

Salvesen

mindroom

Centre

Future Me

*Activities to help you reflect on what you want
as you make the transition into adulthood*



Name

School

Year Group

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Salvesen Mindroom Centre is a Scottish charity with a big vision - a world where "no mind is left behind" and every person with a learning difficulty receives the recognition and the support they need to achieve their potential.

To learn more about Salvesen Mindroom Centre please visit www.mindroom.org or ask for copies of our literature.

The material in sections 1 and 11 draws inspiration from the work developed by Jack Pearpoint, Marsha Forest and John O'Brien on Person-Centred Planning. More information can be found at www.inclusive-solutions.com

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Registered Office: Suite 4/3 Great Michael House, 14 Links Place, Edinburgh EH6 7EZ

A company limited by guarantee and registered in Scotland SC209656

www.mindroom.org | office: 0131 370 6731 | admin@mindroom.org

About this booklet

All young people have the right to be involved in decisions that are made about them. This is a part of the United Nations Convention on the Rights of the Child (UNCRC). A lot of these rights are part of Scottish law. Parents or carers have a responsibility to look after their young people and to help make good decisions for them.

This booklet is to help you think about what you would like to do when you leave school.

Some questions might need you to think quite hard about yourself, so talking with someone about the questions will help you.

There are no right or wrong answers.

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Don't worry if you think that it looks like there is a lot here.

Some sections will need more time than others and you can take as long as you need to think these things through.

Have fun!

Section 1



Setting the scene

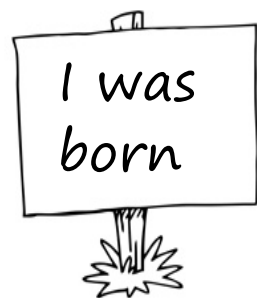
Life's journey so far...

To begin with let's think about some of the important things in your life so far. Use the space below to draw a path that illustrates the key points in your life's journey so far.

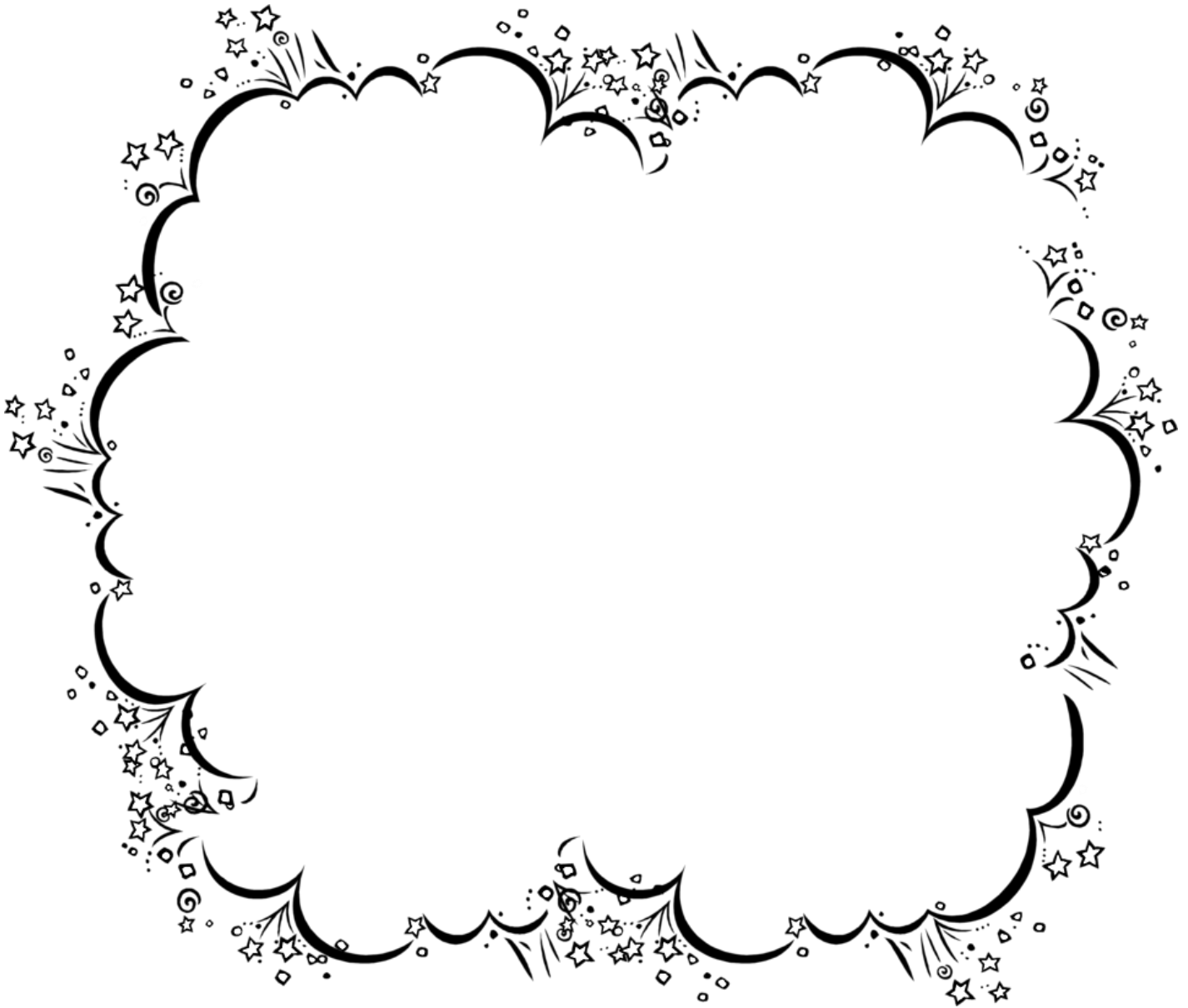
Don't try to include everything—just the things you think are most important. You can make the path as straight or as winding as you wish.

Include dates or years if you know them.

Use pictures, symbols and colours to help tell your story.



Dreams and Nightmares



We're going to leave the past behind us now and dream about what your ideal future life will be like. Use the cloud above to show some of your thoughts. Anything is possible, this is a dream!

These questions might help you to think about some things to include:

What is your dream? If you could have it all what would it be?

What would give your life purpose, meaning and direction?

What is important to you? What does that look like to you?

What would your ideal world be like?

What would you be doing?

How does this world make you feel?

As well as knowing what the big dream is, we also need to know what we want to avoid at all costs—your nightmare!

Use the storm cloud below to show what this could be.

You could think about the following questions to help you:

What would you really hate to see?

What do you want to avoid at all costs?

What would make you feel trapped and powerless?



Once we know what your dream is and what nightmares to avoid we can start to think about how we will get from 'Today' on the previous page and head towards a fulfilling and happy future.

In the next section we'll begin by thinking about all of the things that make you who you are.

My perfect day

Some people have a really clear idea from an early age of what their dream life would be, for others it's something that they work out gradually over time, and for some their ideas change as they experience different things throughout their lives.

On this page there is space for you to think about the kind of things that you would enjoy doing in your perfect day in the future.

You can use the box below to mind-map your ideas. Feel free to use words, colours and images in whatever way you wish.



Section 2



Time to Reflect

Time to Reflect

Now that we've identified your big dream and some of your general hopes for the future it's time to reflect a little.

In this activity we're going to think about how you feel about things and what you currently think about your next steps.

It's okay if you're unsure about any of this—we'll come back to the same questions again a bit later and review them. You can change your mind as often as you like!

Some questions have a scale from 0-10 for your response. Don't think too much about your score, just go with whatever first seems like the best fit.

I'm feeling positive about the future

0 1 2 3 4 5 6 7 8 9 10

I've been feeling good about myself

0 1 2 3 4 5 6 7 8 9 10

I've been feeling confident

0 1 2 3 4 5 6 7 8 9 10

I've been able to make up my own mind about things

0 1 2 3 4 5 6 7 8 9 10

I've been interested in new things

0 1 2 3 4 5 6 7 8 9 10

I know what I want for myself in the future

0 1 2 3 4 5 6 7 8 9 10

I know what job I want to do in the future

0 1 2 3 4 5 6 7 8 9 10

The job I would like in the future is...

I don't know

Next year I would like to...

