

**Sophomores**  
**Letter to Future Self**  
**November 29, 2016**

**Objective(s):**

The student will be able to...

1. Develop visions for their future self.
2. Make a plan for their future.

**Materials:**

- Completed copies of possible future self worksheet from previous AG lesson.
- Future self PowerPoint.

**Assignment(s):**

<b>Assignment</b>	<b>Standard(s)</b>	<b>Points</b>	<b>Assigned</b>	<b>Due</b>
Personal/ Career Goals	<b>CS.PM.01</b> Identify tasks that need to be done and initiate action to complete the tasks	5	11/29/16	11/29/16

**Procedure:**

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements.
4. Hand back the students completed copies for the possible future self worksheet from a couple of weeks ago.
5. The advisor asks students to take out several clean pieces of paper or a notebook. The students are told that it is now twenty years in the future and they have become the possible selves they described on the Worksheet.
6. The advisor tells the students that thanks to new time warping technology, their future selves have been given the opportunity to write and send a letter back to themselves as 10th graders. In the letter, the possible self will give advice to the current self that describes the lessons that the 10th grade self will need to learn in order to become the best possible self twenty years later.
7. Please project the PowerPoint onto a screen or read the following questions for the students to answer in their letter to themselves.
  - A. The things you did in high school that you should do more of because they helped you become your possible self
  - B. The things you did in high school that you should do less of because they got in the way of becoming your possible self
  - C. How the kind of college you went to helped you become your possible self

D. A mistake that you made sometime in the past 20 years and what it taught you about life

E. The thing about high school that you miss the least

F. The thing about high school that you miss the most

8. The advisor should ask students if it was difficult to connect their current selves to their possible selves. Did it seem like they were writing to themselves, or to another person who they didn't really know? The advisor continues by asking students what might happen to a person who has no vision of his or her possible self in the future. In the discussion that follows, the advisor should emphasize that each student in the group can and should have a positive vision for his or her future and that it is possible to realize that vision if the student begins working now to realize it.
9. Then advisor should close by asking students: What is one thing they could do this year to begin working toward their possible self?