

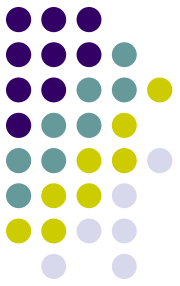
Bridge to the Future: Life-Career Activities for Middle and High School Students



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Overview



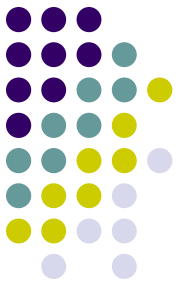
- Challenges Facing Young Canadians
- Brain Development and the Importance of Developing Personal Narratives
- Developing Narratives
 - Photoessays
 - Exploring Lifepaths
 - Possible Selves Mapping
 - Naming Personal Strengths (internal resources)
 - Lifespace Mapping (external resources)
- Conclusion



Healthy Development

- Social competence
- Personal competence
- Problem solving and decision making skills
- Sense of autonomy but also connection
- Sense of purpose
- Hope for the future

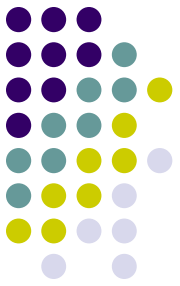
Challenges faced by Young Canadians



- Misdirected education-to-work transitions that affect their economic prospects
- Increase in psychological & emotional problems (suicide, anxiety, depression)

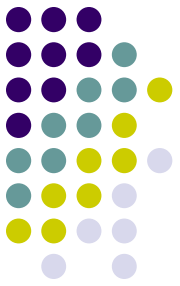


High Risk Youth (McCreary Centre Society- The Adolescent Health Survey (AHS))



- Report greater stress, anxiety, and hopelessness than other groups of youth
- Report higher rates of health compromising behaviours
- Face higher levels of rejection, violence, and discrimination
- Report lower connections to family and school





Therefore....

Promote resilience and
access strengths

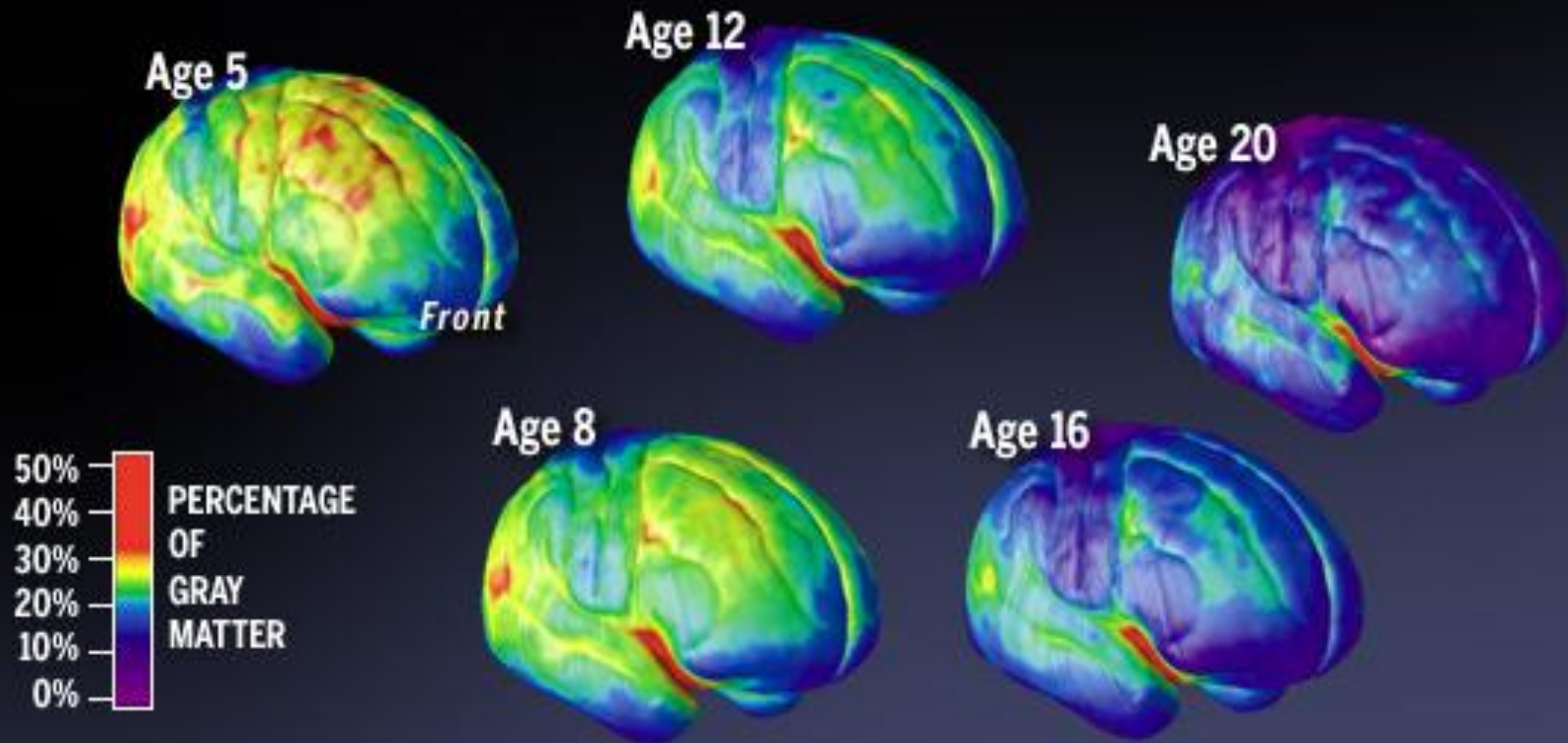
Provide opportunities to
engage with family,
school and
communities

