

LIVING SKILLS

Personal Growth

SETTING AND ATTAINING GOALS

FACILITATOR GUIDE



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SPEAKING POINTS: Whenever you see this icon in this guide, it means that the corresponding bolded text is meant to be spoken aloud to participants.



INTRODUCTION TO THE LIVING SKILLS PROGRAM

What Is the Living Skills Program?

The Living Skills program is designed to provide basic education and application of key living skills that all people need to live healthy lives. Personal growth skills focus on those internal skills that shape how one responds to the world, such as values and responsibilities, decision making, etc. Practical guidance skills focus on those external skills that help people live fulfilling lives, such as education, money management, etc. For many participants, this may be the first time they have ever learned these living skills.

Using best practices in the field, the exercises, discussions, and role plays in the Living Skills program address the underlying emotional, behavioral, and cognitive barriers that might otherwise prevent continued progress toward a healthy and fulfilling life.

What Are the Components of the Program?

Facilitator Guides

The information and exercises in the facilitator guides introduce topics to learners who may be unfamiliar with basic living skills. The exercises help learners begin to apply the concepts to their lives. The guides are designed to be used in conjunction with the corresponding workbooks and videos in the Living Skills program. The read-aloud sections, role plays, and other exercises with group discussions found in these guides are designed to be conducted in a group setting, but could be adapted for individual use.

Videos

The videos are meant to complement the facilitator guides and include interviews with subject matter experts, offering practical information to motivate viewers to change their behaviors. By teaching knowledge and demonstrating skills, these videos help learners begin to see how acquiring these skills can change their lives.

Workbooks

The exercises and information found in the workbooks help individual participants revisit what they learned during the facilitated sessions, while also diving deeper to apply the concepts to their own lives. The learners complete the workbook on their own, either in session or as take-home work.

What Topics Are Covered in This Program?

The *Personal Growth* component of Living Skills covers the internal skills needed to be a positive and productive member of a community. Topics include Values and Responsibilities, Interpersonal Skills, Refusal Skills, Making Decisions, Setting and Attaining Goals, and Parenting and Child Development.

The *Practical Guidance* component of Living Skills provides information on the day-to-day external skills needed to live a healthy life. Topics include Hygiene and Self-Care, Sexual Health, Managing Money, Education, Looking for Work, and Securing Housing.

Each topic includes a four-session facilitator guide with reproducible handouts, a workbook, and four videos (one for each session) that provide more in-depth information and show each skill in action.

Who Is the Intended Audience?

The Living Skills program is designed for use with a wide variety of audiences, including but not limited to adults in recovery, correctional settings, or mental health settings. This program provides tools to help participants live healthy, fulfilling lives.

How Could These Resources Be Used in a Group Setting?

For each topic, the facilitator can use the facilitator guide and video for delivery of material with the workbook to be completed at home. The facilitator guide, handouts from the facilitator guide, and participant workbook are downloadable from the online subscription page.

A group setting helps participants become more comfortable with the dynamics of group interaction, while also providing opportunities for peer support.

How Could These Resources Be Used in an Individual Setting?

For each topic, the facilitator can use the facilitator guide and video for one-on-one delivery of material with the workbook to be completed at home. If there is time, the facilitator could talk through the participant's responses in the workbook at the next individual session. Each facilitator guide contains the handouts for that topic, and participant workbooks are downloadable from the online subscription page.



AN OVERVIEW OF SETTING AND ATTAINING GOALS

What Are the Key Topics Covered in Setting and Attaining Goals?

Setting goals makes a big difference in the ability to achieve and maintain a healthy life. Learning and practicing how to set and attain goals takes time. This topic is divided into four sessions:

SESSION 1 defines what goals are, introduces the concept of setting goals, and discusses why they are important.

SESSION 2 encourages thinking about dreams and explores the concept of setting short-term and long-term goals to achieve a dream.

SESSION 3 teaches a goal-setting process.

SESSION 4 focuses on creating a plan to meet goals.

Why Is the Skill of Setting Goals So Important?

Setting goals helps people reflect on their lives, on how they want to live, and on what they want to change, improve, or accomplish. It helps people be proactive rather than just drift along aimlessly.

Setting clear goals is motivating and empowering. Clear goals are an inspiration and a gauge by which people can measure progress, and thereby enhance their growth and success.



