

## Aim: Goals and Time management

### Goals:

- Understand the importance of setting goals.
- Being able to balance time for enjoyment and work

Materials: Writing Utensils/ Paper/

### Opening:

Daily life routine: One of the leaders is going to act out their daily routine. This will be from sun-up to sun down. The life will be narrated by another leader. It will first be slow/ than speed up. Complications ensue.

### Motivation:

What could they do ensure things moved slowly and less hectic?

### Activities/ Questions/ Transitions:

1. Main group question:
  - a. Why do we need goals?
  - b. What is the purpose of goals?
  - c. What are different types of goals? (Their goals)
  - d. How does time management and goals go together?
2. Activity: Mapping our goals.
  - a. Youths will be given paper/ pens/ etc. They will write down/ illustrate the goals they want to accomplish this year/ next year/ five years/ ten years. We will then group up after creating them and describe the goals that we are doing. These will then be collected once we go over them. Hold till the end of the year.
3. Group questions:
  - a. After going over these goals, it appears that many of you have similar goals. Why is that?
  - b. Do you all attempted to do your goals in the same manner?
4. Split into small groups to do skits: Time management.
  - a. Small groups will be a scenario to complete. They will have apx fifteen minutes to put it together. All scenes will have a common goal in place, where there is poor time management. Afterward they will come back and out like they had proper time management.
5. Small group questions:
  - a. Why is time management important?
  - b. How do you manage your time properly?
  - c. Can goals be helpful or hurtful? How?
  - d. Have your goals/ time management skills ever get in the way of you enjoying life? How?
6. End activity:
  - a. Hand out card that gives info for time management. Go over

### Summary Question/ Application:

What can we do to balance time and work? Is there a way to do so?