and keep the apartment.

Here are the instructions for Anthony/Antoinette.

GIVE ANTHONY/ANTOINETTE THE INSTRUCTIONS

**ANTHONY/ANTOINETTE-S INSTRUCTIONS**

TRY TO FIND OUT WHAT SKILLS AND RESOURCES THAT ARE NEEDED TO SUCCESSFULLY GET AND KEEP THE APARTMENT ON 175TH STREET.

YOU MAY WANT TO CONSIDER ASKING ABOUT THE FOLLOWING:

1. WHAT IS EXPECTED ABOUT THE CARE OF THE APARTMENT?
2. WHAT ARE THE RULES ABOUT TRASH REMOVAL?
3. WHAT IS THE MONTHLY RENT? IS THAT THE BEST RENT THE LANDLORD CAN OFFER?
4. IS A SECURITY DEPOSIT REQUIRED? WHAT ABOUT FIRST MONTH'S RENT?
5. WHAT ARE THE RULES ABOUT PAYMENT OF RENT (FOR EXAMPLE, A LATE PAYMENT OR MISSING A MONTH)
6. WHAT ARE THE RULES ABOUT BREAKAGE AND DAMAGE?
7. WHAT ARE THE RULES ABOUT SUBLETTING? (YOU MIGHT WANT TO GO DOWN SOUTH FOR HALF THE YEAR.) WHAT ABOUT HAVING A ROOMMATE IF YOU CAN'T AFFORD THE RENT?
8. WHAT ARE THE RULES ABOUT HAVING VISITORS?
9. ARE THERE ANY SPECIAL THINGS TO KNOW ABOUT THE KEYS?
10. HOW ARE THE OTHER TENANTS? WILL THERE BE ANY PROBLEMS GETTING ALONG WITH THEM?
11. ARE THERE ANY RULES ABOUT PLAYING MUSIC?
12. IS THERE A WASHING MACHINE AND DRYER IN THE BUILDING?
13. IS THE NEIGHBORHOOD SAFE?
14. CAN YOU HAVE A DOG OR CAT?
15. IS THE APARTMENT GOING TO BE CLEANED AND PAINTED?

**THESE QUESTIONS ARE JUST SUGGESTIONS. ASK WHAT YOU WANT IN ANY ORDER.**

**THE END**

Here is some background information for the landlord.

GIVE BACKGROUND INFORMATION TO MR./MS. BROWNELL.

**LANDLORD-S BACKGROUND INFORMATION**

YOU MANAGE AN APARTMENT BUILDING AND WANT TENANTS WHO

PAY ON TIME

TAKE CARE OF THEIR APARTMENTS

ARE RESPONSIBLE AND CLEAN

STAY AT LEAST ONE YEAR

DON'T HAVE A DOG (CATS ARE OK)

DON'T LEAVE GARBAGE IN THE HALL

HAVE A STEADY JOB

TREAT OTHER NEIGHBORS WITH COURTESY

DON'T LOSE THEIR KEYS

ARE QUIET (NO LOUD MUSIC)

DON'T HAVE MORE PEOPLE LIVING THERE THAN ARE SUPPOSED TO  
DON'T SUBLET

DON'T DO DRUGS

GIVE THE ROLE PLAYERS TIME TO READ THEIR  
INSTRUCTIONS.

Before we begin let me ask you what your objectives are.

Anthony/Antoinette, what is your objective in the role play?

MAKE SURE A/A UNDERSTANDS THAT HIS/HER OBJECTIVE IS

TO FIND OUT WHAT IS REQUIRED TO GET THE APARTMENT  
AND TO BE A GOOD TENANT SO HE/SHE CAN KEEP IT

Mr. (Ms.) Brownell, what is your objective in the role play?

MAKE SURE IT IS CLEAR THAT THE OBJECTIVE IS TO PROVIDE  
INFORMATION ABOUT THE APARTMENT AND FIGURE OUT IF  
A/A WOULD BE A GOOD TENANT

Observers, what is your objective?

