

GOAL GAME

– setting the scene and prioritising goals for the process

The aim of the 'Goal Game' exercise is for participants to actively relate to their own goals and to inspire them to look at their illness in new ways. Participants may find it difficult to say what they would like to get from the course. The statements on the goal cards give them the opportunity to specify their own thoughts. The cards help participants to formulate various long-term goals. At the same time, they get some insights into why other participants are in the class. Participants then set specific, short-term personal goals for what they want to focus on. This gives them a sense that the class is relevant for them. The exercise is in two parts; first the 'Goal Game' exercise and secondly, 'Goal and Plan'.



Approximately 10 minutes for identifying cards with at least 40 minutes for the whole exercise



40 goal cards, importance cards and task cards for each participant
'Goal and Plan' sheet and writing implements
Good table space



Can be used for introductory talk
Individual
In pairs (person beside)
Group dialogue



Use the 'Goal and Plan' exercise for the second part of the exercise
This is the same type of exercise as 'My Illness and Me', 'My Eating Habits' and 'Exercise Challenges'

STEP BY STEP

1. The educator introduces the aim of the exercise: To set specific goals for coping with a life of chronic illness.
2. Each participant gets a 'Goal Game'.
3. The educator has a 'Goal Game' for use when giving instructions.
4. The "I should like to achieve..." task card is placed on the table.
5. The "Important" and "Not important" cards are placed below.
6. The educator provides instruction while using the cards to illustrate what participants should do.
7. She might for example say: "You have all got 35 goal cards with different statements about what you can achieve from this learning process. Select 10 of the 35 cards that you think are most important for you. Start by placing all the cards you think are important in an "Important" pile. Now look through the "Important" pile and keep taking away cards until you have about 10 left. It can be difficult to select and take away cards but give priority to the things you most want to work on.
8. The exercise continues when everybody has a selection of 3-5 cards – some participants may possibly need a little help from the educator.
9. Participants should now pair off to tell each other about their choices. This also gets participants to discuss what they understand by the statements and why they have chosen precisely these cards.
10. They should then each select 1-3 statements that they would like to do more work on. If they have gained inspiration from their partner, they could select other cards.
11. The educator can then finish the exercise by getting pairs to say what they have been talking about.
12. Part 2: The exercise can continue with 'Goal and Plan', with each participant selecting 1-3 statements that they would like to work on during the process. The educator may conclude the exercise with a round of participants telling the group what they would like to work on.