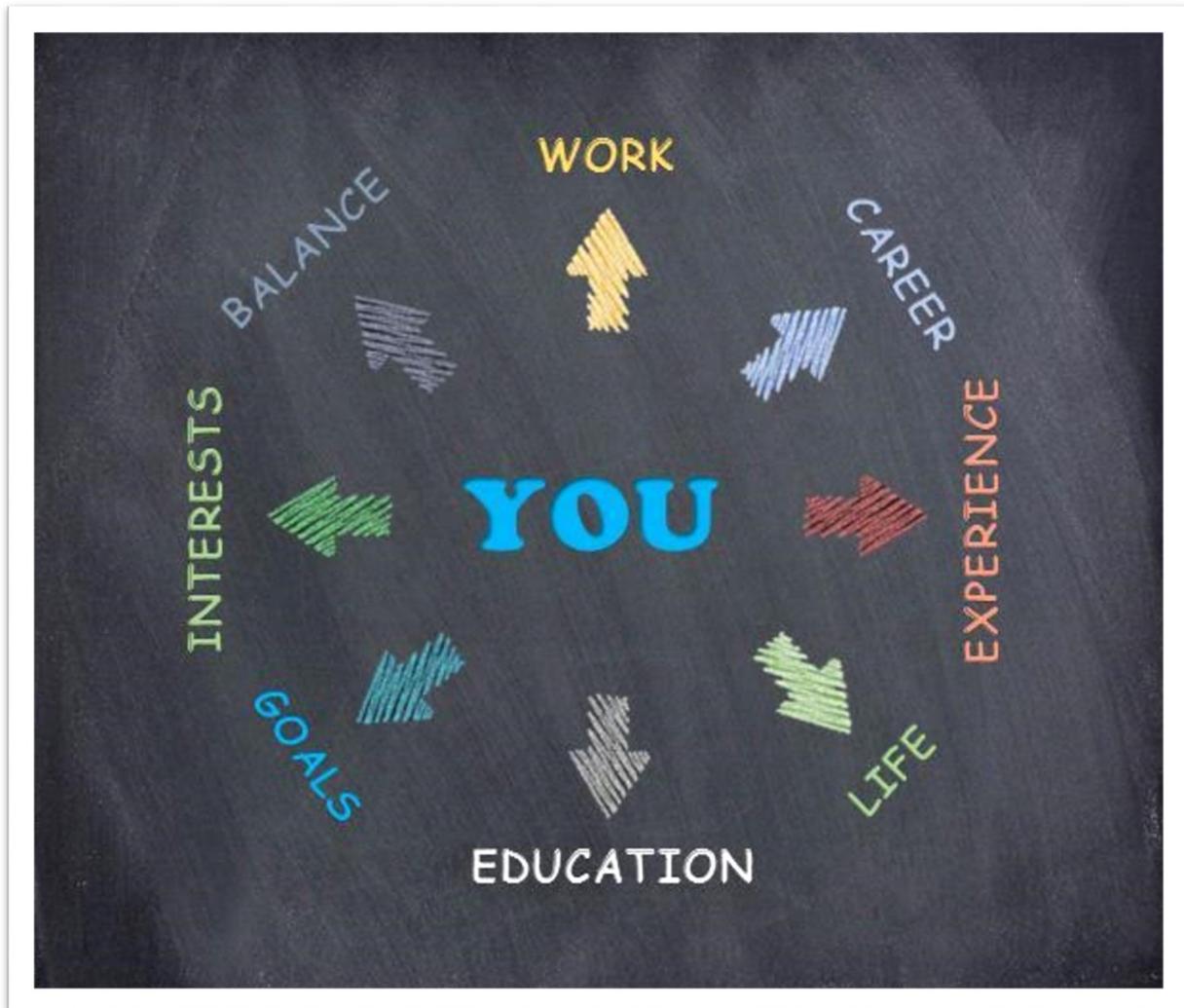


# Module 1

## My Life, My Choices



## Work Readiness Curriculum

# Module 1: My Life, My Choices

## **Module Overview:**

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Module 1 contains introductory activities to initiate the discovery process of the goals and dreams that each trainee has. Trainees will begin to narrow down some of their goals and interests and learn how those goals and interest may translate into a job. Trainees will also develop a plan of action to help them to be successful in their dreams and goals.

