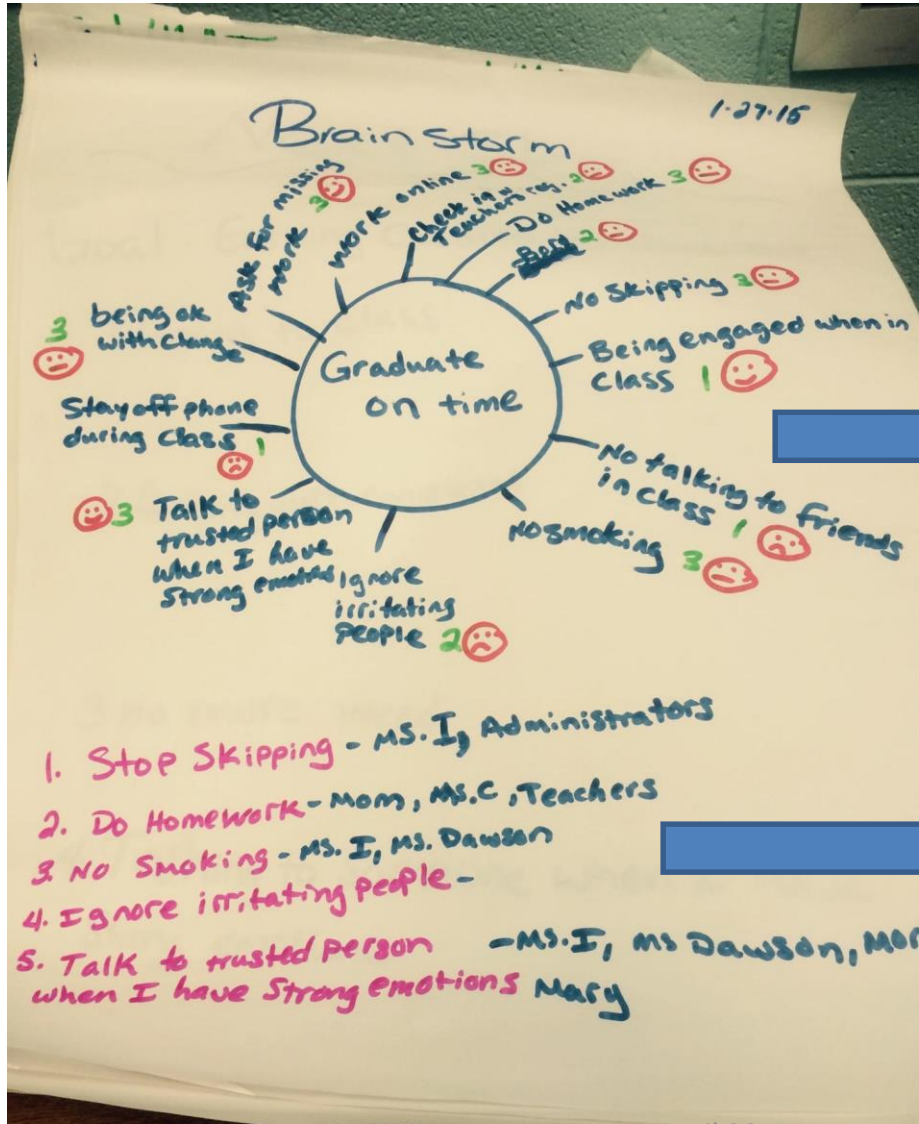


# Brainstorming Wheel

Moving through  
RENEW Map #8, Map #9 and Map # 10  
To a Youth Action Team Plan

# Brainstorm Wheel

## Getting from Goals to Action Planning



Next Steps

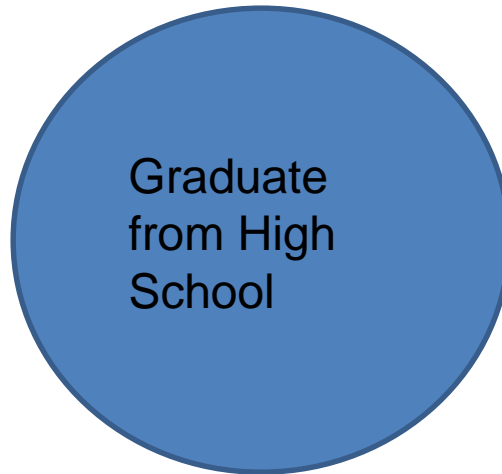
Map 9

Essential  
Next Steps

Map 10

