

## **T.O.O.L.S. for Work Supplement 10**

### **Children and Goal Setting**

**Materials:** None

**Prerequisite:** Completion of Sessions 1-8, Supplement 6 Introduction to Family Literacy, and Supplement 8 Foundation Skills for Children

**Lesson Duration:** 30 minutes

#### **I. Parents' goals**

A. Ask what goals or dreams participants have for their children. List them on the board.

B. Discuss the difference between having parental dreams or goals for basic care - nice home, food, clothes, school, good friends - as opposed to dreams or goals that belong to the child alone - the type of work they eventually decide to pursue, and the ways they would like to pursue it, or when younger, allowing them to choose the after-school activities they want or solve their own problems when it is appropriate.

C. Discuss the difference between doing something because you want to do it vs. doing it because someone else wants you to do it.

#### **II. Goal setting as a skill**

A. Discuss why it is important to that teach children learn how to set and reach their own goals.

B. Point out that learning how to set and reach a goal is a skill that enables a person to create and complete a plan of action. This is something that a parent can begin teaching a child even at an early age.

1. For example, young children can learn to think in terms of goals when you require them to finish things that they start:

- put shoes on right away instead of dawdling
- make the bed before going to breakfast
- do homework before watching TV
- finish the baseball season after begging your mom to play even though you now want to play another sport

2. Ask participants if they can think of other examples. Write them on the board.

C. Ask participants what ideas they can think of to help older children learn about goals. Write them on the board. Here are some examples.

1. If a child wants to watch a special TV program, a parent could ask, "What things do you need to do first?" (Finish homework and today's chores.)

2. If a child wants a new game, and must pay for it herself, a parent could ask, "What are all the things you might have to do to buy that game? Why don't you think about it and write them down?" (Find out how much money the game will cost, get odd jobs to earn money, save my allowance.)

D. Point out that when you help a child learn how to see things in terms of goals, and learn how to reach them, they learn other important skills at the same time.

1. Ask participants if they can identify some other Foundation Skills. Write them on the board.

2. Answers should include problem-solving, decision-making and taking responsibility.