MAKE SURE THE OBSERVERS UNDERSTAND THAT THEY ARE  
TO IDENTIFY WHAT IS REQUIRED TO GET AND KEEP THE  
APARTMENT.

Now we will do the role play.

The observers need to pay close attention during the role play, because your task is to figure out what Anthony/Antoinette needs to meet the goal of getting the apartment and keeping it for at least a year.

DO THE ROLE PLAY. ALLOW IT TO PROCEED FOR FIVE  
MINUTES. GIVE THE PLAYERS #THANKS.@

Before finding out what you observed, I want to comment on skills.

It is good to turn what is needed into skills and resources.

Skills can be learned, increased, modified, improved.

Resources can be obtained.

Skills come in five types:

Intellectual skills like organizing a paper or story.

Physical skills like throwing a ball through a basket.

Social skills like criticizing someone's paper in a way they can accept it.

Emotional skills like sharing feelings and controlling anger

Creative skills like painting a portrait.

What do you think are the skills and resources required for getting and keeping the apartment?

MAKE TWO COLUMNS ON NEWSPRINT: SKILLS AND RESOURCES. LIST WHAT THE GROUP IDENTIFIES. HELP THE GROUP SEE THAT MOST THINGS TALKED ABOUT IN THE INTERVIEW CAN BE CONSIDERED A SKILL OR A RESOURCE. FOR EXAMPLE, GETTING THE APARTMENT REQUIRES SHOWING UP ON TIME FOR THE APPOINTMENT, THE SKILL OF PROBLEM-SOLVING ABOUT HOW TO GET THE MONEY FOR THE SECURITY DEPOSIT, AND HOW TO SHOW THE LANDLORD THAT HE/SHE IS RESPONSIBLE AND CLEAN. THE MONEY FOR THE SECURITY DEPOSIT IS A RESOURCE.

**IF THERE IS TIME, DO ANOTHER INTERVIEW.**

**THE MATERIAL FOR A SECOND INTERVIEW FOLLOWS. OTHERWISE GO TO "\*\*\*\*" ON PG 15.**

Jamal (Latifa) has a goal of getting into Mr. (Ms.) Brownell's writing class at the college.

He hears the class is really good. Brownell uses both African and African-American writers, and Brownell is not a hard grader.

Also Brownell's class is small and the kids who take the course are really cool.

All of these things were what Jamal/Latifa wanted and why taking the course became a goal.

I want Jamal (Latifa) to talk to Mr. (Ms.) Brownell and find out what is required in being successful in his class.

Here are the instructions for Jamal/Latifa.

GIVE JAMAL/LATIFA A SET OF INSTRUCTIONS.

### **INSTRUCTIONS FOR JAMAL/LATIFA**

TRY TO FIND OUT THE SKILLS AND RESOURCES THAT ARE NEEDED TO SUCCEED IN THE

WRITING CLASS.

YOU MAY WANT TO ASK ABOUT THE FOLLOWING:

1. HOW MANY TESTS ARE THERE? (YOU DON'T LIKE TESTS).
2. HOW HARD A GRADER IS BROWNELL?
3. DO YOU HAVE TO BUY YOUR OWN BOOKS?
4. HOW IMPORTANT IS IT TO COME TO EVERY SESSION? (YOU USUALLY MISS ABOUT 20 PER CENT OF YOUR CLASSES.)
5. DO YOU LOSE POINTS FOR BEING LATE? (GETTING UP EARLY IS DIFFICULT FOR YOU.)
6. DO YOU HAVE TO READ FAST? (YOU READ CAREFULLY BUT SLOWLY.)
7. HOW MANY BOOKS DO YOU HAVE TO READ?
8. HOW MANY PAPERS DO YOU HAVE TO WRITE?
9. DO YOU HAVE TO BE A GOOD WRITER ALREADY TO GET INTO THE CLASS? (YOU DON'T WRITE WELL. THAT'S WHY YOU WANT TO TAKE THE COURSE.)
10. DO YOU HAVE TO BE ABLE TO USE A COMPUTER? (YOU DON'T KNOW HOW.)
11. WILL BROWNELL HELP STUDENTS? (YOU LIKE A LITTLE EXTRA HELP. IT GIVES YOU A CHANCE TO BUTTER-UP THE TEACHER.)

