

## lesson 3

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# My perfect life- my goals.

**Main goal:** creating a vision of the ideal future

**Particular goal:**

- look at student's own hierarchy of values
- select the resources to help in achieving the goals
- determine the first step to the goal

**Required materials:**

- White cards a4,
- Table with the resources (skills, achievements, talents) from previous class (completed)

**Training methods:**

- work in the circle
- visualization
- individual work
- discussion forum

**History which building the motivation to actively join the lessons**

*(6 minutes)*

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Certainly sometimes you think how could it be if you had what you want. Perhaps you imagine a nice big house, a car, a well-paying job that gives you fulfillment. In your dreams you see a loved person, children, joy, laughter, long distance travel. And what if I will tell you that you can have it all if you only use your potential and resources?

*"Once I listened to a lecture at the conference. One of the first things which speaker said was: „ Do you know how easy it is to be happy?" Everything I have achieved is thanks to this little piece of paper with my writings. He reached into his pocket and showed it to the audience. It was written on this: "I am grateful and happy because ..." and 10 goals prioritized by severity. The speaker holding a piece of paper in his hand with a smile on his face said: "One of the most important parts of my day, is to look at this card. Everything happens gradually, so as I wrote here. "*

*J. B. Attwood, Ch. Attwood*

## **What is the main topic?**

*(1 min)*

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Most people spend their time focusing on what they lack, rather than on what they want to create and how they want to live. I invite you today to create a list of goals for the future - with the important things that you would like to be present in your life and give you joy. In pursuing these goals you will support by your strengths - what you already have and what you can do.

## **We practice**

*(20 minutes)*

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### **Exercise 1 (10 min.):**

*Individual work. Ask students to sit comfortably in a circle with relaxed position and close their eyes during the exercise. You can turn a quiet relaxing music (optional). Ask students to join, focus and take a few deep breaths. With soft, hushed and quiet voice read the next question. Between questions do long pause.*

- Close your eyes and imagine your perfect life.
- Who are you in your ideal life?
- How are you? What is going through the emotions?
- Where are you? How looks a place where you are? What do you have?
- What do you do? What is your profession? Where do you work?
- How do you spend your free time?

- What about the things you do, which brings you the greatest satisfaction?
- How is your love life? Who is your loved person? What is your family like? What are you most proud of? What excites you?
- With who you are in your vision? What kind of people you surround yourself?
- How is your physical and mental health?
- What good people say about you?

Now give students Annex 1 and ask them to write down what appeared in their vision of the ideal life.

**Exercise 2 (5 min.):**

*Individual work. Ask students to reflect on their hierarchy of values. What is important to them in life.*

Now consider what is for you the most important in life. What are your values? Sort the list of exercise 1, 1 option is the most important, the least important 10. Take a hierarchy, according to what is most important to you.

**Discussion of exercises and / or summary.**

Students think that spontaneously drawing up a list of 10 things present in their lives, it is ordered by the criterion validity. It turns out that rethinking their hierarchy of values, and to revisit the list and setting of 10 points in a certain order brings the surprising results. Encourage students to a brief reflection on the group.

**Exercise 3 (5 min.):**

*Individual work. This exercise is a continuation of lessons 5 and 6 - table of resources (achievements, skills and talents).*

**Required materials:**

- table with resources from previous classes

Refer to the table with resources from the previous meeting. Look at your skills, achievements and talents. Ask yourself this question:

- What is it in me that could help to make my success, to achieve my goals and to be able to have the perfect life?
- Which my resources may be helpful in this?

Highlight selected resources in the table.

### **Discussion of exercises and / or summary.**

Students experienced that the things they dreamed are possible to achieve using their own resources, which will help them in achieving goals and dreams come true.

### **Exercise 4 (10 min):**

*Individual work. Asks the students the following question. Ask them to write down the answer under 10 points. Then let everyone in a circle briefly tell about what they wrote.*

What will be your first smallest step that brings you closer to your ideal vision of life? Save this under 10 points. When you are ready, feel free to share with others - tell me about it.

## **REFLECTING END OF LESSON**

*15 minutes*

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*Talking in a circle. Ask students to share their thoughts and reflections after classes.*

- What was important to you today?
- What do you take from this meeting?
- What turned out to be helpful for you?
- What inspired you?
- What do you take for the future?

### **Literature cited:**

J. B. Attwood, Ch. Attwood, *Żyj z pasją. Odkryj swoje przeznaczenie*, Warszawa 2011, s. 62

J. B. Attwood, Ch. Attwood, *Żyj z pasją. Odkryj swoje przeznaczenie*, Warszawa 2011, s. 51 - 52

J. B. Attwood, Ch. Attwood, *Żyj z pasją. Odkryj swoje przeznaczenie*, Warszawa 2011, s. 74

**Annex 1** Make a list of 10 things that have to be present in your ideal life:

1.

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2.

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3.

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4.

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9.

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10.

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This, or something better!