Stay at school

Go to college/university

Do something else

Get a job

Start a training course

I don't know what I will do

Comments:

I am confident using public transport on my own

0 1 2 3 4 5 6 7 8 9 10

I'm good with money

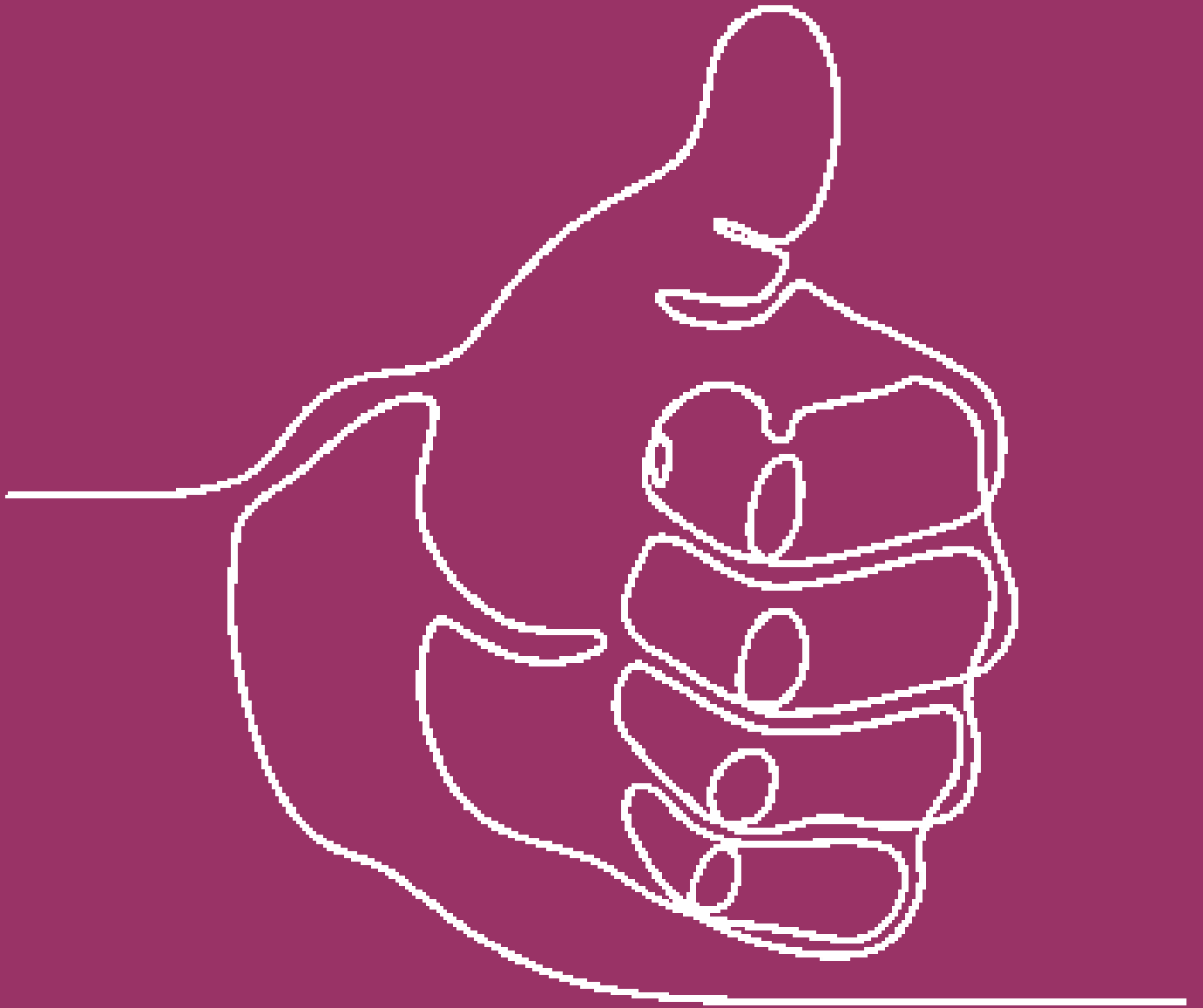
0 1 2 3 4 5 6 7 8 9 10

I know what I want in my transition plan

0 1 2 3 4 5 6 7 8 9 10

Section 3

Part 1








Naming my General Skills

My Skills Type

The SCQF are the people in charge of all of Scotland's exams. They say that there are 5 different types of skill.

We've made a list of them below, along with the icon that SCQF use for each one and their description of the personality traits that best match each one.

Rank the skill types from 1 to 5 based on how much you think each description is like you, with 1 being most like you and 5 being the least like you.

Skill Type	Description from the SCQF	Rank
Knowledge & Understanding 	You have probably spent a lot of time on (and built up quite a lot of knowledge about) the things you're interested in; you could maybe even teach others a thing or two about your favourite subjects. Perhaps you find that family and friends often turn to you for information and advice.	
Practical 	Sitting behind a desk all day is your idea of torture. You'd rather be doing things, moving around, going from place to place, or using your hands. You have a good grasp of the subjects that interest you and you're able to put your knowledge to work in practical ways. Maybe you're good at fixing things that are broken, cooking a meal, using specific tools or drawing and sketching.	
Thinking 	Your head is more than simply a place to keep your hat! You tend to spend time on activities that require you to think, evaluate, judge and analyse information and situations. You can be relied upon to consider everything very carefully and to work out the best way of doing things before you tackle them. You may be good at weighing up one side against another, spotting mistakes, solving problems and making decisions.	
Communication 	Listening, talking, writing, texting or typing - you spend a lot of time on activities that require good communication skills. Maybe you're good at talking to people, exchanging information and getting others to open up, or perhaps you have a knack for putting your thoughts and ideas in writing. Some communicators have strong skills with numbers or technology and spend a lot of time using gadgets, gizmos or games.	
Organisation 	You love it when a plan comes together! Whether you're on your own or working with others, your activities often require you to take responsibility and to get things done. When you work with others, you may lead the group or follow instructions given by someone else but, regardless, you are dedicated to finish the work and to do it right. You work well with supervisors, but you don't always need them because you know a job well-done when you see it.	

What 'general' skills do I have?

These pages focus on the things you are good at and are a bit more specific.

Name at least one thing in each box if you can.

If you wish, you can include things that help you with a particular skill as well as saying how good you are at it.

For example you might say 'I can focus really well and concentrate best when I am listening to music'

Working with others	
Following Instructions	
Taking the lead	
Self-regulation	
Physical & Practical	
Practical skills	
Tools I use well	
Cognitive (Thinking)	
Planning things	
Problem-solving	
Memory	
Concentration	
Numeracy	

Language & Communication

Speaking

Listening

Reading

Writing

IT

Presenting
Information

Knowledge & Understanding

My favourite subjects

Subjects I am best at

Organisation & Independence

Time management

Money management

Travel

Leisure & Social

Leisure skills

Social skills

Other Skills

Anything else

Section 3

Part 2



**Naming my
Independent Living Skills**

Independent Living Skills

Once you become 16 years old the law says that you are an adult.

This can mean that some things change, and you are able to take more responsibility for yourself. This is part of becoming independent.

Parents, carers and others can, of course, still help you to make good decisions.

In these 2 boxes make a list of all the things that you can think of that your parents or carers help you with or do for you.

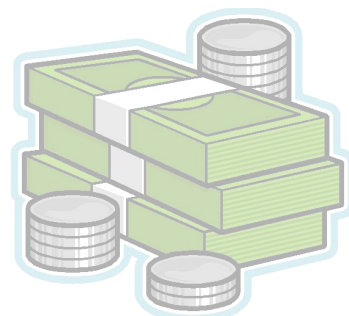
Welfare

(Your health, education and wellbeing)



Finance

(Anything to do with money)



With a little help

Have a look at your lists of the things that your parents or carers do for you. As an adult you might become responsible for all of these things yourself. For each thing in your list, put it into the box below that you think is the best fit for it.

Things that I can do for myself

Things that I can do with help

Things that I could do in the future

Things that I will always need help to do

Let's get more specific

The activities on the previous pages will have given you an idea of some of the things that you might need to work on to develop your independent living skills.

Being independent doesn't mean we don't need other people. It just means we make more choices ourselves and put them into action. It also means we can tell when we need help and ask for it

Over the next few pages we're going to look at some of the key independent living skills in more detail.

Don't worry if there are things you can't do or aren't very good at yet – everyone takes time to learn how to do these things, and knowing what you're not so good at is really important and useful. Not being good at some of them won't stop you working towards your dream!

In each box use the stars to give yourself a score out of 10 to show how good you think you are at the skill described

Physical Health

Personal hygiene, having a good diet and understanding your own body and how to protect it.



Recognising changes

Being able to tell when there is something wrong with you physically that means you may need help from someone else, such as a doctor.



Getting help

Knowing how to contact professional help such as NHS24, doctor, dentist, etc., and how to ask for emergency care at a hospital A&E or minor Injury unit



Circles of support

Finding reliable and trusted people (possibly within different walks of our life or for different issues) that can support you



Self care

Looking after your mental health by knowing how to recharge your batteries or switch off negative thinking.



Knowing how your feelings are affecting you

Being aware of the state of your own mental health and when to seek support.



Dealing with anxiety

Being able to tell if you are becoming anxious, and having ways of managing it



Working with food

Everything from making shopping lists to finished meals. How to menu plan and do the shopping, how to safely store and then prepare food and how to maintain food hygiene.



Personal Care

Doing laundry, shopping for self-care items (such as toiletries) and looking after clothing and belongings.



