



GOALS

1. WHERE CAN I GO WHEN I FEEL...?

On the way to your goal, many things may get in your way and make you feel stressed. Stress can be a great obstacle in getting to your goals. This activity helps you recognize what causes stress and what to do about it. If you control your stress, you can control the negative effects it has on your actions and emotions. This can help you reach your goals.

Materials
• Pen or pencil

STEP BY STEP

A Work in groups and answer the questions.

1 Do you know when you are stressed?

2 What makes you feel stressed?

3 What do you do when you feel stressed?

4 Where can you go when you feel stressed?





GOALS

1. WHERE CAN I GO WHEN I FEEL...?

B Write a list of places you can go to and activities you can do to reduce stress.

When I feel stressed,
I can go to my bedroom
and listen to a song.



A large orange rectangular area with a torn top edge, containing ten horizontal lines for writing.

C Discuss in groups.

- 1 What activities to reduce stress do you do now?
- 2 What activities to reduce stress do you want to do in the future?
- 3 How does stress affect your everyday activities?



D Share your ideas as a class.

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You can watch a video about relaxation here:
<http://www.edutics.mx/idE>



GOALS

2. MY FUTURE SELF-PORTRAIT

This activity helps you create a concrete plan to reach a long-term goal. We all have dreams and aspirations for the future. It is very helpful to picture those distant goals clearly in the present so that we identify what it takes to reach them. To get where you want, first you need to know what you want, then what you are good at, and finally what you can do better. When you know these key things, you can start your plan. A good plan will help you believe in yourself.

Materials

- Pen or pencil
- Colored pencils or markers
- Cutouts from magazines or newspapers
- Construction paper and glue
- Printed handout

STEP BY STEP

A Think about your long-term goals. Write them on the left column of the table.

B Ask a partner his / her goals. Write them on the right column of the table.

My goals	My partner's goals

C Print the handout on the next page and, on the space provided, make a picture of yourself in five years according to the goals you described. You can use drawings, photos, and cutouts from magazines or newspapers. You can include feelings, achievements, actions, people in your life; anything you want!

D Make small groups. On a piece of construction paper, make a collage with all the portraits of your group, and add all the information you consider necessary. You can include your name, your goal, your skills, etc.

E Share your collages as a class.

My name is Lorena.

I want to be better at speaking English.

My long-term goal is to be an English teacher.



F Discuss in small groups.

- 1 What are you good at now that can help you reach your long-term goals?
- 2 What long-term goal is very important for you? Why?
- 3 What do you like the most about your future self-portrait?

IT

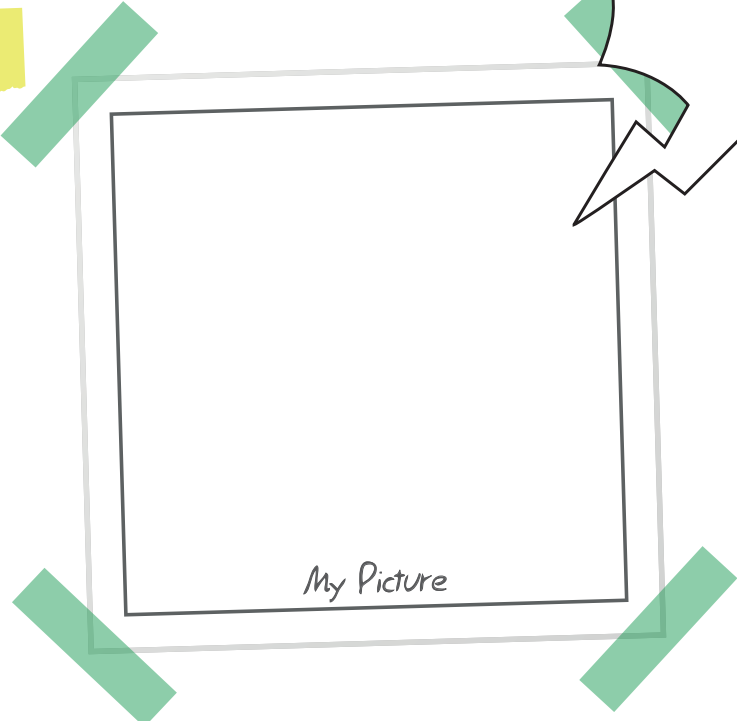
If you want to learn more about how to reach your goals and overcome obstacles, go to: <http://www.edutics.mx/i2u>



GOALS

2. MY FUTURE SELF-PORTRAIT

My Future Self-portrait



My Achievements

My Feelings

My Actions

People in my Life



GOALS 3. I CAN!

Once you have a clear idea on how to reach your goals, you will discover there are also obstacles: things and people that can make reaching your goals more difficult. This activity helps you identify qualities in your personality that you can use to overcome obstacles. If you focus more on using your qualities than on the obstacles you face, you can find better ways to reach your goals.

Materials
 • Pen or pencil
 • Printed handout

STEP BY STEP

A Work in pairs. Think about different school goals. They can be about specific school subjects or about who you are as a student in general. Make a list of goals.

Goals

I want to get a good grade in math.

I want to stop falling asleep in class.

Goals

- B** Choose a goal from your list and write it down on the printed handout on the next page. Add the obstacles you think you will find and write a quality you have to help you beat them on the spaces provided.
- C** Write conclusion sentences on the space provided next page to help you focus on using your qualities to overcome obstacles.
- D** Share your work with a partner and help each other identify more qualities to overcome your obstacles. Sometimes other people see qualities in you that probably you never notice. Other people can also help you understand that you have a negative vision about yourself that is exaggerated or distorted.
- E** Discuss in pairs.



- 1 How can this activity help you overcome your obstacles?
- 2 Do you consider that asking for help is useful for reaching your goals? Why?
- 3 Do you think some ideas you have about yourself are not realistic? Why?

IT

To learn more about how to identify your qualities and have a realistic vision of yourself, go to: <http://www.edutics.mx/ida>

 **GOALS**
3. I CAN!

I want to get a good grade in math, but I don't think I'm capable. I can do it because I am a hard worker and I ask for help.



The diagram features a winding path with several decision points marked by 'YES' and 'NO' signs. The path starts at a 'START' sign and ends at a red flag. Along the path, there are icons for a computer monitor, a bicycle, a stopwatch, and a clipboard labeled 'EXAM'. The path leads to various goal-related boxes: 'Quality' (yellow), 'Obstacle' (yellow), 'Goal' (orange), 'Conclusions' (pink), 'Quality' (light green), and 'Obstacle' (light green). Each box has lines for writing.