

# **Possible Selves**

## **Nurturing Student Motivation**

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**PROFESSIONAL  
DEVELOPMENT GUIDE**

**July, 2003**

# Overhead Transparencies and Handouts

- |         |  |         |  |
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| OH #1:  | Advance Organizer for Training Session   | OH #47: | Three-branch template  |
| OH #2:  | "Give me a fish..."  | OH #48: | Four-branch template   |
| OH #3:  | "I don't know how to fish..."  | OH #49: | Lesson 5: Reflecting on Goals  |
| OH #4:  | "Students are not unmotivated..."  | OH #50: | Thinking About Possible Selves, p. 1   |
| OH #5:  | Students are motivated when  | OH #51: | Thinking About Possible Selves, p. 2   |
| OH #6:  | History of the Possible Selves Program   | OH #52: | Goal   |
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## HANDOUTS:

- Possible Selves Questionnaire (Handouts #1-8)
- Thinking About Possible Selves (Handouts #9-10)
- Action Plan (Handout #11)

# **Advance Organizer for Training Session**

- **The Challenge**
- **History of Possible Selves**
- **A “Possible Selves” Solution**
- **Participant Activities**

**“Give me a  
fish, and I eat  
for a day. Teach  
me to fish,  
and I eat for a  
lifetime.”**

**Chinese proverb**

**“I don’t know  
how to fish,  
and I don’t care  
to learn. I don’t  
even like fish.  
So don’t bother  
me!”**

**“Non-motivated” student**

**“Students are  
not unmotivated.  
However, they  
may not be  
motivated to do  
what we want  
them to do.”**

**Richard Lavoie**

# **Students are motivated when they:**

- **Have a goal they believe is achievable,**
- **Have the desire to attain the goal, and**
- **Have a plan in place to attain the goal.**

# **History of the Possible Selves Program**

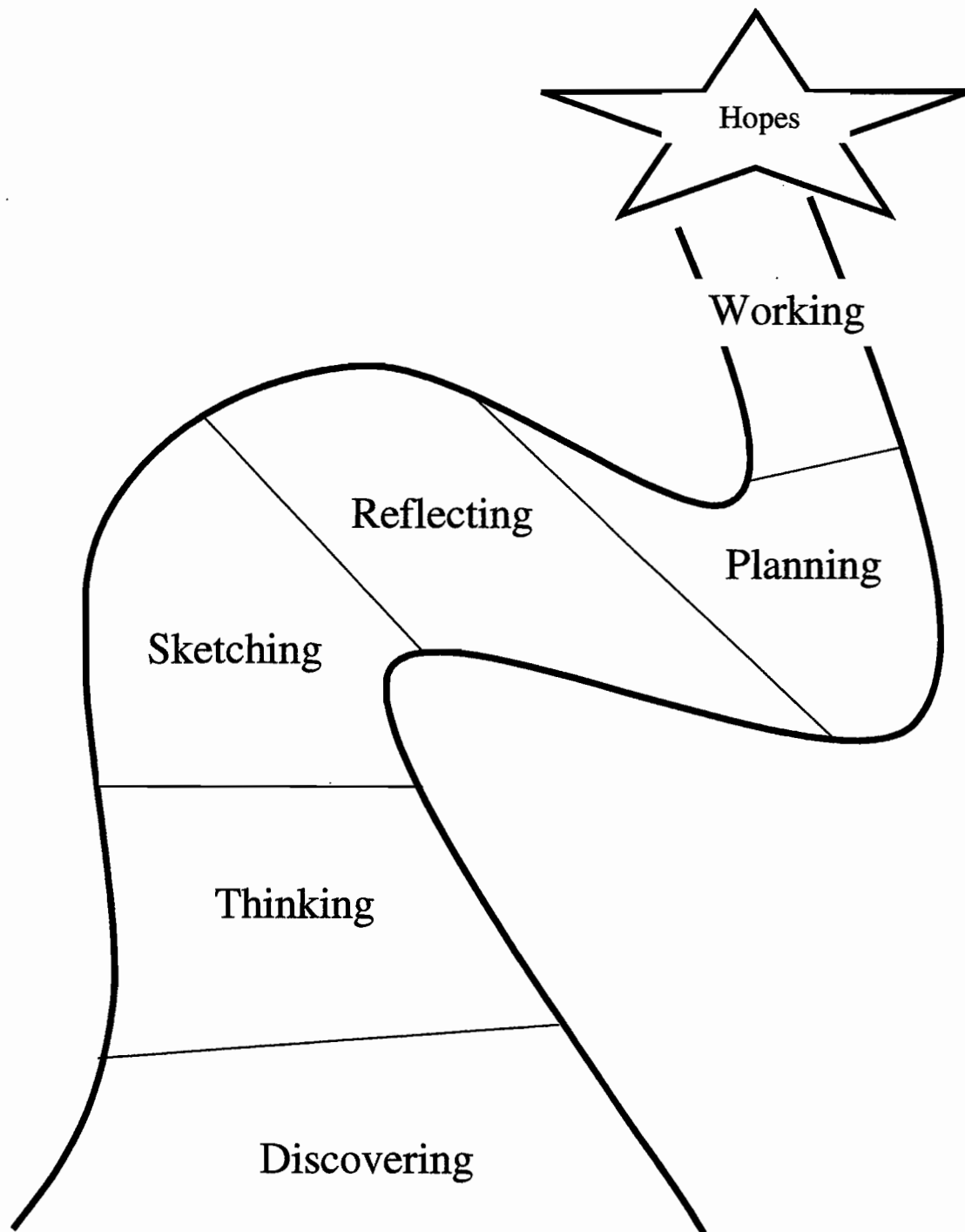
- **Why won't they learn this stuff?**
- **Lack of motivation?**
- **Researchers developed a motivational intervention and tested it**
  - University student-athletes taught by staff
  - University student-athletes taught by peers
- **Researchers adapted it for elementary, middle-school, and high-school students**
  - West Junior High School (SED), Lawrence, KS
  - Grades 2-3-4 w/sp ed, Rapid City, SD
  - Chase, Landon, & Jardine Middle Schools, Topeka, KS
  - LD Strategy Class, Blue Valley (KS) School District



# **A Possible Selves Solution**

- **“Possible Selves” are ideas about what one might become in the future (Markus & Nurris, 1986)**
- **One’s vision of the future is motivating**
- **Future vision includes:**
  - Hoped-for Selves
  - Expected Selves
  - Feared Selves

# The Components of the Possible Selves Program



## **Lesson 1**

# **Why Study Possible Selves?**

### **What you'll do:**

- **Introduce the Possible Selves Program**
- **Optional: Show a movie that features young people with strong dreams  
(October Sky, Rudy, Simon Birch)**
- **Help students make folders**
- **Introduce “The Dream Catcher”**
- **Introduce the Unit Organizer**

# **Introduce the Program**

- **Define Possible Selves**
- **Discuss example**
- **Explain the purpose of the program**

# Fear of the Future

**"Next year I hope to be in school, legally at home, and stop using cocaine.**

**I expect to be using drugs and alcohol, be involved in crime, start fencing again, and be at home.**

**I'm fearful I might start using morphine or heroin, doing worse crimes like armed robbery, and living on the streets."**

**Paul, a 16-year-old in a maximum-security training school for delinquents**

From Oysterman, D., & Markus, H.R. (1990). Possible Selves and delinquency.

*Journal of Personality and Social Psychology*, 59(1), 112-125.

