

# *Hope for Children International*



## *Dreams and Goals for Youths* *Planning for the future*

### *Training Manual for Peer Advocates* *For Life Skills* *(PALS)*

# *Dreams and Goals for Youths*

## *Planning for the future*

<b>1:1</b>	<b>Introduction to Y4Y &amp; Ground Rules</b>	<b>10 minutes</b>
<b>1:2</b>	<b>Ice Breaker</b>	<b>20 minutes</b>
<b>1:3</b>	<b>Puppet Theatre &amp; Discussion</b>	<b>10 minutes</b>
<b>1:4</b>	<b>Top Five List</b>	<b>5 minutes</b>
<b>1:5</b>	<b>Dream Selection</b>	<b>20 minutes</b>
<b>1:6</b>	<b>Identifying Short-Term Goals</b>	<b>20 minutes</b>
<b>1:7</b>	<b>Positive Behaviour modeling</b>	<b>10 minutes</b>
<b>1:8</b>	<b>Role Play</b>	<b>25 minutes</b>
<b>1:9</b>	<b>Review</b>	<b>5 minutes</b>

<b>Total Time:</b>	<b>120 minutes</b>
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## **Session 1: Main Objectives**

1. Introduce the Y4Y Program and the Ground Rules for participation.
2. Teach youths how to select a career dream or long-term goal for themselves.
3. Teach youths how to develop a plan to achieve their career dreams, or long-term goals.

## **Session 1: Expected Outcomes**

1. Youths will understand the purpose of the Y4Y Program and the Ground Rules for participation.
2. Each youth will identify a career dream or long-term goal for their future.
3. Each youth will begin to develop a plan for reaching their career dream.

## **Session 1: Top Five List**

Below are the top five messages or facts that we most want youths to remember from today's session. Be very enthusiastic every time you talk about the Top Five List. It's important stuff!

1. **Imagine the best you can be!** It does not matter whether you are a boy or a girl.
2. **Make good decisions** by weighing all possible options. It does not matter whether you are a boy or a girl.
3. **Work hard.** Make the most of the opportunities you have. It does not matter whether you are a boy or a girl.
4. **Cope with setbacks.** Never give up. Where there's a will, there's a way. It does not matter whether you are a boy or a girl.
5. **Stay focused** on your dream and do not let yourself get discouraged or distracted by other people. It does not matter whether you are a boy or a girl.

## **Session 1 Activity Materials**

Dreams & Goals Journals

Pens

Puppets

## **Introduction to Y4Y & Ground Rules**

**(10 minutes)**

### **PAL 1:**

"Hello everyone and welcome to the first session of Youth for Youth, or Y4Y. My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are called Peer Advocates for Life Skills, or PALS for short, as you can see on our badge. We will be leading you through this 10-week Youth for Youth programme to teach you life skills and to give you important health information. We will bring a Magic Bag to each session that has reference materials in it. Feel free to ask us any questions. Anyone else wearing a PALS badge can also answer your questions. Everything you tell us will be kept secret. PALS will never share any information about you with anyone. All of you will be attending one session each week. At each session, we will pass around an attendance sheet for you to sign."

### **PAL 2:**

"Because we are youths like you, we know that growing up can be difficult. We have to identify goals for ourselves, handle changes in our bodies, deal with peer pressure and the pressures from boyfriends and girlfriends. Adolescence is not easy, but with the right skills and information, making good decisions is much easier! This programme will help youths learn how to deal with the pressures of growing up, so that each of us can one day reach our dreams and goals."

### **PAL 1:**

"Before our first activity, we are going to talk about the ground rules for participation. These ground rules are very important and apply to each session."

**Read the topic of each ground rule one at a time then ask youths what they think it means. Allow one or two youths to respond, and then read the definitions below. Always show appreciation to each youth for sharing their ideas.**

"The first ground rule is about **GROUP TRUST**. What do you think we mean by group trust?"

**Let one or two youths respond.**

- **"GROUP TRUST** means that what we share in this group we trust will remain in this group and will not be told to others outside of the group."

