



Indigenous Peoples' **MONEY AND YOUTH**

FOR and BY the Indigenous Community | Inspired by the Seven Sacred Laws



Teacher's Guide

Module 3 - Your Goals: Some Things to Consider

This lesson can be used as a companion to:

Indigenous Peoples' Money and Youth

Module 3 - Your Goals: Some Things to Consider

Relevant Subjects and Topics:

Economics, Man in Society, Family Studies, Goal Setting, Personal Finance

Background Information:

People often imagine what their lives will be like in the future without actually considering what will be required in order to make those things come true. Great plans of early retirement with travelling, recreational activities and winters in sunny climates frequent our dreams and, sometimes, help us to buffer the trials and tribulations of our current situation. But, as the old adage states, life is what happens while we are busy planning future events. In order to minimize this intrusion on our dreams and maximize the likelihood of realizing our visions, it is necessary to establish a plan and set goals. By doing so, it is possible to gauge our progress and alter our actions as necessary. This gives purpose and direction and helps to put events into a context that provides meaningful direction. This lesson focuses on personal goal setting, exploring various factors which can come into play, perhaps altering those ambitions and goals.

Outcomes:

At the end of this lesson, students will be able to:

- Articulate their current life goals
- Explain the importance of goal setting in reaching those goals
- Identify some external factors which may affect those plans
- Explain what is meant by S.M.A.R.T. goals

Time for Implementation:

Two class periods – approximately 60 minutes each

Teaching and Learning Strategies:

As the first part of this lesson deals with personal goals and values the activities will have an individual or pair activity focus.

Period One: 60 minutes

- Begin the period by asking the students to take a moment and write down how they think their lives and future prospects would be different if they had been born and raised in one of the following provinces, rather than living in their own province: BC, AB, SK, MB etc. Ask them if they have visited another province or state. If not, ask them to think about the differences between their community (in the city or on reserve) versus another city, reserve, or area of their own city.
- Get their responses and then conduct a discussion about how the community where you were born could give you certain advantages or disadvantages over others.
- Having established the fact that where you live dramatically affects your “life cycle” focus their attention on the concept of life cycle establishing an understanding that there are various stages that a person goes through during their life.
- Ask the students to identify what they believe are the major stages of a person’s life.
- Once they have established the basic stages, indicate to them that a person’s values and goals change as they pass through these stages.
- As an activity to reinforce this idea, ask the students to take a moment and individually write down their answers to these three questions:

- Do you plan to move out on your own some day, or will you live with family?
- If you want a vehicle, when do you think you will buy one?
- Do you want children? When do you think you will be able to afford them?
- Have some volunteers share their answers to see the variations and similarities of their visions for the future.
- Indicate to them that in order to realize these dreams certain things will have to occur – each will have varying degrees of controllability.
- As general examples of this indicate such things as health, education, planning and dedication to goals.
- Stress with them the idea that goal setting and dedication to those goals – in other words preparing for the future - will go a long way in helping to materialize those ambitions.
- At this point ask them to tell a short story from their traditions, cultures, or community that they were told. Try and identify the leader and follower if you can.
- Conclude this discussion by stressing the need to establish goals in order to realize your ambitions.
- Ask the students to write down what goals they might have for the following stages of their life:
 - Currently
 - Upon graduation from formalized education
 - Between the ages of 30 and 45
 - Beyond 45 years of age
- Allow the students a few moments to complete the task and then pair them up and have them share their stated goals with their partner.

- Conclude this period of the lesson by having volunteer pairs share their stated goals with the class.

Period Two: 60 minutes

- Begin this period of the lesson by reminding students that they were discussing their goals at the end of the last period.
- Inform them that, if those goals are to have greater possibility of being achieved, they should be “S.M.A.R.T.” goals.
- Explain to them that S.M.A.R.T. goals mean they are:

S – specific as possible

M – measurable so that you can determine if you are making progress

A – achievable in that they are realistic

R – relevant in that they reflect what you think is important in your life

T – time-bound so that they have a definite time by which they should be achieved

- Have them now look back at what they consider to be the important goals they identified earlier and have them state one in S.M.A.R.T. terms.
- Have the students give examples once completed.
- At this point also remind them that in the previous period there had been a brief discussion concerning how external events can intrude on our goals and plans.
- Divide the class into small groups of four or five students and assign one of the following topics to each group:
 - The Economy
 - Social factors
 - Political factors
 - Technological changes
 - Language and Communication skills

- Prejudice and discrimination
- Ask the groups to discuss how their assigned topic could affect the achievement of their personal goals and ambitions.
- Allow the groups time to discuss the task and then have each of the groups report their decisions.
- Once they have completed their reports, as a final activity, have them compare their findings to the details outlined on pages 27 to 33 of “Indigenous Peoples' Money and Youth”.

Handouts/Resources:

The Ant and The Grasshopper - <https://www.umass.edu/aesop/content.php?n=0&i=1>

Evaluation:

- The students could hand in their revised S.M.A.R.T. goals for evaluation.
- The groups could hand in their findings for their assigned topic for evaluation.

Modifications or Suggestions for Different Learners:

- Some students could relate their goals to another student rather than having to write them down.
- Students can contribute to the group discussions in a number of different ways. For example, they could be the person who wrote down the decisions, they could give the oral report or they could just contribute to the discussions.

Additional Related Links:

- Writing S.M.A.R.T. goals - <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

- Career Choices - <https://www.ontario.ca/page/choose-career>

Additional Possible Activities:

- The students could engage in a goal setting activity such as that found at: <https://busyteacher.org/11399-teach-goal-setting-activities-get-results.html>
- The students could research various careers to determine how those careers would complement their goals.