# **I Have a Dream**

**“When I grow up, I want to be a judge.**

**First, I’ll need to become a good lawyer, so I have to study hard now and finish high school with good grades.**

**Then, I’ll be able to go to college and, later, to a good law school.”**

**Jamaal, 14-year-old participant in the “I Have a Dream Program”**

**Reported on the *Today Show*, November 14, 1990.**

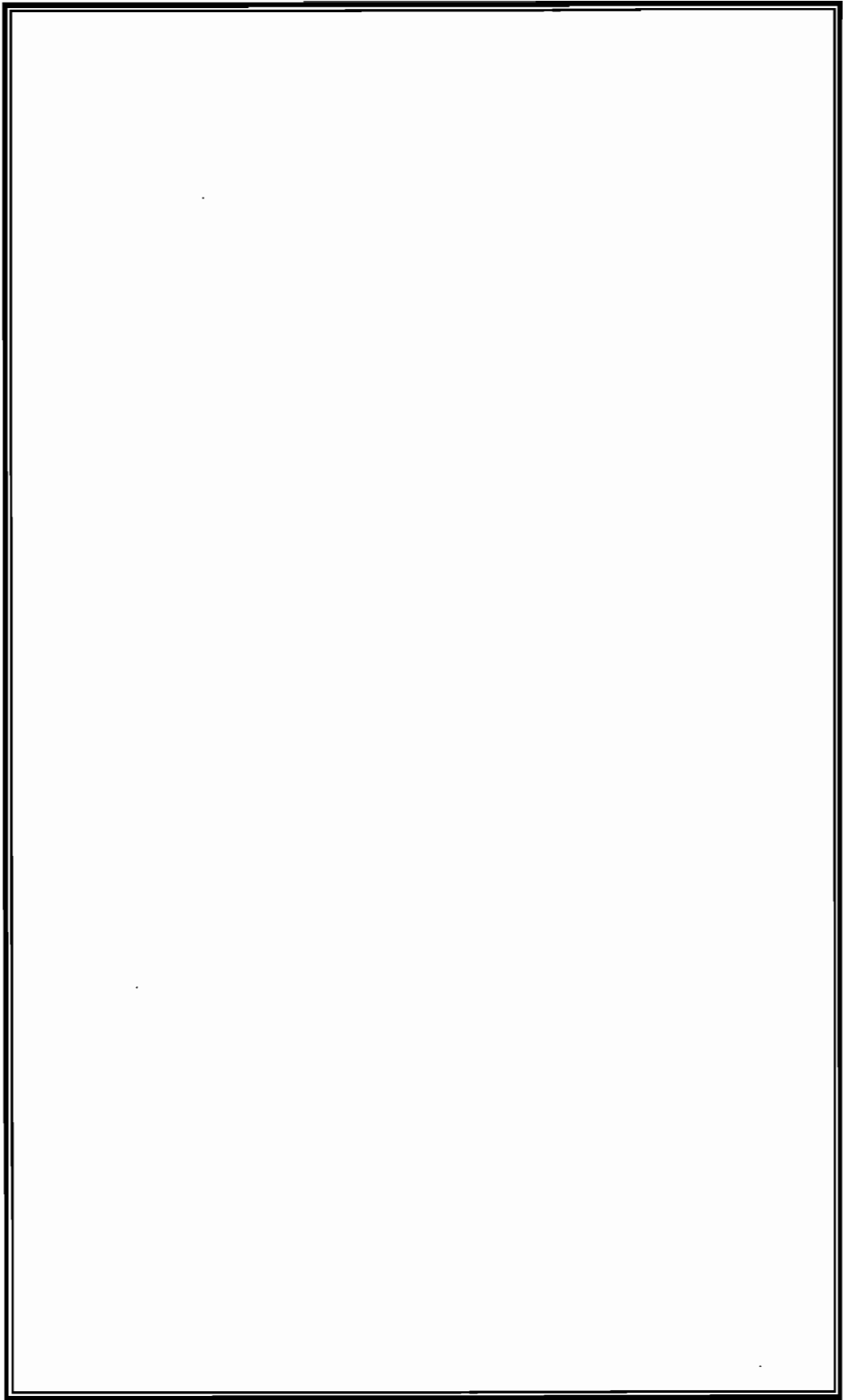
# Possible Selves Film Discussion Guide

In the film, find examples that answer the following questions:

- What was the main character's dream?
- What people or circumstances tried to block the character from reaching the dream?
- Who played a supportive role in helping the main character attain the dream?
- What did the character do?
- Who determines what is possible for you?
- What barriers can block you from reaching your dreams?
- How does one overcome barriers?
- What positive action can various people take to help you reach your dreams?
- What kind of effort does success require?

# The Possible Selves Goal Folder of: \_\_\_\_\_

A picture of my strengths, interests, and a possible career:

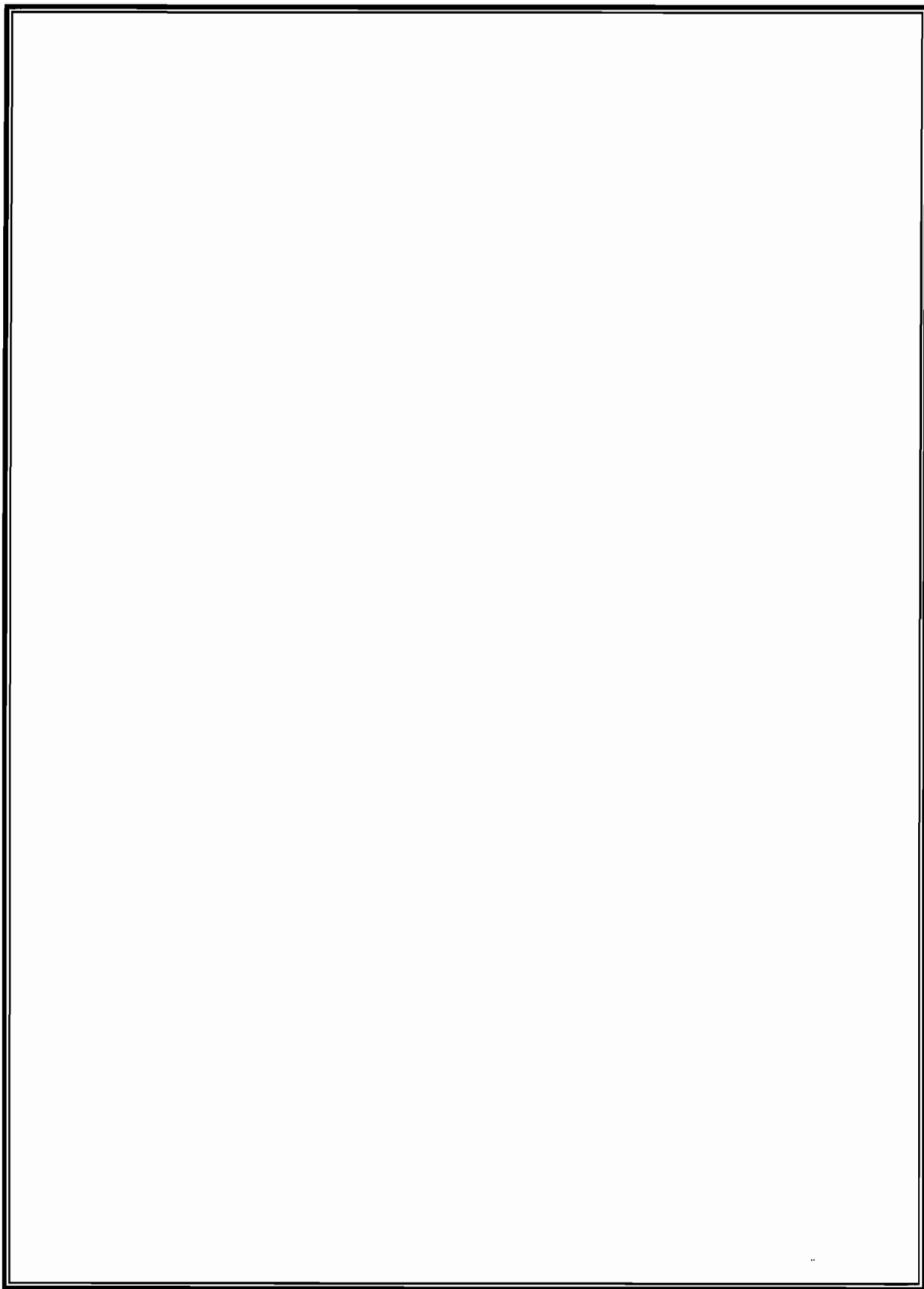




# Questionnaire Highlights

Describe yourself as a _____.	Describe yourself as a LEARNER.	Describe yourself as a PERSON.
What are your HOPES as a _____?	What are your HOPES as a LEARNER?	What are your HOPES as a PERSON?
What are your EXPECTATIONS as a _____?	What are your EXPECTATIONS as a LEARNER?	What are your EXPECTATIONS as a PERSON?
What are your FEARS as a _____?	What are your FEARS as a LEARNER?	What are your FEARS as a PERSON?