## **Topics Covered:**

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Career Mapping

Developing Appropriate and Realistic Goals

Connecting Personal Interests With Potential Career Choices

Developing Strategies for Reaching Goals

## **Desired Outcomes:**

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Trainees will complete this module with a much clearer sense of their unique interests and goals. At the completion of the module, trainees will have a specific plan set in place to help them reach their goal including strategies and steps trainees will complete in efforts toward their goal.

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# Trainee Career Portfolio

Throughout the Work Readiness curriculum, trainees will be creating and maintaining a career portfolio. Provide each trainee with a folder or 3-ring binder that will work as their career portfolio. Different activity sheets will be completed by the trainee and then should be added to their career portfolio. These activity sheets can be later used when preparing for a job. Career portfolios should be kept in a safe place that is easily accessible.

**The following sheets from this module will be added to the trainee’s career portfolio:**

- “My Career Map” Activity 1.1.1 (Lesson 1)
- “My Daily and Weekly Goals” Activity 1.2.1 (Lesson 2)

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# Module Vocabulary

Before conducting the job readiness activities in this module, review the following key vocabulary words with the trainees. Use **vocabulary word cards** to help introduce the words. Present each card separately and give a brief explanation of each word. Explain to the trainees that each word will be discussed in more detail throughout the module to help them understand it better.

goals	dreams	interests
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## VOCABULARY WORD CARDS

Cut out each word card to introduce key vocabulary words for Module 1.

goals

dreams

interests

# Lesson 1:

## My Career Map: Who I Am

**Description of the Activity:**

*In this lesson, trainees will begin to think about themselves in relation to career development. Trainees will complete a series of activities that promote emotionally safe self-exploration and discovery. Trainees will create a “Who I Am” career map that will provide a snapshot of the trainee’s dreams, interests, preferences, strengths/talents, problems and solutions from their own perspective before they consider specific employment goals.*

<p><b>Lesson Materials</b></p>	<ol style="list-style-type: none"> <li>1. “My Career Map” Activity 1.1.1</li> <li>2. “Who I Am” Activity 1.1.2</li> <li>3. “3-2-1 Review” Activity 1.1.3</li> </ol>
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Make enough copies of Activities 1.1.1, 1.1.2, and 1.1.3 as needed.</li> </ol>
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Provide each trainee with “<b>My Career Map” Activity 1.1.1</b></li> <li>2. Explain that trainees will be completing their own career map.</li> <li>3. Describe the purpose of this activity as an opportunity for the trainee to begin positively thinking about their self as having a future career. Emphasize that this is not the time to try to pick a career, but an opportunity to explore who they are first. Finding the best career match for a trainee starts with knowing themselves and believing that there is hope and the possibility of a career out there that is especially for them.</li> <li>4. The career map can be used in future activities to facilitate exercise completion, career development, and consistency. <b>This career map should be placed in the trainees career portfolio when complete.</b></li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Next, hand out the “<b>Who I Am” Activity 1.1.2</b> to each trainee.</li> <li>2. Work together to go over every section of this activity. Trainees will be choosing their top 3 choices from each section to place on their career map. Use the guidelines on the following page as you work through activity 1.1.2:</li> </ol>

## Lesson 1 (continued)

### My Career Map: Who I Am

#### Lesson Details

#### My Dreams:

1. Describe the purpose for the worksheet as a way to begin knowing what the ultimate dreams of the trainee are before they think about any “real world stuff” that may make them believe the dreams are unrealistic.
2. Ask the trainee to finish the sentences as best they can. Encourage details in the responses by finding out if they have any personal connections to or experience with the things, jobs or roles identified.
3. Notice the trainee’s response for the item “When I think about my future career, I see myself doing...” This can be a good indicator of a trainee’s self-concept regarding their future career.
4. Ask the trainee to choose and circle their top 3 dreams and put them on the Career Map in the corresponding section.
5. *Optional Activity: Trainees can be asked to make a collage of their dreams from magazines, internet images and/or personal drawings/word art.*

#### My Interests:

1. Describe the purpose of the worksheet as a tool for discovering the interests in their life that may motivate them when developing a career.
2. Read the directions and determine if the trainee has questions. Note that the trainee can place an “X” anywhere on the line from “Not like me” to “Like me”.
3. Ask the trainee to choose and circle their top 3 interests and put them on the career map in the corresponding section. “X’s” placed on the extreme end of the “Not like me” scale may be important discussion points that could be included in the My Preferences worksheet when that is complete.
4. *Optional Activity: Trainees can be asked to maintain a journal for the week to write down all of the things they saw and did that interested them, including things as they were traveling in their community or looking at on TV or the internet.*

