

# Goals - agreeing and achieving them

## LADDER AND SNAKES

### INTRODUCTION

#### Purpose

This activity helps to teach the student how to move from a focus on what is wrong to a focus on what is wanted; a move from *present problems to future goals*, and how to get from one to the other.

#### Method

This activity can be done with a single student, but it is particularly well suited to a small group. Ask the students to think of something they want to do - a personal goal which they don't mind sharing with the group. Explain that this can be a long-term or short-term goal, but it is best not to give an example, so you do not influence the kinds of goal the students will choose. Ask the students to write the goal down at the top of a sheet of paper (flipchart is best). (About five minutes).

Explain the LADDER AND SNAKES exercise (see Practice Teacher Notes). Give the students a copy of the completed exercise (*I Want To Go On Holiday*) by way of an example. Ask the students to complete their own LADDER AND SNAKES on the flipchart, in relation to their own goal. What steps would be necessary to get to their goal? This gets best results working in pairs, helping each other for about fifteen to twenty minutes each.

Display the flipchart sheets and discuss the students' work. Encourage the students to make links between this work which has focused on their personal lives and their work with clients.

#### Variations

Variety brings this activity to life. The student can see how different kinds of goal (long-term/short-term, global/specific, etc) influence the length of the step-ladder and the likelihood of reaching the top rung. After the student has spent time thinking about the pathways to the various goals, it is important to make connections with the work with service users, residents or carers.

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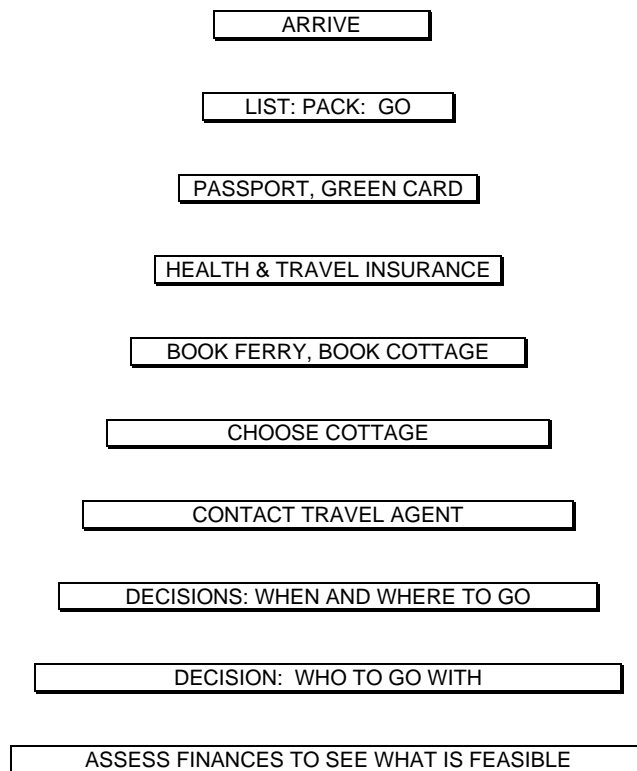
## LADDER AND SNAKES Activity

Each step towards reaching the goal is represented by a rung on the ladder and there can be any number of rungs to each ladder. Each potential obstacle is represented by a snake; include any obstacles which might delay your progress towards the goal and discuss how you might find a way around each of these snakes.

Below is an example LADDER AND SNAKES, using a typical goal - *I want to go on holiday*. Each rung represents tasks which you might identify as necessary for progress towards the goal. Each snake shows obstacles along the way. There can be as many rungs to the ladder and as many snakes as you care to identify.

### I WANT TO GO ON HOLIDAY

Additions to goal: (after rung 3) ... *TO FRANCE FOR TWO WEEKS*



(Problem: I'M TIRED AND I HAVEN'T HAD A BREAK THIS YEAR)

*Consider a personal goal which you would like to achieve. It can be large or small, serious or frivolous. Use the LADDER AND SNAKES approach to track the steps which will be necessary to achieve the goal and identify the most likely obstacles.*