Cleaning & tidying

Understanding the need for tidying and cleaning and being able to plan it effectively, with some jobs needing daily attention while other may only need to be done weekly or even monthly.



Household maintenance

Doing simple repairs like changing a light bulb and knowing when and how to contact a professional for more complex jobs.



Household Health & Safety

Everything from dealing with cold callers to building security, fire safety and hygiene. How to contact emergency services and how to work out when something is a risk.



Financial Management

How to budget and manage/protect money.



Identifying roles & relationships

Understanding the different relationships between peers, friends, workmates, people in authority, and the professionals involved in our lives.



Managing study and work routines

Being able to create routines and structure that help you to have efficient work habits.



Independent travel

Being able to manage new routes, new forms of travel, possibly at busy times.



Time management

Being able to manage work and study commitments, and household tasks in a way that doesn't cause stress.



Group working skills

Being able to contribute ideas in a group as well as listening to the ideas of other people, and working together to solve problems and complete tasks.



Interview skills

Being able to present yourself well to other people and talk about the things that you are good at.



Health & Safety

Knowing how to tell how safe something is, and make decisions that keep you safe.



Well done!

Having this kind of self-knowledge about what you can do and what you need help with is really helpful.

On the next couple of pages we'll identify the skills that are your strengths, and the skills that you would like to develop.

My Strengths

Think about all of the skills that you have and the kind of person that you are. It might be helpful to look back at the previous pages.

Which of these skills do you think you are best at?

These are your strengths, or your Key Skills.

Make a list here of the 3 skills that you are best at.

Think about how you use them.

Skill	How I use this as a strength

Section 4



My Qualities

What a feeling

Skills are things that you can learn, qualities are more about your personality or the type of person that you are.

On this page we'll start by thinking about how you communicate your feelings.

Everyone experiences different feelings at different times. It's part of what makes us human!

Happy

Sad

Angry

Frightened

Frustrated

Worried

How do I like people to respond?

You can use this page to think about what you like other people to do when you have strong feelings.

Write or draw about how you like people to respond to you when you have the feeling written in each box.

Sad

Angry

Frustrated

Frightened

Worried

What people should never do towards me

My personality

We can learn a lot about ourselves from what other people say or think about us.

Here are some things to think about:

When do you think you people see you at your best?

What would they say you are like when you're at your best?

It can also be good to think for ourselves about the impact we think we might have on those around us.

What makes you feel most alive?

How do you make a positive difference to those around you?

What do you think you contribute to the world around you?

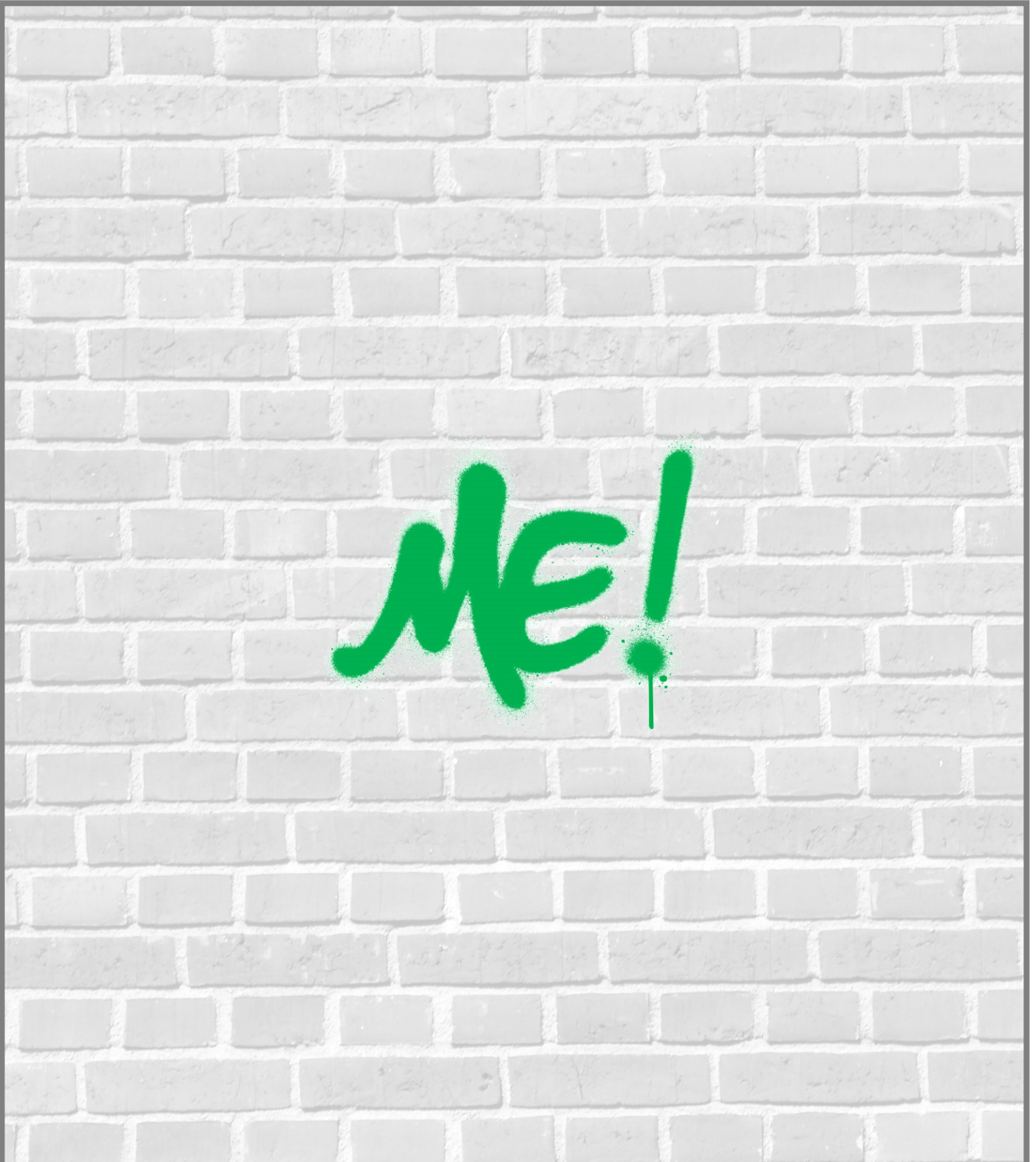
Why not ask some other people who know you well what they think?

Graffiti Wall

Use words and images about yourself to create a graffiti wall below .

Thinking about all of your skills and qualities will help you.

If you prefer, you could use Google Jamboard



Personal Statement

Look back over what you have discovered about your personality and your personal qualities, including the things that other people have said about you.

Use what you have learned along with what you discovered about your Strengths in Section 3 to write a paragraph that tells people all about you and the kind of person that you are. The space below probably has more space than you will need—you don't have to try and fill it all!

This 'personal statement' can be used in the future when you have to tell people about yourself in applications for college or work.

Section 5



Reflect & Review

Time to reflect & review

Well done so far!

Now that you've thought in more details about all of the things that you are good at take a look back at the questions you answered in Section 2: Time to reflect.

Do you still feel the same?

Make a note below of anything that has changed in the way you think or feel about these things.

Once you have done that, you can decide which sections of Future Me you would like to use to help you think about some things in more detail.

The sections of Future Me that I will focus on are...

My Independent
Living Skills

My Education
& Training

My Career Plan

My Money

My Travel

Section 6




Developing my Independent Living Skills


Where shall we begin?

Take a look back at the scores you gave yourself for your Independent Living Skills in Section 3 Part 2.


Sort your skills here into boxes according to how many stars you gave them.



A horizontal row of 10 yellow stars, each with a grey outline, arranged in a single line within a rectangular box.

