

## Examples for formalizing learning goals

Competency goals can be set individually, by an Adolescent Circle, or by all adolescents participating in a programme. Goals can be formalized, written and documented so that they can be used in the future for monitoring and evaluation purposes. Use the examples below of formally written learning goals as a reference when collaborating with parents, community members, programme staff and volunteers, and adolescents to set and document learning goals for a programme or intervention.

### Examples of formally written learning goals by competency domain

#### Participants can...

**Communication & Expression:** ... listen to the ideas and opinions of others without interrupting; assert their ideas and opinions within peer groups as appropriate / ...explain which style of communication they most often use and identify other styles of communication observed in others/ ...express themselves using creative, artistic & cultural activities/ ...communicate calmly and effectively in challenging situations

**Identity & Self Esteem:** ...engage in activities that help them learn about themselves/ ...explain a range of influences to their identity and the identity of others/ ...respectfully engage in activities together and speak out against bullying/ ...express gratitude and appreciation to other peers

**Leadership & Influence:** ...describe multiple styles of leadership & leadership styles of others/ ...influence family, friends & peers in positive & constructive ways/ ...build trust with persons who they don't know or with persons who have been hurt by conflict/ ...take initiative to transform conflict in positive ways (or build peace) in family, friend & peer groups, or within the community

**Problem Solving & Managing Conflict:** ...gather & analyse information from a range of sources/ ...reframe negative views of conflict towards more positive ones; find 'win-win' solutions to conflicts in family, friend & peer groups, or in the community/ ...intervene and de-escalate conflict; negotiate between persons or parties in conflict/ ...facilitate dialogue in groups and build consensus around shared issues

**Coping with Stress & Managing Emotions:** ...identify & describe a range of emotions felt by oneself & others involved in reference to a specific situation or event/ ...explain practical techniques one can employ to deal with negative emotions/ ...exhibit calm behavior in challenging situations; help others to feel calm or heal from traumatic experiences/ ...forgive those who have caused hurt or pain; rebuild damaged relationships for oneself & support others to do the same

**Cooperation & Teamwork:** ...identify persons who feel excluded in groups & describe a diverse array of groups who are marginalized in the community/ ...include others who have been excluded in cooperative activities; solve problems cooperatively/ ...engage in activities that support a feeling of community; organize events & activities in the community; bring diverse persons & groups together/ ... use participatory methods and facilitate cooperative activities in groups

**Empathy & Respect:** ...appreciate the ideas & opinions of others; understand the challenges & struggles of others/ ...recognize & explain the feeling of others and reasons behind certain feelings/ ...console, counsel or comfort others who have experienced hurt or pain/ ...engage in activities that serve the community and care for others

**Hope for the Future & Goal Setting:** ...plan & organize activities; manage time towards the achievement of a goal/ ...describe alternatives to violence & conflict; describe what the future would look like with no conflict or violence/ ...describe the steps needed to achieve a goal

**Critical Thinking & Decision Making:** ...identify stereotypes of family, friends & peers; describe common stereotypes, prejudicial behavior, racism, sexism, etc. seen in the community/ ...describe the influences to one's own opinions and the factors that influence the opinions of others/ ...doubt, question, inquire,

analyze, test & make conclusions when presented with unreliable information/ ...analyze multiple sources of information & make sound decisions

**Creativity & Innovation:** ...see opportunities when they arise & take them/ ...take healthy risks & experiment with alternative approaches to find the best possible solutions to problems/ ...brainstorm with others in groups & generate new ideas/ ...imagine creative alternatives to the present conflict or humanitarian situation.

For evaluation purposes, the phrase 'Participants can... ' may be replaced by 'Can participants...?'. Learning goals can further be transformed into indicators by assigning a number or percentage to statements.