Create supportive
environments for youth
to grow and develop



Time-Lapse Brain

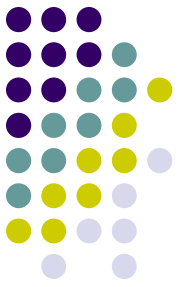
- Gray matter wanes as the brain matures. Here 15 years of brain development are compressed into five images, showing a shift from red (least mature) to blue.



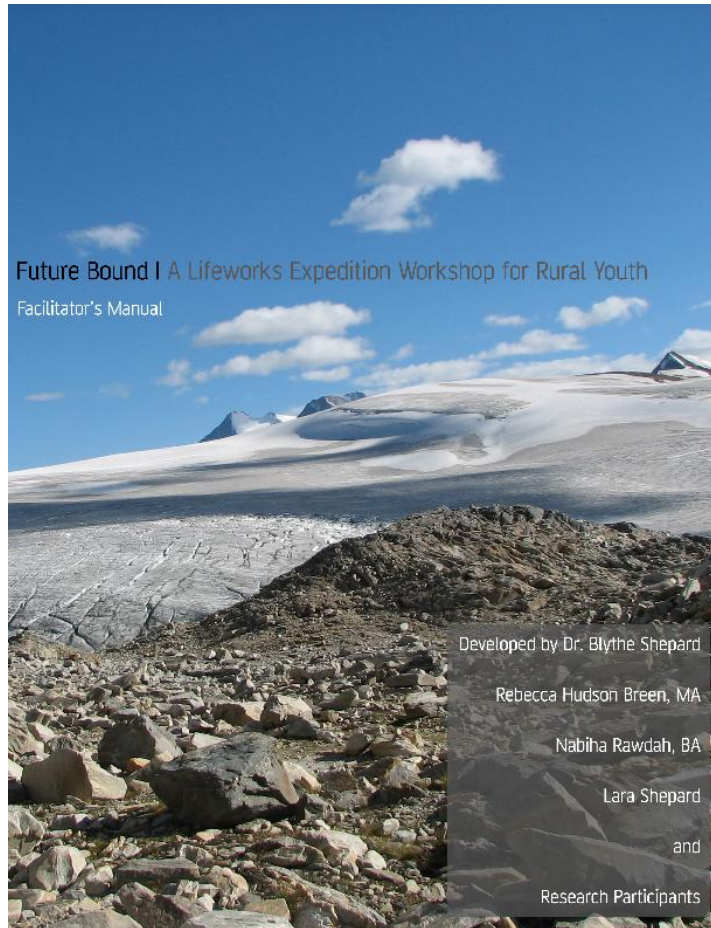
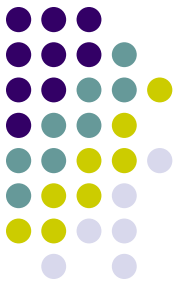
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[NEXT: Launch Flash Movie »](#)

Developing Coherent Narratives



- Daniel Siegel: connecting past, present, and future creates an autobiographical self-awareness
- Increases ability to be: Connected, Open, Engaged, Receptive, Emerging, Compassionate, Empathic.
- The brain is an anticipation machine - linking the present with what it **expects** in the future based on experiences in the past.
- Interpersonal Neurobiology predicts that the movement toward well-being is created as the system connects its disparate elements into a functional whole.
- This INTEGRATION creates a pathway that is: flexible, adaptive, coherent, energized, and stable



Future Bound I A Lifeworks Expedition Workshop for Rural Youth
Facilitator's Manual