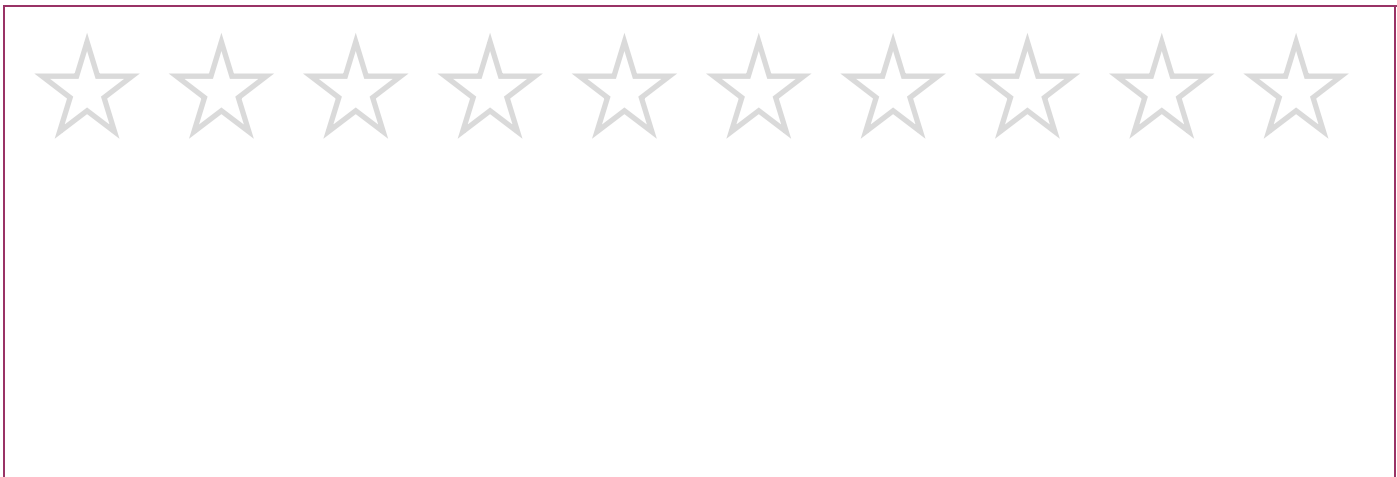
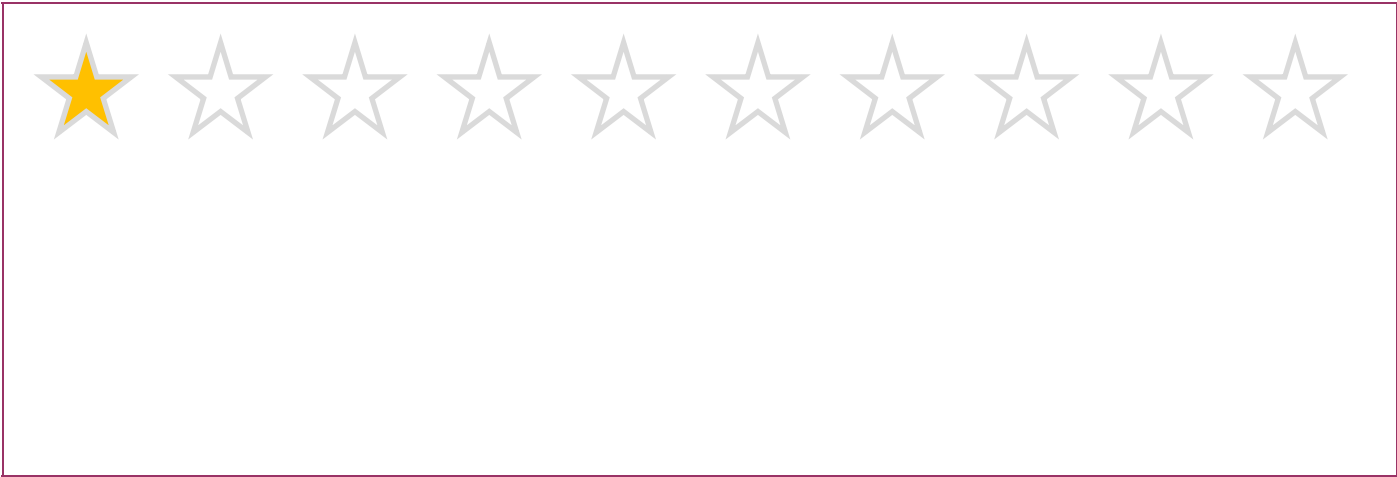
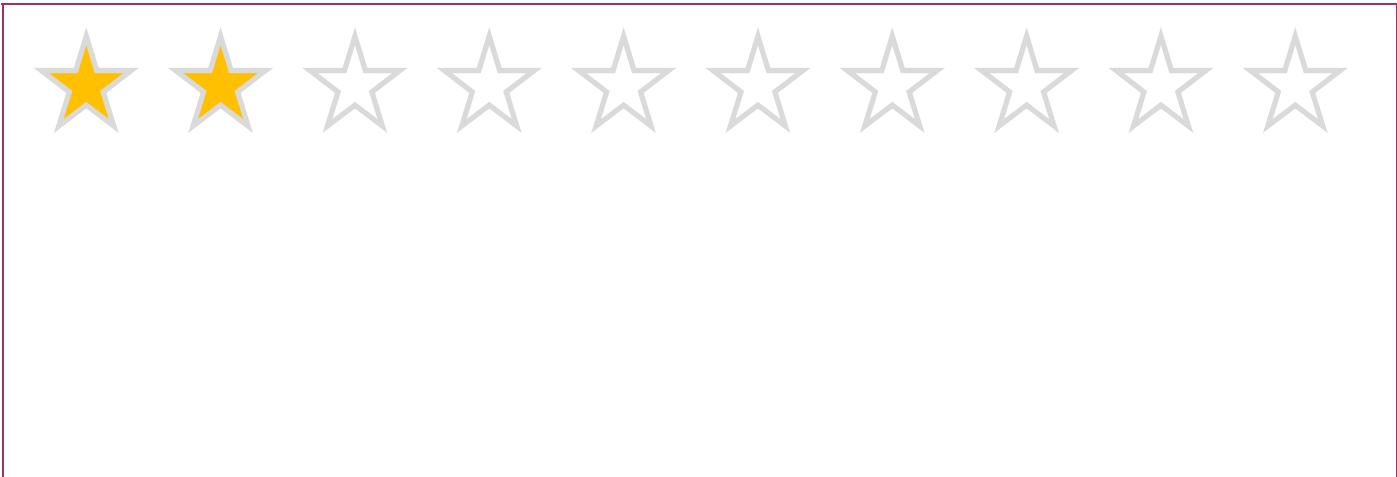
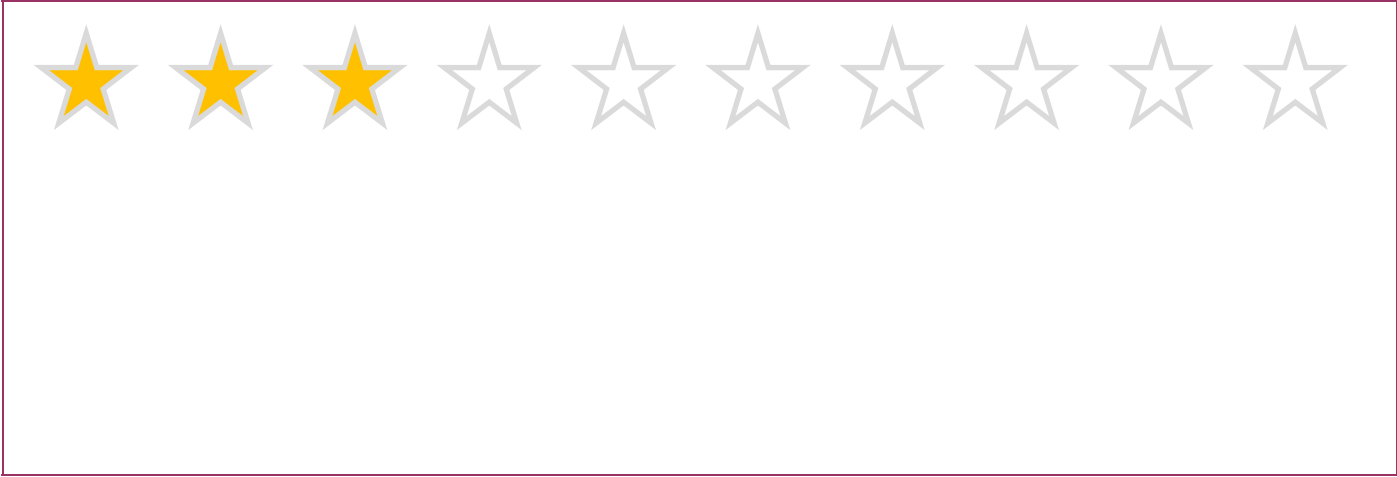


A horizontal row of 10 stars. The first 9 stars are yellow with grey outlines, and the 10th star is white with a grey outline, all within a rectangular box.



A horizontal row of 10 stars. The first 8 stars are yellow with grey outlines, and the last 2 stars are white with grey outlines, all within a rectangular box.





Well done!

It's much easier now to see the things that you are already good at and the things that you think you need to work on

Pick 2 of the things that you would like to work on and write their names in the boxes below.

Future Me Plus Pack 2 has a selection of activities that you can choose from to help you practice and develop these skills.

Write down which activities you will do, and who will help you to do them.

Skill:	
Activities	What we could do together

Skill:	
Activities	What we could do together

Section 7



My Education & Training

Awards that I have received

Use this page to write down information about any awards that you have received or exams that you have already taken.

Include things that you have done outside of school, such as with clubs or groups that you belong to.

Date	Name of the qualification or award	Grade

Which did you enjoy most, and why?

Which award makes you most proud, and why?

Awards that I hope to get

Use this page to write down information about awards, including exams, that you are planning to take before your transition from school.

Don't forget to include things that you might do outside of school.

Date	Name of the award	How well you expect to do

Which is most important to you, and why?