**THESE QUESTIONS ARE JUST SUGGESTIONS. ASK WHAT YOU WANT IN ANY ORDER.**

THE END

Here is some background material for Mr./Ms. Brownell.

GIVE BACKGROUND INFORMATION TO BROWNELL

**BACKGROUND MATERIAL FOR BROWNELL**

HERE IS HOW YOU SEE YOUR CLASS ON CREATIVE WRITING.

HARD CLASS. WANT STUDENTS TO TAKE WRITING SERIOUSLY.

MEETS TWICE A WEEK AT 8:00AM, TUESDAY AND FRIDAY.

LATENESS LOSES POINTS.

UNEXCUSED ABSENCE AND YOU FAIL THE COURSE.

MUST READ TWO VOLUMES OF SHORT STORIES AND THREE VOLUMES OF POETRY.  
PLUS A BOOK ON UNDERSTANDING POETRY. (A LOT OF READING).

MUST WRITE 15 POEMS.

MUST WRITE THREE SHORT STORIES.

MUST WRITE A CRITICISM OF A SHORT STORY.

MUST SUBMIT A TWO PAGE WRITING SAMPLE TO GET INTO THE CLASS.

POOR WRITERS WHO REALLY WANT TO IMPROVE CAN GET INTO THE CLASS AFTER  
CONVINCING YOU THAT THEY WILL WORK HARD.

YOU WILL MEET WITH MOTIVATED STUDENTS TO HELP THEM IMPROVE THEIR  
WORK.

ONCE A FLAW IN THEIR WRITING IS POINTED OUT, STUDENTS SHOULD MAKE  
CORRECTIONS AND NOT DO IT AGAIN.

ALL PAPERS MUST BE PRINTED ON A COMPUTER

THE END

FOLLOW THE SAME FORMAT AS WITH THE FIRST ROLE PLAY.  
DO THE INTERVIEW BETWEEN PROSPECTIVE STUDENT AND  
TEACHER. HAVE OBSERVERS DETERMINE WHAT SKILLS AND  
RESOURCES ARE NEEDED.

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We have been practicing how to identify what is required of a person to meet a particular goal.

We have looked at the skills and resources.

In our practice we used interviewing a key person to find out the requirements.

We could have found out information from written materials like a newspaper ad.

We could have talked to people in the building or people in the neighborhood and so on to get more information.

Now that you have listed what is required what is next?

Next you want to see which skills and resources you already have and which ones you need to add.

Exercise 4: What Skills And Resources Do I Need To Add?  
(15 minutes)

**[The purpose of this exercise is to help youth determine what skills and resources they need to add to be successful in a specific situation. Analyzing personal descriptions is the approach.]**

There is no sense in learning a skill you already have.

You need to look at what is required and see where the gaps are.

Focus on what is missing and what is most important.

Listen to this brief description and see what Henrietta needs to add and what she already has.

Henrietta has been kicked out of several special education programs. This time she really wants to make it.

In the past she would not follow the rules.

She also got in fights with other youth,

Broke a chair,

Threw a book at a teacher.

Henrietta is very attractive, and boys are always pressuring her to have sex.

Henrietta is afraid of getting HIV, tells boys to go to hell when they ask her for sex, and knows how to use a condom.

Sometimes Henrietta dominates a group and forces them to do things her way.

Which skills does Henrietta need to develop to be successful and which ones does she already have?

