

Future Me Guidelines

General Function: Future Me is an Index that is part goal setting worksheet, self-reflection tool, personality assessment and creativity catalyst. The objectives for Future Me are varied and fall within these general categories, and to what extent they are achieved depends largely on the person using the index and how they perceive it. Each category has its own set of objectives, and there is cross-over between them.

This Index was developed based off of the enjoyment that comes about in a video or role playing game when a player creates their character for the game. Attributes allowed to most role-playing or video game characters focus on physical prowess, magic or weapon capabilities and class (job). Applying that template where a user could create a character not for a game, but for their own, actual experience in the real world is the spirit Future Me.

An important element that applies to most of the index is the abstraction of future self. How one wants to be and what one wants to do in the future is what is at hand; past and present are not the focus, with minor exceptions.

The ideal audience for this is 8th graders, with two reassessments conducted every two years at 10th and 12th grade. 8th grade is the best place to start because that is when children not only begin to postulate new ideas, but also when most children become aware of the need to attend college, choose a career, find a job, etc. Future Me takes that awareness and focuses it into a thoughtful consideration on

the user's part. It also helps users see themselves as nuanced entities in full control of their own future, meaning and experience.

Only one sheet of the index should be accomplished per day. Ample time should be given to explaining each category in detail, and users should have as much time as they need to complete each page.

At the end of the assessment, each user will be given a summary of their Index, void of any element that does not apply directly to them. They will also paint a small model of their favorite animal in their favorite color(s) to keep and remind them of the awareness they attained and the goals they set while completing Future Me.

Day 1

Attributes: These are personality Attributes, developed by my partner, a practicing psychiatrist, and myself, a dilettante psychologist. They are not a list of every personality trait, but the ones that are most applicable to the rest of the Index. The user is to fill this section out while considering their future self and how they want to be. Should a particular Attribute's present value match the ideal future value of that Attribute, the present condition of that Attribute is valid for the Index (e.g. someone who is already as creative as they'd like to be).

There are 35 points to divide up between each Attribute, with 9 being the maximum and 1 being the minimum. The point constraints are there to allow the user not only to consider each Attribute, but each Attribute in relation to the other Attributes. The minimum of 1 is there to ensure every user thinks about what each

Attribute might feel like to manifest in their personality. As important as the value itself is the delta between values. A 2 of Focus is different whether relating to a 9 in Consistency or a 9 in Intellect. The value of any one Attribute does not affect the potential values of other's, except when considering total points allotted.

Administrators should ensure all users understand each Attribute clearly. Many users may have not come across concepts like Empathy or Focus prior to taking Future Me.

Questions to consider when filling out the Attributes section include: what do I enjoy and what do I want to enjoy? What do I want others to see in me? How do I want to relate to entertainment, tasks and other people?

Attributes:

1. Intellect – Absorb, store and recall information. The enjoyment of reading, thinking and puzzle solving are some elements.
2. Curiosity – Seek out new information, the reasons for things and how things work. Inquiry, skepticism and exploration are some elements.
3. Charisma – to draw other people towards you and influence their experience. Leadership and persuasion are some elements.
4. Analysis – Breaking things down into their component parts, an analytical outlook. Enjoyment of intricacies and attention to detail are some elements.

5. Empathy – To understand another person’s condition, experiences and feelings. Connection to and understanding of others or “putting yourself in another person’s shoes” are some elements.
6. Creativity – Enjoyment in creating things, doing projects or inventing new ideas. Problem solving, artistry and writing are some elements.
7. Humor – Pursuit of laughter and the absurd. Silliness, observation and a resistance to panic are elements.
8. Focus – Application of concentration, both in strength and duration. Willpower, resistance to distraction and ambition are elements.
9. Consistency – Predictability in emotion and action. Building of routines and dependability are some elements.

The results of the Attributes section helps users understand themselves and their future, and helps administrators understand how users view themselves and their goals.