Further education

If you are thinking about staying in education, whether full time or part time, then there are a number of options available to you.

Tick the options that you would like to think about and then complete the boxes below

Stay at school

Go to College

College / School
Combined

Go to University

Foundation
Apprenticeship

Modern
Apprenticeship

**What I would
like to study**



**Why I have made
these choices**



Getting there

Well done on selecting one or more options for your continuing education.

Now that you have done this, it will be helpful to think about the specific steps you need to take in order to get there.

Use as much of the table below as you need to make a plan for yourself, with some realistic dates that you hope to do things by.

Enjoy the satisfaction of ticking them off as you do them!

Task	Target date	Done
<i>Make a plan</i>	<i>Today</i>	✓

Section 8



My Career Plan

What is my ideal workplace?

The kind of job you do in the future might be a big part of your dream, or it could be that a job is something you do so you can achieve your dream in other ways.

Use this page to think about the kind of working environment that you will feel happiest in, whatever your job may be.

You can choose how to highlight the answers that best fit your personality.

I would like to wear

A uniform

My own clothes

Don't mind

I would like to

Get dirty!

Stay clean

Don't mind

I would like to deal with

The public

Workmates

Don't mind

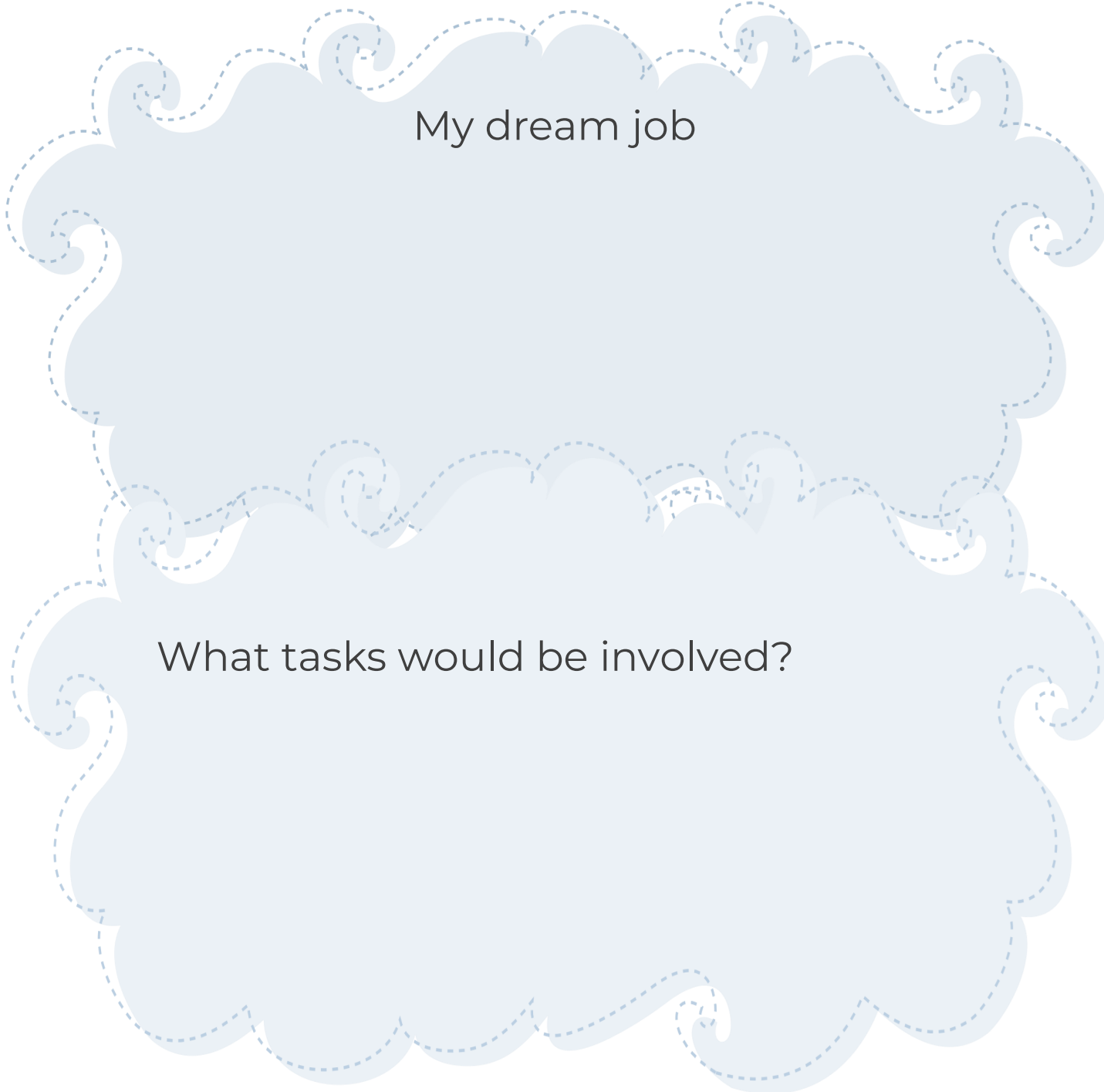
Any other things that you think will be important

What is my dream job?

This page is for you to think of a specific job that might suit your skills and qualities, and that you think you might feel happiest in.

If it helps, you could look back at some of the things that you thought about earlier in this booklet.

Try to think about what you would do each day if you were doing this job.



My dream job

What tasks would be involved?

How my Strengths will help me

Use this page to think again about your Strengths from page 23.
Think about how you will use these strengths in your dream job.

Skill 1:

How I think I will use it:

Skill 2:

How I think I will use it:

Skill 3:

How I think I will use it:

Practical Research

Use the internet to search for a job that you think you might fit with your skills and interests. You could use *My World of Work* to help you.

Use the form below to make a note of relevant information about a job that you find.

My Job Hunt	
Job Title	
Company Name	
What sort of person do they want?	
What hours would you work?	
What is the salary?	
What are the main duties of the job?	
What experience would I need?	
Who would I contact to apply for the job?	

Reflecting on the job hunt

Well done on finding a job that could be a good fit for you.

Spend some time thinking about why you think the job would be good for you, and why you would be good for the job.

Things that I like about this job

Things that I don't like, or am unsure about, in this job

The skills and qualities I have that are relevant to this job

What other skills might I need?

Think a bit more about the job that you have found.

You have already identified some skills that you have that you will need to be able to do the job, but there will be other skills that are needed in the job that you might not yet have.

Use the tables below to think about what existing skills you might need to develop, or get better at, and what new skills you might need to learn to be able to do the job that you have chosen.

Skills/Strengths that I might need to develop

Name of the skill/strength	How I would develop it

Skills/Strengths that I might need to learn

Name of the skill/strength	How I would learn it

Skills/Strengths that I might learn 'on the job'

Name of the skill/strength	How I would learn/develop it

My CV

CV is short for *Curriculum Vitae*, which is a Latin phrase that means 'the course of my life'. In other words, it is a document that gives a short account of your career, qualifications and other things that an employer might want to know about you when you apply for a job with them.

Use the table below to write your own short CV

Curriculum Vitae	
Name	
Address	
Telephone	
Email	
Personal Statement	
Education	
Employment / Work Experience	
Referees	

Being Interviewed

If an employer likes your CV, and whatever you have written when you completed their application form, then they might invite you to an interview.

This helps them to decide who will be the best person for the job that they are offering.

The questions below are the sort of thing that you might be asked. Have a think about what the best response would be and write down your ideas below.

Interview Questions	
Tell me a little bit about yourself	
What skills or qualities can you bring to this job?	
What experience, if any, have you had of this type of work?	
Give an example of when you worked as part of a team	
Have you any questions you would like to ask?	

A 'Mock' Interview

A mock interview is a 'pretend' or practice interview to help you develop skills in presenting yourself at your best.

