



# Life-skill development

Teacher's handbook



Erasmus+



**SUPREM**



## MODUL 3

### PLANNING TO REACH THE DEFINED GOALS

## MODUL 2

# PLANNING TO REACH THE DEFINED GOALS

	Knowledge	Ability	Attitude	Autonomy and responsibility
<b>3. Planning to reach the defined goals</b>	He knows methods to break down the path to his goals.	He plans milestones and tasks. He operates with his tools.	He undertakes to overcome obstacles and difficulties that may arise.	He constantly monitors how he keeps things to do.

1. On-line questionnaire on short / medium / long-term goals
2. The most inspiring video
3. Presentation of the obstacles in achieving the goals
4. Removing emerging barriers through drama pedagogical methods
5. Presentation of the defined goal with the help of live sculptures

## 1. On-line questionnaire on short / medium / long-term goals

*Everyone calms down and closes their eyes, soft instrumental music plays, while everyone will travel into the future: imagine themselves 25 years from now on.*

How do you see yourself in certain roles? What do you want to achieve by them? What kind of family do you imagine yourself in? What kind of workplace? What kind of hobby will you have? How big a dream do you want to realize? Think about all this (5 minutes) and then formulate it in the following table as a sentence stating the four most important goals (5 minutes)!

MY LONG - TERM GOALS

Time travel continues, this time everyone imagines themselves in 4 years'time and thinks about what medium-term goals you can formulate that will serve your long-term goals. You can mark two medium-term goals for each long-term goal. Fit the newly formulated goals (8 minutes) into the expanded table.

MY MEDIUM TERM GOALS	MY LONG - TERM GOALS

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*The next time travel is already quite close to the present...*

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You just have to imagine the coming year and think about what short-term goals can serve the already formulated medium-term goals, so that all 8 medium-term goals are preceded by 2 short-term goals. You can do all this by filling in the final table (12 minutes)

MY SHORT - TERM GOALS	MY MEDIUM - TERM GOALS	MY LONG - TERM GOALS

If everyone looks at their work, they can see that there are 16 goals to achieve in the near future, so that you can achieve what your dreams are by adulthood. So let's see what we can do for it!

## 2. The most inspiring video

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*The students will watch short videos that show the fulfilled goal of each character in their current life situation. <https://suprem.eu/results.html>*

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The characters are people living in Szeged who speak fluent English and who realized the following "dreams". All actors answer the same questions:

- **Short introduction:**
  - o name (just a cross / nickname is enough if you don't want it all)
  - o age,
  - o where do you live now and what do you do professionally?
  - o what is your hobby?
- **What was your childhood / youth dream / goal?**
- **What did you do to make it happen?**
- **What were the most difficult obstacles to overcome?**
- **How are you now?**
- **What are your future plans?**

After watching the videos, they choose which character they could identify with mostly and then tell each other in a few words why.

(We would originally invite the people listed as guests. If this is not possible, the videos should be used. Later on, it is worthwhile for everyone to find people in their own city who are happy to come in with the children to talk about their goals that may have been achieved and that they may not have achieved, or that they have overcome the barriers that came in front of them.)

<p><b>A girl who is preparing to be a jazz singer after graduation exam.</b></p>		<p><b>Veronika</b></p>
<p><b>A young man who became a two-time European champion in finswimming.</b></p>		<p><b>Géza</b></p>
<p><b>A young man, after earning his doctorate, teaches mathematics at university.</b></p>		<p><b>Lajos</b></p>
<p><b>A young lady who did her best to live in a happy family and beautiful family house, her second child was recently born.</b></p>		<p><b>Ágnes</b></p>
<p><b>Middle-aged lady who dared to dream, established the Röszke Paprika Museum and runs the Molnár Paprika company.</b></p>		<p><b>Anita</b></p>
<p><b>A middle-aged man who works as a Lutheran pastor and tries to help people.</b></p>		<p><b>Sándor</b></p>

### 3. Presentation of the obstacles in achieving the goals

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*Formation of groups (groups 4-5) based on previously selected short films.*

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The task is to collect the obstacles in achieving the goals and then present them with the help of a poster.

Discussion and making posters: 30 minutes

Helping aspects:

- do you think your goal is important?
- how much is it your own goal?
- do you have a chance to achieve your goal?
- did you formulate your goal quite specifically?
- do your parents / school / coach / friends / support your goal? everyone read their diary and organizes a discussion on what they have learned. Each student writes the most important thing on a poster hanging in the classroom.

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*Each group presents the poster and tells their thoughts - 30 minutes*

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## 4. Removing emerging barriers through drama pedagogical methods

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*The groups formed in the previous task select one of the factors that hinders the goal and then work to overcome it.*

*All this with drama pedagogical methods assisted by the trainer.*

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The trainer divides the students into small groups of 4.

It is the task of those in the small group to unleash their imagination and imagine an elf that fills all the roles that prevent them from achieving their chosen goal.

The elf must be imagined and displayed together with external and internal properties.

You can use any object in the room to display it, but you can also draw it on a sheet (the trainer can get prepared in advance with a gnome-like puppet).

Once the elf has been endowed with each of the collected traits, they must answer the following questions:

- **how can I defeat the elf in my path?**
- **who can I call for help, with whom can I ally?**
- **how can I neutralize the power of the leprechaun?**
- **what can I strengthen on myself?**

Once each group is ready, the presentations will follow, during which the group members literally fight the elf, with the coordination of the trainer.

Preparation is 15 minutes per group, presentation is 5 minutes. Thus  $15 + 5 \times 5 = 40$  minutes.

At the end of each presentation, members of the other groups should be given the opportunity to comment and provide advice to those who are just struggling.

In the closing circle the trainer puts the emphasis should be on what many have mentioned and what has been the biggest challenge. them, not to let them overwhelm us and, if possible, over time turn them into something positive.



## 5. Presentation of the defined goal with the help of live sculptures

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*The groups continue to work. They go separately to prepare. They decide which target to select and then discuss how to present it using a live image. (15 minutes)*

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The live image is realized by capturing and stiffening a single concrete moment of a theme, story, situation.

The trainer constantly walks between the groups and helps to stiffen the image.

Participants always work with their own bodies, thus creating the living sculpture. The creation of the live image gives us the opportunity to accurately analyze the thoughts, feelings, motivations of a character at a given moment, as well as the relationship between the characters.

The trainer is walking between the groups and putting questions during the preparation time. It is very important to determine precisely and specifically in advance which moment of the story we are condensing into a still image. The leader has a very important role in the exact determination of the moment when the live image is ready.

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*All members of the group are involved in shaping the living statue.*

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While one group presents the statue, the others watch as spectators and try to figure out what purpose they are presenting. Once you have the goal set, all parts of the living sculpture will sound and tell you what will help / support you to achieve the goal. You have 10 minutes to present each sculpture.

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*Closing image: each group re-enters the original sculpture and a joint photo is taken of it.*

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# SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 1  
EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN  
THE FRAMEWORK OF  
2019-1-HU01-KA201-061091  
PROJECT

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