Physicality: These are general physical traits and activities, identified by myself, a practicing Personal Fitness Trainer. Like Attributes, they are focused on the future goals for the user’s personal experience.

There are 28 points to divide up between each Physicality. 8 is the maximum and 0 is the minimum. The reason for the 0 minimum is because the Index acknowledges that not everyone can have an enhanced, intentional

physical life. The value constraints allow the user to pursue a varied physical goal set and non-physical people to consider engaging in something physical.

It is important to stress during the Physicality section that these goals have nothing to do with relating to other people. Competitive sports can create plateaus for making sporting activities seem worthwhile or not, but that is not the case. The only element of competition in Physicality is in reference to oneself and one's potential.

Questions to ask when filling out Physicality include: What physical things to I enjoy doing? What do I want to get better at? What do I want to learn to do?

Physicality:

1. Strong as I can be – Pursuit of my own physical strength
2. Fast as I can be – Pursuit of my own speed in physical things that require speed
3. Lots of endurance – Pursuit of being able to travel long distances by foot or do other physical things for a long time
4. Swimming – Be able to swim effectively
5. Running – Be able to run effectively
6. Climbing – be able to climb effectively
7. Sport/martial art – be competent in a given sport or martial art.

List that sport or martial art. For more than one, user must use up additional points.

8. Healthy Lifestyle – eating healthy, avoiding bad habits, pursuing good habits, staying active at some level.

The results of the Physicality section helps users understand that being physical is part of life, and they can tailor that to their desires. It also will help administrators find extracurricular activities for index users.

Emotions: These are the five primary emotional categories. The focus of this section is the user's inner life. Users must consider times when they felt these emotions and whether it was a worthwhile, enjoyable or useful experience. How often do they want to experience a given emotion in the future?

There are 12 points to divide up among the Emotions. 5 is the maximum and 1 is the minimum. The minimum of 1 acknowledges that everyone experiences every emotion in some way. The difference between values should be given some consideration in extreme cases, but not as closely analyzed as the differences in Attribute values.

Because Joy sounds like the only good emotion, it is important to stress that all the emotions are important, and couch them in positive contexts.

Questions to consider when filling out Emotions include: How do I like to feel? How do I want to feel? What emotion do I want to understand in other people?

Emotions:

1. Anger – can be used to make a situation better, or worse. It can be important for enacting change in yourself, but it is not the best option to enact change in others.
2. Joy – the most positive emotion. Joy is best when experienced often, but like any emotion, is impossible to maintain forever.
3. Fear – a critical emotion linked to survival. Not about being fearful in life, but having a finely attuned sense of caution and propriety.
4. Sadness – an emotion vitally important to processing negative and sad experiences and being able to move past them. Not being able to be sad would prevent someone from processing a sad experience in an effective way.
5. Disgust – pushes us away from unpleasant things. Essential to our sense of rightness and wrongness, our intuition and gut reaction.

The Emotions section helps users understand themselves and administrators understand how users understand themselves. It is the most difficult section to grasp and use to enact personal change.

Favorite Animal and Favorite Color(s): This section is used solely to provide the user with a model to paint after the index is complete. This model is intended to stay with the user and remind them of the goals they set within the index. Users can have more than one favorite color, but only one animal.

Day 2

School, Chores, Job, Career: This section intends to have the user consider the kind of environment they wish to work in. There are applications to what future career the user chooses on Day 4. Importantly, this also incites the user to draw a distinction between their professional and social lives. While that distinction is often forced on individuals in the professional realm, it is still a relevant factor that should be addressed in relation to future version of themselves that the user is creating.

There are six sections, and users have 9 points to divide up between each section with no minimum. The reason for 9 points is that many of the section present opposing concepts, such as having clear goals vs unclear goals. 9 points forces the indecisive user to prioritize between the two with values of 4 and then 5. However, the goal of Future Me is largely self-awareness, so some categories have three sections. Should the 9 points be divided in three values of 3 in these sections, that's acceptable.

