

YOUTH SPIRIT PROGRAM



Chapter 8: Who Will I Become? Goal Setting

Adaptation Note:
*[We R Native Leadership
Handbook](#)*





The goals of this chapter

...is to explore what kinds of goals are important and to learn a step-by-step approach to setting goals. Youth will begin to understand the importance of goal setting and learn how to cope with obstacles that might hinder achieving set goals. Information about hallucinogens is also included.

Age Groups: Middle and High School Youth

Time: 40 minutes

Youth will:

- learn why it is important to have goals
- learn the steps to goal setting

Materials

- Whiteboard/flipchart + marker(s)
- Youth Handouts
- Question Box/ paper
- Timer or phone for keeping track of activity times
- Name jar (see prep below)

Preparation

- Preview Lesson plan
- Purchase Popsicle sticks & cup/jar (can be reused – maybe decorate with YSP stickers). On one end of each stick (both sides), write the name for each youth, so that every youth has their own stick. When sticks are placed in cup, insert with the name sides down, so you can't tell whose stick is whose.
- Preview the Handouts for this lesson to determine what is most appropriate for your youths' levels and your goals. Print enough copies of the lesson handouts for each youth.

Cultural Component Option(s)

Note: additional time needed for this activity

Materials

- A print-out of the booklet, "The Swinomish Totem Pole: Tribal Legends"

Preparation:

- Consider inviting the Tribal Chairman to share about goals they had when they were younger and how they made them happen.



Welcome & Group Check in

2 minutes

Welcome youth, introduce yourself, have guest speakers and youth introduce themselves and direct youth where to sit.

Say, "Before we continue, do you have any questions or comments about the last chapter?"

Say, "Today we're going to talk about what our visions for the future are and how we might take that vision and turn it into a goal that will serve both ourselves and our communities."

Question Box Q&A

Respond to questions left in the question box

Icebreaker

Time Varies

Use the "[Icebreaker](https://www.healthynativeyouth.org/stand-alone-lessons/)" activity guide found on Healthy Native Youth (<https://www.healthynativeyouth.org/stand-alone-lessons/>) to find an icebreaker appropriate for your group (i.e. small or large group, new or established group, etc.)



Doodle Page

Feel free to draw while you listen.
It can help you learn better!



Goal Setting

1 minute

Say, "Each of us is our own person, but as we've talked about before, we're also part of a community of other people that can include our school, our friends, family, and our tribal community. There are many aspects of our lives that contribute to making up who we are. Part of this includes our goals for the future. This vision includes your personal goals, as well as the goals you'd like to achieve for your culture and families. This will lead into how you want to make an impact on your community."

My Vision for the Future

4 minutes

Say, "Great job everyone! For your next activity, please find the handout My Vision for the Future."

