

Personal promises

SPECIFIC OUTCOMES

Identify and communicate values and beliefs that affect healthy choices

Expand strategies for effective personal management

Identify and develop strategies to overcome possible challenges related to goal fulfillment

Analyze and apply effective age-appropriate strategies to manage change

- review the knowledge accumulated in the lessons and a commitment to goals that are personally relevant
- identify Important Life Areas that correspond with personal goals
- acknowledge that the importance placed on each Important Life Area is flexible and individualized

CONTENT AND TIME (45-MINUTE LESSON)

8.1 What we have learned (10 minutes)

8.2 Generating goals (15 minutes)

8.3 Preparing a personal promise (15 minutes)

8.4 Final review: A promise in a parcel (5 minutes)

REQUIRED MATERIALS

HANDOUT 1.1: Understanding the lessons (from lesson one)

HANDOUT 8.2: Generating goals

HANDOUT 8.3: Preparing a personal promise

Notebooks

Letter sized envelopes (one for each student, if available)



8.1 Opening activity: What we have learned

(10 minutes)

In pairs or small groups, ask the students to look through their notebooks and briefly review the activities completed. Encourage them to identify the lesson themes and make a list that describes important concepts they have learned throughout the lessons.

After enough time has passed and the lists are fairly thorough, ask the students to describe some of the ideas they recorded. Also refer to HANDOUT 1.1: Understanding the lessons, taken from the first lesson. Briefly review any concepts the students might have missed.

Ask volunteers to describe their favourite activities, explain their thoughts about the most important part of the information they learned or talk about one or two personal changes they would like to make, as a result of these lessons.

8.2 Generating goals

(15 minutes)

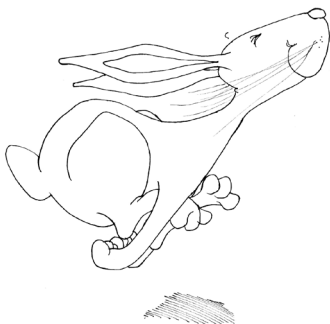
At the end of lesson seven, the class was introduced to the goal setting activity for today. Explain to the students that goal setting will help provide them with direction, especially during difficult experiences they may face. Goal setting helps develop resilience in young people, which is the ability to build emotional strength and overcome life's challenges.

Have the students describe some of the goals they hope to achieve. For each goal, ask them to explain which Important Life Area is affected. For example:

Important Life Areas

- I want to be kinder to my little sister by letting her hang around me a few times a week — this affects FAMILY
- I want to improve my math mark for the next report card by doing my homework every night — this affects SCHOOL
- I want to become more active, so I will walk three times a week — this affects HEALTH

After the students have talked about their ideas, discuss the specifics of goal setting. You can write the following reminders on the board, to help the students remember:



- Are your goals achievable or unrealistic?
- What can you do today to move towards achieving your goals?
- What results do you expect to see?
- What changes can be made as a result of setting these goals?

Ask the students to complete **HANDOUT 8.2: Generating goals**. Encourage them to use the ideas they recorded at the end of the last lesson; however, they may want to make changes or add details.

Allow the students to take home their written goals. Encourage them to post their work in their bedroom, to serve as a constant reminder of their personal aspirations. This will enable the students to remind themselves on a daily basis what their goals are and why they are worth achieving.

8.3 Preparing a personal promise (15 minutes)

Distribute **HANDOUT 8.3: Personal promise**, along with a letter sized envelope (if available) to each student. Read through the commitment form with the class. Make sure the students understand what it means to make a personal commitment, and what is expected of them in signing this agreement. If time permits, have them suggest ways that they will carry out the items listed (such as surrounding themselves with positive people). Have the students sketch themselves achieving one of the goals they listed during the last activity.

8.4 Final review: A promise in a parcel (5 minutes)

As a final activity, have the students put their personal promise into the envelope given to them. If you do not have this many envelopes available, you can have the students create their own, using a sheet of paper.

Ask the students to self address their envelopes. Tell them that in six weeks, you will be handing out or mailing to them (depending on your preference) the commitments that they wrote today. In the meantime, their job is to work toward achieving their personal goals and following through with their personal commitment. You may want to have a shoebox wrapped up, in which to keep the envelopes. You can put the shoebox someplace special in the classroom, where it will remain untouched for six weeks.

Check the class envelope and respond to any questions asked.

Generating goals

In the spaces provided below, write down an Important Life Area and the goal you hope to achieve in that area. Remember to consider:

- Are your goals achievable or unrealistic?
- What can you do today towards achieving your goals?
- What results do you expect to see?
- What changes can be made as a result of setting these goals?

Important Life Area:

Goal to achieve:

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Important Life Area:

Goal to achieve:

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Important Life Area:

Goal to achieve:

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Personal promise

I will make a personal commitment, which is a promise to myself. My personal commitment will help me reach the goals that I have set out to achieve. To be the person that I want to be, I will remember to:

- Surround myself with supportive people
- Believe in myself and recognize my strengths
- Use relaxation techniques to manage stress
- Figure out what is important in life and how alcohol, other drugs and gambling might hinder that

SIGNATURE

DATE

