

Goal-Setting Worksheet

Step 1: Defining Your Personal Strengths

Think about the personal resources you bring with you that can help you in goal setting.

Strength 1: _____

Strength 2: _____

Strength 3: _____

Strength 4: _____

Step 2: Envisioning Your Future

How do you see yourself in 5, 10, or 20 years? What do you want to be doing in the long term?

Describe or draw your vision:

Step 3: Establishing Short-Term Goals

What are three short-term goals that you can accomplish that relate to your long-term vision?

Goal 1: _____

Goal 2: _____

Goal 3: _____

Step 4: Goal Activities

Describe activities in which you will participate that will help you achieve your goals. Set concrete dates and times for when you will accomplish these activities. If this is a recurring activity, describe how often you will do it (e.g., 1 time a day, 1 time a month, etc.)

Activity 1:	Date this will be accomplished:
Activity 2:	Date this will be accomplished:
Activity 3:	Date this will be accomplished:

Step 5: Planning for Potential Barriers

What are the barriers that may prevent you from accomplishing your goal? What steps can you take to overcome these barriers?

Barrier 1:	Preventive step:
Barrier 2:	Preventive step:
Barrier 3:	Preventive step:

Step 6: Reflection

**This step should be done throughout the goal-setting process.
What did you learn? How have you changed since working on goals?**

Reflection:

Adapting the Model for Littles

While this model will be easily accessible for you as an adult, it also offers potential goal-setting opportunities for your Little.

Instead of taking your Little through a worksheet, there are many ways that you can adapt its ideas for easy implementation in your mentoring relationship. You should be creative, have fun, and use this as a way of building skills for your Little to grow and reach his potential.

Maybe each step can be seen as a skill area that you can work on with your Little. By creating fun and interactive opportunities for him in any of these goal-setting areas, you will be giving him skills to achieve his goals. The following activities should give you some ideas for ways to build goal-setting skills into your mentoring relationship.

Step 1: Defining Strengths

- Have a conversation with your Little about what she feels good about. What does your Little like about herself? What special qualities do you see in her?
- "Strength" Bingo. Have your Little create a bingo card with all his strengths listed on the card. This will help him identify strengths and will provide an interactive opportunity for you to talk with him about his qualities.
- Create a song, poem, or collage from magazines that ask your Little to identify her strengths. You can work with each other to share your own positive traits or stories.

Step 2: Envisioning Your Future

- Have your Little create a "life map" of where he wants to go in 20 years. Ask him to write the milestones, travels, jobs, families, and dreams that he sees in his future. What does the map look like? How does he get there?
- Have your Little write a "time traveler" letter to herself. Ask her to write the letter from the perspective of herself as an adult in the future. What does she see from 20 years in the future? How have things changed since she was a child? What is different? Prompt her to write the letter from the perspective that she has achieved all her greatest dreams.

Step 3: Establishing Short-Term Goals

- Build a tower with your Little out of newspaper and masking tape or other supplies. Ask him to define the goals for what the tower will look like. How tall will it be? How wide will it be? What will it look like? Use this activity to discuss ways that your Little can apply this activity to his academic, personal, or short- or long-term goals. Ask him prompting questions about ways that he can use this activity to think about goal setting.
- Play a game with your Little. Ask her to discuss personal goals for the game and you can share your own. Goals are much bigger than just winning the game- you can set goals for having fun, being respectful, or even around asking questions. When the game is complete, ask her about how she accomplished her goals. What did she do? How can she apply this to school? Other relationships?

Step 4: Goal Activities

- Plan a day together. What will you do with your time together? You can ask your Little to be a famous tour guide and work with him to create an agenda for the day. Discuss specific activities that will happen and when they will happen.
- Plan a service-learning project together. Work with each other to decide on a community need that should be met. This could be anything from a canned food drive at school to a garden project at a site. Set specific activities and dates for how you want to accomplish this project. Who will do what? By when?

Step 5: Planning for Potential Barriers

- Playing games or sports together can provide great opportunities to talk about strategies that you use to plan for potential challenges. How did you prepare for the big game? What did you do? Why did you make a specific chess move that prevented the loss of a piece?
- While planning any activity for the day, ask your Little to discuss potential challenges that may get in the way. What are potential "rainy day" plans that can help you ensure a great time together even if something goes wrong?

Step 6: Reflection

- Make a match relationship portfolio to document the growth that you have both had since you began your relationship. Use photographs, create drawings, post grades, or use magazine cutouts.
- Ask your Little to keep a journal. Have her write out all the activities that you have done together throughout the year.
- Ask your Little to talk about his personal growth throughout the year. What has changed? What is still the same?