SCOPE AND SEQUENCE

SESSIONS	LEARNER OUTCOMES
<p>Session 1. Introduction to Setting and Attaining Goals</p>	<ul style="list-style-type: none"> • Describe what a goal is. • Describe the concept of setting goals. • Explain why goals are valuable.
<p>Session 2. What Are Your Dreams?</p>	<ul style="list-style-type: none"> • Identify their dreams as a way to formulate goals. • Identify short-term and long-term goals to reach their dreams. • Apply those goals in achieving their dreams.
<p>Session 3. A Goal-Setting Process</p>	<ul style="list-style-type: none"> • Describe the SMART process for setting goals. • Apply the SMART process to both hypothetical and real-life goals. • Describe how to break large goals down into smaller, short-term goals.
<p>Session 4. Planning</p>	<ul style="list-style-type: none"> • Describe tips for supporting their goal-setting process. • Identify a specific goal and specific steps to achieve that goal. • Apply those steps in a real-life, personal situation.



SESSION 1.

Introduction to Setting and Attaining Goals

Goal

The goal of this session is to define what goals are, introduce the concept of setting goals, and discuss why they are important.

Learner Outcomes

- Describe what a goal is.
- Describe the concept of setting goals.
- Explain why goals are valuable.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Setting and Attaining Goals session 1 video segment
- computer monitor or some way to display the video segment

Preparation Needed

Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)



1. Introduce the session by saying: **If you are like most people, there have been times in your life when you felt aimless. You may have felt like you weren't getting anywhere. You may still ask yourself what you want to do when you grow up, even though you are a grown-up.**

Most of us ask ourselves that question from time to time, and that's a good thing. It keeps us thinking. But it's also a good thing to answer that question—to set real goals. In fact, goal setting is a powerful process for thinking about what we want in our lives and how to make what we want a reality. Setting clear goals helps us grow and become successful, whatever success means to us. This is true whether we are talking about money, jobs, relationships, hobbies, or contributing to the world.

We—all of us—can accomplish great things when we set our hearts and minds to it. In this program, we will be learning how to think about what we want for our lives, how to set goals, and how to make them happen.

2. Tell participants that all of them have undoubtedly set a goal for themselves at some time in their lives. Ask them to share with the group a goal they set for themselves in the past (it doesn't matter if they met the goal or not).
3. Tell participants that they will now watch a short video, and you will discuss the video afterward.

Playing the Video (6 minutes)

Make sure everyone can see and hear the Setting and Attaining Goals session 1 video segment. Stay in the room while the video segment is being played.

Discussing the Video (14 minutes)

Lead a discussion about the video segment. Ask group members the following questions:



- **How would you define what a goal is?**
- **What are the negative consequences of not setting goals?**

Going Deeper (20 minutes)

1. Say: **A goal might be defined as “something we want and that we work for.”**



2. Ask participants:

- **Why is it important to learn how to set goals?**
- **Can you describe the difference between a short-term goal and a long-term goal?**



(Possible answer: Short-term goals are those goals we can accomplish in the next day, week, month, or year. Long-term goals are those goals that may take a year or more to achieve.)

- **Is there a goal you wished you had set in the past?**
 - **What difference would that have made in your life?**
 - **Are you apt to aim too low or too high when you set goals?**
 - **What do you think you might personally get by setting goals now?**
3. Brainstorm some categories that goals may fit into. The categories might include personal, relationship, school, work, financial, physical, family, or spiritual. Write the categories across the top of a whiteboard or flip chart.
4. Ask participants to get into small groups of up to four people and share goals that they have set in the past (again, it doesn't matter right now if they achieved these goals). Tell them to group the goals into categories. They can be both short-term and long-term goals.
5. Ask participants to come back together into the large group and share some of the goals they identified. Write the goals under the appropriate categories on the whiteboard or flip chart. If there is time, decide as a group if they are short-term or long-term goals.

Wrapping It Up (3 minutes)



1. Explain: **We all probably have at least one goal we would like to achieve in our lives.** Ask participants to share a goal with the group, if they feel comfortable doing so.



2. Explain: **The purpose of this program is to help you learn how to set and attain goals.** Ask each person to think about a personal goal he or she has for participating in this program.

(Example goals might include identifying which goals are most important to me, learning how to follow through on my goals, etc.)

CHALLENGE

Challenge participants to identify one goal they haven't achieved yet and reflect on why this goal is important to them.



SESSION 2.

What Are Your Dreams?

Goal

The goal of this session is to encourage participants to think about their dreams and explore further the concept of setting short-term and long-term goals to achieve a dream.

Learner Outcomes

- Identify their dreams as a way to formulate goals.
- Identify short-term and long-term goals to reach their dreams.
- Apply those goals in achieving their dreams.

