

Session: Imagine My Future

Apx Session Length: 50 Mins

Topic/Aims:	To get students to start thinking about what they want their future to look like
Learning Outcomes:	To identify things that are most important to them To identify the steps to achieving future goals To be aware of the potential barriers affecting future goals
In class activity:	Individual Activity Completion of Dream Board Group Discussion
Resources:	A3 copy of a blank Dream Board for each young person

Imagine My Future - Introduction

The aim of this workshop is to explore what you want your future to look like, the things that are important to us, our values and our dreams. In this session you will do a “dream board” to enable you to mind map your future, and talk with your group about what you need to do to achieve your goals and what might stop you. Sometimes this is called “visualisation”, when you start to really imagine how a situation might turn out, and think positively about making this happen through positive thoughts and commitment.

Time:	Tutor & Support activity:	Student Activity:	Checking learning against objectives:	Differentiation:	Resources:
5 Mins	Icebreaker: My dream holiday - students in pairs discuss where they would go for their dream holiday and why	Getting students to think about their future		Some students may not have anyone to work with – groups of 3 can also work	
15 mins	Introduce activity	To assemble a Dream	To identify things that are important	Some students may not	Dream Boards (large sheets of

	<p>Distribute individual Dream Board, and resources. Tutor talks with students about self-visualisation - imagining how you want things to be in the future. The sort of things that students need to imagine for their future are around:</p> <ul style="list-style-type: none"> • I deserve to be • I want to be • I can be • I will be • I am <p>Students draw an image that represents them in the centre of the board.</p> <p>Each student to identify things that are most important to them and attach pictures, and link words together on the dream board.</p> <p>Add on the most important people in their lives.</p> <p>Facilitation as required</p> <p>Feedback results</p>	<p>Board representing how they see themselves in the future from different sources</p> <p>Participating Writing Research Feedback</p>	<p>to them when planning their future</p>	<p>contribute to the discussion and may need to be encouraged to participate</p> <p>Use of more confident students showing other students</p>	<p>paper or card)</p> <p>Store catalogues</p> <p>Various magazines</p> <p>Estate agent brochures</p> <p>Job lists</p> <p>Access to internet</p> <p>Scissors Glue Printer Pen Paper</p>
10 mins	<p>Introduce discussion activity</p> <p>Split into small groups to discuss Dream Boards and identify 3 actions on how they will achieve their future goals</p>	<p>Writing Feedback Speaking Listening Questioning Responding</p>	<p>Discussion will allow students to think about steps needed to achieve their future goals</p>	<p>Some students may have difficulties with understanding what steps are required will need support</p>	<p>Paper Pens</p>

10 mins	Group Activity – as a group, students to brainstorm possible barriers stopping them from achieving their goal and, on the other side of the board, how they might overcome these	Group activity & Class feedback	To be aware of the potential barriers affecting future goals	Some students may need to be encouraged to participate Some students may dominate answering questions and giving opinions	Paper Pens
10 mins	Recap / check learning against outcomes. Ask students to keep Dream Boards and share with family	Q&A	Students to identify a least one learning objective		

Evaluation: Did the students achieve all the objectives? What went well? What did not work?