# Possible Selves Tree



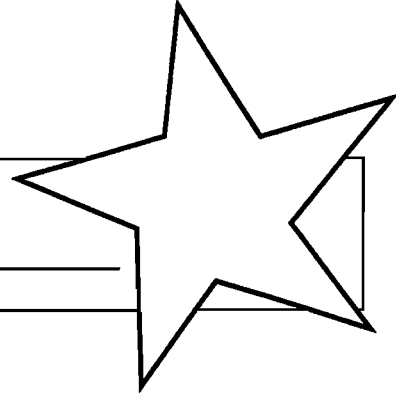
# Action Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Hope

One of my hopes is to:

\_\_\_\_\_



## The Goal

A goal that will help me attain this hope is to:

\_\_\_\_\_

## The Action Steps



COMPLETION DATE	COMPLETION DATE	COMPLETION DATE	COMPLETION DATE	COMPLETION DATE

# Action Plan

One of my hopes is to: \_\_\_\_\_

\_\_\_\_\_

A goal that will help me attain this hope is to: \_\_\_\_\_

\_\_\_\_\_

The action steps I need to take to reach this goal are:

*Completion date*

\_\_\_\_\_

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# Dream Catcher Story

As legend has it, long ago, a young Native American maiden was taught to weave a web, much like a spider does. Afterward, she wove a web into the form of a “dream catcher.” This dream catcher, when hung in her lodge, would catch all her dreams, good and bad. The bad dreams would be caught in the webbing, where they would be burned off by the morning light. The good dreams would also be caught, but they would find their way to the center of the web and filter down into feathers attached to the web. There they would be held only to return another night and be dreamed again. As these good dreams were repeated over and over, they became real.

# The Dream Catcher

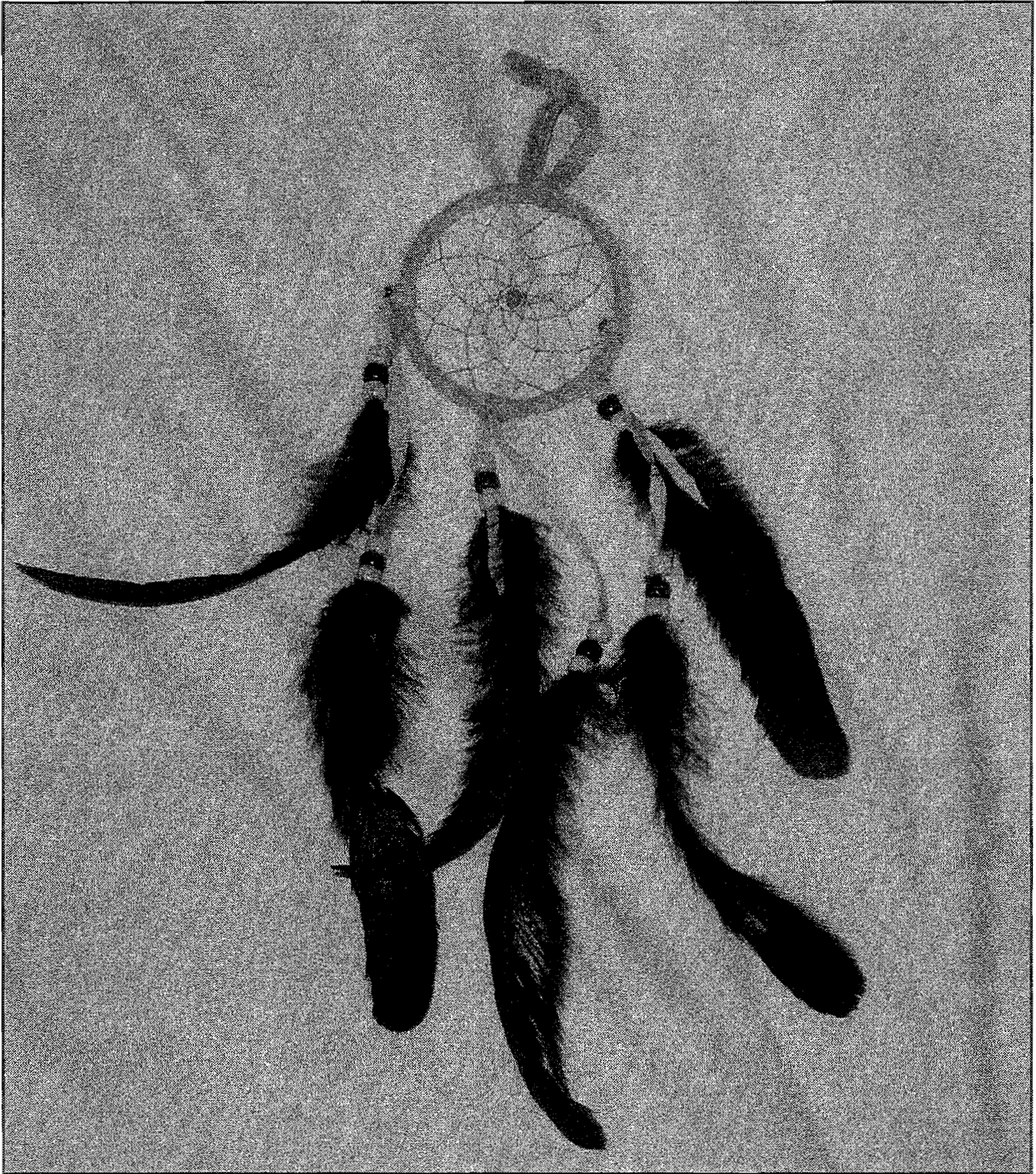
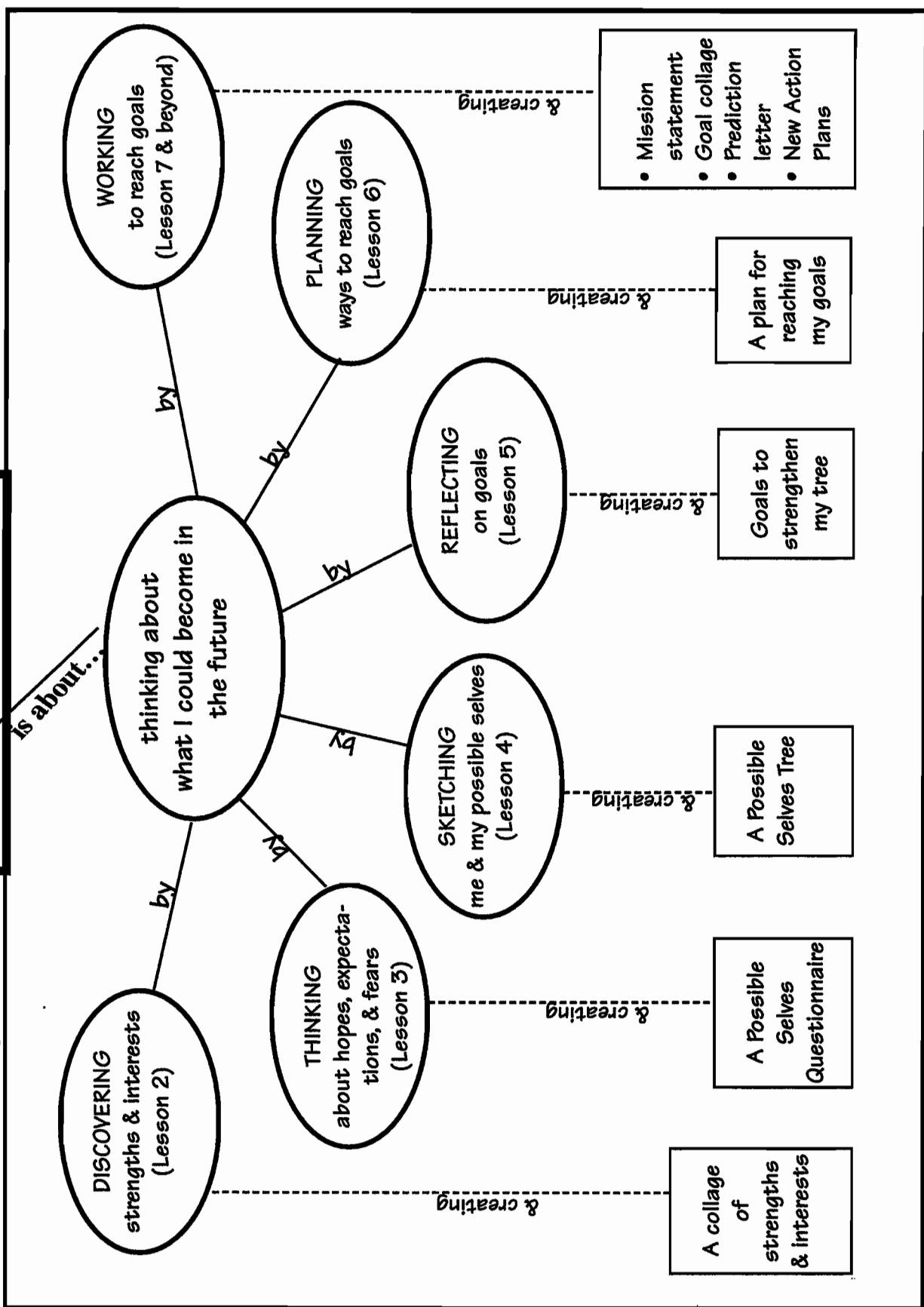


