

# Future Me, My Digital Workbook User Guide



# Welcome to Future Me, My Digital Workbook

This resource has been produced to support young people who are approaching the end of their time at school. It will help them reflect on their skills and interests and formulate ideas on what they want next for themselves. 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), and this resource helps to ensure that a young person's own views are incorporated in plans for their transition from school.

## Why this resource was created

A key factor in the thinking behind Future Me, My Digital Workbook is the understanding that every one of us is a uniquely gifted individual. It is important to accept young people exactly as they are; recognising that they're doing the best they can with the resources available to them, even when they encounter obstacles along the way. We believe that young people are helped most when we adopt a non-judgmental approach and do not make assumptions about them.

The resource utilizes a positive person-centred approach, moving away from a needs or deficit-based model. This is not a passive, or 'anything goes' way of supporting someone. It is also about wanting more for them, recognising we all have gifts that are undeveloped. The activities encourage a young person to identify and focus on their strengths, then consider how they wish to use these to move closer towards their dream future. Having done this, Future Me, My Digital Workbook aims to help a young person to contribute their own voice to their transition plan – it is not in itself a transition planning tool.

## How it works

The majority of young people who use this tool will get more from it when they have a trusted adult to accompany them through the activities. They can act as a guide along the way, encouraging thought and reflection and helping the young person to determine their own responses to the questions that are posed. There are no right or wrong answers in this process, the most important thing is the thought and reflection that takes place along the way.

Make sure that as you work your way through the activities together you print or download each one when it is completed. In some cases, you may prefer to print the page to work on it rather than on screen – do whatever works best for the young person.

The different sections can be completed in any order and encouraging the young person to choose this order will help to give them ownership of the whole process. As a rule of thumb, however, we recommend that you complete sections 1 and 2 before any of the others. Section 5, on career planning, refers back to some of the activities in Sections 1-4 so it is best to have completed them before beginning this section. Likewise, Section 12 involves creating a summary of the key facts and opinions that the young person wants to share with those who are supporting their transition from school. So, it's best to leave this section until last.

Future Me, My Digital Workbook helps a young person reflect on who they are and what they want for themselves. It is a tool to help ensure they are kept at the center of plans made for their future and that their voice is heard. When they have completed their workbook, they will have a short document that summarises their own hopes for their future along with some key information about them. This is their information and theirs to use as they wish.

## Getting the most out of this resource

The pointers below give some general advice on how best to accompany a young person through this process.

- Set a relaxed tone at the start.
- As you work through the activities together, use the questions that are posed as conversation-starters and encourage the young person to reflect on what they think.
- If it is easier for the young person, then enter their answers on screen for them. And if you do, make sure they're happy with the way you have presented their responses.
- Ask open questions that cannot be answered with a straight 'yes' or 'no'. For example, if asking about favourite music, also ask 'What do you like about it/ them?' rather than just accepting the name of a band or song.
- Use 'active listening' – reflect back, make their responses more concise, get underneath what has been said, but never interpret.
- If you have a sense of humour then use it, but make sure you're laughing with the young person, not at them.
- Interpersonal boundaries are important; ensure respect. If, for example, you think something is being shared that is inappropriate, say so.
- Amplify positives and possibilities. Although tempting, do not give your own ideas. You are helping the young person to formulate and express their own ideas and opinions, not advising. Remain neutral.
- Some of the activities ask the young person to reflect at a personal level quite deeply. If they are not comfortable with this, then it's okay to move on. This resource is not a therapeutic tool.
- Congratulate and affirm the young person as they complete each activity, especially if it has not been easy for them. The process should always be positive.
- Some activities contain examples and suggested responses. Remember that these are just there to help, if they are not relevant to the young person you are accompanying, you can ignore them.
- Share your own responses to questions where this seems appropriate and helpful. This can encourage openness and lead to good conversation.
- Do not judge the young person or their responses – always keep an open mind. This will allow the young person to think and speak more freely and openly.
- All of the activities are intended to support a process, they are not an end in themselves. If there are things that are not relevant, then it's okay to leave them out.

**“It is a privilege to accompany a young person as they begin thinking about the journey from school into adult life. Enjoy it.”**

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## Get in touch

We're on hand to help. If you'd like to know more about our training options or have any questions on this resource, contact us.



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