COACH THE GROUP IN DISCOVERING WHICH SKILLS  
HENRIETTA NEEDS TO ACQUIRE AND WHICH ONES SHE  
ALREADY POSSESSES.

[NOTE TO FACILITATORS: THE SKILLS REQUIRED FOR A  
YOUTH TO BE SUCCESSFUL IN THIS PROGRAM ARE ANGER  
MANAGEMENT, ASSERTIVENESS TRAINING, TEAMWORK, AND

SAFER SEX BEHAVIORS (REFUSAL SKILLS AND USE OF A MALE OR FEMALE CONDOM.)

Here is another situation.

Tom wants to succeed on a welder's job with a construction company.

He went to welder's school and did well.

The job requires being a good welder,  
working independently (knowing exactly what is to be welded and where),  
getting along with the other men.

On his last job Tom would go off and eat lunch by himself because he was shy.

Also he was often afraid to ask his boss if he wasn't clear what to do.

He needed to bring his own welder's mask and could probably borrow one from his uncle until he had saved up enough money to buy one.

What skills and resources did Tom need to acquire and which ones did he already have?

HELP THE GROUP DETERMINE WHAT WERE THE PRIORITIES FOR TOM.

That was very good.

Remember we start with what the new, desired situation requires and then see what the individual has and needs to add.

This approach makes a lot more sense than doing a broad, general assessment of all of a person's skills.

Next we need to be able to make a plan for getting what is needed.

Exercise 5: What Is My Plan For Obtaining Skills And Resources?  
(15 minutes)

**[The purpose of this exercise is to teach youth how to plan for obtaining skills and resources.  
Developing a plan for a specific situation is the approach taken.]**

Let's practice developing a plan.

A good plan should tell us what it is you wish to acquire, where you are going to get it, when you are going to get it, who will give it to you, and what steps you are going to take to get it.

For example:

What: Linda needs to increase her computer key board skills (typing).

Where: There is a good basic computer class in the adult education section of the high school.

Who: Mrs. Osborne is known to be a good teacher.

When: The class is offered Tuesday and Thursday at 7:00pm.

Steps:

1. Go to school and get a registration form tomorrow.
2. Talk to Mrs. Osborne on Thursday.
3. Hand in the registration form on Friday.
4. Start the class on June 8, 1998 at 7:00pm.

Have you got the idea?

ANSWER ANY QUESTIONS AND CLARIFY.

I will tell you the skill or resource needed, and you tell me the plan.

Here is the first situation:

Toby is very shy.

He wants to be able to talk with girls without getting all nervous.

What is a good plan for acquiring social communication skills?

COACH THE GROUP IN DEVELOPING A PLAN. WRITE ON NEWSPRINT. GIVE OUT #THANKS.@

Here is the second situation:

Doris wants to get her driver's license but does not have a driver's manual.

Develop a plan for getting the resource she needs - a driver's manual.

COACH THE GROUP IN PLANNING HOW DORIS CAN GET A MANUAL. WRITE ON NEWSPRINT. GIVE OUT #THANKS.@

Here is the next situation.

Judy wants to learn about safer sex.

She wants to know how to protect herself, how to prevent having a baby until she is older and more settled, and how to deal with men.

What is a good plan for Judy to acquire safer sex skills and knowledge?

COACH THE GROUP IN MAKING A PLAN FOR JUDY. WRITE ON NEWSPRINT. GIVE OUT #THANKS.@

Here is the last situation.

Ron wants to improve his writing skills. He cannot put together a good sentence.

How would you help Ron with a plan to obtain writing skills?

COACH THE GROUP IN MAKING A PLAN FOR RON. WRITE ON NEWSPRINT. GIVE OUT #THANKS.@

That was very good!

Sometimes there are obstacles to obtaining the skills and resources needed.

We will look at overcoming obstacles next.

Exercise 6: How Do I Overcome Obstacles?  
(20 minutes)

**[The purposes of this exercise are to connect loss of a parent with obstacles and to improve the capacity to overcome obstacles. A script and practicing problem solving is the approach taken.]**

Many things can get in the way of achieving goals.