## Lesson 1 (continued)

### My Career Map: Who I Am

#### Lesson Details

#### My Preferences:

1. Describe the purpose of the worksheet as a tool for discovering the preferences that trainees have for living their life that will help focus them on positive work environments when choosing a career.
2. Read the directions and determine if the trainee has questions. Note that the trainee can place an “X” anywhere on the line from “Not like me” to “Like me”.
3. Ask the trainee to choose and circle their top 3 preferences and put them on the career map in the corresponding section.
4. *Trainees can also think of their preferences by asking them to engage in a “If you could rule the world” exercise with individuals or groups. Simply ask the trainees, “If you could rule the world for a day, what laws would you create and what laws would you get rid of?” and “Why?” Let them give feedback and reaction to each other (if done as a group). Determine if any of these laws have implications for their My Preferences worksheet.*

#### My Challenges:

1. Describe the purpose of the worksheet as a tool for helping the trainee become aware of how they see their life challenges. These responses will be used in the My Solutions worksheet to overall support the trainee in understanding that challenges are a part of every person’s career development but there is hope for possible solutions that can address or minimize these.
2. Ask the trainee to finish the sentences as best they can. Encourage the details of the responses by finding out what they notice about themselves that makes them believe they need to be better in a certain area. Normalize the response and possibly share in a group in order to foster a feeling that no one is alone in having life challenges especially when we can support each other. Trainees can also be asked to recall other challenges in their lives that they have overcome and share the experiences.
3. Ask the trainee to choose and circle their top 3 challenges and put them on the career map in the corresponding section.

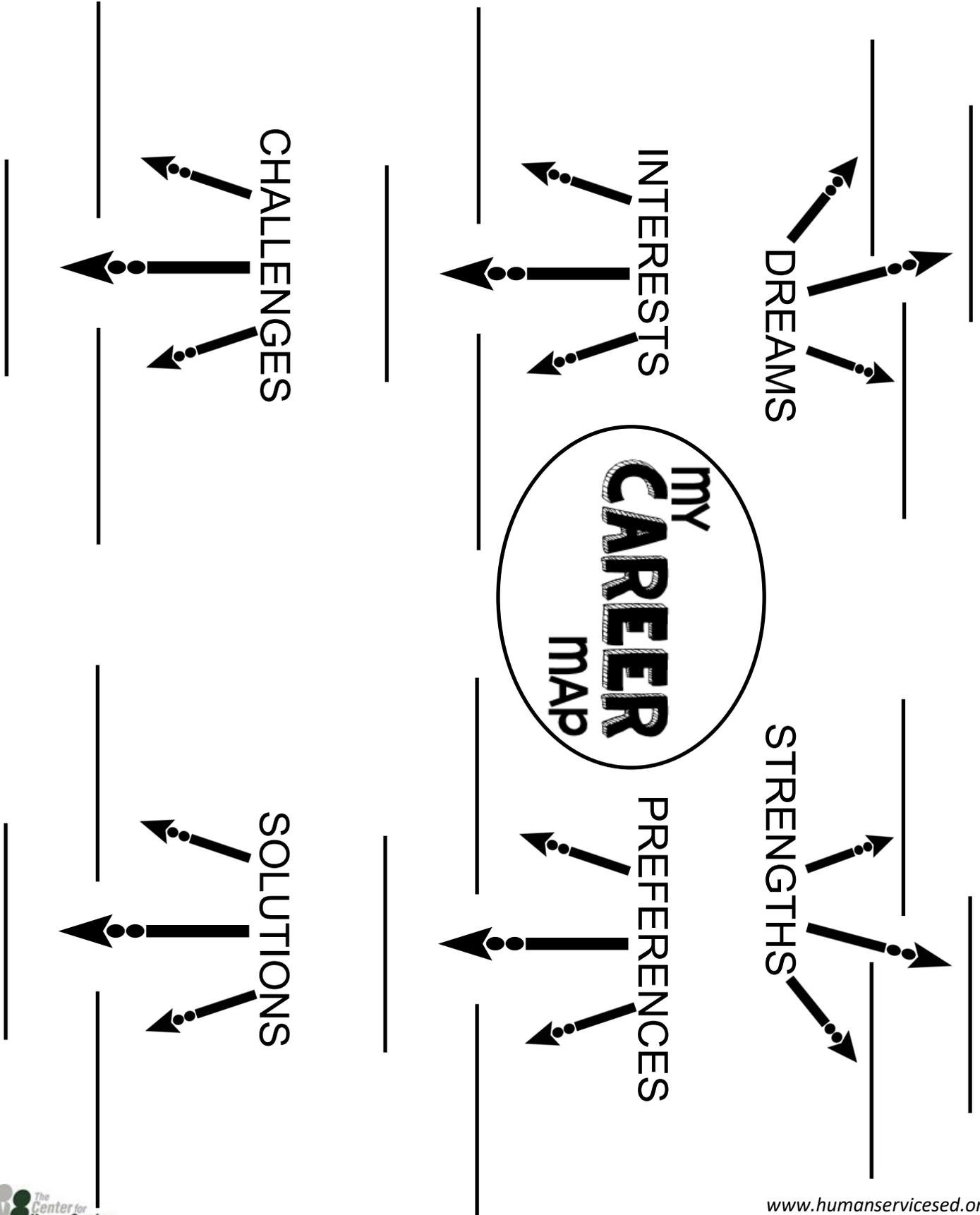
## Lesson 1 (continued)