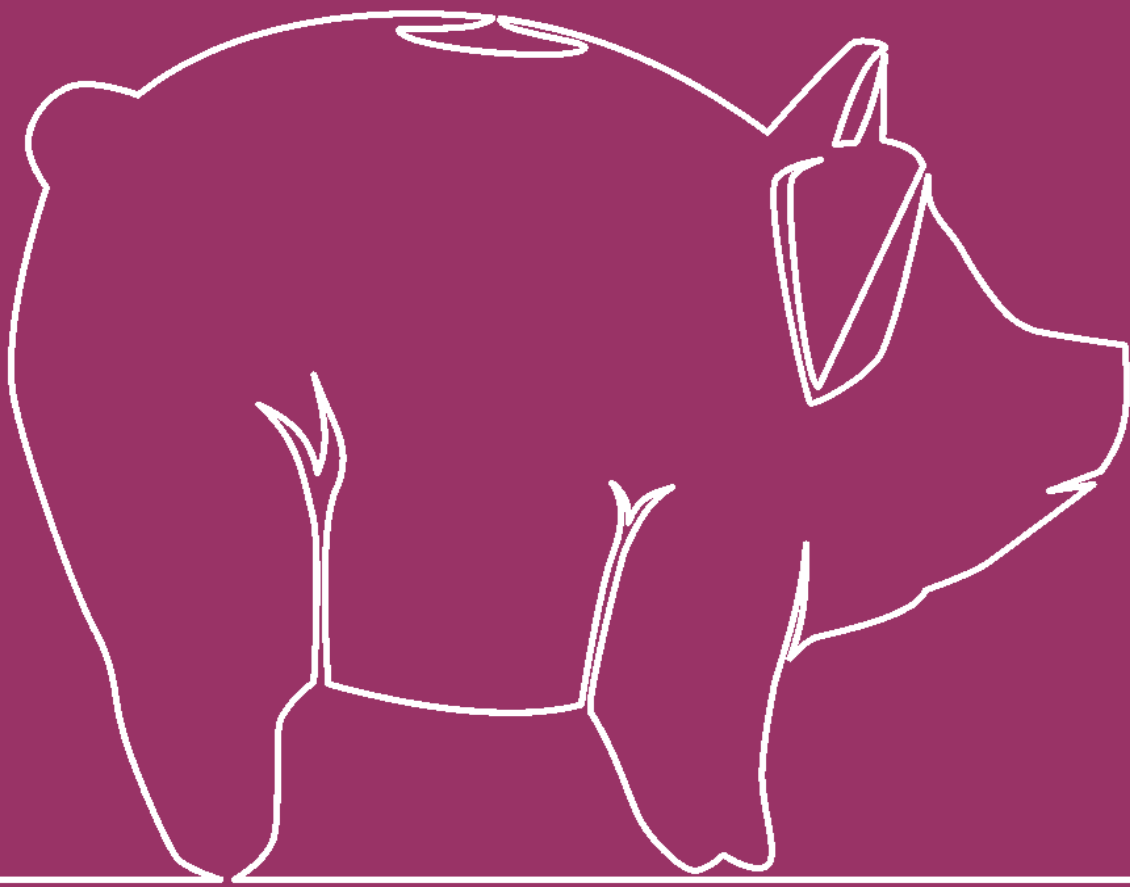
Ask someone that you know and trust to pretend to be an interviewer.

They can use the questions in the last exercise to pretend to interview you.

Ask them to use the form below to make an assessment of how they think you did.

Interview Performance	
Makes a good impression	
Speaks clearly and audibly	
Appropriate body language	
Appropriate responses to questions	
Other comments	

Section 9



My Money

Managing Finances

Money is involved in almost every aspect of our lives.

In the box below write down as many things as you can think of that you might need money for.

A couple of examples have been put in to get you started.

I need money for...

Food

Clothes

There can be a difference between the things that we really **need**, and the things that we **want**, or would like to have, but are not essential.

Have a go at sorting your answers above into these 2 different groups:

Things I *need*

Things I *want*

Budgeting

A budget is a plan for how you will use the money that you have. It is a very good way of making sure that you have enough to pay for all of the things that you need.

In April 2022 researchers said that it costs about £1275 + rent of about £425 each month for a single person living on their own in a 1-bedroom flat to pay for everything that they need, which includes some money for social activities.

The boxes on page 57 contain the names of the things that they based this on.

- ◆ Cut each box out to make a small card.
- ◆ Place them on the table with the purple side face up. Try not to read the backs at this stage!
- ◆ Have a go at putting them in order of how much money you think is spent on each category. The card for rent gives you a figure to help get you started.
- ◆ Finally turn over the cards to see how close you were.

Notes:

- The figures shown are rounded to the nearest £5.
- The actual amounts vary a lot depending where in the UK you live and your personal lifestyle. Some people earn less than this and still live comfortably and are happy.
- Some people's income is made up from a combination of money that they earn and benefits from the government.
- The figures used here are based on the amounts published at minimumincome.org.uk in 2022 for a single adult living alone (not in London). These are the same figures that are used by the living wage foundation, who campaign for better pay for workers.
- The budget is based on the cost of buying a weekly 'basket' of goods and services that members of the public have said would give a minimum acceptable standard of living.
- Personal goods and services includes such things as toiletries and medicines.
- Social and cultural activities includes such things as holidays, birthday presents and television

See minimumincome.org.uk to learn more

Budgeting

Food & Drink

Clothing

Domestic Fuel

Other Housing
Costs

Household Goods
& Services

Personal Goods
& Services

Travel

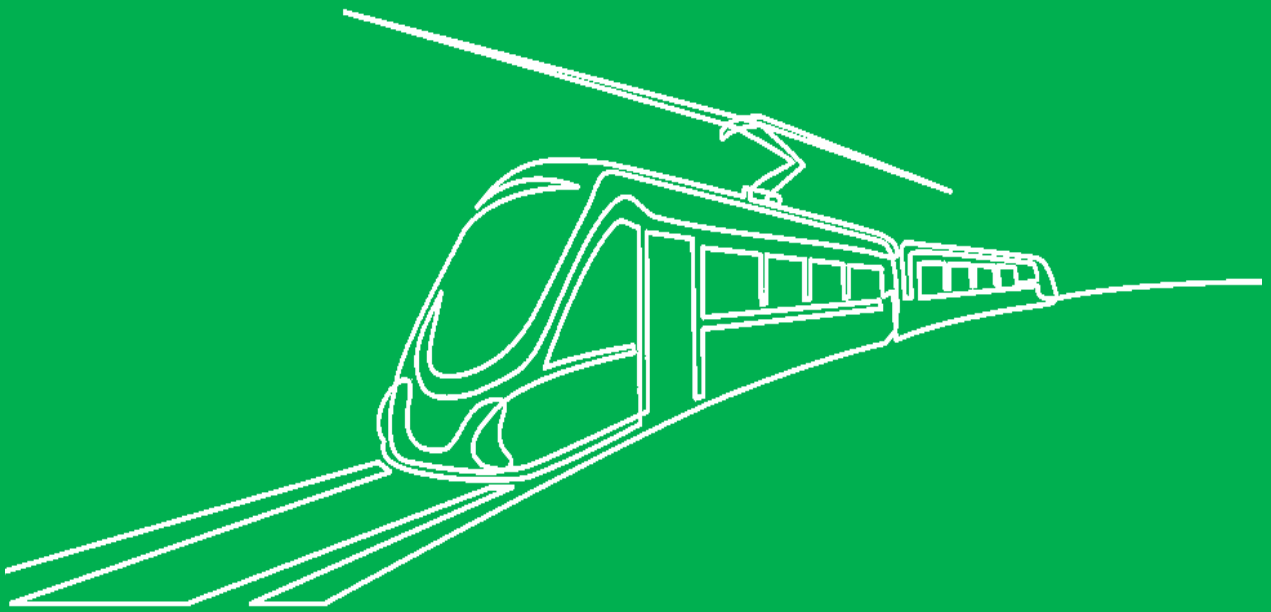
Social & Cultural
Activities

Rent
£425

Budgeting

Clothing £60	Food & Drink £320
Other Housing Costs £120	Domestic Fuel £135
Personal Goods & Services £115	Household Goods & Services £100
Social & Cultural Activities £280	Travel £145
	Rent £425

Section 10



My Travel

Independent Travel

Being able to travel independently is an important skill.








These pages will help you to think about different ways of travelling, whether you have used them with support or on your own, and whether you think you would be able to use them on your own in the future.

	Supported	Alone	Alone in Future
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motorbike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Getting ready

If you would like to learn to travel independently there are a few skills that you will need before you begin practising.

Use the list below to see if you feel you are ready. Is there anything that you think you may need to improve?

Skill	Give yourself a score out of 5
I can recognise numbers	
I can understand instructions and directions	
I can adapt to change and solve problems	
I am aware of danger and my personal safety	
I have an awareness of time	
I can remember essential information	
I have road safety awareness	
I have verbal or written communication skills	
I can communicate with people	
I can understand the need for a queue	
I can wait in a queue	
I have strategies for things changing such as route diversions, pavement closures etc	
I can identify appropriate people for help, when necessary	

Using the bus

The following list identifies all of the different steps involved in making a journey by bus.

Next time you travel by bus with someone, have a think about which of these steps you could manage yourself.

On your next journey, have a go at doing those steps yourself. You will still have your trusted person with you to help you if you need them.

Once you are able to complete all of the steps on your own you are ready to try making a journey independently! Let's not rush into it though—see how you get on with these skills next time you take a bus journey...