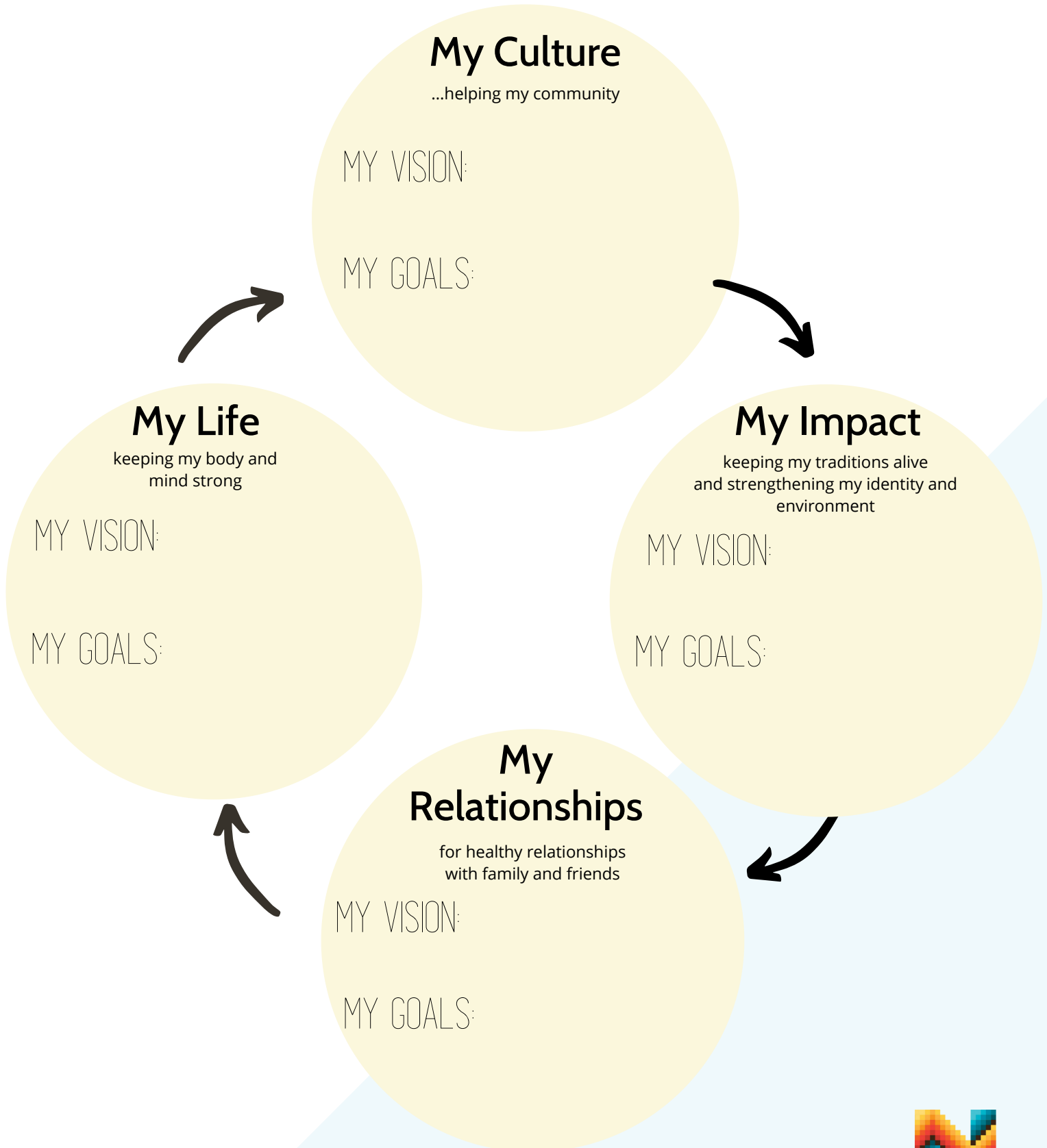
Distribute and discuss handout - My Vision for the Future. Read instructions.

Say, "This should take you about 3 minutes. Does anyone have any questions before we begin? When you're finished, please look ahead and read the instructions for SMART Goals, Take Action and Action Steps handouts."

Give one-minute warning then have volunteers share their answers. Redirect My Impact goals to current relevancy, if needed (e.g. something that can actually be accomplished and is need within community now).

My Vision for the Future

Think, then write your vision and goals for each of the following areas of your life...





10 minutes

SMART Goals, Take Action, Action Steps

Say, "Great job everyone! Now, let's take this a step further and start to put this into a plan of action. Now you are going to create a vision for your future that includes your personal goals as well as goals you'd like to achieve as a part of your culture and family, and how you will use those goals to make an impact on your community."

Say, "I'd like you to think about how this connects with what you have learned about throughout this program so far. Now that we've had a chance to think about what your vision and goals are for My Life, My Relationships, My Culture, and My Impact, you're going to take this a step further to see if your goals for My Impact is something that you can actually put into action. When we are done, you will have a chance to share these goals with the group at the end of the session and get feedback from the group."

Distribute and discuss handouts – 1) SMART Goals, 2) Take Action, and 3) Action Steps. Read instructions.

Assist youth as needed.

Give one-minute warning

Say, "This should take you about 10 minutes. Does anyone have any questions before we begin?"

When you're finished, think about how you will share this with the group. Any questions before we begin?"

My Smart Goals

What is your My Impact goal (see My Vision for the Future for help). Check that your MY IMPACT goal is SMART (i.e., Specific, Measurable, Achievable, Relevant, and Timely).

S

Specific:

What exactly will you accomplish with your MY IMPACT goal?

M

Measurable:

How will you know when you have reached your MY IMPACT goal?

A

Achievable:

Is achieving your MY IMPACT goal realistic with effort and commitment? Do you have the resources needed to achieve this goal? If not, how will you get them?

