

VISUALIZING FOR SUCCESS: SETTING AND ACHIEVING AN EDUCATIONAL GOAL

Write down on a piece of paper in front of you a brief summary of the educational goal you would like to achieve, being as specific as possible.

[If this exercise is carried out in a classroom or mentor setting, the facilitator may want to review the goals and statements to ensure they are specific.]

Now ask yourself, "What stops me from achieving my goal? What's in the way?"

[The student writes the answer to this question down on the paper, under the goal.]

Next, decide what you need to believe is true about yourself to achieve this goal?

[Examples could be *creative, capable, intelligent, good enough, determined, worthy, etc.*]

Now decide what is the most important **action** you need to take to achieve your goal.

When you have done that, write that action step down on the piece of paper.

Next, you will mentally rehearse taking this action step. Ready yourself for this rehearsal now by closing your eyes and inhaling and exhaling three times, each time making it a gentle but deep, unhurried breath.

Good. Now resume breathing as you would normally, while continuing to keep your eyes closed.

As you do this, begin to imagine or visualize what it feels like to be carrying out your action step. Actually practice this action step mentally. Make it vivid by using as many of your five senses as possible as you **imagine, sense** and **feel** that you taking that next important action step toward your goal. But instead of using your physical eye, you are using your inner eye to visualize yourself carrying out your action step.

[If facilitated, the facilitator tells the student s/he will pause now for an appropriate length of time, usually about 30 seconds or in an individual meeting, until the student nods their head.]

Good. Now imagine or visualize an hour or a day in your life **after** the goal is achieved. In other words, imagine yourself at a time in the foreseeable future when your goal has been achieved. For example, you may be imagining or visualizing seeing others congratulate you when you receive the good news about your high scores on the GED test, or yourself wearing a cap and gown on graduation day.

[If instructor-facilitated, say] I will pause to give you time to...

...Fill in the details of that for yourself in whatever way is appropriate to you, so make your future vision as bright and rich and vivid as you can.

[If facilitated, as before, the facilitator tells the student they can expect a pause here for an appropriate length of time, usually about 30 seconds or in an individual meeting, until the student nods their head.]

Very good. And you find that starting now...

and continuing in the days to come...

you experience yourself more and more as achieving the reality of your goals in the way you are envisioning it happening...

because you are motivated...

and the goal is realistic...

and many others like you have achieved a similar goal...

and you have decided that this goal is very important to you.

And that clear vision and determination you have sets you on the course to achieving these goals.

So now it's time to take another deep breath and let it out gently, and as you do, thank yourself and anyone who may have had a role in your mental vision of your successful achievement of your goal.

And then open your eyes.

Activity contributed by Dr. Ryan DeMares, Cortez, CO