### My Career Map: Who I Am

<p><b>Lesson Details</b></p>	<p><b>My Solutions:</b></p> <ol style="list-style-type: none"><li>1. Describe the purpose of the worksheet as a means for the trainee to not limit their career development by the challenges they face. Solutions offer hope even if they are a stretch.</li><li>2. Read the directions and determine if the trainee has questions.</li><li>3. Solutions can be realistic and/or creative and may involve more than one support.</li><li>4. <i>Optional Activity: Trainees are welcome to share stories individually or in a group about some of the greatest challenges they have faced in their lives, and what they did to overcome them even if they haven't been completely resolved. They can also be asked to identify someone in the media, or their personal life, who has been their hero or has shown great courage in overcoming something that seemed impossible.</i></li></ol> <p><b>Lesson Reflection:</b></p> <ol style="list-style-type: none"><li>1. Revisit the career map now that it is completed.</li><li>2. Ask the trainee for their reaction to seeing their most important characteristics on one page. Explore their thoughts and feelings especially if they believe that the map truly represents them. If anything is missing that the trainee would like added, place the comment in the appropriate section of the map. The trainee may also want to decorate or add pictures to the map to personalize it even further. The map can then be placed in the trainee's portfolio which will be used to facilitate the career development process.</li><li>3. Pass out the <b>"3-2-1 Review" Activity 1.1.3 sheet</b>. This same reflection sheet will be used in each lesson of this curriculum to help trainees reflect on what they have learned. You can either have each trainee complete their own, or complete one as a group.</li></ol>
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Activity 1.1.1



# Lesson 1: My Career Map: Who I Am

## Activity 1.1.2

### Who I Am

### My Dreams

When I watch TV or read a book, I dream that I...

If I won the lottery, I would...

If I could live anywhere in the world, it would be \_\_\_\_\_ because...

When I think about my future career, I see myself doing...

If I could have any job, it would be...

**NOW...circle your top 3 dreams and write them on your career map**



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## Activity 1.1.2 (continued)

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### My Interests (continued)

	NOT Like Me	MAYBE	LIKE Me
Being in an office	←		→
Walking around town	←		→
Working with my hands	←		→
Drawing / Painting	←		→
Going on the internet	←		→
Looking at machines	←		→
Riding in a car	←		→
Doing the same thing all day	←		→
Lifting things	←		→
Using tools	←		→

**NOW...circle your top 3 interests and write them on your career map**

## Activity 1.1.2 (continued)

# My Strengths and Talents

Circle the words and phrases that you do well or that best describe you in some way:

Artistic	Caring	Kind
Dependable	Energetic	Follower
Friendly	Listener	Honest
Independent	Leader	Logical
Patient	Don't give up	Positive
Proud	Reliable	Responsible
Self-starter	Confident	Funny
Sensitive	Serious	Social
Strong	Trustworthy	House chores
Riding the bus	Writing	Reading
Math	Cooking	Cleaning
Organizing	Solving problems	Talking
Computer skills	Helping others	Athletic
Physical work	Singing	Dancing
Caring for animals	Memory	Hardworking
Others not listed:		
Now: Ask your friends and/or family to identify your strengths and talents.		