Developed by Dr. Blythe Shepard

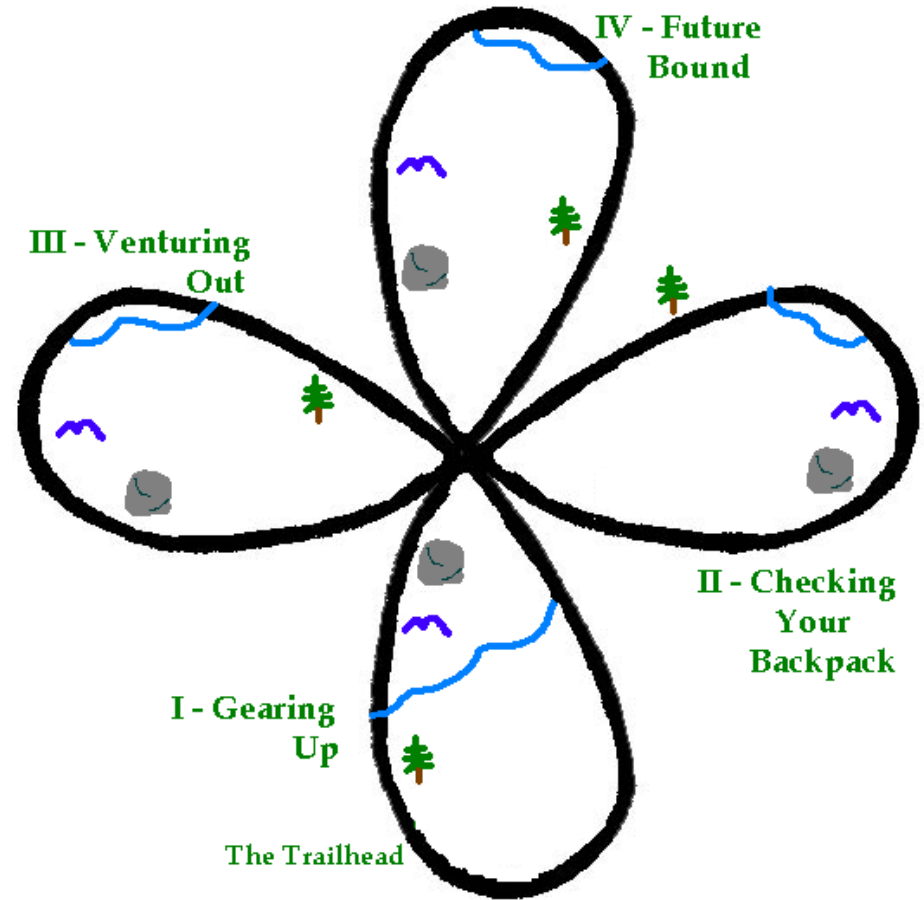
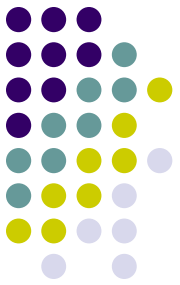
Rebecca Hudson Breen, MA

Nabiha Rawdah, BA

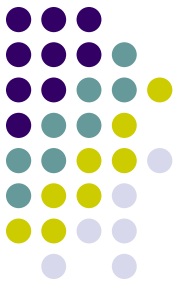
Lara Shepard

and

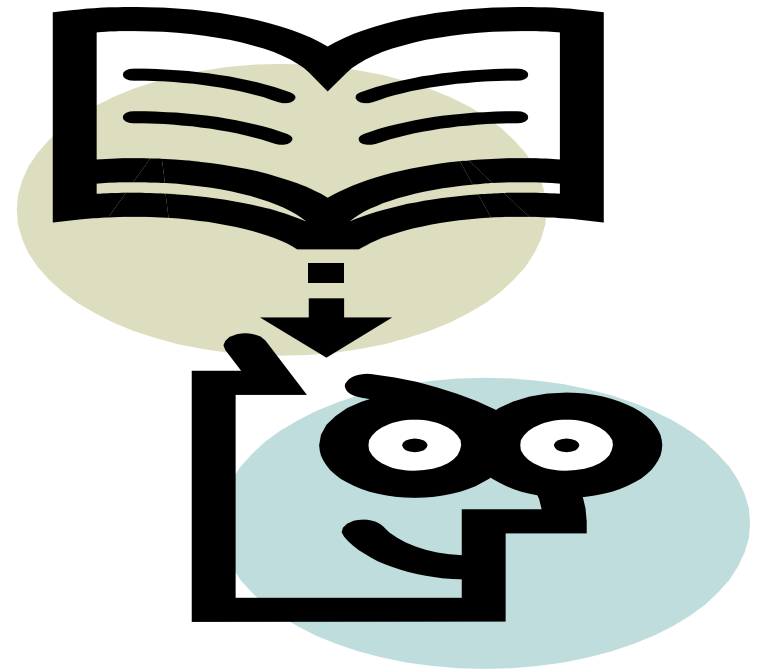
Research Participants



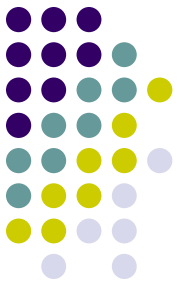
Developing Personal Narratives



- Lifeline work from birth to present and into a projected future
 - Work by five years (infancy and preschool; elementary years.....)
- Personal Bibiotherapy
 - Bring a book that was important to you at a particular stage of development

