

**Careers and Jobs:** Participants get exposure to possible career/job choices for the future; participants explore reasons to stay in school; participants explore reasons to further their education.

Lesson plans:

- 1) Goal Setting—Long-term and Short-term Goals
- 2) Career Day

### Lesson: Setting Goals—Long-Term and Short-Term Goals

**ESSENTIAL QUESTIONS:** What are goals? What is the benefit of setting goals? How do you achieve your goals?

**OBJECTIVES/PERFORMANCE EXPECTATIONS:** Participants discuss the purpose and benefits of setting goals; participants set personal goals and make plans to achieve their goals.

**SUMMARY OF THE ISSUE:** Learning to set and work towards goals is an important life skill. A goal is something you are aiming to get or have or do, it is a desired destination or result. Setting goals helps you stay motivated and provides direction, especially when things are stressful or difficult and you feel like giving up. Long-term goals are goals for the future which means you will need to focus for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term goals that will help you achieve your long-term goals. Teaching girls to set goals and make plans to achieve their goals teaches time management skills, commitment skills, and helps them stay true to their values, thereby potentially avoiding peer-pressure and drug or gang involvement.

**MATERIALS:**

- My Goals worksheet
- Whiteboard, chalkboard, or large paper
- Pens and pencils

**LENGTH OF LESSON:** 30 minutes to 45 minutes

**PROCEDURE:**

1. Begin by telling participants that today they will be setting goals and making plans to achieve their goals. Ask participants to define what a goal is out loud. A goal is something you are aiming to get or have or do, it is a desired destination or result.
2. Tell participants one of your goals today is to teach them about goals! Or in a sports game your goal might be to make a goal! Ask participants to give some other examples of goals. **Record participants' ideas on the board or large paper as they give them.** Examples of goals: get an "A" on a my science test, go to summer camp this year, go to college, make the volleyball team, make a goal in the soccer game, finish all my homework, become a mom, grow my hair

out, not bite my nails anymore, learn how to play the guitar, make a birthday card for my sister, not get in trouble at school, finish all my chores without being told, run a mile in ten minutes.

3. After participants have brainstormed examples of goals, explain there are two different kinds of goals. Long-term goals are goals that you have for the future or that you will need to focus on for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term goals that will help you achieve your long-term goals. Explain that setting goals help keep you motivated, especially when things are stressful or difficult and you feel like giving up.

4. Ask participants to categorize each of the examples you have recorded on the board. Put an **“L”** next to the long-term goals and an **“S”** next to the short-term goals.

5. Now ask participants to think of what they would do when they get older or what job they would like to have. These are long-term goals. Have them shout out their answers one at a time. Record their ideas on the board or large paper. Examples include: hairstylist, teacher, dentist, veterinarian, President of the United States, businesswoman, policewoman, dog-walker, librarian, actress, etc.

6. **Choose one participants’ long-term job goal to use as an example. Write that end-goal on the far right side of the board. On the far left side write the participant’s name and age.**

Stephanie, age 10-----Pre-School Teacher

7. Ask participants to brainstorm the big goals Stephanie will need to achieve along the way in order to become a Pre-School Teacher.

Stephanie, age 10→finish middle school→graduate from high school→go to college→get teacher training→apply for jobs→ Pre-School Teacher

8. Do the same activity for a few other participants. Examples:

Jenika, age 9→practice basketball and other sports→finish middle school→play basketball in high school→graduate from high school→play basketball in college→ graduate from college→get recruited by a sports agent→Professional Basketball Player

Alyse, age 12→finish middle school→graduate from high school→go to police academy→ apply for jobs→ Policewoman

9. After each example, ask the participant if they think they can achieve their goal. Tell them that you believe in them and have no doubt they can achieve their goals!

10. Pass out My Goals worksheet and give participants time to complete. Have participants write what they want their life to be like, not what they think it will be like. Assist as necessary.

11. When all participants have completed the long-term goals worksheet, have participants take out their journals. Explain that short-term goals are equally important to long-term goals: you cannot achieve your long-term goals without succeeding at your short-term goals. Have participants make lists of short-term goals they would like to achieve today, tomorrow, this week, or this month. Examples of short-term goals:

Today: eat a healthy lunch, take a walk, finish my homework, do my chores, write in my journal

Tomorrow: get a haircut, go to church, go to cheerleading practice, work on my school report

This week: finish my school report, finish my scholarship applications, write thank you letters for my birthday presents, call my aunt on the phone

12. **Remind participants that sometimes goals change and it does not mean you're a failure if you don't achieve your goals; you set your own goals so it is your choice to change them to what works best for you.** Ask participants to report back periodically to the group on how their short-term and long-term goals are going.