**NOW...circle your top 3 strengths and talents  
and write them on your career map**

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## Activity 1.1.2 (continued)

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# My Preferences >>>>>>

Thinking about how you like to live your life, place an “X” on the line that best describes you:

	NOT Like Me	MAYBE	LIKE Me
Living with others	←	—————	→
Working on a computer	←	—————	→
Being quiet most of the day	←	—————	→
Wearing a uniform	←	—————	→
Being in a lot of activities	←	—————	→
Hanging out with friends	←	—————	→
Having a lot of money	←	—————	→
Living in an apartment	←	—————	→
Working hard	←	—————	→



## Activity 1.1.2 (continued)

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# My Challenges >>>>>>

No one is perfect, and we are all trying to do things better. Please complete the sentences below with the parts of your life you're working on to make better.

When I'm around others,  
*I wish I were better at...*

When I'm angry or sad,  
*I wish I were better at...*

When I'm at home,  
*I wish I were better at...*

When I'm bored,  
*I wish I were better at...*

When I meet new people,  
*I wish I were better at...*

When someone asks me to  
do something,  
*I wish I were better at...*

When I'm stressed or scared  
*I wish I were better at...*

**NOW...circle your top 3 challenges  
and write them on your career map**

## Activity 1.1.2 (continued)

# My Solutions

Take your top 5 challenges from the “My Challenges” section, and write them in the “*I can’t*” boxes below. Then, complete the sentence with what you can do or what you can use to overcome the challenge.

**Example:**

I CAN’T stop feeling nervous when I meet new people,  
BUT I CAN IF there is someone else there to help get the conversation started.

I can't...	But I can if...
I can't ...	But I can if ...
I can't ...	But I can if ...
I can't ...	But I can if ...
I can't ...	But I can if ...
I can't ...	But I can if ...

**NOW...circle your top 3 solutions  
and write them on your career map**

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# Lesson 1: My Career Map: Who I Am

## Activity 1.1.3

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### **3,2,1 REVIEW!**

THREE new things that you have learned today.  
TWO things that you will work on for homework.  
ONE thing that we should review again.



3

2

1

## Lesson 2:

# Daily and Weekly Goals

**Description of the Activity:**

*In this lesson, trainees will learn about setting goals and will identify daily and weekly goals that can be achieved.*

<p><b>Lesson Materials</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint Slides 2-8 (also available as PDF hardcopy)</li> <li>2. A \$5 bill</li> <li>3. Cell phone</li> <li>4. Apple or other healthy snack</li> <li>5. “My Daily and Weekly Goals” Activity 1.2.1</li> <li>6. “3-2-1 Review” Activity 1.2.2</li> </ol>
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Preview the PowerPoint/PDF slides 2-8.</li> <li>2. Make enough copies of Activities 1.2.1 and 1.2.2 as needed.</li> <li>3. Gather a \$5 bill, apple/healthy snack, and a cell phone.</li> </ol>
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by creating a conversation about goals.</li> <li>2. Display pictures of Soccer, Football, and Hockey using <b>PowerPoint/PDF Slides 2-4.</b></li> <li>3. <u>ASK:</u> <i>What do the players try to do in soccer? football? hockey? Does anyone here like to play those games?</i></li> <li>4. Next, show the goal post on <b>PowerPoint/PDF slide 5.</b></li> <li>5. <u>ASK:</u> <i>Can anyone explain what the word “GOAL” means?</i></li> <li>6. Define GOAL as something that you aim for, something that you try to achieve. In sports the goals can add up to winning the game. Discuss how excited the players and fans get when a goal is made.</li> </ol>

## Lesson 2 (continued)

### Daily Goals

<p><b>Lesson Details</b></p>	<p>7. Explain that goals can be large and small. <u>Large goals could be:</u></p> <ul style="list-style-type: none"><li>• Save enough money to buy the latest iPhone</li><li>• Lose 30 pounds</li><li>• Go to college</li></ul> <p><u>Smaller goals could be:</u></p> <ul style="list-style-type: none"><li>• Save \$5 a week. (Hold up \$5 bill) In one month you'd have saved \$20.</li><li>• Choose healthy, low-fat snacks (Hold up apple or healthy snack)</li><li>• Turn off cell phone while on the work-floor or while in program (Hold up cell phone, turn it off, put it away)</li></ul> <p>8. <u>ASK:</u> <i>What are some things that you try to do every single day?</i> Examples of these "goals" might be:</p> <ul style="list-style-type: none"><li>• Get to program or the work-floor on time</li><li>• Do your chores at home</li><li>• Make your bed</li><li>• Pack your lunch</li></ul> <p>9. <i>What are some thing you would like to do every day, but are not always successful?</i> (The same examples above apply)</p> <p>10. Discuss some goals sound interesting but are very hard to achieve.</p> <p>11. View <b>PowerPoint/PDF slides 6-8</b>. Explain that when we make goals, it is important that we choose goals that are realistic suitable to your skills. Go through each goal on the slides and ask trainees to discuss whether or not the goal is a good and reasonable goal for them.</p> <p>12. Explain that goals should be something that are meaningful, make sense and are personally important to the person setting the goal. If the goal isn't meaningful, it is not likely that a person would stick with it to reach the goal.</p>
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## Lesson 2 (continued)