Time Needed

50 minutes

Materials Needed

- optional: rent the movie *The Bucket List*
- paper
- pens or pencils
- whiteboard or flipchart paper
- dry-erase markers
- Setting and Attaining Goals session 2 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Optional: Set up *The Bucket List* movie to the scene where Morgan Freeman's and Jack Nicholson's characters are talking about their bucket lists.
2. Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)



1. Briefly discuss the concept and purpose of setting goals:
 - **Setting goals is a powerful tool for thinking about your life and what you want to attain.**
 - **Long-term goals are the “big-picture” goals that may take a year or more to achieve.**
 - **Short-term goals are the goals you can achieve in less than a year.**
 - **There are negative consequences of not setting goals.**
 - **The purpose of this program is to help you become more confident and proactive in setting and attaining goals.**



2. Say to participants: **Has anyone ever heard of a bucket list? A bucket list is a list of things you want to do in your life. It can contain big things and small things. It might include traveling around the world or going camping; buying an expensive gift for your significant other; or reading a great book, learning another language, or volunteering for a good cause.**
3. Optional: If there is time, show the clip from the movie *The Bucket List*.
4. Give each participant a piece of paper and a pencil. Ask them to take a few minutes to write their own bucket list.
5. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (6 minutes)

Make sure everyone can see and hear the Setting and Attaining Goals session 2 video segment. Stay in the room while the video segment is being played.

Discussing the Video (14 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **You may have lots of different kinds of dreams. Are there some that will make you truly content?**
- **Do you have questions about whether you can achieve your dreams?**
- **What kinds of questions?**

***Going Deeper (20 minutes)***

1. Ask participants to share one of their dreams from the bucket list they created before the video and one short-term or long-term goal they could set to help them come closer to achieving that dream.
2. Ask participants to share with the group roadblocks that have kept them from making their dreams happen. Write those roadblocks on the whiteboard or flip chart.

NOTE: *Tell participants that no one meets every one of their goals every time they try. The important part is what they learn as they are working toward a goal.*

3. Ask participants to brainstorm ways to address the roadblocks. Write them on the whiteboard or flip chart.

Wrapping It Up (3 minutes)

1. Say: **Achieving your dreams requires planning and action.**
2. Ask: **What's one thing you can do today to start putting the goals you identified into action?**

**CHALLENGE**

Challenge participants to share one of their dreams and their short-term or long-term goals to reach that dream with a significant other or friend. Also challenge participants to ask that friend to hold them accountable to begin to pursue that dream.



SESSION 3.

A Goal-Setting Process

Goal

The goal of this session is to teach participants a goal-setting process.

Learner Outcomes

- Describe the SMART process for setting goals.
- Apply the SMART process to both hypothetical and real-life goals.
- Describe how to break large goals down into smaller, short-term goals.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Setting and Attaining Goals session 3 video segment
- computer monitor or some way to display the video segment
- paper
- pens or pencils
- optional: an inspirational story

Preparation Needed

1. Preview the video segment so you are familiar with the information that is covered.
2. Optional: Find an inspirational story that you could share with the group. See the session outline for more details.

SESSION OUTLINE

Getting Started (7 minutes)



1. Briefly review the idea of identifying dreams and attaining them.
 - **Start by identifying your dreams and which ones will make you truly content.**
 - **Setting goals helps you achieve your dreams.**
 - **Life can take unexpected turns, so reevaluate your goals every year or two.**



2. Ask participants: **Can you think of one goal that you were particularly proud of achieving?** Have people share their goals, if they feel comfortable doing so.



3. **What did you do to accomplish that goal?**

(Possible answers: hard work, planning, specific skills, self-esteem, a belief in their abilities.)

4. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Setting and Attaining Goals session 3 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video segment. Ask group members the following questions:



- **What does SMART stand for?**
- **What does it mean to say a goal needs to be measurable?**
- **What does it mean to say a goal needs to be time-bound?**
- **How do you set long-term goals?**
- **How can you use short-term goals to reach your long-term goals?**

Going Deeper (20 minutes)

1. Draw the letters SMART vertically down the side of the whiteboard or flipchart paper. Work with the group to write a goal that uses each of the letters in SMART. In other words, make it specific, measurable, attainable, relevant, and time-bound. Write parts of the goal next to each letter. Use personal goals from group members, if possible, and make sure the goals are large enough that they can be broken down into smaller, short-term steps.
2. Practice doing this with a couple of different goals. Then once you have identified two SMART goals, break into small groups. Assign a recorder and reporter in each group. Give the recorder a piece of paper and a pencil.
3. Give one of the SMART goals to each group. Some groups may be working on the same goal. Challenge each group to break the SMART goal down into small, short-term steps that could be taken to reach the SMART goal. The group recorder should write down the short-term steps.