Photo by Alyson J. Hock

# The Unit Organizer

## POSSIBLE SELVES



# Dreams

**"Hold fast to Dreams  
For if Dreams die  
Life is but a broken-  
winged bird  
That cannot fly."**

**From "Dreams,"  
by Langston Hughes**



## Lesson 2

# Discovering Strengths and Interests

### What you'll do:

- **Help students identify strengths, interests, and a possible career**
- **Help students create a collage illustrating those ideas**

# An Interview with Tamara

**Roger:** Tamara, what do you want to be when you're an adult?

**Tamara:** A social worker.

**Roger:** Why?

**Tamara:** I just want to help families stay together and solve their problems. I've always been the one to hold our family together when my mom and dad are struggling. I'm good at it.

**Roger:** How do you plan to do this?

**Tamara:** Well, I have to learn how to work with people who don't always want help. I also need to become a leader who can get people to communicate.

**Roger:** What else?

**Tamara:** I have to go to college and get a degree, so I have to study hard now and finish high school with good grades. Then I will go to college and earn a degree in social work.

## Lesson 3

# Thinking about Hopes, Expectations, and Fears

### What you'll do:

- **Help students identify their hopes, expectations, and fears within several life areas:**
  - Individual strength  
(e.g., athlete, musician, artist)
  - Learner
  - Person
  - Worker
  
- **Help students complete the Possible Selves Questionnaire**

# Hope

**Something you would like very much to happen;  
a wish or a dream.**

**You are not sure it will happen.**

## **EXAMPLES:**

- 🕒 You might hope to graduate from college.**
- 🕒 You might hope to be elected as a senator from your state.**
- 🕒 You might hope to win a gold medal at the state track meet.**
- 🕒 You might hope to win the lottery.**
- 🕒 You might hope to own your own music business.**
- 🕒 You might hope to live at the beach.**
- 🕒 You might hope to get a scholarship to attend college.**
- 🕒 You might hope to go to the senior prom.**

# Expectation

Something you would like to happen  
and are fairly sure will happen.

## EXAMPLES:

- 🐼 You might expect to graduate from high school.
- 🐼 You might expect to get a “B” in English.
- 🐼 You might expect to get a job mowing lawns.
- 🐼 You might expect to continue to live in your home state.
- 🐼 You might expect to make the basketball team.
- 🐼 You might expect to have a lot of friends.
- 🐼 You might expect to pass all of your classes.

# Fear

**Something that scares or worries you about the future;  
something you wish to avoid.**

## **EXAMPLES:**

- ☹ You might fear that you will flunk out of school.**
- ☹ You might fear that you will get injured playing football.**
- ☹ You might fear that you won't make the NFL.**
- ☹ You might fear that you will fail all your classes.**
- ☹ You might fear that you won't have any friends.**
- ☹ You might fear that you won't get a good job.**
- ☹ You might fear that people will make fun of you.**
- ☹ You might fear that you won't have a place to live.**
- ☹ You might fear that you won't have enough money to live on your own.**

# Individual Strength

This refers to something you are very good at doing and enjoy doing. Individual strengths can be academic skills, physical skills, or artistic skills. In short, they can be anything you do well!

## EXAMPLE DREAMS RELATED TO INDIVIDUAL STRENGTHS:

- 🐼 Playing basketball in college
- 🐼 Becoming a teacher
- 🐼 Having my own computer company

## EXAMPLE EXPECTATIONS:

- 🐼 To make the high-school basketball team
- 🐼 To enroll in all college preparatory classes
- 🐼 To work during the summer for a local computer company

## EXAMPLE FEARS:

- 🐼 Injuring myself
- 🐼 Losing my voice (and not being able to sing)

# Learner

**This refers to your lifetime role as a person who learns. It includes what you are doing now and what you will accomplish in school, college, and other settings to get ready for a career and then continue learning.**

## **EXAMPLE LEARNER DREAMS:**

- 🐼 Graduating from college**
- 🐼 Getting a 3.4 grade-point average in high school**

## **EXAMPLE EXPECTATIONS:**

- 🐼 Graduating from high school**
- 🐼 Earning a 2.5 grade-point average in high school**

## **EXAMPLE FEARS:**

- 🐼 Dropping out of school**
- 🐼 Getting suspended**
- 🐼 Getting sick**



# Worker

This refers to your lifetime role as a person who works and earns a living. It includes what you do now as a worker (for example, when you do chores, work at a summer job) and what you will do for your possible career.

## EXAMPLE DREAMS:

- 👤 Becoming an architect
- 👤 Having my own architectural business

## EXAMPLE EXPECTATIONS:

- 👤 Becoming a good draftsman
- 👤 Working for an architect

## EXAMPLE FEARS:

- 👤 Being on welfare
- 👤 Not being able to get a good job so I can live independently

# Person

This refers to your lifetime role as a person who has relationships with him/herself and others. It includes what you do now and what you will do in the future to keep yourself healthy and fit, as well as everything you are doing and will do to have good relationships with family members, friends, and members of the community.

