



# Being SMART - control circle



Part of the 'Making Connections Count'  
[www.youthcymru.org.uk](http://www.youthcymru.org.uk)



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This session aims to increase the resilience of participants by providing tools to assist them to set SMART goals (through building positive relationships, learning new skills, taking on new hobbies, etc.). Often, problems can seem like they are not within our control, but for many problems a (young) person can face, there are often solutions. Planning SMART goals will help participants work towards the positive change that they want to achieve. **Participants will benefit from having taking part in session 5.**



65 minutes  
approximately



Skills development,  
resilience and  
problem solving



8 -12 participants



By the end of this  
activity participants  
will be able to:

- Demonstrate the required skills to plan and achieve their set goals
- Apply a strengths-based approach to setting goals.
- Illustrate the confidence in their own ability to set meaningful personal goals.



Aim

Participants will be able to consider and set meaningful goals to address loneliness.



Suitable for 14 + (key  
stage 4 and above)

## Session overview: Being SMART - control circle?

Time	Activity description	Group set up	Aim(s)	Resources
5	Introduction to session/project group contract setting	Whole group	To set group culture and provide session context	Flipchart & pens Space - such as a hall!
10	<b>Ice breaker</b> We recommend using the "Desert Island" activity	Whole group	6 questions designed to prompt participants to start thinking and decision making.	Ice breaker section resources chosen by facilitator and /or participants
30	<b>Part 1: action planning - being SMART - with facilitator notes</b>	Individual work	Introduce SMART planning and complete a plan	Paper & pens Activity sheet 2
10	<b>Part 2:</b> what can I /we do to help?	Whole group	Identify ways to help others in the community	Social action toolkit pens and paper
5	<b>Part 3:</b> Has this session matched the outcomes?	Whole group	Test and confirm that outcomes have been met.	Session plan or outcomes, flipchart and pens
5	<b>Evaluation</b> - young peoples session evaluation.	Whole group	What do young person feel about how the session went?	From the evaluation section resources

- Pens/ pencils / flipchart paper / Post-it notes
- Participant activity sheet 1: SMART Goals Planner.
- Participant activity sheet and flip chart from session 5
- Wi-Fi/data and projector



## Overall Session 6: Resources list explainer

[Youth Achievement Award \(YAA\)](#) or "Participant Journal" - if a participant is taking part in completing a journal or an accreditation such as a [Bronze Youth Achievement Award](#), please ensure that young people are aware they are to keep the copies of activity sheet 1 and 2 as evidence of them engaging in the session.

All resources sheets are available as a presentation and images can be enlarged to meet the needs of your session and used with a projector another device that can display in the landscape orientation.

### Hints and tips:

Remember that participants taking on this session may find the concept new to them and may need additional support to apply what they have learnt in this session. [the How to manage your worries | Circles of Control | British Red Cross - YouTube](#) is available as a QR code to be used by the facilitator and participants to support the purpose of a circle of control.

If participants want to, they can change the wording - so, for example, 'things out of our control' could be renamed a 'concern for me'.

**Further reading** on circles of influence for facilitators and participants - [Circle of Influence. Why you have more power than you think - Then Somehow](#)

### Resources sheets:

- **Icebreaker:** 'desert island' provides an opportunity for discussion and decision making.
- **Part 1:** is a **SMART** goals planner to support participants to record. **Facilitator notes provided.**
- **Participant activity sheet: SMART planner**
- **Part 2 & 3:** What can I / we do to help & outcomes.
- **Evaluation:** Young people's evaluation.



This symbol represents how many minutes (approximately) to spend on an activity.

### Adaptations

If participants are working away from the main group, print and send out the session resources, evaluation and other sessions you are planning to use.

If you have the required skills and equipment, this session works well using the findings from the mind-mapping exercises in **Participant sheet 1** is a **.PNG (image) file** so can be uploaded to a [Whiteboard/Jamboard](#) or another platform as a background image for a digital adaptation, if you have the skills and resources to do so.

**Padlet:** can be a great resource for many online activities and for this one its perfect! Facilitators can create a wall where participants can collectively collaborate in the physical space and /or online.