### Daily Goals

<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"><li>1. Provide each trainee with <b>“My Daily and Weekly Goals” Activity 1.2.1</b>. <b>This goal sheet should be placed in the trainees career portfolio when complete.</b></li><li>2. Ask the trainees to pick a small, easy goals for each item on the handout. The class can discuss what the possible goals might be in general (do not have trainees identifying goals for each other). They do not have to agree on a goal for each category, but should share ideas about what might be identified as possible goals. It is important that the trainees do not choose goals for each other, especially because they may not be sensitive when making recommendations (e.g., recommending losing weight, buying better clothes, paying attention in class, etc.).</li><li>3. The trainee will write their goal, and mark if this is a goal they need to work on daily or weekly.</li><li>4. Stress that the goals should be meaningful, sensible and important to the person setting the goal. <i>NOTE: The instructor should determine whether the trainees can complete the handout in class or as a homework assignment. If possible, the instructor should discuss trainee progress on achieving the goals during follow-up classes.</i></li></ol> <p style="text-align: center;"><b>Lesson Reflection:</b></p> <ol style="list-style-type: none"><li>1. Have trainees review their goals and share with each other.</li><li>2. Either together as a group, or as individuals, complete the <b>“3-2-1 Review” Activity 1.2.2 sheet.</b></li></ol>
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# Lesson 2: Daily and Weekly Goals

## Activity 1.2.1



# What Are My Daily And Weekly Goals?



Money Goals	Work Goals	Personal Goals	Home/Family Goals
Daily Goal? ___ Weekly Goal? ___			
Daily Goal? ___ Weekly Goal? ___			
Daily Goal? ___ Weekly Goal? ___			

## Lesson 2: Daily and Weekly Goals

### Activity 1.2.2

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## 3,2,1 REVIEW!

THREE new things that you have learned today.  
TWO things that you will work on for homework.  
ONE thing that we should review again.



3

2

1

# Lesson 3:

## My Interests, My Job

**Description of the Activity:**

*In this activity trainees will learn how interests and preferences can be connected to jobs.*

<p><b>Lesson Materials</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint Slides 9-20 (also available as PDF hardcopy)</li> <li>2. Sample objects that represent different jobs: <i>comb and hairbrush</i> (cosmetology), <i>broom</i> (maintenance), <i>file folders</i> (office work), <i>mail</i> (delivery), <i>coffee mug or tray with food</i> (serving), <i>dishes</i> (cleaning, setup), <i>books and bookshelf</i> (display), <i>folded clothes</i> (retail), <i>mop</i> (maintenance), <i>laptop or desktop computer</i> (data entry, computer projects)</li> <li>3. “What Is Okay?” Activity 1.3.1</li> <li>4. “3-2-1 Review” Activity 1.3.2</li> </ol>
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Preview the PowerPoint/PDF slides 9-20.</li> <li>2. Make enough copies of Activities 1.3.1 and 1.3.2 as needed.</li> <li>3. Gather objects listed above (or similar objects). Place all items in a box or bin.</li> </ol>
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by asking the trainees what some of their favorite things to do are.</li> <li>2. Explain that some of our favorite things can also be done as a job.</li> <li>3. Pull out the <b>box of objects</b>. One by one, display the object to the trainees and ask the group if the item is something that they enjoying using.</li> <li>4. With each item <u>ASK</u>: <ul style="list-style-type: none"> <li>• <i>How do you use these items now?</i></li> <li>• <i>How might you use these items in a job?</i></li> </ul> </li> <li>5. Provide examples of specific work places and actual jobs where the items may be used. (ex. a mop might be used for cleaning a bank, store, or office).</li> </ol>