## EXAMPLE DREAMS:

- ☛ Owning my own home
- ☛ Having a family
- ☛ Having loving relationships with my family

## EXAMPLE EXPECTATIONS:

- ☛ Having an apartment
- ☛ Exercising a couple of times a week
- ☛ Having a few close friends

## EXAMPLE FEARS:

- ☛ Living with my parents
- ☛ Becoming ill
- ☛ No close friends

# Possible Selves Questionnaire

## Section 1: Individual Strength

1. What one thing are you really good at doing?

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Use words or phrases that describe you in this area.

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2. What are some of the things you hope to achieve in this area?

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## Section 1: Individual Strength (continued)

3. What are some of the things you expect to achieve in this area?

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4. What are some of your fears about yourself in this area?

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## Section 2: Learner

1. Use words or phrases to describe yourself as a learner.

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2. What are some of the things you hope to achieve as a learner?

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## Section 2: Learner (continued)

3. What are some of the things you expect to achieve as a learner?

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4. What are some of your fears about yourself as a learner?

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## Section 3: Person

1. Use words or phrases to describe yourself as a person.

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2. What are some of the things you hope to achieve as a person?

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## Section 3: Person (continued)

3. What are some of the things you expect to achieve as a person?

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4. What are some of your fears related to yourself as a person?

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## Section 4: Worker

1. Use words or phrases to describe yourself as a worker.

(If you have a job outside your home, describe what you're like while you do that job. If you don't have a job outside your home, think about work you do for your parents or around the house, and describe how you do those jobs.)

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2. What are some of the things you hope to achieve as a worker?

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## Section 4: Worker (continued)

3. What are some of the things you expect to achieve as a worker?

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4. What are some of your fears about yourself as a worker?

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## Lesson 4

# Sketching Me and My Possible Selves

### What you'll do:

- **Help students analyze the results of their questionnaires**

(Questionnaire Highlights & Worker Highlights)

- **Guide students to create a Possible Selves Tree that illustrates their hopes, expectations, and fears**

Trunk = Whole person

Limbs = Major life areas  
(learner, person, worker, strength)

Branches  
on limbs = Hopes & expectations for that life area

Roots = Current ideas about self in each area

Dangers or  
Threats = Fears

# Worker Highlights

**Describe yourself as a worker.**

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**What are your hopes as a worker?**

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**What are your expectations as a worker?**

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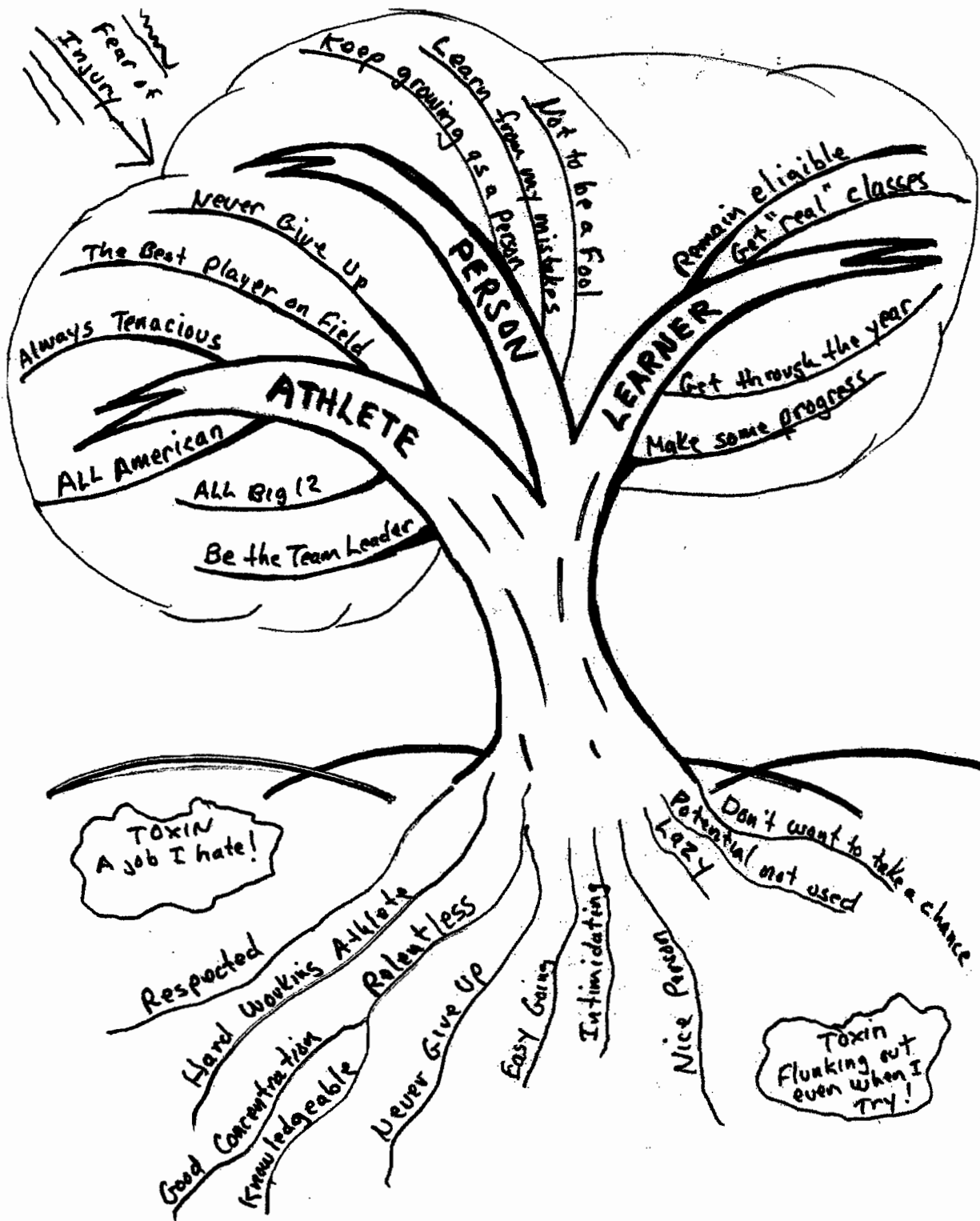
**What are your fears as a worker?**