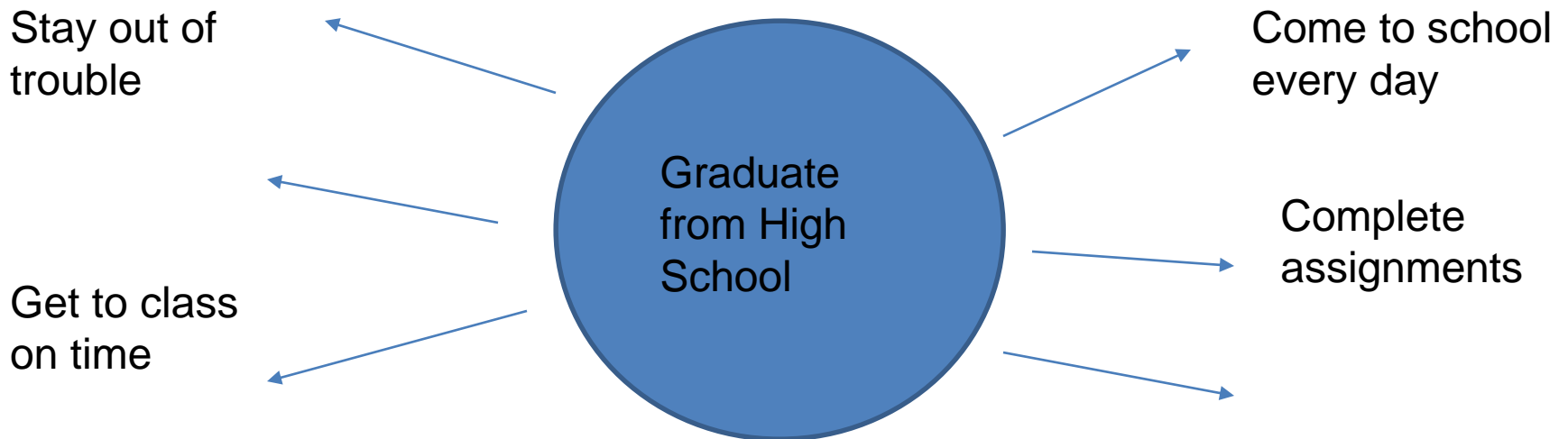
# Goal from Map #8 – My Goals

Ask student to select one goal from Map #8 and place it in a circle in the center of the flip-chart paper.



# Brainstorming Ideas

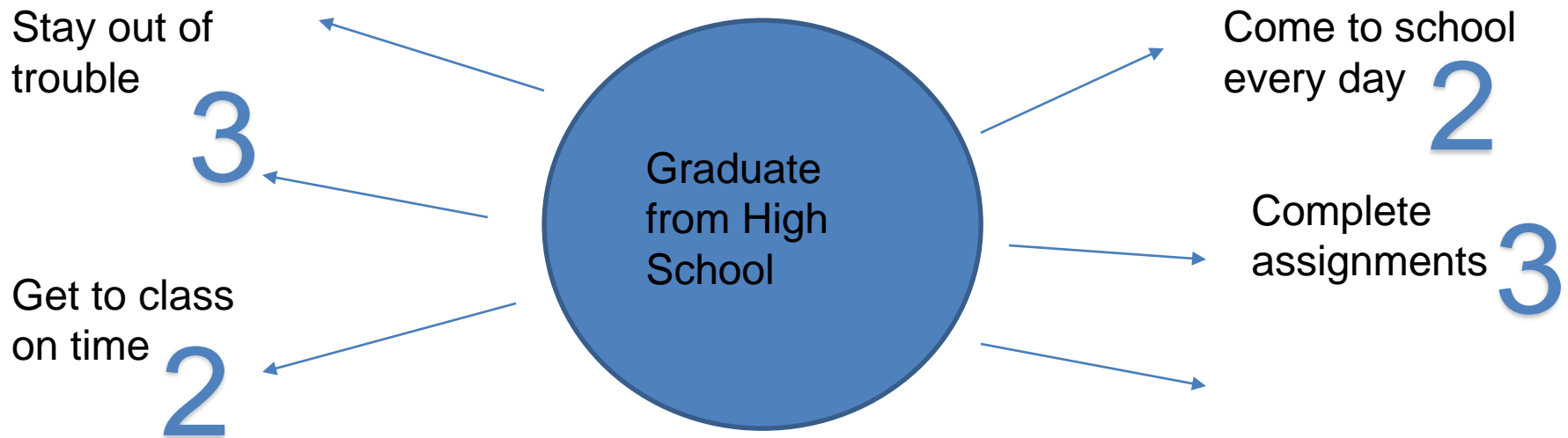
Ask student and any other team members to begin to brainstorm steps toward the goal.