## **Lesson 3 (continued)**

### **My Interests, My Job**

#### **Lesson Details**

#### **Lesson Activity (Part 1):**

1. Tell the trainees that you are going to ask them to stand up or sit down, based on your instructions. The instructor will be asking trainees to identify their interests, and then will connect those interests to possible jobs.
2. Display **PowerPoint/PDF slide 9**. Read the statement on the slide: *“I like being outdoors?”* If trainees agree with this statement, instruct them to stand up.
3. Next, **PowerPoint/PDF slide 10**. To those who are standing, read the statement on the slide: *“I like being outdoors in any weather.”* If those who are still standing agree with this statement, they remain standing. If they disagree they sit down.
4. Display **PowerPoint/PDF slide 11** to display possible jobs that might be of interest to the trainees still standing. Be very clear about the types of jobs that might be available to the job seekers in the class. Describe specific responsibilities.
5. Begin the exercise again, starting with everyone sitting. Display **PowerPoint/PDF slide 12**. Read the question on the slide: *“I like being around people.”* Trainees that agree, stand up.
6. Display **PowerPoint/PDF slide 13**. Read the statement: *“I like being around people most of the day with lots of talking and activity.”* Use **PowerPoint/PDF slide 14** to describe possible jobs that require you to be around others talking for most of the day.
7. Continue this same exercise with the examples of **PowerPoint/PDF slides 15-20**.

#### **Lesson Activity (Part 2):**

1. Provide trainees with the **“What Is Okay?” Activity 1.3.1 sheet**. Explain that it is important to decide what types of activities are okay and not okay before choosing a job interest.
2. Have trainees begin working on the activity sheet by placing a check in the “okay” or “not okay” columns.
3. This activity can be started in class and finished at home, if desired.

#### **Lesson Reflection:**

1. Either together as a group, or as individuals, complete the **“3-2-1 Review” Activity 1.3.2 sheet**.

# Lesson 3: My Interests, My Job

## Activity 1.3.1

### What's Okay?



If you got a job, which of these activities would be okay and not okay?

Activity	Okay	NOT Okay
Working indoors		
Working outdoors		
Doing physical labor		
Lifting things		
Doing clerical work (filing and copy work)		
Doing cleaning		
Organizing and sorting things		
Working in food service		
Working on a computer		
Having to read things		
Having to write things		
Having to do math		

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## Activity 1.3.1 (continued)

Activity	Okay	NOT Okay
Having to read things		
Having to write things		
Having to do math		
Doing the same thing all day		
Doing lots of different things		
Working in an office		
Working in a factory		
Working in a store		
Working in a warehouse		
Working in a small building		
Working in a big building		
Working by yourself		
Working with a few people		
Working with lots of people		
Working in a place that is noisy		
Working in a place that is quiet		
Having to talk to people		

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## Activity 1.3.1 (continued)

Activity	Okay	NOT Okay
Having to be quiet all day		
Having a supervisor		
Not having a supervisor nearby		
Helping customers		
Dressing up for work		
Wearing a uniform		
Dressing however you want		
Moving around a lot		
Sitting all day		
Standing all day		
Getting dirty at work		
Working around children		
Starting work in the morning		
Starting work in the afternoon		
Starting work in the evening		
Working on weekends		
Working on holidays		

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# Lesson 3: My Interests, My Job

## Activity 1.3.2

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### 3,2,1 REVIEW!

THREE new things that you have learned today.  
TWO things that you will work on for homework.  
ONE thing that we should review again.



3

2

1

# Lesson 4:

## Jabbers: Dreams n’ Goals

**Description of the Activity:**

*In this activity trainees will begin to think about their life and develop life goals by participating in a game. After playing the game, participants will have a better idea of the kinds of dreams and goals they have and which ones they want to work on.*

<p><b>Lesson Materials</b></p>	<ol style="list-style-type: none"> <li>1. “Jabbers: Dreams n’ Goals - 20 Topic Statements” Activity 1.4.1</li> <li>2. “Jabbers: Dreams n’ Goals - Game Card” Activity 1.4.2</li> <li>3. Several small stickers for each participant</li> <li>4. “Making My Goals a Reality” Activity 1.4.3</li> <li>5. “3-2-1 Review” Activity 1.4.4</li> </ol>
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Make <u>one</u> copy of Activity 1.4.1 for the instructor.</li> <li>2. Make enough copies of Activity 1.4.2, 1.4.3, and 1.4.4 as needed.</li> <li>3. Collect several small stickers for each trainee.</li> </ol>
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Explain to trainees that they will be playing a game that will help them to think about their goals and help them come up with strategies to help them achieve their goals.</li> </ol> <p style="text-align: center;"><b>Lesson Activity (Part 1):</b></p> <ol style="list-style-type: none"> <li>1. Provide each trainee with the “<b>Jabbers: Dreams n’ Goals” Activity 1.4.2</b> and <b>several small stickers</b>.</li> <li>2. There are 20 statements on the “<b>Jabbers: Dreams n’ Goals - 20 Topic Statements” Activity 1.4.1 sheet</b>, each referring to a particular life topic and numbered icon. The 19 topics cover different life areas. The 20th topic is an “open” item where each player can write in something specific to their life that was not already covered. The idea is for the instructor to raise each topic one at a time and facilitate a discussion about the topic.</li> </ol>