### **PAL 2:**

"Our next ground rule is **OPENNESS**. What do you think we mean by openness?"

**Let one or two youths respond.**

- **“OPENNESS** means we want you to be open and honest, but do not talk about someone else’s private life. Give an example, or talk more generally, without identifying the name of the person in your story.”

**PAL 1:**

“The next ground rule is **NOT JUDGING OTHERS**. What do you think this means?”

Let one or two youths respond.

- **NOT JUDGING OTHERS** means that it is okay to disagree with another person’s point of view, but not to judge or put down another person because they do not feel the same as you do.”

**PAL 2:**

“Our next ground rule is **FREEDOM TO CHOOSE**. What do you think this means?”

Let one or two youths respond.

- “Having the **FREEDOM TO CHOOSE** means that it is always OK to choose not to do something, and to say: ‘I would rather not do this particular activity’ or ‘I do not think I want to answer that question.’”

**PAL 1:**

“The last ground rule to remember is **ASKING QUESTIONS**. Why do you think asking questions is an important part of this program?”

Let one or two youths respond.

- **“ASKING QUESTIONS** is important because every question is worth asking. For every one person who asks it, ten are probably wondering about it. If you prefer not to ask your question out loud, you can put it anonymously (without your name on it) in the front pocket of the Magic Bag. We call this the Question Pocket.”

**PAL 2:**

“These ground rules are very important and must be followed at every session.”

## **Ice Breaker**

**(20 minutes)**

**PAL 1:**

“Let us do an activity to get to know each other better. Look for someone that you do not know very well and sit next to that person, so that everyone has one partner.”

**PAL 2:**

“When I say ‘Go!’ introduce yourself to your partner and tell your partner some of your accomplishments. Accomplishments are things you have done that you are proud of, like participating in a drama group, doing well on a school exam, or scoring a goal during a football game. Tell your partner two or three of your accomplishments. You will share this information with the group later. Are there any questions?”

**Give youths about 3 – 5 minutes to complete the activity. Let youths know when they have about 1 minute remaining. Have youths stay seated next to their partner for the rest of the session.**

**PAL 1:**

“It is time to introduce your partners and share one of their accomplishments with us. \_\_\_\_\_ & I will go first, and then everyone else will have a turn.”

**Have everyone introduce his or her partner and share one of his or her accomplishments.**

## **Puppet Theatre & Discussion**

**(10 minutes)**

### **PAL 2:**

"We just learned a little about each other's accomplishments. Accomplishments, both large and small, help us reach our dreams. For the rest of this session, we are going to talk about dreams and goals: what they are, how to set them, and how to achieve them. There are two kinds of goals: short-term and long-term. Short-term goals, when achieved, become our accomplishments. Long-term goals are our dreams."

**Pull out four puppets from Magic Bag. Show the puppets to the youth as they are described.**

### **PAL 1:**

"We are now going to introduce four puppets who will sometimes perform for you. We have two girl puppets: Nuru and Eunice. Nuru likes to study, but Eunice prefers spending time with friends. We also have two boy puppets: Richard and Charles. Richard is very popular, while Charles is a top student. Today Richard and Charles are going to perform for us."

**PALs perform the skit using the dialogue below:**

### **Dialogue:**

- Charles:** Richard! Our study group has been waiting for you. Where have you been?
- Richard:** I have been to see the doctor. I injured myself playing football. You know, I really think I want to be a doctor.
- Charles:** *You?* A doctor? You just want to play sports and move around with girls. How are you ever going to become a doctor?
- Richard:** I think I am good with people and can help them.
- Charles:** It is true. You do care a lot about people. But to be a doctor you have to learn the sciences and so many other things. Lately you have **earned poor marks in class**. I do not see how you can manage to become a doctor with such poor study habits.
- Richard:** You are right, Charles. I think it is time for me to be more serious about my studies.

**PAL 2:**

**Ask youths the questions below. Call on 2-3 volunteers after each question. Allow about 5 minutes for discussion of the questions.**

- “Does Richard have a clear dream for himself?”
- “If he does, what is it?”
- “What seems to be stopping Richard from reaching his dream?”
- “What else do you think might stop young people from reaching their goals?”