Here is one example.

I need two volunteers to play the parts in a little scene.

SELECT THE VOLUNTEERS AND DECIDE WHO WILL PLAY EACH  
PART.

I want the observers to see if they can figure out what is stopping Darius from meeting the dream of finishing school.

**A SCHOOL GOAL**

TATIANA: Why weren't you in school yesterday? We were supposed to get together.

DARIUS: I don't know. I didn't feel like it. I was hanging with my friends.

TATIANA: Yea, I know those friends, the ones you're always smoking weed with. Don't you think you should spend more time in school and less time with them? We're supposed to graduate next year.

DARIUS: I guess.

TATIANA: And what about your grades? You're either skipping school or acting like a clown and distracting everyone.

DARIUS: I can't explain why.

TATIANA: Do you think it has something to do with your mother dying?

DARIUS: No, because that was a year ago, and I should be over it by now.

TATIANA: Maybe you're not over it. A lot of things have changed for you, like where you live, who you live with. You don't even have your own room anymore. Maybe it takes longer than a year to get over something like that.

DARIUS: I don't know. I have to go.

THE END

That was very good!

GIVE THE PLAYERS A THANKS. @

How would you go about fixing Darius situation?

Remember the steps in problem solving.

1. Define the problem.
2. State the goal.
3. Brainstorm many possible solutions.
4. Evaluate the possible solutions.
5. Choose a solution.
6. Develop a plan for implementing it.
7. Try it.
8. Evaluate how it worked out.

What do you think is the problem?

LEAD THE GROUP THROUGH PROBLEM SOLVING. FOCUS ON GRIEF GETTING IN THE WAY OF REACHING THE GOAL.

That was a good start.

In this situation grief was getting in the way.

Here is another situation.

Ramon got a job in a hospital.

He is supposed to start next week, but a white uniform is required.

He doesn't have a uniform.

Ramon hasn't got the \$30 required to buy one.

The co-facilitator will play Ramon, and you try to help him solve this problem.

THE CO-FACILITATOR PLAYS RAMON AND IS SOMEWHAT PESSIMISTIC.

THE FACILITATOR COACHES THE GROUP, BUT LETS THEM TAKE THE LEAD IN PROBLEM SOLVING. GIVE OUT THANKS.

What are some other obstacles you can identify?

WRITE OBSTACLES ON NEWSPRINT.

Which ones could you use problem solving on and which ones would you just have to accept and make the best of.

ENCOURAGE A DISCUSSION OF WHICH ONES CAN BE SOLVED AND WHICH ONE ARE COMPLETELY BEYOND THE YOUTH CONTROL.

It helps to know which ones you can fix and which ones require acceptance.

If you can't change it, there is no sense beating your head against a brick wall and getting all frustrated and worn out.

What strategies do you have for dealing with things you can't change?

ENCOURAGE LISTING OF STRATEGIES AND THEN DISCUSSION OF THEIR EFFECTIVENESS. LOOK FOR FAITH, OPTIMISM, RELAXATION, MEDITATING, ACTIVITIES WHICH TAKE YOUR MIND OFF IT AND SO ON.

That's a good list of what you can do in situations beyond your control.

We are near the end of this session.

Exercise 7: Showing Appreciation  
(10 minutes)

**[The purpose of this exercise is to build group cohesion. Giving group appreciation is the approach used.]**

It is time to end.

We hope you enjoyed your time thinking about how to reach your goals by breaking down big tasks into smaller steps and figuring out the skills and resources needed to reach them.

Now it's time to set "between session goals."

First, think about the long-term goal you set a few sessions ago.

If you didn't set a long-term goal, we would like you to set one now.

Remember the qualities of a good goal, whether it's between-session or long-term: realistic, clear, not too much or too little, and easy to see if it was completed.