For students who may have never had a job, explain that schoolwork or chores are fair substitutes because this section applies to the professional, task-completing self.

School, Chores, Job, Career

1. Lead a team, part of a team, work by myself – How do you prefer to accomplish tasks and projects?
2. Clear vs unclear goals – these are not your own goals, but goals delegated to you or your team. Clear goals are easily defined and researched. Unclear goals mandate creativity.
3. Help other good ideas vs come up with new ideas – a combination of the two previous sections. Here we have the supportive follower vs the creative innovator.
4. Work near, away from my boss or at home – This is about supervision as well as convenience. Are you the right hand of your boss, or would you prefer to have your supervisor in a separate state, and do you want to do either from home? Limits to working at home, such as social contact, being present and integral, and managing crises should be mentioned.
5. Unclear vs clear schedule – Open vs closed schedule. Has applications to career choice.
6. One career vs multiple careers – speaks to desire for consistency and routine vs the unknown and reinvention. Mastery of one thing as opposed to general knowledge of a few is a consideration.

A completed School, Chores, Job, Career section provides the foundation for choosing a specific career path. There are also links to many elements of Day 1.

Administrators should only use personal experience or guide users to other professionals when answering questions about preparing for a given career.

Friends and Family: This category applies to the user's social life. How the user wishes to be in the future is of import here, though it is acceptable if users' present state matches future goals. It should be stressed that one's social conduct is a monumental factor to other parts of their lives. We live in a world filled with other people whether we are at the job, with friends or online, and we are responsible to others for our actions in all ways. Outward vs inward focus is a characteristic of this category.

Similar to the previous category, there are six sections, each getting 9 points to divide within them. This is done for the same reasons as in the previous section.

Question to ask when completing this category could include: What kind of experience do I want to have at a party or a family dinner? How do I want to interact with my current or future romantic partner?

Friends and Family

1. Lots of friends, close friends, one person, by myself - This section focuses on the general intro vs extrovert inclination of the user.
2. Have other people's attention vs give others my attention - pertains to questions of the spotlight, being the life of the party and social leadership.
3. Listen to people vs tell others what I think: relates to ensuring I share my ideas vs. a curiosity about others. While these two things

are not directly opposed, considering them in this context further defines what kind of social Future Me is being created.

4. Laugh at others vs have others laugh at me: relates to sense of humor and how seriously one takes oneself.
5. Be around people like me, not like me, animals: a section based on self-awareness and planning future social interactions.
6. Tell stories vs hear others stories: Like sections 2 and 3, this relates to listening vs talking in a social setting.

A completed Friends and Family category helps the user understand their social self and helps administrators understand how users see themselves and their social intentions.

What do I want people to say about me when I'm not around: This is an open-ended category that can have any answer. Users with an outlook of "I don't care what people say about me when I'm not around" should be informed of the impact other people's opinions can have on their life. Asking this user about something they want in their lives and then illustrating how that could be compromised by a negative perception of them is one way to approach this mindset.

Day 3

In General: This section applies to everything from social interaction to professional life, as well as the personal experience related to the user's both inner and outer lives. Again, the future self, in relation to the present self, is what is being

considered. Sections are straightforward and apply to any and everything possible within their contexts. Self-awareness and self-planning are the main goals.

Like the previous two sections, there are 9 points to divide up in each of the 7 sections, for similar reasons.

A completed In General category allows the user to understand the fundamental aspects that relate to the School, Chores, Job, Career and the Friends and Family categories. It is filled out last of these three categories and during the next day to demonstrate how a user's general outlook affects the previous two categories. A user who wants to compete vs cooperate could experience cognitive dissonance if they also want to be a part of a team professionally or listen to other people at a party socially. Should that be the case, they should be made aware of, but not forced to change, elements that they have set up to oppose each other in their future self.

What I enjoy doing: A tool for self-awareness. Can be used for better understanding of self as well as administrators' understanding of users. No limit to the number of options that can be marked. The list of options is provided to get the user thinking, but there is an "other" option at the bottom to list items that have not been included.