Remember: Rapid sharing of ideas, no judgments

# Rating the Impact of Each Step

Ask student to rate each step.



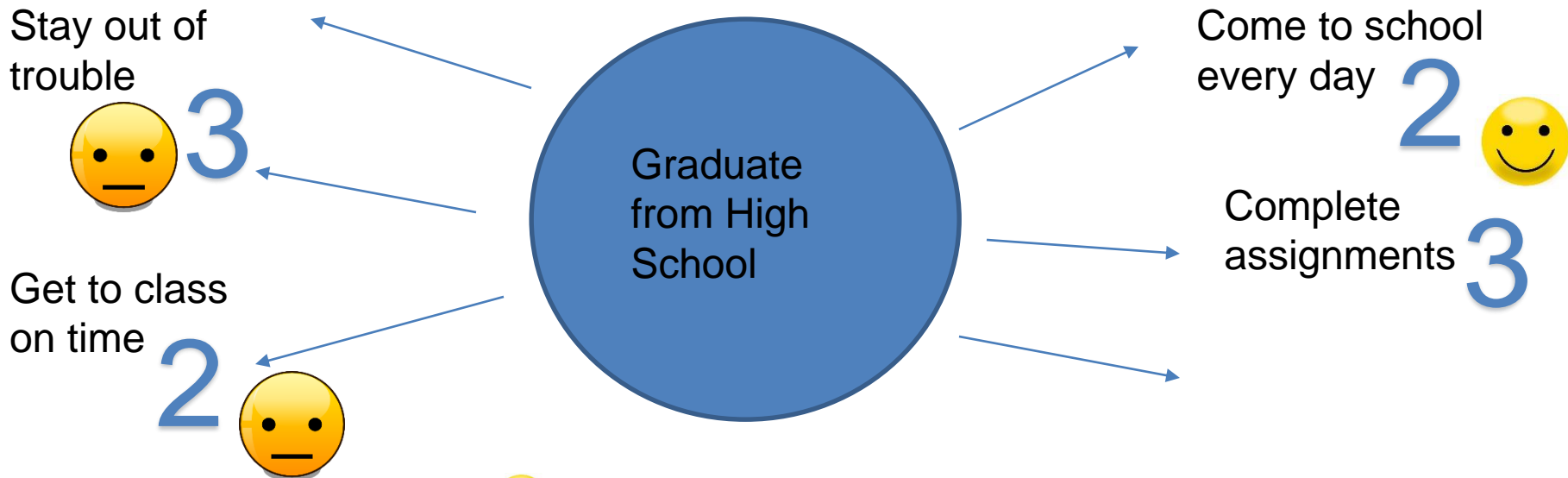
High impact on achieving the goal = 3

Medium impact on achieving the goal = 2

Low impact on achieving the goal = 1

# Rating the 'Doability' of Each Step

Ask student to rate each step.



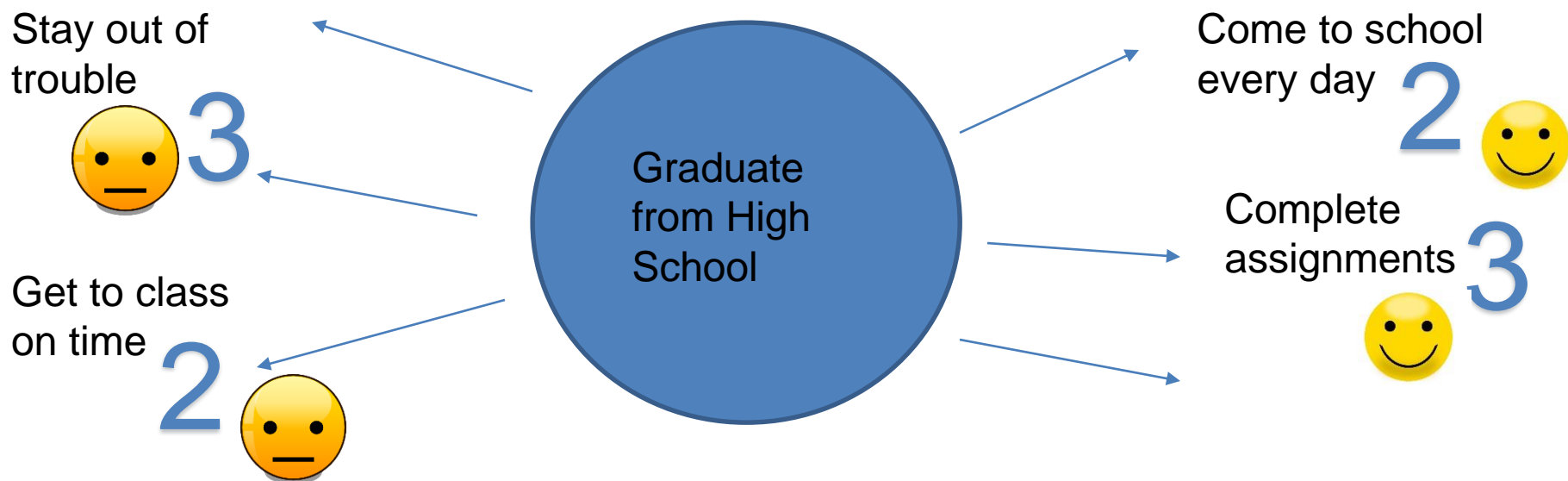
High level of 'doability' for the step 😊

