

High Five

Overview:

Youth will determine if their choices and behaviors are compatible with individual goals.

Materials:

- Index cards
- Pencils

Procedure:

1. Ask youth to list, in order of importance to them, five goals they hope to achieve in the next five years.
2. Have the youth pair up to share their lists.
3. Next, direct youth to write down choices they have made to assist with achieving their goals, as well as choices that detract from achieving them.
4. Ask volunteers to share what they are doing or could be doing differently to reach their goals.
5. Ask: *How does setting and working toward goals help us have greater joy in our lives?*
What are you going to do to work on each of the goals you've set?
Can you identify any current behaviors that need to be changed to help reach each goal?
What is the first step toward changing the behavior that is blocking the success of the goal?

Terrific Teachable Moments: Grades 7-12 courtesy of the University of Illinois at Urbana-Champaign Extension.

Visit <http://web.extension.uiuc.edu/character> for additional lessons and/or to purchase *Terrific Teachable Moments*

McREL standards

Self-Regulation

Standard 1. Sets and manages goals

Level IV, Benchmark 2. Creates an action plan to achieve long-term goals that includes strategic, practical steps and that accounts for the resources needed to achieve these goals

<http://www.mcrel.org/standards-benchmarks/index.asp>