**PAL 1:**

“There is a famous Chinese saying that, ‘The longest journey begins with a single step.’” Richard has a long way to go to become a doctor. There are so many steps he has to take. But Richard has already taken the first step. He has identified a clear dream for himself. We are going to help you do that today.

“Richard’s dream is to be a doctor. What are some other career dreams?”

**Call on 3 – 5 youths.**

“Those are all great career goals. Some other career goals are...”

**Read the following careers that are not mentioned by the youths:**

***nurse, pilot, journalist, teacher, soldier, engineer, politician, judge, artist, musician.***

**PAL 2:**

“It is not so easy to achieve a dream. It takes a lot of hard work and determination, but the most important thing is to ***do something!*** This is your future. You have got to build it and we are going to help you to do that!”



## Top Five List (5 minutes)

**PAL 1:**

“Now let us read today’s Top Five List. We will have a new Top Five List every week. Our Top Five Lists include the main facts or messages that we want you to go home with. If you only remember five things about today’s session, these things are what we want you to remember.”

**PAL 2:**        Number 1: **Imagine the best you can be!** It does not matter whether you are a boy or a girl.

**PAL 1:**        Number 2: **Make good decisions** by weighing all possible options. It does not matter whether you are a boy or a girl.

**PAL 2:**        Number 3: **Work hard.** Make the most of the opportunities you have. It does not matter whether you are a boy or a girl.

**PAL 1:**        Number 4: **Cope with setbacks.** Never give up. Where there’s a will, there’s a way. It does not matter whether you are a boy or a girl.

**PAL 2:**        And, finally, Number 5: **Stay focused** on your dream and do not let yourself get discouraged or distracted by other people. It does not matter whether you are a boy or a girl.

## Lecturette & Dream Selection

(20 minutes)

**PAL 1:**

“Some people keep coming up with new dreams all the time. Other people seem to have fewer dreams. They do not know what they want to be when they are fully grown. If this sounds like you, do not worry. This is perfectly normal. It does not mean that you do not have dreams. It just means you have not yet identified them. We will work on that today.”

**PAL 2:**

“Our dreams for the future are our career goals. Deciding on a career is a big decision. The career we decide on today might change later and that is okay. What is important is that we identify something that interests us and start trying to accomplish it now. To help you identify your dreams, we are going to share two guidelines.”

**PAL 1:**

- “The first guideline is: **Look Around You.**  
Most people’s dreams are greatly influenced by the people around them. Take a minute right now to think about the people in your community, both men and women. Whom do you admire for what they have achieved, and why? Take a minute to think and then share your ideas. Raise your hand as soon as you have an idea.”

**Let 2 - 3 youths share their ideas.**

**PAL 2:**

- “The second guideline is: **Look Beyond Your Community.**  
Do not let your dreams be limited by what you see around you or by whether you are a boy or a girl. **Look beyond your community.** Is there someone you have read about in the newspaper or in a book, or someone you have seen on television, who did something that amazes you? Who and why? Take a minute to think about it and then share your ideas. Raise your hand as soon as you have an idea.”

**Let 2 - 3 youths share their ideas.**

**PAL 1:**

“We just gave you two guidelines for deciding on a dream: **look around your community** and **look beyond your community**. Now we are giving you a journal to keep track of your dreams and other messages from this training.

**PAL 2 hands out the ‘Dreams & Goals Journals’ while PAL 1 reads the instructions below.**

**PAL 2:**

“Now we are going to do an activity using our Dreams & Goals Journals. For this activity, you will work again with your same partner from the introductions. Here are the instructions for this activity:

1. Think about what you want to become by the time you are 30 years old.
2. Turn to your partner.
3. Take turns discussing the dream you have selected, including how you selected it. If you are having trouble deciding on your dream, tell your new friend your interests and strengths and see if he or she can help you identify a dream.
4. After you have discussed, write your dream on the first page of your new Dreams & Goals Journal.