NOTE: *If you think the small groups will have difficulty doing this on their own, do this together as a whole group.*

4. After a few minutes, bring everyone back together and have each group reporter share their SMART goal and the short-term steps they could take to reach that goal. Talk through their choice of steps and the reasons why they chose those steps.
5. Explain: **Self-esteem plays an important role in your goal setting. Believe in yourself and what you can accomplish—don't limit yourself unnecessarily. In order to achieve a goal, you have to first believe that you can do it.**
6. Optional: You might want to read or share an inspirational story about a well-known figure who came from a poor or ordinary background and achieved a lot—perhaps an Olympic athlete or an artist or businessperson. *Chicken Soup for the Soul* is full of short inspirational stories that show how powerful belief in oneself is. Or ask participants if they know of any inspirational stories.
7. Ask participants: **Can anyone share a goal that they have had that now seems too low for you?** Allow several people to respond.



8. Talk about whether they set that goal too low because they didn't believe in themselves.
9. Suggest to participants that they revise their goals to be more challenging and appropriate for their abilities.

Wrapping It Up (3 minutes)



1. Explain: **You can set and attain goals to create the life you want.**
Ask participants to share one thing they could do today to start achieving a goal they have.

CHALLENGE

Challenge participants to create a SMART goal for one of their long-term goals.



SESSION 4.

Planning

Goal

The goal of this session is to learn how to create an action plan to meet goals.

Learner Outcomes

- Describe tips for supporting their goal-setting process.
- Identify a specific goal and specific steps to achieve that goal.
- Apply those steps in a real-life, personal situation.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Setting and Attaining Goals session 4 video segment
- computer monitor or some way to display the video segment

Preparation Needed

Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)

1. Ask for volunteers to talk about their experience creating their own SMART goals.
2. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (6 minutes)

Make sure everyone can see and hear the Setting and Attaining Goals session 4 video segment. Stay in the room while the video segment is being played.

Discussing the Video (14 minutes)

Lead a discussion about the video segment. Ask group members the following questions:



- **What are some of the tips on goal setting?**
- **Why do you think it helps to post your goals where you can see them often?**
- **How might you celebrate accomplishing a goal?**

Going Deeper (20 minutes)



1. Say to participants: **Share what you've learned from a goal you achieved and from a goal that you did not achieve.** If they need prompting, the facilitator might share his or her own experience with a goal achieved and a goal not achieved.
2. Ask participants to break into small groups. Once they are in their groups, ask participants to identify a goal that they have set for themselves but not yet achieved.
3. When everyone in each small group has had a chance to identify a goal, ask the group members to brainstorm for each person the steps they can take within the next week to reach that goal if it is a short-term goal, or to get closer to reaching it if it is a long-term goal. Encourage them to think about the tip of finding easy, short-term goals to start with.

4. Tell participants: **Goals change as life circumstances change and as people themselves change. Review your goals every year or two and decide if your goals are still important. If a goal is still important, make a new action plan to achieve it. If the goal is not important, make new goals that are relevant.**



Wrapping It Up (3 minutes)

1. Review the method of creating SMART goals with participants.
2. Ask participants: **Do you still struggle sometimes with setting goals?**
3. Have participants identify one thing they can do to improve in setting and attaining goals.



CHALLENGE

Challenge participants to create an action plan for one of their SMART goals.



RECOMMENDED RESOURCES

Websites/Articles

How to Set Goals

www.wikihow.com/Set-Goals

This article gives step-by-step guidance on setting goals.

How to Set SMART Goals

www.wikihow.com/Set-SMART-Goals

This article provides the steps to set SMART goals.

How to Write a Life Plan

www.wikihow.com/Write-a-Life-Plan

This article guides people through establishing life plans.

Resources Available through Hazelden Publishing (800-328-9000, hazelden.org/bookstore)

Feeling Better: Nurturing Self-Esteem

Amy E. Dean (Order No. 5272)

Discussing goal-setting, risk-taking, opening up, choice-making, and healing, this pamphlet clearly defines the components of self-esteem and its influence on our lives.

The Next Happy: Let Go of the Life You Planned and Find a New Way Forward

Tracey Cleantis (Order No. 7768)

When the best option is to let go of the life you planned for yourself and find a new path, a world of possibilities can surprisingly open up. Learn whether it is time to let go and, if so, how to move through your grief and find your way forward.



LIVING SKILLS: GROUP FACILITATOR SESSION RECORD

Setting and Attaining Goals Sessions

Date

SESSION 1. Introduction to Setting
and Attaining Goals

SESSION 2. What Are Your Dreams?

SESSION 3. A Goal-Setting Process

SESSION 4. Planning
