

# Charting the Future: Individual Goal Setting

## A Counselor/Teacher Activity

### Overall Purpose:

This activity allows students to set long range goals, to visualize themselves achieving a goal, and to write a creative story about its accomplishment.

### Materials:

One copy of the experience sheet, *Living My Goals*, for each student

### Directions:

Talk with the students about their goals for the future. Explain that lots of people have dreams about things they want to do or have, but that dreams must be turned into goals in order to come true. They must become targets to move toward.

Write the following headings on the board:

A Job I Would Like to Have  
A Place I Would Like to Go  
Something I'd Like to Own  
An Activity or Sport I'd Like To Be Good At  
Something I'd Like to Accomplish

Distribute the experience sheet, *Living My Goals*, and review the directions. Ask the students to help you think of an example or two for each goal area. Write these on the board under the appropriate headings. Once you're certain that the students have grasped the idea, give them about 10 minutes to work on their goals. You and the teacher should circulate and assist the students in formulating their goals.

At the end of 10 minutes (use your judgment in allowing more or less time), invite volunteers to share their goals with the group.

Then, in your own words, say to the students:

*Turn your papers over. Imagine that time has passed, and the future is here. You are achieving one of your goals. Picture it happening in your mind and describe what you see in the form of a story. Use your imagination and be very specific. Describe your feelings and why reaching this goal is so important to you.*

Give the students another 15 minutes to write. As time permits, invite individual students to read their stories to the class. Applaud each story and its author. Ask the teacher to display the stories around the room. Lead a summary discussion.

### **Discussion Questions:**

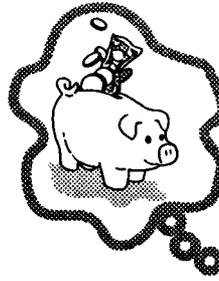
1. How do we benefit from setting goals for the future?
2. What similarities did you hear in the goals we wrote?
3. When is it okay to change your mind about a goal?
4. Should you change your mind about a goal just because it takes hard work? Why or why not?
5. How will you know that you are getting closer to your goal?

### **Variations:**

Teacher Activity: Set up a “Goal Center” in the room. Hang a sign over it and display the completed experience sheets there. Set out a stack of 3” by 5” cards and pencils so that the students can write additional short-term and long range goals. Locate childrens’ literature and games related to goal-setting and keep them at the center.

# Living My Goals

## Student Experience Sheet



A goal is something you work for, move toward, and finally reach. When you have goals, you know exactly where you're going.

Describe 5 goals. When you have finished, turn this sheet over and write a story about one of your goals on the back. Imagine that you are achieving your goal. Describe what it's like and how you feel.

**A Job I Would Like to Have** \_\_\_\_\_

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**A Place I Would Like to Go** \_\_\_\_\_

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**Something I'd Like to Own** \_\_\_\_\_

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**An Activity or Sport I'd Like To Be Good At** \_\_\_\_\_

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**Something I'd Like to Accomplish** \_\_\_\_\_

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