WHAT LIES AHEAD?
Background

Continuing with the theme of sense of future from the last session, this session focuses on enhancing students’ ability to think about and plan their futures. For many students, Year 10 may be the first time that they have actively started to think about their long-term goals and what they might need to do in order to achieve these goals. Students will need to be able to reflect on their own values, interests and abilities to begin to map out their future. Part of this journey is to realise that there are many different pathways available to them to achieve their goals, and that goals and plans can change along the way.

In the video, the contestants start to contemplate their future outside the house and talk about what the prize might be. The judges rate them on their sense of future and discuss the path that each contestant has travelled during their time in the Strongbbox and how this has impacted on their sense of future. Following this theme, students will be encouraged to think about the way in which they might achieve their goals, the barriers that they might face, and who they can go to to seek out advice and support along the way.

Learning outcomes

In this session students:

- Suggest how they might contribute to creating better futures for themselves
- Reflect on their own values, interests, and abilities
- Develop strategies to help plan for their futures
- Create realistic options for coping with changes and challenges in their lives
- Use a problem-solving approach to generate alternative solutions to a problem or issue
- Be aware of how to seek advice/assistance on possible future pathways
Key messages

- Having a positive sense of future contributes to good mental health and wellbeing.
- A sense of future involves having goals and making plans to reach those goals.
- People who have a good sense of future are usually optimistic in their thinking.
- It is important to remember that there are different ways to achieve your goals with multiple pathways to take you there.
- Obstacles or setbacks to goals may provide opportunities for an alternate pathway or new direction.

Skills: goal setting, planning, problem solving, setting realistic expectations, perspective taking

Session outline

9.1 Video – Episode 9 of Strongbbox
9.2 Activity – What’s your future look like?
9.3 Activity – “The F-Factor”
9.4 Out of class activity – Where am I going?

Materials

- Video set at Episode 9
- Small envelopes [1 per student] OR a stapler
- Photocopy of Resource 9.1
- Photocopy of Resource 9.2
- Photocopy of Resource 9.3
Session Plan

9.1 Video – Episode 9 of Strongbbox

What’s happening this week? The judges discuss each contestant in relation to their sense of future. The house mates begin speculating about what the prize might be.

9.2 Activity – What’s your future look like?

Learning environment: Whole class

Preparation/materials

- Envelopes [1 per student] OR stapler

Procedure

1. **Discuss** each of the contestants and how they are coping with living together and with the challenges presented to them in the house.

2. **Ask** students to suggest who might be the winner and individually record their predictions. Seal predictions in an envelope to open after the winner is announced. Ensure that the students write their names on the envelope. Alternatively, students can write down their predictions on a piece of paper, fold and staple the paper and then write their names on the front. You may like to offer some sort of prize for those students who accurately predict the winner in Session 10.

3. **Collect** the predictions from the students and hold on to them until the following session (Session 10) when the predictions will be compared with who actually wins Strongbbox.

4. **Refer** students to page 50 of their books. **Ask** students to write down all the things they want to do by the end of Year 10, and the things they want to do and where they want to be by the time they are 18 years old.

5. **Discuss** what they need to do to get where they want to be by using some examples provided by students. What might be some of the barriers that will stop them from reaching their goal and how might they overcome these barriers?

Prompt questions (e.g. a student may wish to travel for a year after leaving school):

- What do you need to do to get there? (e.g. travel plan, money, someone to travel with, language, clothing, equipment, passport, etc.)
- Who do you need to involve? (e.g. parents, friends, travel agents)
- Is there someone who can help you get there?
- What might be some of the barriers to reaching your goal?
- What if something changes your plans?
• Is there another way of getting there?
• How might self-defeating thoughts impact on your ability to achieve your goals?
• How might you challenge these thoughts?

9.3 Activity – “The F-Factor”  

Learning environment  
Class split into 4 groups

Preparation/materials
• Photocopy of Resource 9.1 – Portraits [cut out, 1 per group]
• Photocopy of Resource 9.2 – Group recording sheet [4 copies, 1 per group]
• Photocopy of Resource 9.3 – Update cards [cut out, to be handed to groups]

Procedure
1. Explain to students that they will be working in groups to help a Year 10 student plan for his/her future. Each group will be helping a different fictional Year 10 student and will be responding to individual scenarios for that person.
2. Hand out a different Year 10 student portrait card (Resource 9.1) to each group. Groups should be given time to familiarise themselves with the Year 10 student they have been allocated.
3. Hand out one group recording sheet per group (Resource 9.2).
4. Ask students to discuss and answer the questions listed under Step 1 of their group recording sheet.
   - What are your student’s options at the end of Year 10?
   - What are their short- and long-term goals?
   - What are they currently doing at school to help them decide on a future pathway?
   - Who can help them make their decisions or provide them with advice?
   - What do you think their decision should be?
   - What might be the consequences of this decision?
5. Hand out the first corresponding Update Card 1 (Resource 9.3) to each group (i.e. for the group working on Sam, hand out Sam’s Update Card 1). Ask the group to discuss both options, make a decision and answer the questions listed under Step 2 of their group recording sheet.
6. If time is available, repeat the process using the corresponding Update Card 2 (Resource 9.3).
7. After the allotted time ask each group to report back to the rest of the class on their student, their situation, and the choices they have made for them.
8. Discuss the following questions and statements with students:
   • What factors had to be taken into consideration when making decisions for your student?
   • Was there anyone else who could have helped make the decision easier?
   • The many different pathways that a person can take to achieve their goals.
   • You can’t always predict what happens in life, and obstacles and barriers to achieving goals are inevitable.
   • How obstacles or setbacks to goals may provide opportunities for an alternate pathway or new direction.

9.4 Out of class activity – Where am I going?  

1. Refer students to page 51 of their books.
2. Instructions:
   Choose one of your long-term goals for the future. List 5 steps to achieving this goal. Then make a list of the barriers you might encounter when trying to achieve your goal, and then the steps you might take to overcome these barriers. Finally, who else could you talk to?