R

Relevant:

Why is your MY IMPACT goal significant to your life?

T

Timely:

When will you achieve your MY IMPACT goal?



Take Action!

Q1. My Impact goal is important because:

Q2. The benefits of achieving My Impact goal will be:

Write down the potential obstacles you may run across with your MY Impact goal. For each obstacle, write down a potential solution and who can help.

Potential Obstacles

1.

2.

3.

4.

Potential Solutions

1.

2.

3.

4.

Action Steps

What steps are needed to get you to your goal?

List your steps:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Completion
Date

Status





15 minutes

Share – Vision for Our Future

Say, "You all are doing such a great job! Now, we are going to share what our vision and our plans are with each other. One of the reasons we are doing this is so that you can hear yourself speak aloud what your goals are in front of others who want to do the same...uplift our communities."

Say, "As a member of this group, your job is to support one another and to provide them with some encouragement and positive feedback, so that we can grow as individuals and as a team. As folks are sharing, I would like you to use the Constructive & Peer Feedback handout to come up with a response to each person's plan."

Distribute and discuss handouts – Constructive Feedback & Peer Feedback.

Say, "For the sharing piece, we are going to use name sticks to figure out our order. I have each of your names written on a popsicle stick. I will pull a name from our name jar. This person will share first and so on until everyone has had a chance to share."

Say, "While people are sharing, each of you will take notes in your Peer Feedback worksheet. You can select a sentence starter for each of the three categories: Positive Feedback, Area for Growth, and Questions I Have from the Constructive Feedback handout. After the selected person has finished sharing, I will pull another name from the name jar. This person will share their feedback with the person whose shared their goals. Any questions?"

Say, "Okay, we will take about a 1 minute for each person to share their vision and goals. The person providing feedback will take about 30 seconds, so make sure you're prepared to do this for each person. If the person sharing their vision would like to ask questions to the person providing feedback, or from the group, please do. You can always write down any questions you have in case we need to get them later."

Say, "Alright, any questions before we begin? Okay, let's get started."

*Pull and announce first name stick for person sharing. Then pull a name stick for the person providing feedback. Provide youth with gentle time reminders until everyone has gone. *If pulling names from the name jar for both sharers and feedback providers, make sure to keep separate piles of who has gone. As an option (with more time), you can have youth share and provide feedback going popcorn style – whoever wants to go, goes.*

Say, "Awesome job everyone!"

Constructive Feedback

As others from your group share, think about some constructive feedback you could give by selecting an example sentence starters from each category (e.g. Positive Feedback, Area for Growth, Questions I Have).

Positive Feedback

- I love how you...
- Great job on...
- My favorite part was because...
- The strongest part of your plan is...
- I like how you...
- I can tell you really worked hard on...
- I enjoyed hearing about because...
- Awesome work on...

Area for Growth

- I think you could add because...
- I think you could take out because...
- One suggestion I have is...
- What if you tried...
- One thing I noticed was...
- I think this part could be even better if you...
- An idea to consider is...

Questions I Have...

How will you...?
Why?
What if...?
When will...?
Where will...?
What happens if...?
What do you think about...?

Peer Feedback

For each person sharing write down 1) Positive Feedback , 2) one suggestion for Area for Growth, and 3) a question you may have for their project.

Positive Feedback

Area for Growth

Questions I have



Hallucinogens

5 minutes

Say, "The next drug that we will be addressing is hallucinogens. Before we look at the handout, let's see how much you already know about hallucinogens. Who can tell me what they think hallucinogens are?"

Allow for responses.

Say, "Hallucinogens are drugs that cause hallucinations – profound distortions in a person's perceptions of reality. Under the influence of hallucinogens, people see images, hear sounds, and feel sensations that seem real but do not exist. Hallucinogens affect regions of the brain that are responsible for sight, hearing, coordination and thought processes. Some hallucinogens also produce rapid, intense emotional swings. Hallucinogens (also known as "psychedelic" drugs) include LSD, mescaline, psilocybin ("magic mushrooms") and ibogaine. What are some adverse effects of hallucinogens?"

Allow for responses.

Say, "Hallucinations, feelings of panic or a "bad trip", flashbacks, increased heart rate and blood pressure, irregular breathing, loss of ability to separate fact and fantasy, distortion of sense, paranoia, violence, rapid mood swings and emotional shifts. Who can tell me what they think dissociative drugs are?"

