

GOALS AND PLANS

- setting yourself goals and planning the process

'Goal and Plan' is also part of many of the other exercises. The aim of the 'Goal and Plan' exercise is for participants to work specifically on the goals and challenges that they have decided to tackle in a previous exercise. This might be working towards an overall, long-term goal, for example to lose weight, or a more short-term sub-goal to change a specific eating habit. The 'Goal and Plan' exercise is about filling in various fields with questions to help participants to think about how they are going to work towards a goal in a realistic, specific way. Sheets should be regularly reviewed in the teaching process as follow-up on 'Goal and Plan'.

The design of the 'Goal and Plan' sheet is based on the SMART principle. Participants' goals must be Specific, Measurable, Attractive, Realistic and Time-limited. It is important for the process to be as specific as possible. At some point, and when all goals have been identified, the educator and participants may decide to make one overall sheet for the goals that participants wish to work on.



Minimum 20 minutes



'Goal and Plan' sheet and
writing implements



Individual
In pairs (person beside)
Group dialogue



Can be used as the second part of the following exercises: 'Goal Game',
'My Illness and Me', 'Physically (Im)possible' and 'My Eating Habits'
It can also be used with the 'Advantages and Disadvantages' and 'Importance
and Confidence'

STEP BY STEP

1. The educator introduces the aim of the exercise: That participants should focus on setting long and short-term goals and that they should have many short-term goals before they can achieve long-term goals. Goal and Plan are about splitting long-term goals into many short-term sub-goals.
2. The educator may decide to review the 'Goal and Plan' sheet and give examples of what can be in the individual boxes.
3. In going through the exercise, the educator may also decide to use the SMART principle. For example by saying: "We know that it can be difficult to set ourselves a goal and then also do what is needed to achieve it. When working with your goals, it is important that it is a SMART goal.
4. By SMART, I mean that S means the goal must be very Specific. For example: "What precisely do I want to achieve? Then write the answer to this question in the field." The educator may then demonstrate where this should be written on the sheet and what this could be. The educator does this for each of the following letters:
5. M means that the goal must be Measurable. This means finding out "How will I know that I have reached my goal?"
6. A stands for the goal having to be Attractive. Here you can think whether this goal is really what you want to work on most of all and why it is important for you.
7. The R in SMART stands for whether the goal you have set yourself is actually Realistic. Here you should consider: "Can I actually reach this goal? And if not, how can I change the goal to make it realistic? What do I need to do to be able to reach my goal?"
8. Finally, T means that the goal must also have a Time limit. This means setting a date for when you should have reached your goal. The question you should ask yourself here is: "When must I have achieved my goal?"
9. When using the sheet, you may find that your goals need to be adjusted. So just do so. The whole point of the exercise is for you to make your goals as specific and realistic as possible.
10. The educator goes round to help out since this can be a difficult task.
11. The exercise can also be done in pairs with participants helping each other to fill in the sheets.
12. The educator can finish off by asking if participants would like to present their goals to the group. The educator encourages participants to take an active approach to their goals at home and to bring their sheets with them the next time to make it possible to discuss how they are getting on with their goals. It is important for regular follow-up on the various 'Goal and Plan' sheets.