# Desert Island

@YOUTHCYMRU\_REACHOUT

**Desert Island** – You have decided that the world is too big and you want to live on a desert island where there are no other people. You travel by sea, its rough and makes you feel a little sick. The boat drops you off and there is small cabin, with a solar panel on the roof and one plug socket (yay!). You might get signal for a mobile phone if you walk for 2 hours. There are lots of edible plants and some small animals on this island there are no dangerous animals-but in the water, we are not to sure...!).

## You may take:

- One piece of music
- One essential item
- One luxury item

What would you take?  
Why?



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## Part 1: action planning – being SMART!

**Ice breaker**

10

We recommend using-  
'Desert Island'

The facilitator will give participants the following instructions:

30

Ask the whole group to come together in a semicircle. Hand out the participant activity sheet 1: SMART planning sheet. The facilitator now asks the participants to look at they SMART goals planner and work through the questions.

The facilitator informs participants of the meaning of each section as below:

- **Specific** -what is it **exactly** that I want to achieve/change?
- **Measurable** - what could indicate change, progress and/or success?
- **Achievable** - the goal challenges me, but do I have everything I need?
- **Realistic**- what can I achieve/change to grow? Be inspired, be you!
- **Time-bound** - how long will this take/is available?

The facilitator asks the participants to now think of a problem or barrier that they are experiencing that they have influence over. This could be a relationship, transport, skills that they want to learn, or something their currently too scared to try as a hobby. However, there are no constraints, **so provide enough time as the group require.** This can be from the things the participants have influence over in session 5 or please see the British Red Cross video (in the facilitator notes).

Ask participants to write the problem or barriers on post- it notes look at what actions can be undertaken to support a positive change - use a separate post -it note for positive changes - these should be realistic, however, allow the participants to determine this.

Ask the participants to revisit participant activity sheet 1. Use the Post-it notes highlighting the problems or barriers and the potential positive changes identified by participants. Have the participants to work through one problem or barrier using the SMART goals planner.

**Note:** facilitators can take a copy of the **SMART plan** for each participant as evidence and use for future discussions around staying in control.

The video available in facilitator notes can be used for motivation and played in the background.

Facilitator notes provided

# Action planning – being SMART!

## Facilitator Notes

**SMART goals activity sheet (developing skills)** - used as an action tool once participants have identified things they would like to change from the discussion in this session. These are based on things we can influence or things in our control.

### ‘What if’ scenarios :

- What if you were unable to get to a friend’s house to meet up, what would you do? Stay home and feel sad or create a call through an app such as WhatsApp or Teams to meet up? Or connect through a game like Minecraft / Fortnite to talk about future plans?
- What if you were unhappy with your workplace? Would you quit on the spot or look for a job that is of interest to you or find training to upskill yourself?
- What if you had too many commitments in one week? Would you miss a few or start prioritising which commitments are important to you and consider which ones you need to change and/or stop doing?

## TO REMIND PARTICIPANTS OF CIRCLES OF CONTROL, CHECK OUT THE RED CROSS VIDEO

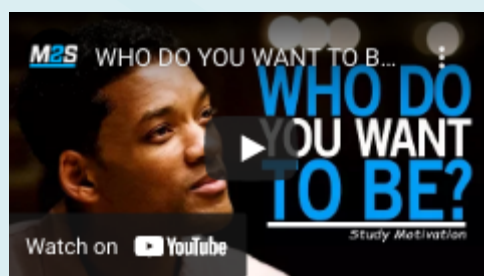


(1 minute 13 ) total time

A QR code for the **British Red Cross video** is available for participants to view. Refer back to the intended outcomes to see if they have been met by the activity. Play 1 minute 13s.

[https://youtu.be/1mw6M-0\\_Q7I](https://youtu.be/1mw6M-0_Q7I)

## MOTIVATION FOR CHANGE



(11 minutes 14s) total time (advert at start and at 6.28)

By [Motivtion2study](https://youtu.be/R7iN71uJcG0). Play start to 6 minutes 28 - WHO DO YOU WANT TO BE? - Best Motivational Video for Students & Success in Life - <https://youtu.be/R7iN71uJcG0>

# Participant activity sheet 1

## SMART Goals Planner



The initial goal I have in mind is:

Specific: What exactly do I want to do? Who needs to be included?  
When do I want to do this? Why is this a goal for me?

Measurable: How do I know if I'm on track to  
successfully meet my goal/I have met my goal?

If you need help!