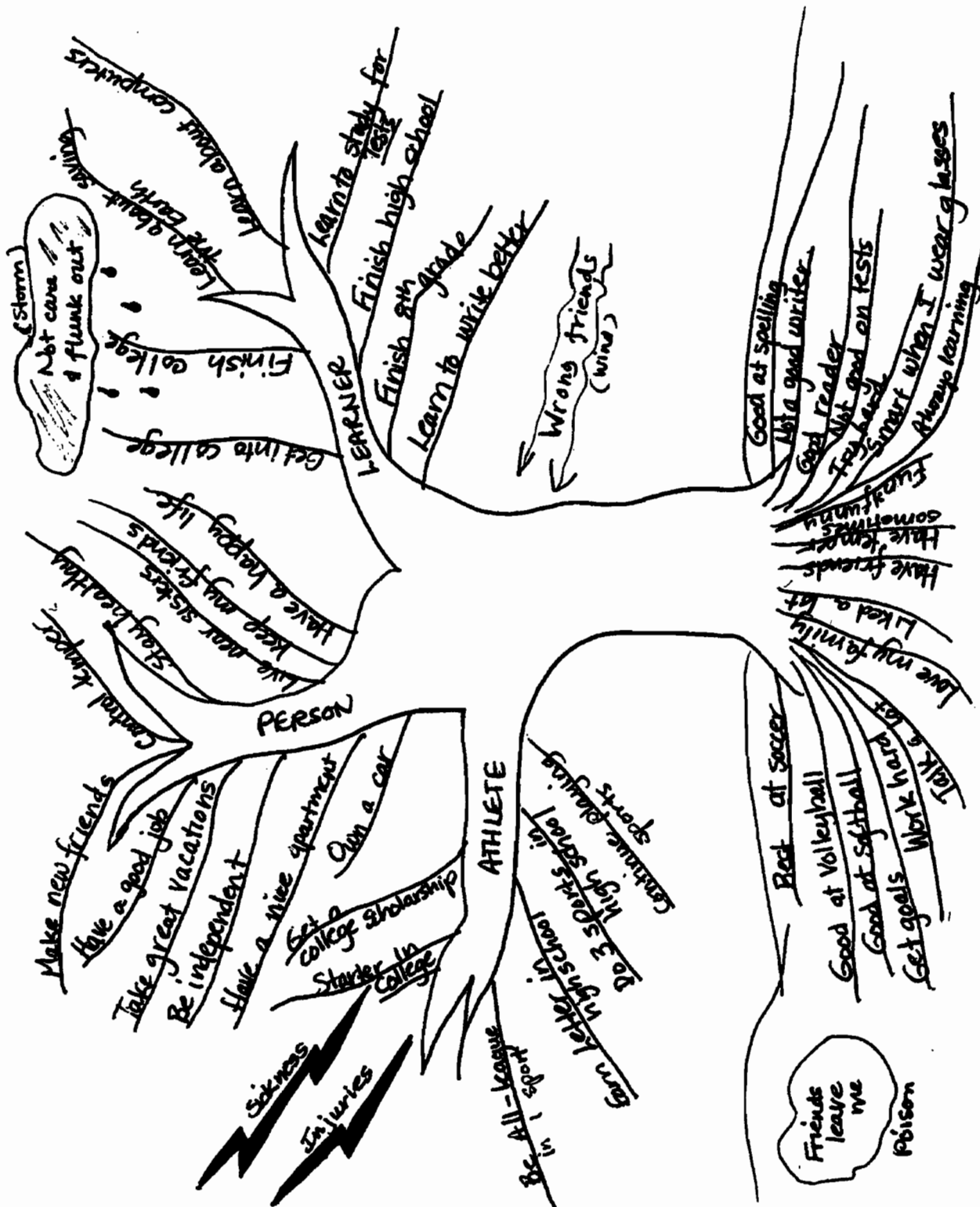
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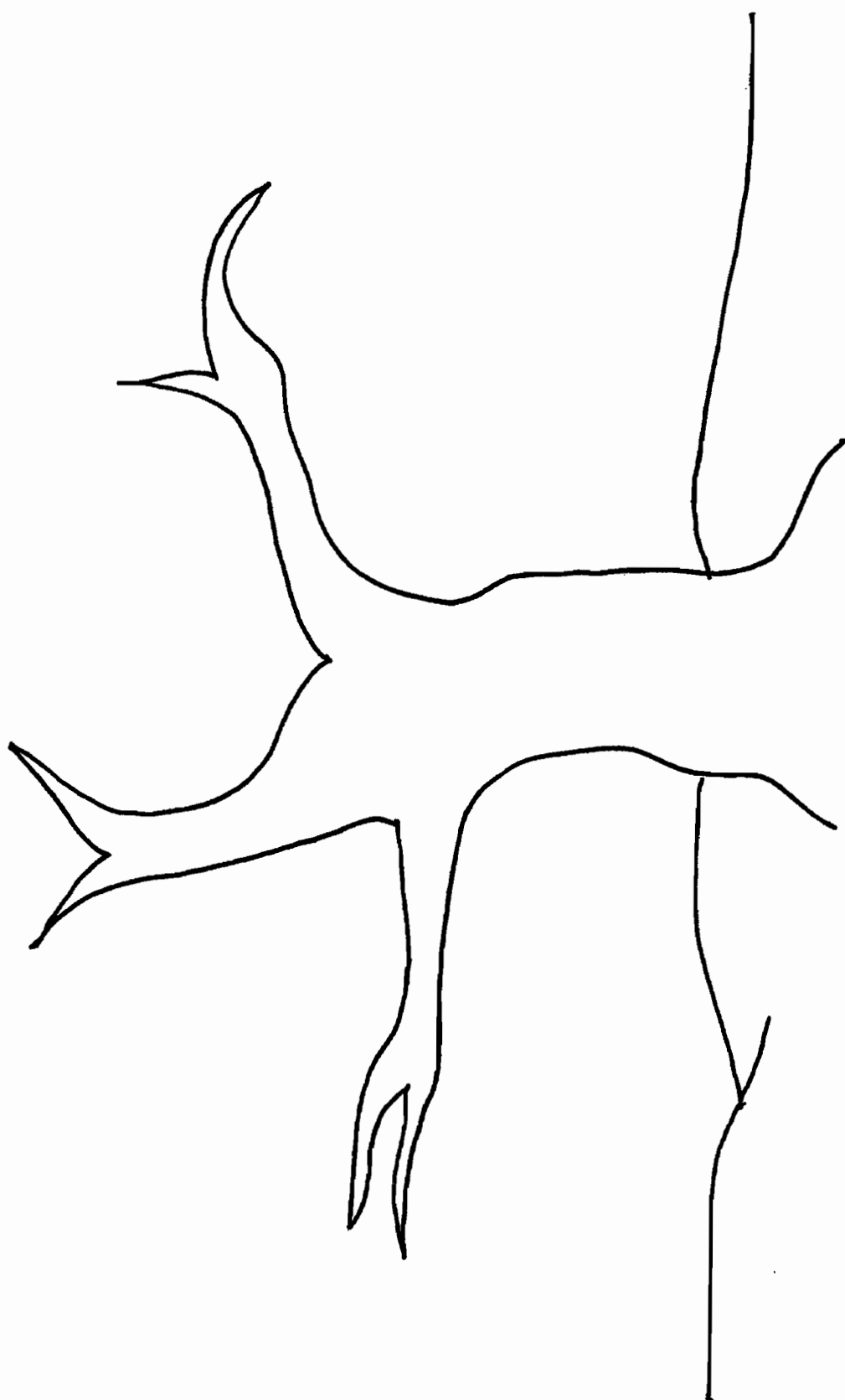