Becoming a nurse is an example of a good long-term goal. So is passing the GED.

What was your long-term goal, or what would you like it to be if you didn't set one last time?

HAVE YOUTH REPORT ON LONG-TERM GOAL.

For today, we would like you to set a "between-session goal" that will help you take a step towards your long-term goal.

For example, if your long-term goal was to become a nurse, an example of a "between-session goal" would be to find out from your aunt, who is a nurse, the steps you need to take to become one.

With that information you could evaluate your next step like we did today.

Think about what you want your "between-session goal" to be.

#ALLOW 2 MINUTES FOR COMING UP WITH A BETWEEN-SESSION GOAL. HAVE YOUTH WRITE BETWEEN SESSION GOAL ON GOAL CARD AND GOAL SUMMARY SHEET FOUND IN THE HANDOUTS FOR SESSION 1. THERE IS AN EXTRA GOAL SUMMARY SHEET IN HANDOUTS FOR THIS SESSION.

What is your goal?

#HAVE YOUTH STATE BETWEEN-SESSION GOAL

Before we stop I want us to show appreciation to other members in the group.

Let them know you like what they did or said.

Get up, move around, and express your thanks for people's contributions.

MODEL GIVING APPRECIATION. MAKE SURE NO ONE IS LEFT OUT.

See you next week.

If any of you are in touch during the week, remind your group member about our next session.

THE END OF SESSION 7 FOR YOUNG ADULTS

## GOAL ACHIEVEMENT CARDS

### **GOAL ACHIEVEMENT CARD**

DECIDE WHAT KIND OF JOB I WANT INCLUDING THE TASKS I DO, THE PLACE WHERE THE JOB IS, THE HOURS, THE KIND OF PEOPLE I WOULD WORK WITH, AND THE PAY.

### **GOAL ACHIEVEMENT CARD**

FIND SOME JOBS I MIGHT LIKE.

### **GOAL ACHIEVEMENT CARD**

COMPARE EACH JOB TO WHAT I SAID I WANTED IN TERMS OF PAY, HOURS, JOB TASKS, PEOPLE I'D BE WITH, KIND OF BOSS, LOCATION, BENEFITS, UNION, AND ATTITUDES.

### **GOAL ACHIEVEMENT CARD**

CHOOSE THE JOB WHICH BEST FITS WHAT I WANT.

### **GOAL ACHIEVEMENT CARD**

FIND OUT WHAT RESOURCES ARE REQUIRED TO DO THE JOB. RESOURCES LIKE A UNIFORM, TOOLS, MONEY TO GET TO WORK.

### **GOAL ACHIEVEMENT CARD**

FIND OUT WHAT SKILLS ARE REQUIRED ON THE JOB. SKILLS COULD INCLUDE GETTING ALONG WITH OTHER PEOPLE ON THE JOB, AS WELL AS BEING ON TIME, TAKING ORDERS FROM A BOSS, AND BEING ABLE TO DO THE TASKS THAT MAKE UP THE JOB.

### **GOAL ACHIEVEMENT CARD**

DECIDE WHAT SKILLS AND RESOURCES I ALREADY HAVE AND WHAT ONES I NEED TO GET.

### **GOAL ACHIEVEMENT CARD**

MAKE A PLAN TO GET THE SKILLS AND RESOURCES I NEED.

**GOAL ACHIEVEMENT CARD**

OBTAIN THE SKILLS AND RESOURCES I NEED FOR THE JOB I WANT.

**GOAL ACHIEVEMENT CARD**

APPLY FOR THE JOB.

### ANTHONY/ANTOINETTE'S INSTRUCTIONS

TRY TO FIND OUT WHAT SKILLS AND RESOURCES THAT ARE NEEDED TO SUCCESSFULLY GET AND KEEP THE APARTMENT ON 175TH STREET.