## Lesson 4 (continued)

### Jabbers: Dreams n' Goals

<p><b>Lesson Details</b></p>	<ol style="list-style-type: none"><li>3. The instructor starts by reading the first topic and encouraging discussion, allowing participants to “jabber away”. As the jabbering winds down, each person decides if the topic represents a dream or goal in their life. If it does, the trainee puts a sticker in the spot found inside the appropriate numbered box.</li><li>4. The instructor works trainees through all 20 topic areas. Have FUN but watch the clock. Time moves fast once the Jabbering starts.</li><li>5. At the end of the game each trainee has a game card with stickers placed in boxes where they felt they have dream goals. Most usually have stickers in more than one box.</li></ol> <p style="text-align: center;"><b>Lesson Activity (Part 2):</b></p> <ol style="list-style-type: none"><li>1. Now that trainees can think about their dreams and goals, instruct each trainee to pick one or more that they want to work on. They may need help talking it all through and deciding on what they want to focus on.</li><li>2. Provide each trainee with the “<b>Making My Goals a Reality</b>” <b>Activity 1.4.3 sheet</b>. Assist trainees in completing this activity sheet using their “<b>Jabbers: Dreams n' Goals</b>” <b>Activity 1.4.2</b> from the game played earlier. The goals trainees set can be worked into support plans or individuals can work on them on their own.</li></ol> <p style="text-align: center;"><b>Lesson Reflection:</b></p> <ol style="list-style-type: none"><li>1. Either together as a group, or as individuals, complete the “<b>3-2-1 Review</b>” <b>Activity 1.3.2 sheet</b>.</li></ol>
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# Lesson 4: Jabbers: Dreams n’ Goals

## Activity 1.4.1

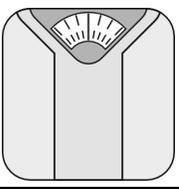
### Jabbers: Dreams n’ Goals - 20 Topic Statements

I would like to help take care of people.
I will need help with transportation if I get a job.
There are too many silly rules in my life or too many people telling me what to do.
I wish I could spend more time with my family.
I want to do more fun things like fishing, being in a club, playing sports, partying, going out with friends, swimming. My life is too boring!!
I want to be healthier, be in better shape, eat better than I do, have more energy than I do right now.
I need to figure out what will make me happy.
I want to learn more about how to take of my health.
I wish that I could lose some weight.
I need to be able to see my doctor or dentist more than I do.
I have trouble sleeping at night. A good night of sleep would be great.
I wish I could live some place different than I do now.
I wish I could communicate better with people than I do.
I need to figure out how to make some money.
People don’t always treat me well. I wish people treated me better.
I think I need more support for what I want to do.
I want more friends and people in my life.
I don’t always feel safe in my life.
I would like to do something I really love.
I wish that...

# Lesson 4: Jabbers: Dreams n' Goals

## Activity 1.4.2

### Jabbers: Dreams n' Goals - Game Card

9 	15 	5 	18 
14 	19 	11 	8 
16 	3 <b>RULES!</b> 1. You <u>SHALL!</u> 2. You <u>WILL!</u> 3. You <u>MUST!</u>	17 	4 
2 	12 	7 	10 
13 	1 	20 	6 

# Lesson 4: Jabbers: Dreams n' Goals

## Activity 1.4.3

### Making My Goals a Reality



To make my dream a reality, I will do these 3 things:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I will know I've reached my goal when:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 things I will do to stay motivated to stick to my goals:

1

2

## Lesson 4: Jabbers: Dreams n' Goals

### Activity 1.4.4

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## 3,2,1 REVIEW!

THREE new things that you have learned today.  
TWO things that you will work on for homework.  
ONE thing that we should review again.



3

2

1