“You will have about five minutes to complete this activity then we will have volunteers share with the group.”

**Give youths five minutes to discuss with their partners. Walk around and help youths as needed. Let youths know when they have one minute remaining and remind them to write their dream in their Journal.**

**PAL 1:**

“Time is up. We need everyone to face the front. We want a few partners to share each other’s dream and to tell how that dream was selected.”

**Allow 3 – 5 sets of partners to talk. Then thank them for volunteering.**

## **Activity: Identifying Short-Term Goals**

**(20 minutes)**

### **PAL 2:**

“Dreams give us something to head for in the future. You have all come up with some great dreams for yourselves. But you also need to accomplish some short-term goals along the way.

“Remember, there are two types of goals: **long-term goals** and **short-term goals**. Our dreams are our long-term goals. Short-term goals are more immediate. They are things we hope will happen tomorrow, next week, or next year.

“Youths have many short-term goals, like being in the top ten of your class or learning how to use a computer. What other short-term goals can you think of?”

**Call on 2 – 3 youths.**

### **PAL 1:**

“Short-term goals should be realistic. They should be something you **can** achieve. Now that you have identified your dreams, it is time to identify some of the short-term goals you need to accomplish to reach your dream.

“For example, if your dream is to become a lawyer, some of your short-term goals might be: to do well on your exams, get accepted into university, and work for a lawyer so as to learn about the career.

“Turn again to your partner and come up with at least three short-term goals for yourselves. Then discuss how you might achieve them. Afterwards, open your Dreams & Goals Journals and write down your short-term goals. There is room for you to add goals whenever you think of them. You will have about five minutes to complete this activity.”

**Give youths about 5 minutes to discuss with their partners. Let youths know when one minute is left and remind them to write at least 3 short-term goals in their Journals.**

### **PAL 2:**

“We need a few sets of partners to share each other’s dream, one short-term goal, and their plan for achieving it. Who would like to volunteer?”

**Allow 5 sets of partners to share their dream and short-term goals.**

## **Puppet Theatre: Positive Behaviour Modeling**

**(10 minutes)**

**PAL 1:**

“Good decision-making can help us accomplish our goals and achieve our dreams. Making decisions is an every-day event. We will have to make hundreds of decisions along the route to achieving our dreams. Should we go home to study after school or should we play with our friends? Should we agree to have sex with our girlfriend or boyfriend, or should we wait? We have to make important decisions every day.”

**PAL 2:**

“Sometimes it is hard to stay focused on a goal or a dream. We might feel tempted to enjoy the present and let the future take care of itself. We may want to stop studying so hard and have a good time with our friends. At other times, people may discourage us from reaching our dreams. For example, our parents may pressurize us to get married early or to leave school and start earning money.”

**PAL 1:**

“Let us welcome back Charles and Richard. They are going to perform a skit for us about making good decisions and setting goals for ourselves.”

**PALs perform the skit using the dialogue below:**

**Dialogue:**

**Richard:** Charles, I have this problem. I really want to be a doctor, but I have two girlfriends and I like to play sports. These take up a lot of my time so I hardly have time to study.

**Charles:** You know, Richard, I used to be in a similar situation.

**Richard:** What did you do?

**Charles:** I set a specific goal for myself to be in the top 10 of my class. To have more time to study, I decided that I would do sports and see my friends only on the weekends.

**Richard:** I see your point. I think I need to set some goals for myself.

**Charles:** Maybe your first goal should be to drop one of those girlfriends and spend less time in sports. That would give you more time to study.

**Richard:** That will be difficult! But I think I have to do it.

**PAL 2:**

**Ask youths the following questions. Call on volunteers. Allow for about a 3-minute discussion.**

- “What was the problem that Richard shared with Charles?”
- “How did Charles suggest Richard should handle his problem?”
- “Richard spends most of his time with girls or doing sports. This distracts him from his studies. What other things do you think distract young people from reaching their goals?”
- “How would you advise your fellow age mates to deal with these distractions?”