YOU MAY WANT TO CONSIDER ASKING ABOUT THE FOLLOWING:

1. WHAT IS EXPECTED ABOUT THE CARE OF THE APARTMENT?
2. WHAT ARE THE RULES ABOUT TRASH REMOVAL?
3. WHAT IS THE MONTHLY RENT? IS THAT THE BEST RENT THE LANDLORD CAN OFFER?
4. IS A SECURITY DEPOSIT REQUIRED? WHAT ABOUT FIRST MONTH'S RENT?
5. WHAT ARE THE RULES ABOUT PAYMENT OF RENT (FOR EXAMPLE, A LATE PAYMENT OR MISSING A MONTH)
6. WHAT ARE THE RULES ABOUT BREAKAGE AND DAMAGE?
7. WHAT ARE THE RULES ABOUT SUBLETTING? (YOU MIGHT WANT TO GO DOWN SOUTH FOR HALF THE YEAR.) WHAT ABOUT HAVING A ROOMMATE IF YOU CAN'T AFFORD THE RENT?
8. WHAT ARE THE RULES ABOUT HAVING VISITORS?
9. ARE THERE ANY SPECIAL THINGS TO KNOW ABOUT THE KEYS?
10. HOW ARE THE OTHER TENANTS? WILL THERE BE ANY PROBLEMS GETTING ALONG WITH THEM?
11. ARE THERE ANY RULES ABOUT PLAYING MUSIC?
12. IS THERE A WASHING MACHINE AND DRYER IN THE BUILDING?
13. IS THE NEIGHBORHOOD SAFE?
14. CAN YOU HAVE A DOG OR CAT?
15. IS THE APARTMENT GOING TO BE CLEANED AND PAINTED?

**THESE QUESTIONS ARE JUST SUGGESTIONS. ASK WHAT YOU WANT IN ANY ORDER.**

## **LANDLORD-S BACKGROUND INFORMATION**

YOU MANAGE AN APARTMENT BUILDING AND WANT TENANTS WHO

PAY ON TIME

TAKE CARE OF THEIR APARTMENTS

ARE RESPONSIBLE AND CLEAN

STAY AT LEAST ONE YEAR

DON'T HAVE A DOG (CATS ARE OK)

DON'T LEAVE GARBAGE IN THE HALL

HAVE A STEADY JOB

TREAT OTHER NEIGHBORS WITH COURTESY

DON'T LOSE THEIR KEYS

ARE QUIET (NO LOUD MUSIC)

DON'T HAVE MORE PEOPLE LIVING THERE THAN ARE SUPPOSED TO

DON'T SUBLET

DON'T DO DRUGS

## **INSTRUCTIONS FOR JAMAL/LATIFA**

TRY TO FIND OUT THE SKILLS AND RESOURCES ARE NEEDED TO SUCCEED IN THE WRITING CLASS.

YOU MAY WANT TO ASK ABOUT THE FOLLOWING:

1. HOW MANY TESTS ARE THERE? (YOU DON'T LIKE TESTS).
2. HOW HARD A GRADER IS BROWNELL?
3. DO YOU HAVE TO BUY YOUR OWN BOOKS.
4. HOW IMPORTANT IS IT TO COME TO EVERY SESSION? (YOU USUALLY MISS ABOUT 20 PER CENT OF YOUR CLASSES.)
5. DO YOU LOSE POINTS FOR BEING LATE? (GETTING UP EARLY IS DIFFICULT FOR YOU.)
6. DO YOU HAVE TO READ FAST? (YOU READ CAREFULLY BUT SLOWLY.)
7. HOW MANY BOOKS DO YOU HAVE TO READ?
8. HOW MANY PAPERS DO YOU HAVE TO WRITE?
9. DO YOU HAVE TO BE A GOOD WRITER ALREADY TO GET INTO THE CLASS? (YOU DON'T WRITE WELL. THAT'S WHY YOU WANT TO TAKE THE COURSE.)
10. DO YOU HAVE TO BE ABLE TO USE A COMPUTER? (YOU DON'T KNOW HOW.)
11. WILL BROWNELL HELP STUDENTS? (YOU LIKE A LITTLE EXTRA HELP. IT GIVES YOU A CHANCE TO BUTTER-UP THE TEACHER.)

