Activity Description:

**Purpose of activity:** Students and/or participants will...
► visualize setting goals.
► identify what is needed to set goals and achieve a desired outcome.
► describe and explain how visualization helps in setting goals and meeting those goals.
► develop problem solving and communication skills.
► share ideas and learn from others' experiences.

**Activity: “See It, Then Do It”**

**Instructions:**

Show the scene where Daniel is invited into Mr. Myagi’s shop to learn about the bonsai tree, and Mr. Miyagi tells him to try. Concentrate on the part where Daniel is told to close his eyes and “Think tree. Wipe mind clear of everything, but tree. Make a perfect picture, down to last pine needle.” After Miyagi is sure that Daniel has the picture, he instructs Daniel to open his eyes and make the tree in front of him just like the picture.

Have students or participants close their eyes, clear their minds, focus only on the upcoming year, project, event, or goal and make a perfect picture of what they imagine down to the smallest detail. Now they are ready to begin making their picture a reality. When students are ready have them create their image (vision) in their head using any of the following forms of media; typing paper, poster board, butcher paper, manila folder, or computer base drawing program. Give the students and participants time to create their image. Encourage them to use bullet statements to further illustrate what the imagined. Then have students or participants share their ideas with others.

**Processing:**

Ask… (Some questions for discussion could include the following.)
► Why does visualization (making a mental picture) work so well in goal setting?
   Possible Answer: The picture is perfect, without flaws or problems. It also frees us to think of greater possibilities and forces us to clarify our vision.
► What is the hardest part of visualization?
   Possible Answer: Most often people have trouble focusing on their picture because they have so much going on or because they don’t have a clear idea of their goal.
► Why is it easier to do a project or set long term goals if we have a clear picture of the final results?
   Possible Answer: We now have a definite target to set our sights on or a standard by which to measure results.
► What role does visualization play in selecting a career pathway?
   Possible Answer: Seeing what skills are needed to achieve a long term goal or what additional steps need to be taken to achieve a dream.
Duration/Length:
1 class session (45-50 minutes each). Note: this can be adjusted depending on the clientele being addressed.

Tools/Materials Needed:
- DVD or video player.
- Video: “The Karate Kid”
- Pencil
- Paper or Poster Board, or Butcher Paper or Manila File Folder

Partnerships Recommended:
- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Preschool, Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
- Number of and type of questions asked.
- Length of time.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**K-5:**
- Standard 1 Career Development and Readiness.
  CV5.1.1 Students identify and describe various occupations.
  CV5.1.4: Students complete task within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.
- Standard 2 Communication and Collaboration.
  CV5.2.2 Students share new concepts learned through peer teaching and presenting to a group.
- Standard 3 Critical Thinking and Problem Solving.
  CV5.3.4 Students seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.
- Standard 4 Technical Literacy.
  CV5.4.1 Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.
Standard 5 Technical Proficiency and Productivity
CV5.5.4 Students understand and appropriately use available technology systems.

6-8:
Standard 1 Career Development and Readiness.
CV8.1.1 Career aware students explore several career pathways including but not limited to outlook, salary, needed training, duties, and lifestyle.
CV8.1.2 Career aware students conduct an inventory of personal skills, aptitude, interests, and identify career pathways that align with their results.
CV8.1.3 Career aware students prepare a self improvement plan including secondary and postsecondary programs to gain desired knowledge and experience toward possible career opportunities.

Standard 2 Communication and Collaboration.
CV8.2.1 Career aware students effectively communicate using a variety of appropriate methods.

Standard 3 Critical Thinking and Problem Solving.
CV8.3.4 Career aware students plan, manage and complete projects in a timely and effective manner.

Standard 4 Technical Literacy.
CV8.4.4 Career aware students integrate and translate content presented in diverse formats and media, including visually and in words.

Standard 5 Technical Proficiency and Productivity
CV8.5.4 Career aware students demonstrate proficiency in selecting and utilizing technologies in the completion of task and projects.

9-12:
Standard 1 Career Development and Readiness.
CV12.1.1 College and career ready students evaluate current knowledge and interests in order to set career goals.
CV12.1.3 College and career ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.
CV12.1.4 College and career ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employment.

Standard 2 Communication and Collaboration.
CV12. 2.1 College and career ready students communicate clearly, effectively, and with reason.

Standard 3 Critical Thinking and Problem Solving.
CV12. 3.4 College and career ready students demonstrate creativity and innovation while considering the environmental, social, and economic impact of decisions.

Standard 5 Technical Proficiency and Productivity
CV12.5.4 College and career ready students utilize technology to develop innovative solutions or products.
References/Developed By:

- FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education