The application of this category applies to career selection and choices of entertainment, Attributes and Physicality. A user who wants to have a higher intellect but is not interested in reading should consider that disconnect, just as a user who likes climbing but prefers indoor activities.

What I enjoy creating: This section is all about creativity. Users who perceive themselves as not creative should be reminded that creativity applies to all things, not just art. Again, the list is here to spur ideas, but the other option provides flexibility. There is no limit to the number of options that can be marked.

The application here is mostly contained within the concept of creativity, and it will apply to Day 4. However, the entire Index is connected, so someone with low curiosity and creative Attribute scores is missing the functionality of the index if they mark every option under What I enjoy creating.

Day 4

I would like my career to be: Here, users choose five careers they would like to consider. There is correlation here to every previous section and incongruences (such as a hopeful journalist with a low Curiosity Attribute, or a Humanitarian with low Empathy) should be pointed out, but not mandated to change.

This is goal-setting in its most straightforward fashion and should be useful to users as well as guidance counselors and career planners, including parents if the user is underage. Again, the list is not all-inclusive and “other” options are available.

The skills and degrees I need for my chosen career are: This is when the user should meet with a professional to help set goals. Bringing professionals into the setting or allowing users to conduct online research before completing this

category is mandatory because it is doubtful that they or the index administrator will have knowledge on how to prepare for every career.

Upon completing this section, the goals and obstacles between where a user is now and the career they hope to have should be far clearer than before. This is not given the proper attention by most users, by no fault of their own, and this category hopes to help remedy that.

Married, children, 2 year creation and someday creation: These are clear questions. The creation categories have no genre or categorical constraints, and that should be stressed. In two years something should be created that is simple and within the user's grasp given their current state. Things to create or help create someday are things beyond the scope of the user's immediate capabilities and influence, such as a movie, company, social movement or cabin.

The meaning of my life right now is: This is final category, and everything done in Future Me thus far has been in pursuit of answering this question. It should be emphatically stressed here that meaning in one's life is not found in another person or a career or a book or an activity. It is never found, only created. The point of Future Me is to allow users to see the meaning of their lives and their future experiences as within their agency, to be built and nourished, not searched for or provided. Additionally, one's meaning of life can change, which is why the "right now" is included.

NAME: _____

FUTURE ME

ATTRIBUTES

(35 PTS, 9 MAX-1 MIN)

INTELLECT ☐

CURIOSITY ☐

CHARISMA ☐

ANALYSIS ☐

EMPATHY ☐

CREATIVITY ☐

HUMOR ☐

FOCUS ☐

CONSISTENCY ☐

TOTAL: _____

PHYSICALITY

(28 PTS, 8 MAX-0 MIN)

STRONG AS I CAN BE ☐

FAST AS I CAN BE ☐

LOTS OF ENDURANCE ☐

SWIMMING ☐

RUNNING ☐

CLIMBING ☐

SPORT/MARTIAL ART ☐

LIST: _____

HEALTHY LIFESTYLE ☐

TOTAL: _____

EMOTIONS

(12 PT, 5 MAX-1 MIN)

ANGER ☐

JOY ☐

FEAR ☐

SADNESS ☐

DISGUST ☐

TOTAL: _____

WHAT'S YOUR
FAVORITE ANIMAL?

WHAT'S YOUR
FAVORITE COLOR?