I can...	I plan to try it	I did it!
Plan my journey		
Find the bus stop I want to be at		
Identify the bus I want to get on		
Signal to the driver that I want them to stop		
Get on the bus safely		
Communicate with the driver if I need to, for example, to check that I am on the correct bus		
Use my pass or communicate with the driver to get a ticket		
Find a suitable place on the bus		
Use strategies to help me feel calm when I am on the bus		

I can...	I plan to try it	I did it!
Recognise where I need to get off the bus		
Let the driver know when I want to get off the bus		
Wait for the bus to stop before getting off		
Get off the bus safely		
Wait for the bus to leave before crossing the road		

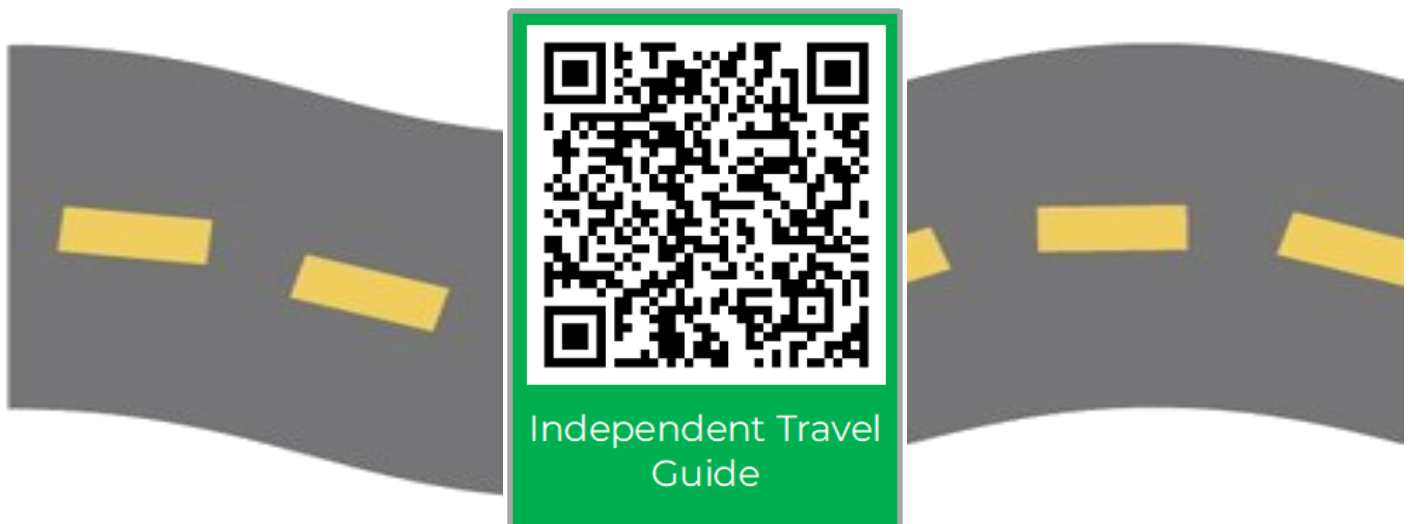
If you wish, you can download a guide for parents/carers about helping young people to develop independent travel skills. The guide includes a link to a printable version of this checklist to use each time you make a journey.

The QR code below will take you straight to the guide. You can scan it with a mobile phone or just click it if you're using Future Me on a computer.

Once you have mastered these skills travelling with someone else, try travelling with them sitting somewhere else on the bus, and once you are confident with that you are ready to try travelling on your own!


The next page has a table that you can use to keep track of your progress as you become more and more independent and make more and more complex journeys.

Enjoy the ride!



Going Further

Now that you have mastered the skills you need to make a journey on your own, why not use the steps here to become even more confident at travelling further, or on my complex journeys.

Step	Achieved
Make a journey with someone else	
Make a journey alone with someone following in a car	
Make a journey alone with someone to meet me at the destination	
Make a journey alone without support	
Make a journey with someone else, get off early and then catch another bus	
Make a journey alone, get off early and then catch another bus	
Make a journey with someone else that includes changing buses	
Make a journey alone that includes changing buses	

Section 11



My Information

My information

On this page we will think about information about you that is relevant to your support needs. Later we will think about what information you would like to share with others.

In the table below, have a go writing down how each category affects you.

This might be just writing down the name of a specific condition or it might be writing something about the support that helps you to do your best.

Category	Information about me
Diagnosed conditions	
Physical environment	
Structure of the day	
Special equipment	
Communication	
Social interaction	
Other	

Sharing my information

In this activity we will think about what information about yourself you are happy to share with people who are helping to plan your transition.

Choose one of the pieces of information about you from the previous page and write it in the top of the table below

In each box, make a list of as many relevant things as you can.

Use what you have written to help you decide what you would like, or not like, to share about this particular piece of information.

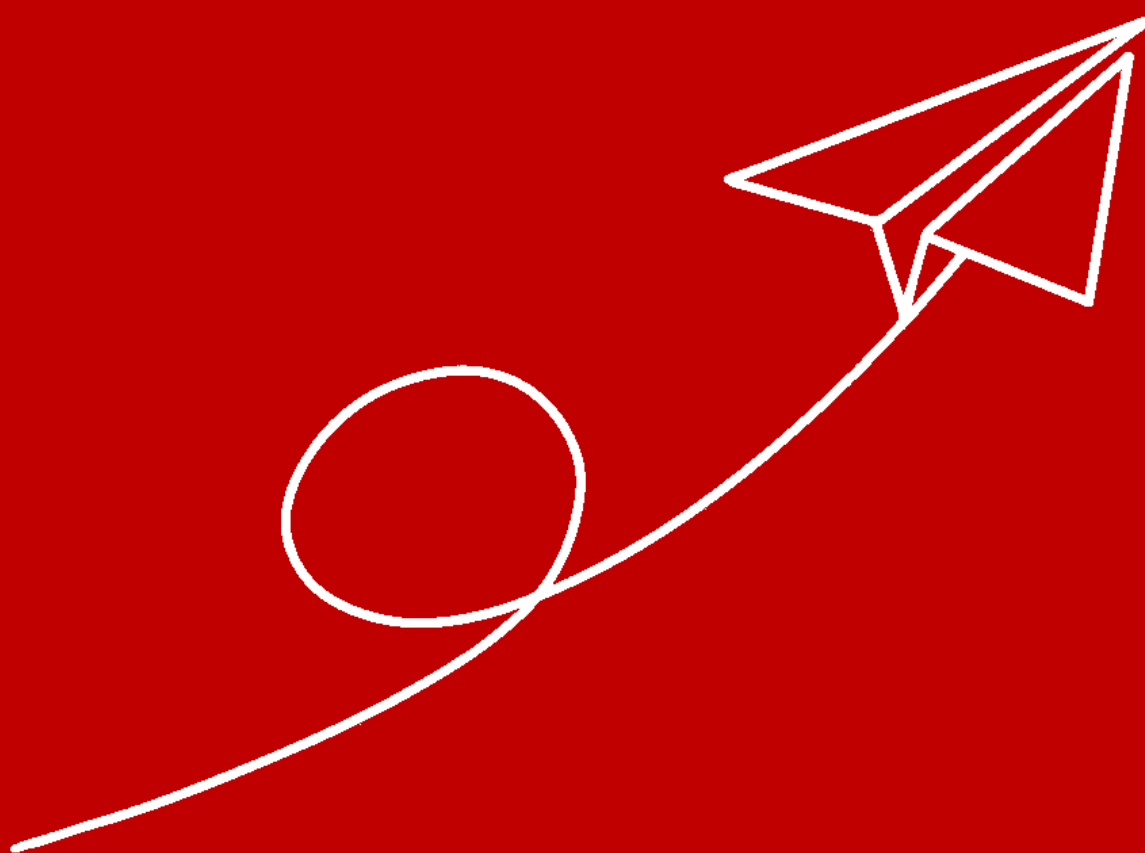
Use the table on the next page to make a note of what you decide.

This is a really helpful way of helping make decisions about all sorts of things. You can use extra paper to do the same thing for other information if it helps.

Information:	
Advantages of telling people	Disadvantages of telling people
Advantages of not telling people	Disadvantages of not telling people

Category	Information to share
Diagnosed conditions	
Physical environment	
Structure of the day	
Special equipment	
Communication	
Social interaction	
Other	

Section 12



Moving On

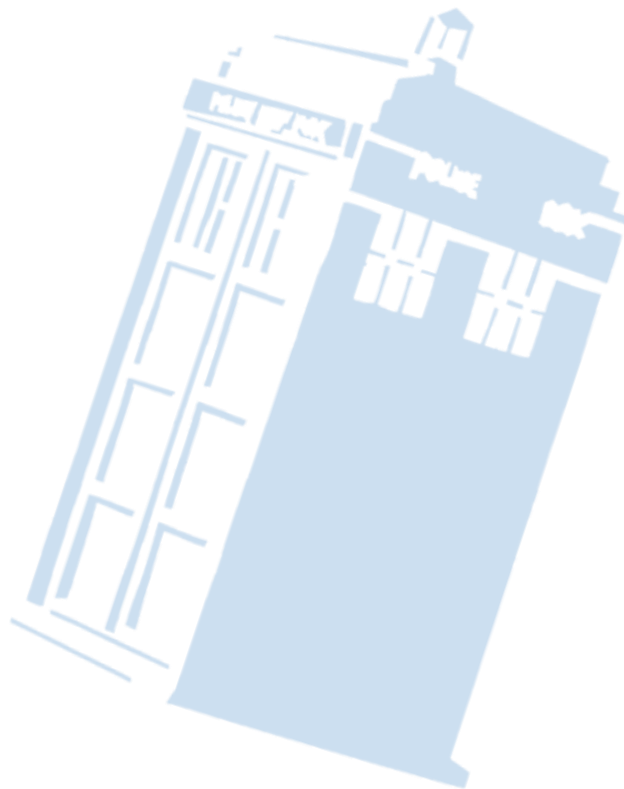
Forward in time

Look back at your dream, right back in the first section of this booklet.