(1 minute 13s) How to  
manage your worries |  
Circles of Control |  
British Red Cross -  
[https://youtu.be/1mw6M-0\\_Q7I](https://youtu.be/1mw6M-0_Q7I)



(11 minutes 14s) skip  
adverts - WHO DO YOU  
WANT TO BE? - Best  
Motivational Video for  
Students & Success in Life  
=  
<https://youtu.be/R7iN71uJcG0>

# Participant activity sheet 1

## SMART Goals Planner



Achievable: Do I have the skills and/or do I need support? What motivates me with this goal?

Realistic: Can I this meet this goal?

Time-bound: How much time do I have and when am I going to do it by?

Rethink! Read your goal statement at the top of the first page - is it still relevant to you?

# Rethinking & finisher for the main part of the session

5

## Part 2: What can I/we do to help?

The facilitator asks each participant to return to the semicircle to share their SMART goal from their individual planner with the whole group. If participants are comfortable, the group can review them and offer positive feedback and suggestions for ways of improving the goal to make it even more SMART (if needed).

**How can we help participants be accountable with their goal(s)?** If they are happy to, the group or individual can post their goals to a public forum, such as Instagram/Facebook or write a blog about their journey-just remember to safeguard participants and recommend that they disable comments or sharing when online.

### Accountability & celebration:

To motivate participants, plan a future date to come back together to share how participants have got on with their goals and celebrate success (however big or small this may be).

## Part 3: Has this session achieved the intended outcomes?

The facilitator refers to the learning outcome(s) for this session. Do participants all agree on the outcomes have been met? The facilitator can 'test' that learning outcomes have been met by a 'pop' quiz with prizes, etc.

### Two questions to ask participants to reflect on:

- On a scale of 1-5 how confident do you feel about setting goals?
- On a scale of 1-5 do you feel that you have gained skills to set future goals through this session?

## Evaluation

10

Young people's session evaluation is a questionnaire/survey style evaluation and works well, when linking evaluation of both sessions 5 and 6 together.

# Young People's Session Evaluation



@YOUTHCYMRU\_REACHOUT

## HOW DID WE DO TODAY?

WE ARE COMMITTED TO PROVIDING YOU WITH THE BEST YOUTH WORK SUPPORT AND EXPERIENCE POSSIBLE, SO WE WELCOME YOUR COMMENTS. PLEASE FILL OUT THIS QUESTIONNAIRE AS HONESTLY AS YOU CAN, AND REMEMBER YOUR ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.

## PLEASE RATE THE QUALITY OF THE SESSION/ACTIVITY:



DISAPPOINTING



NOT SO GOOD



NEUTRAL



GOOD



EXCEPTIONAL

## PLEASE RATE HOW MUCH YOU ENJOYED THE SESSION/ACTIVITY:



NOT AT ALL



A LITTLE BIT



NEUTRAL



QUITE A LOT



VERY MUCH

## DID/DO YOU FEEL THAT THE SESSION/ACTIVITY...

MADE YOU FEEL LISTENED TO?

☐ YES | ☐ NO | ☐ UNSURE

MADE YOU FEEL SAFE AND SECURE?

☐ YES | ☐ NO | ☐ UNSURE

HELPED YOU WITH YOUR EMOTIONS?

☐ YES | ☐ NO | ☐ UNSURE

HELPED YOU MAKE PROGRESS?

☐ YES | ☐ NO | ☐ UNSURE

UNDERSTAND AND RESPECT WHO YOU ARE?

☐ YES | ☐ NO | ☐ UNSURE

WAS FUN AND ENGAGING?

☐ YES | ☐ NO | ☐ UNSURE

HELPED YOU MAKE NEW FRIENDS/CONNECTIONS? ☐ YES | ☐ NO | ☐ UNSURE



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# Young People's Session Evaluation

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PLEASE FEEL FREE TO TELL US ANYTHING ELSE (WHAT YOU ENJOYED, ETC.):

IS THERE ANYTHING YOU WOULD CHANGE ABOUT THIS REACHOUT 2.0 SESSION/ACTIVITY?

PLEASE RATE YOUR OVERALL SATISFACTION WITH THE SESSION/ACTIVITY:

NOT  
SATISFIED

QUITE  
SATISFIED

NEUTRAL

VERY  
SATISFIED

EXTREMELY  
SATISFIED

THANK YOU FOR TAKING YOUR TIME AND  
COMPLETING THIS QUESTIONNAIRE.



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