

Issues and Goals Worksheet

RATIONALE:

This worksheet is designed to help you clarify what changes you want to see as a result of having a SEAS program. When you have a clear understanding of what your program will focus on, you can then do more detailed thinking about specific program activities that will help you make progress in these important areas.

INSTRUCTIONS:

This activity can be done on your own or in a group. If at all possible, work with a group, as it can help to spark creativity when you can bounce ideas around and bring different experiences and perspectives into play. If working with a group is not possible, look for opportunities to talk to people one-on-one and build in their ideas.

1. Start by filling out the table in Part A. Here's how:
 - a. In the first column, the idea is to brainstorm any issue areas or community concerns that you think a SEAS program might be able to help move the needle on. Some common issue areas that SEAS programs are known to make a difference in have been included to help get you started. You can also use the blank spaces below to identify any issues or concerns that are unique to your community.
 - b. Use Column 2 (second from the left) to judge whether you think the issue areas and concerns that you identified in Column 1 are serious or significant issues in your community.
 - c. Columns 3 and 4 are intended to get you thinking about who else is working on the issues you've identified, and if/how a SEAS program could support and complement that work. Some questions to consider as you fill out these columns include things like: is the issue in question already well covered? If not, how could SEAS programming add value in this area? Would you be duplicating efforts if you focus your program on this issue? If so, how could you shift the focus of your program so that you're not in that position?
 - d. When you get to Column 5 (far right), take a look at your responses in Columns 1-4 and decide which issues are potential priority issues for your SEAS program.
2. Once you've finished filling out the table in Part A, complete Part B. You'll find simple instructions on the worksheet itself.
3. When you're done, print out Part B and post it somewhere handy so that you can reference your program's goals/focus areas when you go to start brainstorming activity ideas (Tool 3A). You may also want to share Part B with others in your community who have an interest in your SEAS program (e.g., community leaders, program partners) or who you'd like to understand it better.

Underlying community issues and concerns that a SEAS program could help to address. <i>In my community, we are concerned that...</i>	Is this a significant issue in your community? <i>(yes/no)</i>	Are other community organizations already working on this issue? <i>(yes/no)</i>	If there are other community organizations already working on this issue, do you think that SEAS programming could bring something different/add value here? Or, is this issue already well covered? <i>(yes/no)</i>	Is this a possible <u>priority</u> issue for your SEAS program? <i>(yes/no)</i>
<i>Our young people don't know or care enough about looking after our territory.</i>				
<i>Our young people are disconnected from their culture and community.</i>				
<i>Our young people are not taking time to learn from Elders and local knowledge holders.</i>				
<i>Our young people are spending too much time on screens and social media.</i>				
<i>Our young people are not getting exposed to role models who will inspire them to dream big and go after their dreams.</i>				
<i>Our young people are not receiving the education and training they need to fill important roles in our community.</i>				
<i>Our young people don't have enough hands-on learning experiences.</i>				



<p>Underlying community issues and concerns that a SEAS program could help to address. <i>In my community, we are concerned that...</i></p>	<p>Is this a significant issue in your community? <i>(yes/no)</i></p>	<p>Are other community organizations already working on this issue? <i>(yes/no)</i></p>	<p>If there are other community organizations already working on this issue, do you think that SEAS programming could bring something different/add value here? Or, is this issue already well covered? <i>(yes/no)</i></p>	<p>Is this a possible <u>priority</u> issue for your SEAS program? <i>(yes/no)</i></p>



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CLARIFY WHAT YOUR PROGRAM WILL FOCUS ON

Deciding what your program will focus on is an essential part of program design. By coming up with a set of focus areas or goals for your program, you can begin to clarify what it is that you're hoping to achieve by having a SEAS program. You can then use this information to help you design a program that is specifically set up to make a difference in these areas. You can also monitor your program's effectiveness by checking in with students, teachers, and community partners periodically to see if you are making progress on your goals.

If you're working through this step with your program advisory committee, start by tackling the following questions together as a group:

- *Why does your community need a land-based youth program?*
- *What are the key issues in your community that you think this program could help to address?*
- *What changes do you want to see in the community from having a land-based youth program?*
- *What are some of the things that you are hoping a program will have a positive impact on?*
- *What are the most important issues to focus on first? In other words, what are your community's priorities?*

Use the **Issues and Goals Worksheet** (Tool 3B) to support this conversation. Part A will help you identify a set of key priority issues for your SEAS program to focus on, while Part B will help you turn the issues from Part A into a series of goals or focus areas that you can build your program around.

By the end of this step, you should have a set of goals that describe the areas/issues that your program will focus on. Be sure to write these goals down and file them or post them someplace where they will be easy to access and reference later on.



TOOL 3B:
Issues
and Goals
Worksheet



You'll need your goals for program planning, so hang on to them! Keep them someplace safe or post them on the wall or on a bulletin board for inspiration.



GET TO KNOW YOUR PROGRAM'S GOALS

If you are the person delivering SEAS programming on a day-to-day basis, then it's your job to design a program that supports your community's vision for SEAS. This means that when you're coming up with ideas for your program, you should be thinking about what your community is hoping to achieve with a SEAS program. Some questions to ask at this stage include:

- *What are some of the key areas (e.g., health, culture, connection, skills) that your community is trying to make a difference in with a SEAS program?*
- *What activities can you organize that will help make a difference in these key areas?*

A great place to begin is with your community's goals for the program. If your community has been following the planning process described in this Toolkit, then goals were likely identified during the program design phase described in [Chapter 3](#). Talk to people who were involved in that process, dig up

any notes or documentation of the issues and goals that were discussed, and then reference these as you start to plan.

If your community has yet to do any goal setting for your program, this task may fall on you. Start by talking to people who are (or will be) involved in the program in a planning, management or delivery capacity. They can help you understand what your community is looking for in an on-the-land youth education program. You can also go back to [Chapter 3](#) for more information about setting goals for your program.

Your program's goals will set the tone for your program and help you to do more focused thinking about activities that can support progress in specific areas. Without these pieces in place, you may find it difficult to organize and implement an effective program.



Keep in mind that goals change over time! If your program has been running for more than a year or two, you may want to revisit your program's goals to see if they need any work.



Use Tool 3A, the **Issues and Goals Worksheet**, if you're looking for a quick and effective way to come up with some goals/focus areas for your SEAS program.