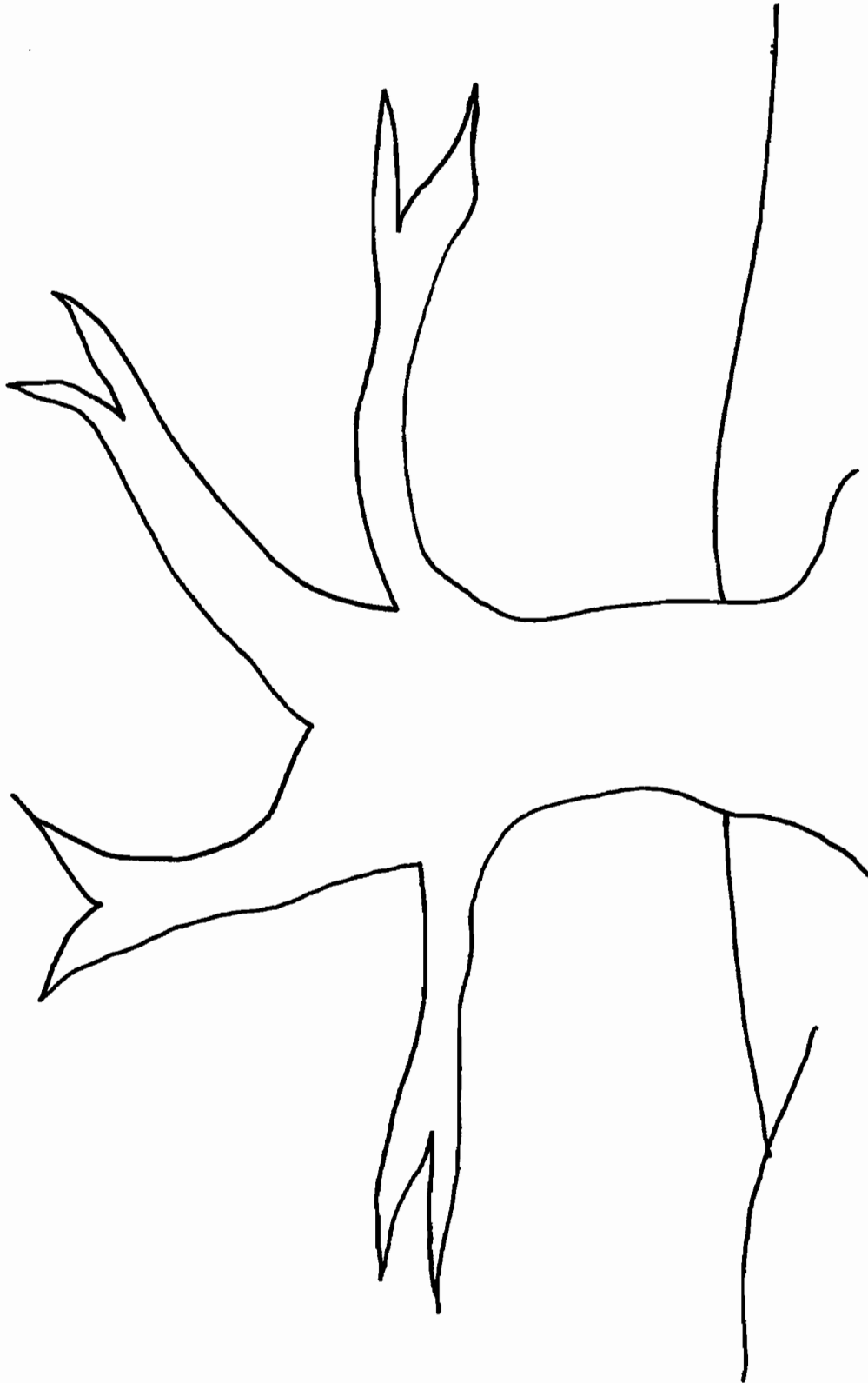












# Reflecting on Goals

## What you'll do:

- **Help students stand back and evaluate trees and their lives** (Thinking About Possible Selves form)
- **Define “goals”**
- **Model how to select areas needing nurturing and write goals**
- **Help students write goals**
- **Help students rank goals**

# Thinking About Possible Selves

LOOK AT YOUR POSSIBLE SELVES TREE.

1. Which tree limb has the most branches?

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2. Which tree limb has the most "hopeful" or "positive" words?

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3. Which tree limb has the fewest branches?

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4. Which tree limb has the fewest positive words?

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**5. Which tree limb(s) need(s) to be strengthened the most?**

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**6. The main hope I have for my life in this area is to:**

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**7. List three immediate or short-term goals that will help you attain this hope.**

**PRIORITY  
RANKING**

**Goal** \_\_\_\_\_

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**Goal** \_\_\_\_\_

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**Goal** \_\_\_\_\_

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# Goal

**A clear statement of what you want to achieve and are working toward, and when you expect to achieve it.**

## **EXAMPLES:**

- 🐼 My goal is to go to college in the fall of 2008.**
- 🐼 My goal is to have a first-place finish in this year's state track meet.**
- 🐼 My goal is to learn to read at the 8<sup>th</sup>-grade level by the end of the semester.**
- 🐼 My goal is to improve all my grades by one letter grade in the next reporting period.**
- 🐼 My goal is to improve my relationship with my social studies teacher by the beginning of the new quarter.**
- 🐼 My goal is to become a diesel mechanic by the spring of 2005.**

# Planning Ways to Reach Goals

- **Help students develop “Action Plans” for their #1 goals.**

One of my hopes is to: Do well on the SATs.

A goal that will help me attain this hope is to : Complete a course for the SATs.

The action steps I need to take to reach this goal are :	Completion date
<u>Find out about courses (times &amp; places)</u>	<u>Jan. 30</u>
<u>Choose a course.</u>	<u>Feb. 6</u>
<u>Earn money.</u>	<u>March 30</u>
<u>Get parents to help with money.</u>	<u>March 30</u>
<u>Sign up for course.</u>	<u>March 1</u>
<u>Start course.</u>	<u>April 1</u>
<u>Complete all sessions.</u>	<u>May 1</u>
<u>                                </u>	<u>                    </u>
<u>                                </u>	<u>                    </u>
<u>                                </u>	<u>                    </u>
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<u>                                </u>	<u>                    </u>

**"A goal  
is a dream  
with a  
deadline."**



# Mike's Bike

**I want to buy a new bike by September.**

**To do this, I need \$500.**

**I can earn this money by mowing lawns.**

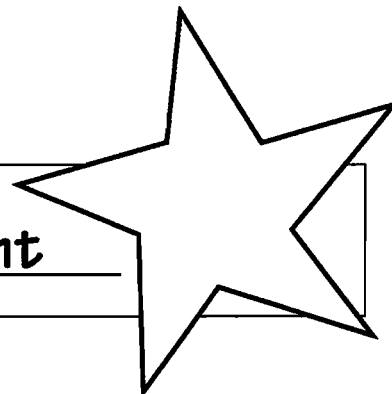
# Action Plan

Name: Mike Date: May 1

## The Hope

One of my hopes is to:

Become more independent



## The Goal

A goal that will help me attain this hope is to:

Buy a new bike by September

## The Action Steps



Ask my par-	Create & dis-	Get lawn	Start mowing	Put downpay-
ents if I can	tribute flyer	mower serv-	lawns	ment on new
use their lawn	to advertise	iced and ready		bike
mower for the	lawn mowing	for use		
summer	service			
COMPLETION DATE	COMPLETION DATE	COMPLETION DATE	COMPLETION DATE	COMPLETION DATE
May 5	May 10	May 15	May 30	July 1

# **Working to Reach Goals**

## **What you'll do:**

- **Have students create a collage of future hopes, expectations, and goals.**
- **Have students create a personal mission statement.**
- **Have students write a prediction letter.**
- **Have students develop new Action Plans for other goals.**
- **Revisit student action plans and help with revisions if necessary (How Am I Doing? form).**
- **Act as “Dream Coach”**

# Example Mission Statement

**I want to become a pediatrician who works three days a week as a member of a family practice group. I want to live in Florida, close to my parents and brothers. I want my family, coworkers, and patients to know that I care about them and will do whatever I can to help them. I also want to be able to play golf at least one day a week.**

# Example Prediction Letter

Dear Mr. Jason,

By next fall, I plan to be enrolled in all college-preparatory classes. I also expect to have spent the summer working as a volunteer in our local hospital. Finally, I will have begun investigating potential colleges, and will have written letters to at least three colleges requesting information about enrollment and financial aid.

Sincerely,

Scott

**"If you have built  
castles in the air,  
your work need not  
be lost; that is  
where they should  
be. Now put the  
foundation under  
them."**

**Henry David Thoreau, *Walden***

Student \_\_\_\_\_ Date \_\_\_\_\_

Goal: \_\_\_\_\_

# How Am I Doing?

## Student Comments

An action step I've completed is:

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An action step I'm working on is:

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I need some advice on how to:

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## Coach Feedback

Comments and specific feedback:

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Ideas and suggestions:

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# What is possible?

## BEFORE

- I want to be a professional basketball player.
- I want to touch people's lives.

## AFTER

- I want to be known as a hard worker and strive to be one of the best players in college basketball.
- I want to be well-respected and loved by my family and friends in everything I do.
- I want to live a good life and support my family as well as other family members.
- I want to live my life as a caring person who will always help others.
- I wish to be a good father, husband, and provider.
- I wish to end up in heaven.