**PAL 1:**

“Charles gave a good suggestion to Richard. Remember, it is possible to have fun and still reach our goals. But we must remember to do very important things first. If our goal is to do well on our exams, we should prepare *first* for our exams and *then* go spend time with our friends.”

## **Lecturette & Role Play**

**(25 minutes)**

**PAL 2:**

“Even when we have a clear plan and make good decisions, things do not always go well. Sometimes a big obstacle appears and makes it difficult to achieve our goals and dreams. These obstacles are called setbacks. Setbacks can be very hard and disappointing, but they do happen to everyone.”

**PAL 1:**

“Setbacks can happen because of events we cannot control, such as the death of one of our parents. What other setbacks do youths sometimes face?”

**Call on 2 – 3 volunteers.**

**PAL 2:**

“**Whatever setback we encounter, we should never give up.** We should try to solve the problem. There is an expression: ‘Where there’s a will, there’s a way.’ If we are determined, we will find a way to succeed. The most common cause of setbacks is our own thinking. One day we do not feel like trying anymore. We feel tired and hopeless.”

**PAL 1:**

“Our own thinking can be a trap. There are many traps people can fall into. One is the **‘NEGATIVE THOUGHTS’ trap**. What do you think this means?”

**Call on 1 - 2 youths, then read the definition below.**

“The **‘NEGATIVE THOUGHTS’ trap** is when we tell ourselves that we are unlucky and that we are stupid, and we use these negative thoughts as excuses for not doing anything.”

**PAL 2:**

“Now we will do a role play about traps. A role play is a short drama in which different youths act out various parts. It is a lot of fun.

“I am going to read a description of the role play then our volunteers will perform it. Everyone must pay close attention because we want to hear your ideas when the role play is over. This role play is about two girls, Josephine and Charlotte.”

**Read the information in the box below.**

**Role Play 1**

**Josephine**

- Josephine admires her older brother who is an engineer.
- Josephine thinks she cannot have such a good profession because she is just a girl.

**Charlotte**

- Charlotte is Josephine's friend.
- Charlotte tries to encourage Josephine not to have such negative thoughts.

"Who will play the part of Josephine? Who will be Charlotte?"

**Select two volunteers and have them come to the front. Each PAL will show a part to one of the volunteers.**

**When the role play ends thank the volunteers and let them return to their seats. Ask the following questions. Call on 2 - 3 youths to respond to each question.**

- "What do you think about the advice Charlotte gave to Josephine?"
- "What other advice might you give Josephine?"

**If youths have trouble thinking of advice for Josephine, mention some of the following ideas:**

- Talk to engineers and ask them about their work
- Try to spend a day at work with an engineer to see how she likes it
- Take classes to help her prepare for engineering courses
- Read books about engineering
- Study hard and earn high marks so she may attend university

**PAL 1:**

"Another trap is the **'FEAR OF MAKING A MISTAKE'** trap. What do you think this means?"

**Call on 1 - 2 youths, then read the definition below.**

**"The 'FEAR OF MAKING A MISTAKE' trap** means that we worry so much about making a mistake that we do not even try to do something."

"I am going to read a description of the role play and then our volunteers will perform it. Everyone must pay close attention because we want to hear your ideas when the role play is over. This role play is about two boys, Edwin and James."



**Read the information in the box below.**

**Role Play 2:**

**Edwin**

- Edwin has fallen into the 'FEAR OF MAKING A MISTAKE' trap.
- Edwin knows he has to improve his English if he is to pass his exams.
- Edwin fears making mistakes, so he speaks in the local language.

**James**

- James is Edwin's friend.
- James tries to encourage Edwin not to have this fear.

"Who will play the part of Edwin? Who will be James?"

**Select two volunteers and have them come to the front. Each PAL will show a part to one of the volunteers.**

**When the role play ends thank the volunteers and let them return to their seats. Ask the following questions. Call on 2 - 3 youths to respond to each question.**

- "What do you think about the advice James gave Edwin?"
- "What other advice would you give to Edwin?"