JOURNAL PROMPT: What is one short-term goal you are working towards? What is one long-term goal you are working towards? What goals are you most excited about achieving?

EVALUATION: Did participants define goals? Did participants identify short-term and long-term goals in their lives? Did participants make plans to achieve their goals?

RELATED ACTIVITIES: Provide a quiz or assessment for participants to find out what they are good at and what careers they may be well suited for. Have participants research various paths available to reaching certain career goals. Invite a career counselor or life coach to speak at Girls Only.

### Lesson: Career Day

ESSENTIAL QUESTIONS: What are possible jobs to hold in the future? What needs to be done to work towards that career choice?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants get exposure to possible career/job choices for the future; participants meet community members from various occupations.

SUMMARY OF THE ISSUE: **Getting exposure to various career choices expands young people's imaginations and understandings of what they can "be when they grow up."** For career day, invite representatives from various occupations to present about their career choice and their path to getting there. These guests should be women who represent careers such as teachers, doctors/nurses, veterinarians, politicians, lawyers, cooks/chefs, artists, businesswomen, athletes, hairdressers, zookeepers, actors, and other fields. It is ideal if the guests are diverse in race, ethnicity, and age and/or look like the participants in your Girls Only group. The president of The White House Project, **Marie Wilson notes, "You can't be what you can't see" (Anderson 1)**; it is significant to show grown up women who look like the Girls Only participants as it builds motivation and hope for the future.

#### MATERIALS:

- Approximately 5 tables or work stations
- Approximately 5 guest speakers from various occupations

LENGTH OF LESSON: 1 to 2 hours

#### PROCEDURE:

1. Arrange for three to five professional community members from various occupations to be guests at Girls Only for Career Day. These guests should be women who represent careers such

as teachers, doctors/nurses, veterinarians, politicians, lawyers, cooks/chefs, artists, businesswomen, athletes, hairdressers, zookeepers, actors, and other fields. It is ideal if the guests are diverse in race, ethnicity, and age and/or look like the girls in your Girls Only group. **Give them at least two week's notice. Ask the guests to prepare a 10 minute activity or discussion about their occupation** (ex: an artist can lead an arts activity, a lawyer can lead a mock trial or ask participants to make a decision on a case, a doctor can lead participants through a typical day or demonstrate their instruments, a politician can discuss their election process, a chef can do a cooking demonstration—allow the guests to be creative! Remind each guest that they will be doing their presentation/activity four or five times and to leave time for questions.

2. Set up stations in separate rooms if possible or far enough apart so as to not disrupt each other. Set up four or five chairs around each table. Have the guests arrive 30 minutes prior to the session to set up their station. Decide which direction participants will rotate between stations.

3. Begin the session with the group explaining today is career day and they will be learning about different kinds of jobs and what it takes to get there.

4. Break the participants into groups of four or five.

5. Direct participants to each station and begin rotations of approximately 10 minutes. Timing will depend on the number of stations. Ideally each participant will be able to interact with each professional.

6. Conclude career day as a whole group thanking the guests for coming.

JOURNAL PROMPT: What do you want to do when you grow up? Why do you think you will be good at that occupation?

EVALUATION: Did career day go smoothly? Were participants engaged with the guest speakers? Did participants seem excited about career options?

RELATED ACTIVITIES: Arrange for participants to visit a job site or to shadow for a day (ex: doctor/nurse, teacher, lawyer, hairdresser, artist, athlete, businesswoman etc). Invite a career counselor or volunteer to teach a workshop to Girls Only about writing a resume and managing money.

# My Long-Term Goals

**In 5 years.....**

Age\_\_\_\_\_

Where will you live?\_\_\_\_\_

Occupation\_\_\_\_\_

**In 10 years.....**

Age\_\_\_\_\_

Where will you live?\_\_\_\_\_

Occupation\_\_\_\_\_

**In 15 years.....**

Age\_\_\_\_\_

Where will you live?\_\_\_\_\_

Occupation\_\_\_\_\_