For this activity we are going to use our imaginations.

- Imagine what things might be like in a year's time, and that you are on the way towards achieving your dream.
- What do you hope life will be like by then?
- What will help you move towards your dream and away from the nightmare?

My journey towards my dream life



Right here, right now

The things we talked about in the last activity will help us to set some goals for the future.

To start with, think about some facts that describe how things are now.

Some of the things we have noted in earlier units in this booklet will help you come up with some ideas.

An example might be something like 'I am studying 5 subjects at school', 'I have help travelling to school' or 'I am a world champion acrobat'

What feelings do you associate with the way things are *now* ?

What feelings do you associate with the way things will be in the *future* when you reach your dream?

**Facts about
things now**



**Feelings about
things now**



**Feelings about
the future**



Stay Strong

Think about what you will need to do (and stop doing!) to keep focused on the path towards your dream.

What can you already do that will help you?

What might you need to develop?

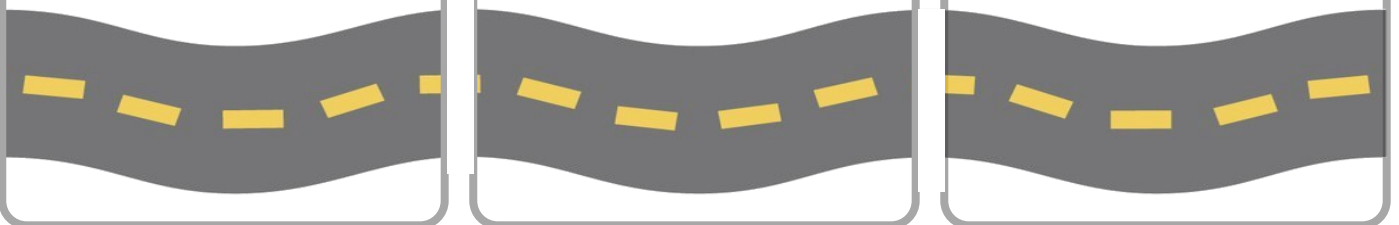
Think about relationships with other people, things that you could get better at doing and things that you could learn about.

What things might you need to stop doing?

**Things I can
already do**

**Things to
develop**

**Things to stop
doing**



Roll up! Roll up!

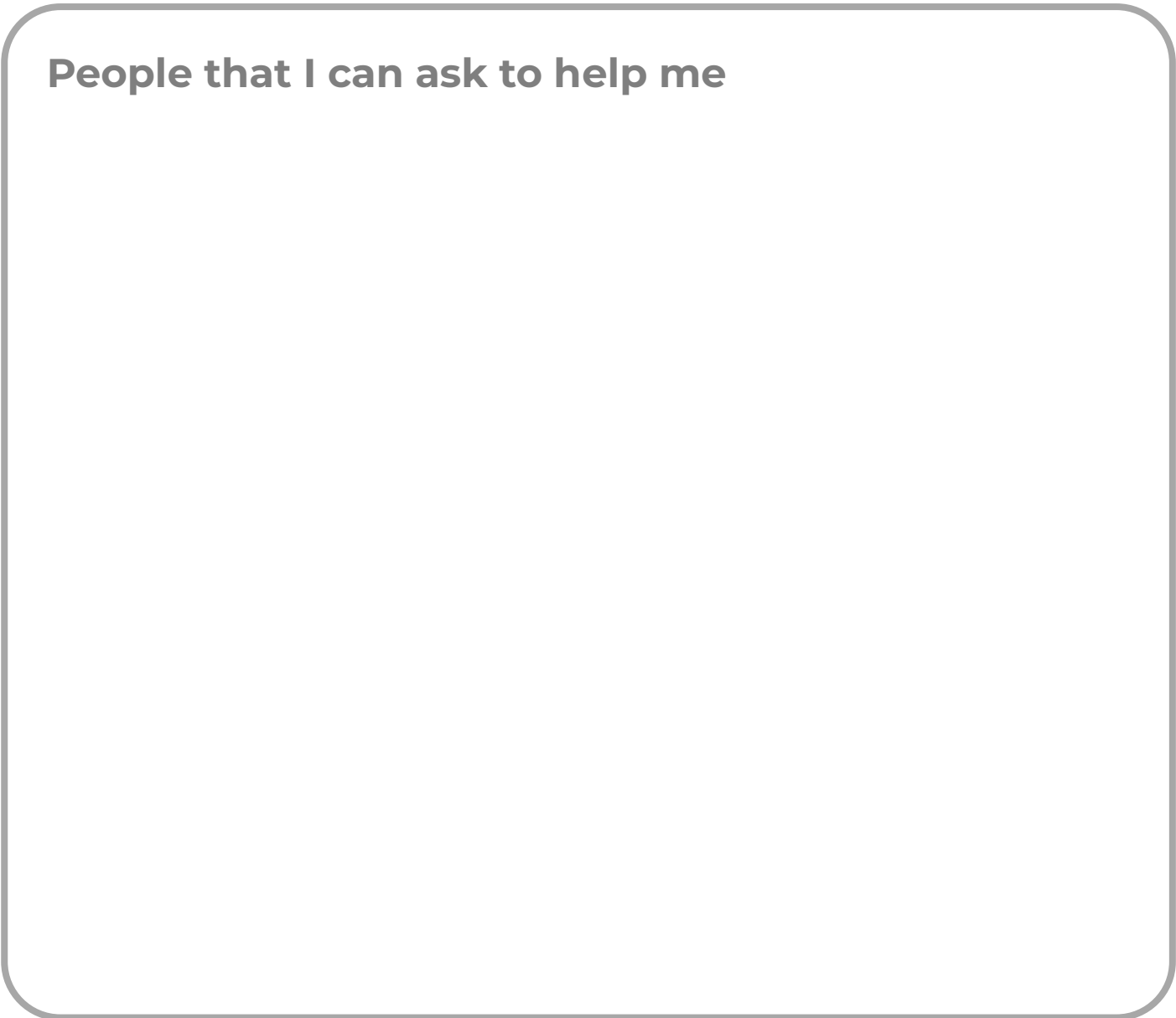
We mentioned in the section about independent living skills that being independent does not mean you have to do everything on your own.

Think about who can help you as you make the transition from high school towards your future dream.

Don't worry at the moment about what they will do.

Write their names here.

People that I can ask to help me



Action!

Finally, its time to make some definite decisions about what will happen next! Think about one thing that you can do in the next 5 days to begin the journey. Then start to look further ahead.

What can you ask other people to do to help you?

Be specific.

In the next 5 days I will

In the next month I will

Over the next year I will

Section 13



Final Review

Final Review

Well done again on completing your choice of activities in Future Me!

Now that we've finished, let's take another look at some of the things we considered right back at the beginning.

Try not to think about what you might have said last time, focus on how you feel now.

Once you've answered them again you take a look back at Section 2 and see if anything has changed.

How does this make you feel?

I'm feeling positive about the future

0 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | | | |

I've been feeling good about myself

0 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | | | |

I've been feeling confident

0 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | | | |

I've been able to make up my own mind about things

0 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | | | |

I've been interested in new things

0 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | | | |

I know what I want for myself in the future

0 1 2 3 4 5 6 7 8 9 10

I know what job I want to do in the future

0 1 2 3 4 5 6 7 8 9 10

The job I would like in the future is...

I don't know

Next year I would like to...

Stay at school

Go to college/university

Do something else

Get a job

Start a training course

I don't know what I will do

Comments:

I am confident using public transport on my own

0 1 2 3 4 5 6 7 8 9 10

I'm good with money

0 1 2 3 4 5 6 7 8 9 10

I know what I want in my transition plan

0 1 2 3 4 5 6 7 8 9 10

Now have a look back at the answers that you gave when we looked at these before.

Has anything changed?

You can use the box below to reflect on how you feel about this if you wish. Use words, pictures or both—whatever you find helpful.

What have you learned about yourself, or achieved, by doing Future Me?

A large, empty rectangular box with a thin blue border, intended for a student to write or draw their reflections on the questions above.

Good luck



JOURNEY