**THESE QUESTIONS ARE JUST SUGGESTIONS. ASK WHAT YOU WANT IN ANY ORDER.**

## **BACKGROUND MATERIAL FOR BROWNELL**

HERE IS HOW YOU SEE YOUR CLASS ON CREATIVE WRITING.

HARD CLASS. WANT STUDENTS TO TAKE WRITING SERIOUSLY.

MEETS TWICE A WEEK AT 8:00AM, TUESDAY AND FRIDAY.

LATENESS LOSES POINTS.

UNEXCUSED ABSENCE AND YOU FAIL THE COURSE.

MUST READ TWO VOLUMES OF SHORT STORIES AND THREE VOLUMES OF POETRY.  
PLUS A BOOK ON UNDERSTANDING POETRY. (A LOT OF READING).

MUST WRITE 15 POEMS.

MUST WRITE THREE SHORT STORIES.

MUST WRITE A CRITICISM OF A SHORT STORY.

MUST SUBMIT A TWO PAGE WRITING SAMPLE TO GET INTO THE CLASS.

POOR WRITERS WHO REALLY WANT TO IMPROVE CAN GET INTO THE CLASS AFTER  
CONVINCING YOU THAT THEY WILL WORK HARD.

YOU WILL MEET WITH MOTIVATED STUDENTS TO HELP THEM IMPROVE THEIR  
WORK.

ONCE A FLAW IN THEIR WRITING IS POINTED OUT, STUDENTS SHOULD MAKE  
CORRECTIONS AND NOT DO IT AGAIN.

ALL PAPERS MUST BE PRINTED ON A COMPUTER

**SKILLS HENRIETTA ALREADY HAS AND SKILLS SHE NEEDS TO ADD**

Henrietta has been kicked out of several special education programs. This time she really wants to make it.

In the past she would not follow the rules.

She also got in fights with other youth,

Broke a chair,

Threw a book at a teacher.

Henrietta is very attractive, and boys are always pressuring her to have sex.

Henrietta is afraid of getting HIV, tells boys to go to hell when they ask her for sex, and knows how to use a condom.

Sometimes Henrietta dominates a group and forces them to do things her way.

**Which skills does Henrietta need to develop to be successful and which skills does she already have?**

**SKILLS TOM ALREADY HAS AND SKILLS HE NEEDS TO ADD**

Tom wants to succeed on a welder's job with a construction company.

He went to welder's school and did well.

The job requires being a good welder,

working independently (knowing exactly what is to be welded and where),

getting along with the other men.

On his last job Tom would go off and eat lunch by himself because he was shy.

Also he was often afraid to ask his boss if he wasn't clear what to do.

He needed to bring his own welder's mask and could probably borrow one from his uncle until he had saved up enough money to buy one.

**Which skills does Tom need to develop to be successful and which skills does he already have?**

## A SCHOOL GOAL

TATIANA: Why weren't you in school yesterday? We were supposed to get together.

DARIUS: I don't know. I didn't feel like it. I was hanging with my friends.

TATIANA: Yea, I know those friends, the ones you're always smoking weed with. Don't you think you should spend more time in school and less time with them? We're supposed to graduate next year.

DARIUS: I guess.

TATIANA: And what about your grades? You're either skipping school or acting like a clown and distracting everyone.

DARIUS: I can't explain why.

TATIANA: Do you think it has something to do with your mother dying?

DARIUS: No, because that was a year ago, and I should be over it by now.

TATIANA: Maybe you're not over it. A lot of things have changed for you, like where you live, who you live with. You don't even have your own room anymore. Maybe it takes longer than a year to get over something like that.

DARIUS: I don't know. I have to go.

THE END