**If youths have trouble thinking of advice for Edwin, mention some of the following ideas:**

- Practice his English with someone he feels comfortable
- Not to get discouraged, because the more he studies the better he will become
- Share his problem with his teacher and ask for advice on how to improve his English skills
- Ask for help from a classmate who speaks English well

**PAL 2:**

“The last trap we will talk about today is **the ‘FEAR OF JEALOUSY’ trap**. What do you think this means?”

**Call on 1 - 2 youths then read the definition below.**

**“The ‘FEAR OF JEALOUSY’ trap** means that we do not try because we are worried about calling attention to ourselves if we do succeed, and that others might be jealous of our success.”

“I am going to read a description of the role play and then our volunteers will perform it. This role play is about two boys, Albert and Solomon.”

**Read the information in the box below.**

**Role Play 3:**

**Albert**

- Last year Albert won an award at the annual district agricultural competition.
- Afterwards, some of Albert’s age mates treated him badly because of jealousy.
- This year Albert is reluctant to enter the competition because he fears further jealousy from his age mates. His friend, Solomon, tries to encourage him to go to the competition.

**Solomon**

- Solomon is Albert’s friend.
- Solomon tries to encourage Albert to go to the competition.

“Who will play the part of Albert? Who will be Solomon?”

**Select two volunteers and have them come to the front. Each PAL will show a part to one of the volunteers.**

**When the role play ends thank the volunteers and let them return to their seats. Ask the following questions. Call on 2 - 3 youths to respond to each question.**

- “What do you think about the advice Solomon gave Albert?”
- “What other advice would you give Albert?”

If youths have trouble thinking of advice for Albert, mention some of the following ideas:

- There will always be people who are jealous of something. If you let them influence you now, they will always influence you.
- If people act jealous of you then they are not your friends anyway. You should not be bothered by them.
- You should not stop doing what you enjoy and what you are good at because it makes others jealous. They could be successful, too, if they tried as hard as you.
- Some people might be jealous, but your family and your true friends are always proud of your accomplishments.

“Let’s review: What are the three traps that can cause setbacks?”

Call on volunteers until all 3 traps are mentioned and described.

## Top Five List - Review (5 minutes)

**PAL 1:**

"We are at the end of today's session. Let us review the messages from today's Top Five List before we end. Remember, these are the messages we most want you to remember from today's session. We will repeat the list slowly so that you can write it down in your Dreams & Goals Journal."

**PAL 2:**        Number 1: **Imagine the best you can be!** It does not matter whether you are a boy or a girl.

**PAL 1:**        Number 2: **Make good decisions** by weighing all possible options. It does not matter whether you are a boy or a girl.

**PAL 2:**        Number 3: **Work hard.** Make the most of the opportunities you have. It does not matter whether you are a boy or a girl.

**PAL 1:**        Number 4: **Cope with setbacks.** Never give up. Where there's a will, there's a way. It does not matter whether you are a boy or a girl.

**PAL 2:**        And, finally, Number 5: **Stay focused** on your dream and do not let yourself get discouraged or distracted by other people. It does not matter whether you are a boy or a girl.

**PAL 1:**

"Now that you have written down the Top Five messages, we want to repeat them to you. After each message, please shout, "It does not matter whether you are a boy or a girl!"

**Re-read the Top Five list, pausing for the youths to shout the last sentence each time.**

**PAL 2:**

"We have one more activity for you. This is your homework. Write down anything you do within the next week that moves you closer to your dream. We want to know even the smallest things you have done, because even the smallest things are big steps towards achieving your dream. Bring your Dreams & Goals Journals to next week's session. We hope to see each of you at every session. Every session has new, important information and fun activities. And youths that finish the 10-week Y4Y Programme will receive a certificate at the last session!"

**PAL 1:**

"We look forward to seeing you all next week. Until then, **remember that anyone with a PALS badge can answer your questions or listen to your concerns.** You can also write down any questions you have and put them in the Question Pocket. The Question Pocket is the front pocket of the Y4Y Magic Bag.

**Show youths the Question Pocket.**

"You can put questions in the Question Pocket at each session and we will always answer them at the next session. See you next time!"

Hurray it's ended