

More Than a Goal: Strategies to Support Future Orientation in Youth

Facilitator: Anne Powell

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Youth Development Executives of King County

Working together to advance the youth development field



Skills and Dispositions that Support Youth Success in School

Motivation & Engagement

Future Orientation

Self Management

Perseverance (Grit)

Self Efficacy & Mindsets

Belonging & Identity

21st Century Skills

Interpersonal Skills

Creativity

Critical Thinking

Workshop Objectives

- * To identify key components of future orientation
- * To explore strategies for encouraging future orientation in adolescent youth
- * To apply knowledge of future orientation to your youth program setting

Agenda

- * Welcome and Building Community
- * Introductory Activity
- * Concepts and Strategies
- * Application
- * Reflection

Future Orientation

- * **Goal Management:** Setting short-term and long-term goals and monitoring progress toward their achievement
- * **Hope and optimism:** Positive beliefs regarding one's future potential, goals and choices

Introductory Activity: Juggling



Image: Hans Braxmeier

Hopeful Thinking

C.R. Snyder's Hope Theory:

1. Goals: Setting goals for what you want to do or be
2. Pathways: Finding different ways to achieve goals
3. Agency: Believing you can initiate action and change

(Snyder's Hope Theory, Mind Tools; Snyder, Shorey, et al., 2002)

Features of Adolescent Development

- * Begins around age 11-13
- * Prefrontal cortex is maturing
- * Abstract thought
- * Self-regulation of behavior
- * Distinguish between ability and effort
- * Comparison to peers



Image: Pixabay User holdentrils

(Farrington et al., 2012; Centers for Disease Control and Prevention)

Mindsets about Intelligence

- * **Growth Mindset:** Belief that intelligence or ability change with effort
- * **Fixed Mindset:** Belief that intelligence and abilities are innate and fixed

(Dweck, Walton, & Cohen, 2014; Farrington, et al., 2012)

Learning and Performance Goals

Learning Goals	Performance Goals
Goal to improve skills	Goal to demonstrate or prove skills
For personal satisfaction, growth, or knowledge	For external rewards or praise, or to avoid punishment
Compare past, present, and future performance	Compare performance to the performance of others
Cooperative in a group context	Competitive in a group context

(Brunel, 1999; Lee et al., 2010; Tabachnick, Miller, & Relyea, 2008)

Creating a Sense of Belonging

Youth feel they belong when they...

- * Are welcomed and appreciated
- * Are included
- * Have positive relationships
- * Feel a sense of ownership
- * Feel safe
- * Share ideas and experiences

Your Values Belong Here



Image: OpenIcons

Possible Selves

- * Positive possible self: who I want to be
- * Negative possible self: what I don't want to become



Image: Karen Arnold

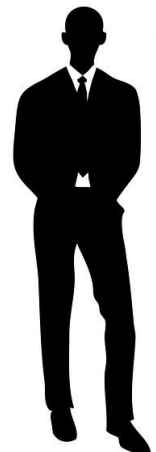


Image: Karen Arnold

More Than a Goal

Research indicates:

- * Students with “high hope” break goals into smaller steps, recognize multiple paths
- * Mental contrasting and implementation intentions lead to improvement in goal attainment



Image: Pixabay User 742680

(Farrington, et al., 2012; Snyder, Shorey, et al, 2002; Snyder, 2006; Oettingen, 2015)

WOOP

Goal achievement strategy:

- * W: Wish
- * O: Outcome
- * O: Obstacle
- * P: Plan

(Oettingen, 2012)

Strategy: Reflection

What?

So what?

Now what?

Contact Information & Evaluation

Facilitator contact info:

Name: Anne Powell

Organization: Youth Development Executives of King County;
Spark Consulting, LLC

E-mail address: anne@sparkconsultingseattle.com

We value your feedback. Thank you for participating!

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