NAME: _____

FUTURE ME

SCHOOL, CHORES, JOB, CAREER (9PTS EACH SECTION)

I WANT TO:

BE A PART OF A TEAM
LEAD A TEAM
WORK BY MYSELF

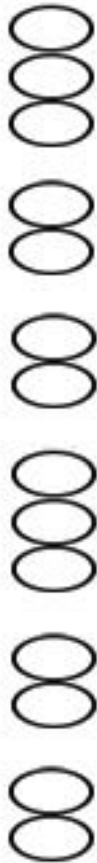
HAVE CLEAR GOALS
HAVE UNCLEAR GOALS

HELP OTHER GOOD IDEAS
COME UP WITH NEW IDEAS

WORK NEAR MY BOSS
WORK AWAY FROM MY BOSS
WORK FROM HOME

HAVE AN UNCLEAR SCHEDULE
HAVE A CLEAR SCHEDULE

HAVE ONE CAREER
HAVE MULTIPLE CAREERS



FRIENDS AND FAMILY (9PTS EACH SECTION)

I WANT TO:

HAVE LOTS OF FRIENDS
HAVE A FEW CLOSE FRIENDS
HANG OUT WITH ONE PERSON
SPEND TIME BY MYSELF

HAVE PEOPLE'S ATTENTION
GIVE OTHERS MY ATTENTION

LISTEN TO PEOPLE
TELL OTHERS WHAT I THINK

LAUGH AT OTHERS
HAVE OTHERS LAUGH AT ME

BE AROUND PEOPLE LIKE ME
BE AROUND PEOPLE NOT LIKE ME
BE AROUND ANIMALS

TELL STORIES
HEAR OTHER PEOPLE'S STORIES



WHAT DO I WANT PEOPLE TO SAY ABOUT ME WHEN I'M NOT AROUND?

NAME: _____

FUTURE ME

IN GENERAL

(9PTS EACH SECTION)

I WANT TO:

COOPERATE WITH OTHERS ☐
COMPETE WITH OTHERS ☐

SPEND TIME BY MYSELF ☐
SPEND TIME WITH OTHERS ☐

STAY CALM AND COLLECTED ☐
SHARE MY EMOTIONS ☐

FIND NEW IDEAS AND
EXPERIENCES ☐
FIND A ROUTINE AND STICK
WITH IT ☐

THINK ABOUT MY THOUGHTS
AND FEELINGS ☐
THINK ABOUT OTHER PEOPLE'S
THOUGHTS AND FEELINGS ☐

BE COMFORTABLE ☐
BE ADVENTUROUS ☐

FOLLOW RULES ☐
IGNORE RULES ☐
MAKE RULES ☐

WHAT I ENJOY DOING

(MARK ALL THAT APPLY)

MUSIC ☐
TELEVISION ☐
MOVIES ☐
FOOD ☐
BOARD GAMES ☐
WATCHING SPORTS ☐
PLAYING SPORTS ☐
MEDITATION ☐
OUTDOOR ACTIVITIES ☐
INDOOR ACTIVITIES ☐
READING ☐
ART ☐
EXPLORING ☐
DAYDREAMING ☐
OTHER: ☐

WHAT I ENJOY CREATING

(MARK ALL THAT APPLY)

FOOD (COOKING) ☐
MUSIC ☐
PAINTINGS, DRAWINGS ☐
STORIES, POEMS ☐
ARTS AND CRAFTS ☐
CLOTHS ☐
OTHER: ☐

NAME: _____

FUTURE ME

I WOULD LIKE MY
CAREER TO BE:
(CHOOSE 5)

SCIENCE
TEACHER
ATHLETIC
MANAGEMENT
VISUAL ART
MEDICINE
FOOD SERVICE
MUSIC
POLITICAL ACTIVISM
HUMANITARIAN
FINANCE
ENGINEERING
AVIATION
EMERGENCY RESPONSE
WRITING
ANY JOB THAT PAYS WELL
ENTREPRENEUR
RETAIL
JOURNALISM
HOMEMAKER
MILITARY
PERFORMANCE ART
FASHION/DESIGN
OTHER:

THE SKILLS AND DEGREES
I NEED FOR MY CHOSEN
CAREERS ARE:

I WANT TO GET MARRIED Y / N
I WANT TO HAVE CHILDREN Y / N

IN THE NEXT 2 YEARS I WANT TO
CREATE:

SOMEDAY I WANT TO CREATE OR
HELP CREATE:

THE MEANING OF MY LIFE RIGHT
NOW IS:

