How do I set my career goals?

**Summary**
Students set goals and link tentative career goals to their high school plans.

**Objectives**
Students will:
1. Identify factors involved in setting career goals.
2. Select tentative career goals based on the Back Up! goal setting activity.
3. Use CIS information to obtain information that will help them make realistic plans to achieve career goals.

**Preparation**
Photocopy Back Up! worksheet.
Prepare overhead of the Back Up! worksheet.
Review Goal Setting Instructional Note.
Optional: Prepare a computer projection system to demonstrate CIS use.

**Materials**
Back Up! worksheet—one per student

**Computer Use**
CIS: Occupations, Programs of Study and Training, Schools, Career Learning Areas, My Plan

**Subject Area**
Guidance and Career-Related Learning

**Time Required**
Two 50-minute classes

**Group Size**
Class, small group, individual

**Steps**

**Day One**
1. Distribute the Back Up! worksheet to students. Show overhead.
2. Ask students to identify a long-range career goal: what they want to be or do ten years from now. Instruct them to write their goal just below “Ten years from now I will…” at the top left side of the worksheet.
3. Have students work backwards from their goal, first completing the “Nine years from now I will…” statement on the left side of the worksheet, then moving to “Eight years…,” and so on. Tell them that all statements should be directed towards achieving their ten year goal.
4. Assign students to small groups to review each other’s statements for consistency between the goal and the activity given. (Example: “Ten years from now I will be a world-famous forensic scientist” means that the individual should be taking math and science courses in college and high school during the countdown to the present.) Ask them to help each other select appropriate statements.
5. Next, have students individually consider their “This year I will…” statement. In the right column of the worksheet, they should write their plan for accomplishing this step. They are to continue back up the worksheet, stating their plan for completing each year’s “I will…” (Example: “Six years from now I will save money to be able to go back to college.”) On the right might be “I will sell my car and get a bicycle.”

*continued*
6. Ask students to share some of their goals and the activities needed to reach them.

**DAY TWO**

7. Tell students that it may have been difficult to complete all the steps on their Back Up worksheets if they did not yet have the information they need. Introduce them to the CIS and demonstrate its use if they are unfamiliar with it.

8. If they haven’t already done so, have them set up a CIS portfolio and log in it.

9. As them to use CIS information files (Occupations, Programs of Study and Training, Oregon Schools, U.S. Schools, Career Learning Areas) to find the information they need to refine their Back Up! worksheets. Instruct students to save any information of interest in their portfolios.

10. Have students write a report or prepare an oral presentation using the information they saved in their portfolios and the Back Up! worksheet information describing steps they need to take to accomplish their career goal. Ask them to focus on what they need to do while still in high school.

**ALLIED ACTIVITIES**

- Know What You Want… or You May Get What You Don’t

**ASSESSMENT STRATEGIES**

Students will:

1. Complete the Back Up! worksheet with a career goal and steps toward its achievement.

2. Write a report or prepare an oral presentation outlining their goals and describing the steps they need to take, especially while still in high school, to achieve them.

**STUDENT WORKSHEETS**

- Back Up!

**OVERHEADS**

- Back Up! worksheet as overhead

**INSTRUCTIONAL NOTES**

- Goal Setting

**CREDITS AND CITATIONS**


SORTING

Subject/Program Area: Advisor-Advisee, Career-Related Learning, Career Focus Class, Guidance, Professional/Technical

Grade Level: 8, 9, 10, 11

CIS Component: Occupations, Programs of Study and Training, Oregon Schools, U.S. Schools, Career Learning Areas, My Plan

STANDARDS

CRLS: Career Development

SCANS: Information, Thinking Skills, Personal Qualities

NCDG: Understanding of relationship between educational achievement and career opportunities, Decision-making skills, Career planning skills

ASCA: Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom's Taxonomy: Application
Name: ____________________________________________

Back Up!

Ten years from now I will:

Nine years from now I will:

Eight years from now I will:

Seven years from now I will:

Six years from now I will:

Five years from now I will:

Four years from now I will:

Three years from now I will:

Two years from now I will:

One year from now I will:

This year I will:

Back Up!