

Code and name of activity:	AT_23_PO_IS_DM: Future Goals Vision Board
Competencies developed:	Planning and organising Interpersonal skills Decision making
Time needed:	120 minutes
Number of observers:	1 person plus the Trainer
Materials:	a selection of old magazines, newspapers, scissors, glue, A3 card/participant, felt pens
Setting:	chairs and tables
Type:	Individual and pairs
Aim:	To encourage the participants to think ahead and plan what their future should look like.
Objectives:	By the end of the activity the participants should have a completed Vision Board which they will take away with them to help them focus on what their future goals are.
Handouts:	AL_23_PO_IS_DM: Future Goals Vision Board – 1 per pair
Observation sheet:	AO_23_PO_IS_DM: Future Goals Vision Board – 1 per pair
Short description:	Creating a Vision Board of what participants want their future to look like.
Alternative activities:	Instead of using images from magazines, if there is access to the internet and a printer, participants could select images from websites and print these out or create an on-line vision board.

Rationale:

In order to focus young people on what they want to achieve in their future life, it can be useful to create a visual image, often called a Vision Board, using words and pictures so that they can refer back to this to help them achieve their goals. Examples of these can be found at

<http://www.slideshare.net/explorelearnrow/develop-your-vision-board>

Step-by-step description of activity:

1. The Trainer should prepare for the session by printing out sufficient copies of the handout AL_PO_IS_DM_Future Goals Vision Board and cutting out the individual words so that there are enough words for each participant to choose 4 separate words. There are 32 words on each sheet (these words could be replaced by any that the Trainer feels are more appropriate to the participants). The separate words should all be placed in a bag (eg a plastic sandwich bag).
2. Introduce the activity by explaining that 'visualisation' is a technique that is used by individuals in many walks of life, particularly sports, to help them to achieve their future goals. Designers and artists also use 'mood boards' to put together a collage of images to create a vision. Ask the class what they know about visualisation techniques and the use of mood boards. The idea of this activity is for the participants to create a

Vision Board which contains images and words relating to the goals they wish to achieve in the future. (15 mins)

3. Split the class into pairs and pass round the bag of words, asking each person to select 4 different words which represent things that they want in their future. When all have done this, they should discuss their choice in their pair, saying why these things are important to them and which of the 4 is the most important and which is the least important. When they have done this they should hand back to the Trainer the word that they decided was the least important. (15 mins)
4. Give each participant a sheet of A3 card and a felt pen or marker and place the magazines, newspapers, scissors and glue in the centre of the table so that all participants have easy access to these. They should now stick their 3 chosen words randomly on the A3 card – the Vision Board.

— Tell participants that they now have one hour to create a Vision Board and they should do this by looking through the magazines and newspapers and cutting out any images or words which appeal to them and sticking them on to their Vision Board. They can also draw any images they want or write any words onto the sheet. Encourage them to discuss their choices if they want to. (60 mins)

5. During the last 15 minutes, remind participants of the time, and if any are finished quicker than others, give them page 2 of the handout and ask them to complete the table. It does not matter if all participants do not complete the table as the Vision Board is the main part of this activity.
6. When the hour is up ask participants to write their name on the back of the Board and then place them all on a table at the front of the room. The class should spend 5 mins going round looking at all the Vision Boards. When they have all done this they should collect their own and they can now add anything to it that they might have found interesting on any of the other Boards. (10 mins)
7. End the activity with a group discussion: Did they find it difficult to select future goals? Did it help to discuss these in their pairs? Were they inspired by other people's future goals? (20 mins)
8. At the end of the activity tell the participants to take the Boards away with them and in order for them to be useful, they should either, take a picture of the Board on their phone and look at it every day or, they should stick the Board up in a prominent place at home and focus on it regularly.

Observer activities:

- Observations during the activity should be marked on the observation sheet A0_PO_IS_DM_Future Goals Vision Board
- **Award a point to the participant for the given characteristic by circling the point for the given behaviour if observed. When finished add the points per area of competence.**