



Girl Guides of Canada and SEVEC's Youth Exchanges Canada Body Map – Goal Setting Exercise

Purpose:

- To introduce the importance of goal setting in a non-formal educational experience.
- To facilitate the reflection on, and setting of individual learning goals.

Materials: paper and markers for each participant

Instructions:

1. Introduce the role of learning goals in non-formal education. Goals provide direction during an unstructured learning experience. Goals may require a learning plan and adjustments to this plan during the experience. Your goal should be specific enough to be evaluated at the conclusion of the experience (i.e. was I successful in achieving my goal?). E.g. "My goal is to learn a basic level of Spanish, and be able to have simple conversations with Spanish speakers."
2. Provide each participant with a piece of paper, and something to write with. Each participant quickly draws a stickfigure person with plenty of space to add the following personal goals.
 - a. Head- knowledge or awareness that I hope to gain as a result of the experience
 - b. Heart- new feelings, beliefs or personal growth that I hope to gain as a result of the experience
 - c. Hands- new skills, or improved skills as a result of the experience
 - d. Feet- things that I plan to do or accomplish as a result of the program

* Mention to participants that they will have the opportunity to share their goals with the group, so write goals that they are comfortable with sharing.

* It may be helpful to provide a sample picture of the Body Map labelled with the theme for each part.

3. Bring the group back together and provide each participant with an opportunity to share their learning goals. Participants may find that others have thought of goals that they would like to add, and this is perfectly okay!
4. (Optional) In order to identify common learning goals for the entire group, while participants are sharing record their goals on a large version of the body map, grouping the goals by theme. You may be able to identify some themes that the group has in common. Alternatively you can facilitate the body map process as a group, having participants record their goals on post-it notes. As a group participants can place their goals on the common body map, moving the goals around until they find common groupings.

* Make sure that each participant retains their own personal body map. You may want to revisit this exercise at the conclusion of the experience. Important reflections and learning can stem from a discussion of if and how learning goals were achieved.