

## My Journey\

**Note:** An effective demonstration of the “Blank Paper” activity is key to the success of exercises I & II. Be sure you have thoroughly reviewed and understand it before conducting the demonstration.

1. Ask for two volunteers to help you in a demonstration – assure the participants that you will not ask them to do anything to embarrass them or put them on the spot.
2. Ask the volunteers to each role play a “typical” young person’s responses based on their experience as they follow your instructions.
3. Open the demonstration as you would normally when beginning a session with a young person...then introduce the activity, for example, “As you know we’re working on developing a service plan for you and this is an opportunity for you to think through some short and long-term goals for yourself.”
4. Your goal is to have each “youth” in the demonstration develop a flipchart page that looks like the sample Clarence and Kimberly charts in the next column. The step by step process is labeled in the samples:
  - Ask each “youth” to characterize who they are today in words or pictures in the **bottom left hand corner** of the flip chart paper.
  - In the **top right hand corner**, ask them to describe what they want to have five years from now. Encourage them to state long-term (five year) employment goals if they know them or to be willing to explore them if they don’t know.
  - As them to draw a straight arrow from where they are today, **bottom left hand corner**, to the **top right hand corner** and to write along the line: **My JOURNEY** (spell it for them **J-O-U-R-N-E-Y**).

### “My Journey” example for “Clarence”

HS graduate (4)  
(2) Independent  
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Job  
My Journey (3)  
Anxious Education  
Angry (1) A Job  
Training (5)

- In the **top half** of the paper, encourage them to list everything they have going for them, e.g. strengths.
- In the **bottom half** of the paper, ask them to identify the kinds of things they need in order to reach their five-year goal.
- To close the demonstration – point out to the “youth” volunteers that they have begun to think through what they need to do to get from (1) where they are today to (2) where they want to be – and (4) the strengths they have and (5) what they’ll need to help them get there.
- Close by reminding them that (3) their journey may not be a straight line – there may be “bumps in the road” but working in partnership with you they can get there. Tell them you will keep their charts so they can review them again to see where they are on the journey.

After the demonstration, check that all trainees understand that you were developing “a plan” to use as a basis for creating an individual service strategy.