Allow for responses.

Say, "PCP and Ketamine are dissociative drugs that have mind-altering effects. Dissociative drugs give the user a feeling of detachment from the environment and self. They produce distorted perceptions of sight, sound and initiate "out-of-body" experiences or "near-death" experiences."

Distribute handout - Hallucinogens and Dissociative Drugs and briefly discuss contents.

Hallucinogens

Hallucinogens are drugs that cause hallucinations — profound distortions in a person’s perceptions of reality. Under the influence of hallucinogens, people see images, hear sounds, and feel sensations that seem real but do not exist. Hallucinogens affect regions of the brain that are responsible for sight, hearing, coordination and thought processes. Some hallucinogens also produce rapid, intense emotional swings. Hallucinogens (also known as “psychedelic” drugs) include LSD, mescaline, psilocybin (“magic mushrooms”) and ibogaine.

Effects of Hallucinogen Use

Hallucinogens are drugs that cause hallucinations — profound distortions in a person’s perceptions of reality. Under the influence of hallucinogens, people see images, hear sounds, and feel sensations that seem real but do not exist. Hallucinogens affect regions of the brain that are responsible for sight, hearing, coordination and thought processes. Some hallucinogens also produce rapid, intense emotional swings. Hallucinogens (also known as “psychedelic” drugs) include LSD, mescaline, psilocybin (“magic mushrooms”) and ibogaine.

Slang Terms for Hallucinogens

Lysergic Acid Diethylamide: LSD, Acid, Blotter, drip
Psilocybin: Mushrooms, Shrooms, Magics, salvia, spice, 1up

Effects of Using Inhalants

- Hallucinations
- Feelings of panic
- “Flashbacks”
- Behaving in ways that endanger their lives and may even cause death to occur (e.g., users jumping out of buildings because they think they can fly)
- “Bad trip.” Each trip is determined by the strength and purity of the drug and on the user’s frame of mind
- Increased heart rate and blood pressure, irregular breathing, euphoria, loss of ability to separate fact and fantasy, distortion of sense, paranoia, violence, rapid mood swings and emotional shifts
- Ecstasy puts holes in the brain
- Mushrooms make your brain bleed

Dissociative Drugs

PCP (PHENCYCLIDINE) and KETAMINE “horse tranquilizer” are dissociative drugs that have mind-altering effects. Dissociative drugs give the user a feeling of detachment from the environment and self. They produce distorted perceptions of sight, sound and initiate “out-of-body” experiences or “near-death” experiences. They act by altering distribution of the neurotransmitter glutamate throughout the brain. Glutamate is involved in perception of pain, responses to the environment and memory. Effects of dissociative drugs include numbness, loss of coordination, sense of invulnerability, muscle rigidity, aggressive and violent behavior, slurred or blocked speech, exaggerated sense of strength and a depression of the respiratory system.

Slang Terms for Dissociative Drugs: PCP: Angel Dust, Loveboat, Boat, Ozone, Wack. Ketamine: K, Special K, Vitamin K, Kit Kat, Kelly’s Day, Blind Squid, Cat Valium, Super Acid

Cultural Component Option(s)

If time allows, consider:

- Sharing Totem Pole Stories: *Totem of President Roosevelt, 1924 Indian Reorganization act.*
- Consider inviting the Tribal Chairman to share about goals they had when they were younger and how they made them happen.

**If you choose this option, this will add additional time allotted in the outline.*



Closing and Final Reflections

3 minutes

Distribute the handout - What have I learned today? Encourage youth to write what they have learned. If necessary, draw on the board and give the youth a few examples of what they may have learned from this chapter.

Say, "Please give yourself a huge pat on the back for showing up and participating. In this program you will get out what you put in. Before we go, I would like to take a couple minutes and have each of you go around and give a shout-out to someone in the group who either did something you thought was awesome or did something that was challenging. I will start. I want to give a shout-out to (insert) for (insert). Thanks for you being you."

Mention the next meeting time, location and the topic that will be covered, if applicable.

If time allows, close with a poem, song, story or tradition that highlights the activity concept.



Chapter 8
Youth Handout
#8

Journal Space

What have I learned Today?

Think about your mental, spiritual, social, and physical self. Then draw, doodle, or write about what you have strengthened today.