Medium level of 'doability' for the step 😐

Low level of 'doability' for the step 😞

# Identifying Steps for Action Planning

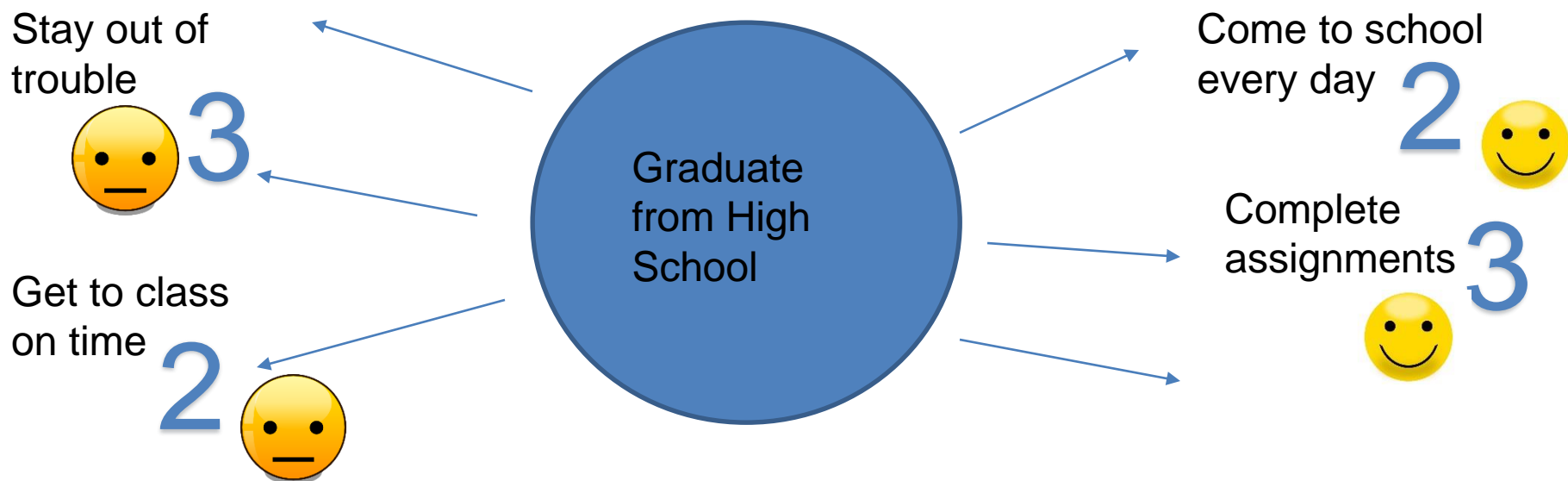
Ask student to use ratings to choose three steps for action planning.



Chose steps that will bring both quick successes and opportunities for growth.  
Consider logical order of steps to achieve the goal.

# Identifying Steps for Action Planning

List the identified three steps on bottom of map.



1. Complete assignments
2. Come to school every day
3. Stay out of trouble



**Student:**

**Date: 01 / 01 / 2019**

**Long-Term Goal: Graduate from High School**

***[Individual Student Data for Progress Monitoring, included in this plan, should be updated.]***

<b>Short-Term Goal: Complete all assignments and turn them in on time</b>					
<b>When Do I Want this Completed?</b>	80% work completion rate through end of school year				
<b>What Do We Have to Do to Make this Happen?</b>	<b>What Resources, Materials, or Support Are Needed?</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Desired Outcomes</b>	<b>Status/ Comments</b>
Get a planner and keep it updated	Planner (or app) Instructions on keeping a planner	Student and Ms. D, school counselorEn			
Encouragement to complete work at home	Uncle John’s support in getting work started after school each day before he leaves for work. Daily check-in with Dad in the morning.	Student Uncle John Dad			
Work Completion WPR	Individualized WPR and weekly check-in with SSW.	Student Teachers completing WPR SSW			