

## Session #3: WOOP and Goal Setting

### [I] Goals

- a. To teach students a tangible approach to goal setting that they can begin to implement in their own life.
- b. To develop the language of WOOP which will be used in future individual meetings
- c. To help students develop awareness of obstacles when thinking about goals. Students (as well as adults) often think only about the positive outcomes when dreaming about future objectives. By being realistically aware of roadblocks, as well as positive outcomes, students can begin consciously crafting plans of action to be more likely to achieve success.

### [II] Materials Needed

- a. The WOOP Packet
  - **Note:** ACs should read WOOP Facilitation Guide before running this session.

### [III] The Program

#### 1. Wrap Around (5 Minutes)

- a. Ask each student for one personal goal they feel they have achieved this year (can be from school or home). If students can't think of an example this year, ask them to give an example from last year.

→ Listen to Bruno Mars song...billionaire?

#### 2. WOOP Prep Activity (5 Minutes)

- Follow instructions on following page

#### 3. Show Character Lab Clip (2 Minute)

#### 4. Teach WOOP Sample Script (5 Minutes)

- a. Explain the philosophy behind WOOP using the facilitation guide
- b. Explain each step in the process:
  - W- Wish (explain that this should be SMART-refer to sheet above)
  - O- Outcome
  - O- Obstacles
  - P- Plan

#### 5. Worksheet (10-15 Minutes)

- a. Have students spread out around the room. No student should be working with a partner or sitting close enough to see another person's Goal.
- b. If any student is having difficulty, sit with that student and troubleshoot.

c. Ask 1-2 students to share their WOOPs

d. If the Wish/goal isn't SMART...help student use language that will help

e. Refer to following chart for what you're looking for and where to push students who share their WOOP.

	<b>What You Are Looking For</b>	<b>Common Places to Push</b>
Wish	<ul style="list-style-type: none"> <li>• Something within the participant's locus of control</li> <li>• Not too far in the future</li> <li>• Difficult but achievable</li> <li>• SMART</li> </ul>	<ul style="list-style-type: none"> <li>• Be on the lookout for outcomes here instead of the actual wish</li> <li>• Make Wish more tangible-not too long term or lofty</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Participants tapping into their feelings of how they will feel when they accomplish this wish</li> <li>• Specify/imagining what that would be like</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes participants state how <i>others</i> will feel as a result of the wish rather than how they themselves feel (ex. my parents will be so proud of me). Push them to also consider Wishes/ Outcomes that are meaningful for <i>them</i>.</li> </ul>
Obstacle	<ul style="list-style-type: none"> <li>• Being specific about the obstacle and the participant role that is played in contributing to the obstacle.</li> <li>• This <b>MUST</b> be something that the student has control over</li> </ul>	<ul style="list-style-type: none"> <li>• Surface level obstacles instead of tapping into the priorities and beliefs that are holding participants back</li> </ul>
Plan	<ul style="list-style-type: none"> <li>• Alignment between the obstacle and the plan</li> <li>• Steps and specificity to address the obstacle</li> <li>• The plan should be easy for student to remember</li> </ul>	<ul style="list-style-type: none"> <li>• Misaligned plans</li> <li>• Non Specific plans</li> </ul>

f. **Bridge to Individual Sessions:** Explain to students that in your next session we will be filling out a WOOP for a goal leading up to finals. We will use this process a few times this year to set tangible goals. This is a great opportunity to remind students about our goal/theme of GROWTH for this year.