# What is possible?

BEFORE	AFTER
<ul style="list-style-type: none"><li>■ Go go man go I can do it on my own.</li></ul>	<ul style="list-style-type: none"><li>■ I want to be an artist.</li><li>■ I want to be a nice person.</li><li>■ I want to be a good student.</li></ul>
<ul style="list-style-type: none"><li>■ I want to be a basketball player.</li><li>■ I want to do dunks.</li><li>■ I want to be like Iverson.</li></ul>	<ul style="list-style-type: none"><li>■ I want to be a pro basketball player after I go to college.</li><li>■ I want to use my intelligence to be a good student.</li><li>■ I want to be a good person.</li></ul>
<ul style="list-style-type: none"><li>■ I want to be like “Aaliyah” because she was nice and pretty and a singer.</li><li>■ To travel and make my dreams come true like Aaliyah.</li></ul>	<ul style="list-style-type: none"><li>■ I want to be a veterinarian and help take care of animals.</li><li>■ I will go to college for four years and I will use my knowledge in the workplace.</li></ul>

# Possible Selves

- **One's vision of the future is motivating.**
  
- **Future vision includes:**
  - Hoped-for possible selves (dreams)
  - Expected possible selves (short term)
  - Feared possible selves (avoidance)

**“Central to significant student growth and enthusiasm for learning is a teacher who understands the learning process and the important role that a teacher plays in helping students along the path of setting and working toward goals.”**

**Don Deshler, Director  
The Center for Research on Learning**

# **Agenda for Participant Activities**

- 1. Complete a Possible Selves Questionnaire for yourself.**
- 2. Draw your own Possible Selves Tree.**
- 3. Complete a Thinking About Possible Selves form.**
- 4. Develop an Action Plan for your #1 goal.**
- 5. Review, revise, and update the plan.**

**“Learners will  
teach themselves  
better than the  
world’s best  
trainer or highest  
paid motivational  
speaker.”**

**Roger Schank  
Virtual Learning, 1997**

# **Activity 1:**

## **Complete a Possible Selves Questionnaire for Yourself**

### **Goal:**

Identify current and future Possible Selves.

### **Procedures:**

Complete the Possible Selves Questionnaire

### **Ways to complete the Questionnaire:**

- One to one
- Group/Class (Use “I do,” “We do,” and “You do” procedures)

# Activity 1:

(continued)

■ Define “hope,” “expectation,” and “fear.”

■ Guide completion of the Questionnaire.

- What words or phrases best **describe** you as an educator?
- What do you **hope to achieve** as an educator?
- What do you **expect to achieve** as an educator?
- What do you **fear** as an educator?

# **Example Answers to:**

**“What words or phrases best DESCRIBE you as an educator?”**

- Fair
- Organized
- Outcome driven
- Distracted by non-committed students
- Irritated by the politics of teaching
- Creative
- Knowledgeable about pedagogy
- Bored with routine

**Now, your thoughts?**



# **Example Answers to:**

**“What do you HOPE to achieve as an educator?”**

- Connect in a positive way with students
- Close the academic & social gap
- Make a difference: Validate interventions!
- Maintain enthusiasm
- Teach all students
- Return focus to K-12 education

**Now, your thoughts?**

# **Example Answers to:**

**“What do you EXPECT to achieve as an educator?”**

- Continue in the field of education
- Develop additional instructional interventions
- Validate Possible Selves
- Expand my work with Pathways

**Now, your thoughts?**

# **Example Answers to:**

**“What are your FEARS as an educator?”**

- Getting stuck, no options
- Becoming burned out and cynical
- Losing energy
- Hanging around, waiting to retire
- Not producing student growth

**Now, your thoughts?**

# **Optional: Complete the Other Sections of the Questionnaire**

- **Read each question.**
- **Answer the question on your questionnaire.**
- **Use your answers for your presentation to students.**

# **Activity 2:**

## **Draw your own Possible Selves Tree**

### **Goal:**

Create a Possible Selves Tree.

### **Procedures:**

#### ■ Based on the Questionnaire:

- Draw the tree trunk and 3 (or 4) limbs with labels
- Draw HOPE and EXPECTATION branches/leaves
- Draw the root system for the tree (DESCRIBE)
- Draw the threats to the tree (FEARS)

#### ■ Stand back and evaluate

# **Activity 3:**

## **Completing the Thinking About Possible Selves Form**

### **Goal:**

To write goals that strengthen and support growth of your Possible Selves Tree.

### **Procedures:**

- Complete “Thinking About Possible Selves”
  - Where are the most branches, hopeful words?
  - Where are the fewest branches, least hopeful words?
  - Which limb needs strengthening the most?
  - List 3 goals that will help you do this.
  - Prioritize these goals.

# **Activity 4:**

## **Develop an Action Plan for your #1 goal**

### **Goal:**

To develop an Action Plan.

### **Procedures:**

- Using an Action Plan, select your most important goal and the hope it supports and write them on the form.
  
- Identify the action steps necessary to accomplish this goal. Write them on the form.

# **Activity 5:**

**Review, revise, and update your plan.**

## **Goal:**

To regularly monitor your progress on meeting your goal.

## **Procedures:**

- Mentor meetings
- E-mail
- Counselors
- Peers
- Others
- Use a “How Am I Doing” Form to monitor progress



# Planning for Implementation

- **Target person(s)/class**
- **Determine logistics (time, place)**
- **Gather materials**
- **Select evaluation data**
- **Set up problem solving/follow-up/support**
- **Make overhead transparencies of your models**

# Possible Selves Questionnaire

## Section 1: Individual Strength

1. What one thing are you really good at doing?

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Use words or phrases that describe you in this area.

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2. What are some of the things you hope to achieve in this area?

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## Section 1: Individual Strength (continued)

3. What are some of the things you expect to achieve in this area?

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4. What are some of your fears about yourself in this area?

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## Section 2: Learner

1. Use words or phrases to describe yourself as a learner.

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2. What are some of the things you hope to achieve as a learner?

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## Section 2: Learner (continued)

3. What are some of the things you expect to achieve as a learner?

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4. What are some of your fears about yourself as a learner?

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## Section 3: Person

1. Use words or phrases to describe yourself as a person.

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2. What are some of the things you hope to achieve as a person?

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## Section 3: Person (continued)

3. What are some of the things you expect to achieve as a person?

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4. What are some of your fears related to yourself as a person?

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## Section 4: Worker

1. Use words or phrases to describe yourself as a worker.

(If you have a job outside your home, describe what you're like while you do that job. If you don't have a job outside your home, think about work you do for your parents or around the house, and describe how you do those jobs.)

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2. What are some of the things you hope to achieve as a worker?

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## Section 4: Worker (continued)

3. What are some of the things you expect to achieve as a worker?

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4. What are some of your fears about yourself as a worker?

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# Thinking About Possible Selves

LOOK AT YOUR POSSIBLE SELVES TREE.

1. Which tree limb has the most branches?

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2. Which tree limb has the most “hopeful” or “positive” words?

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3. Which tree limb has the fewest branches?

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4. Which tree limb has the fewest positive words?

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5. Which tree limb(s) need(s) to be strengthened the most?

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6. The main hope I have for my life in this area is to:

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7. List three immediate or short-term goals that will help you attain this hope.

PRIORITY  
RANKING

Goal 

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Goal 

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Goal 

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# Action Plan

One of my hopes is to: \_\_\_\_\_

\_\_\_\_\_

A goal that will help me attain this hope is to: \_\_\_\_\_

\_\_\_\_\_

The action steps I need to take to reach this goal are:

*Completion date*

\_\_\_\_\_

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