







Way to the aim

	<p><u>Time frame:</u> ~ min</p>
	<p><u>Location:</u> in- or outdoors</p>
	<p><u>Participants:</u> single person or small group</p>
	<p><u>Material:</u> Chalk or rope to symbolise a long line; papers and pens to write down goals, resources etc.</p>
	<p><u>Procedure:</u></p> <ul style="list-style-type: none"> • A long line is drawn or laid with a rope on the floor. • The participant defines an ultimate goal, e.g.: "I want to be a mechanic" or "I'll earn some additional money for our family". The goal is written on a piece of paper and laid to the end of the rope. • The participant defines her/his actual state of art, e.g. "I have two children aged 4 and 7" or "I don't have any educational graduation". The state of art is written on another piece of paper and laid to the start of the rope. • In communication with the trainer, the participant reflects (or with some other participants) how to manage the way to the goal and defines sub-ordinate targets. • These are written to further papers and also laid on the rope according to the felt distance from the start or the goal. • The participant stands at the start of the line and expresses loudly the state of art: "I have to children aged 4 and 7 years". Now she/he walks along the line, stops at the next sub-ordinate target and expresses what is happening and what are her/his feelings: "my aunt takes the child care", "but I feel like an uncaring mother...." Thereby opportunities and resources of the participants have to be discussed during the process. <p>The way to the aim shall be documented in the end and given to the participant.</p> <p>If a group of participants is very familiar and all participants agree, the group can observe the participants way and add remarks and suggestions.</p>
	<p><u>Goal / purpose:</u> This exercise is useful for participants who have a special goal concerning their education and life-long learning. The way to a big goal will be divided into realistic steps considering the resources and barriers of the person. Changing situations are anticipated, thereby further barriers may appear or resources and motivating aspects will arise.</p>



Questions for discussion:

⇒ The whole process has to be moderated by the trainer carefully.



Source:

According to Jugert, Rehder, Notz & Petermann (2006). *Fit for life. Module und Arbeitsblätter zum Training sozialer Kompetenz für Jugendliche*. Weinheim: Juventa.