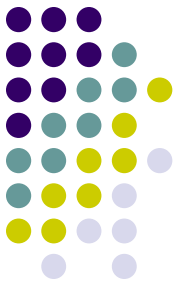


Career Story Interview (Savickas)

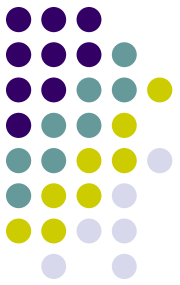


- How can I be useful to you as you construct your career?
- 1. Who did you admire when you were growing up? Tell me about you or him.
- 2. Do you read any magazines or watch any television shows regularly? Which ones? What do you like about these magazines or television shows?
- 3. What is your favourite book or movie? Tell me the story.

Career Story Interview (Savickas)

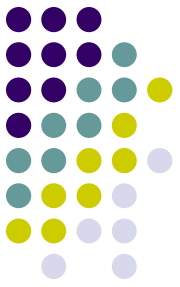


- 4. Tell me your favourite saying or motto.
- 5. What do you like to do with your free time? What are your hobbies? What do you enjoy about these hobbies?
- 6. What are your three favourite subjects in junior high and high school? Which subjects do you hate?
- 7. What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you when you were three to six years old.



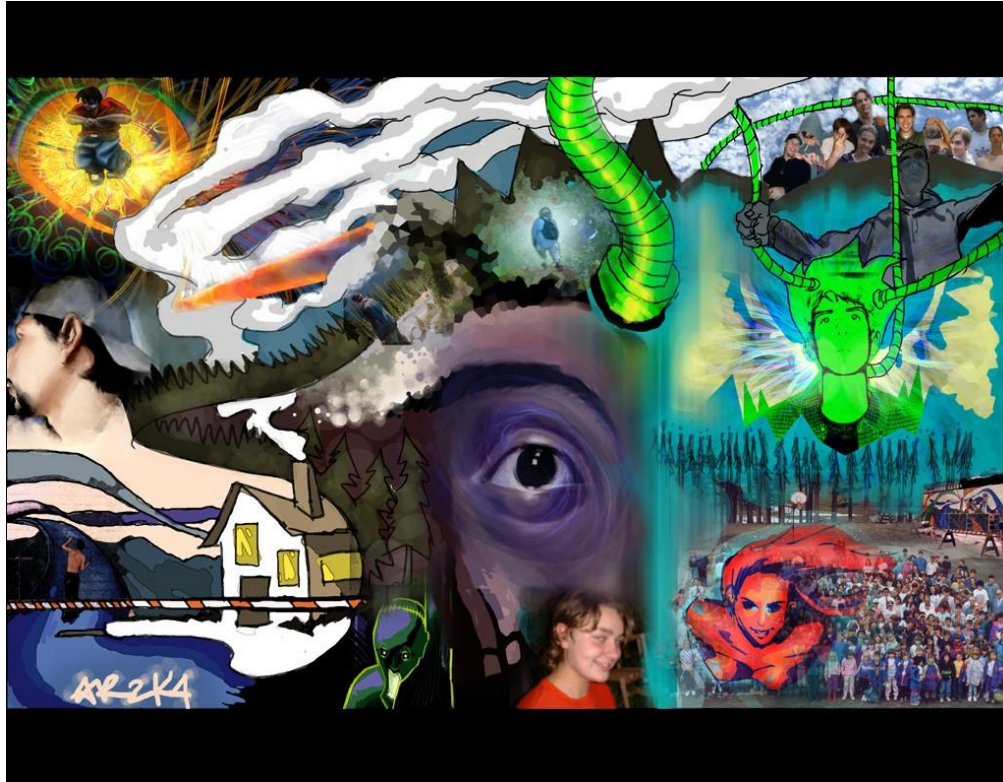
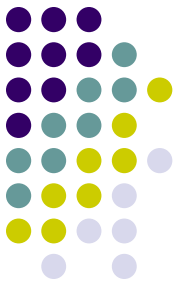
“Photographs are footprints of the mind, mirrors of our lives, reflections from our hearts... They document not only where we may have been but also point the way to where we might be going, whether we know it yet or not” (Weiser 1993, 1).

Developing Personal Narratives



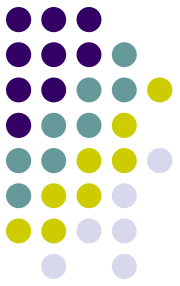
- Photoessays & collaging
 - Phototherapy
 - Photo Project (a photograph from each stage of development)
- Judy Weiser, *PhotoTherapy Techniques: Exploring the Secrets of Personal Snapshots and Family Albums.*





Exploring Lifepaths

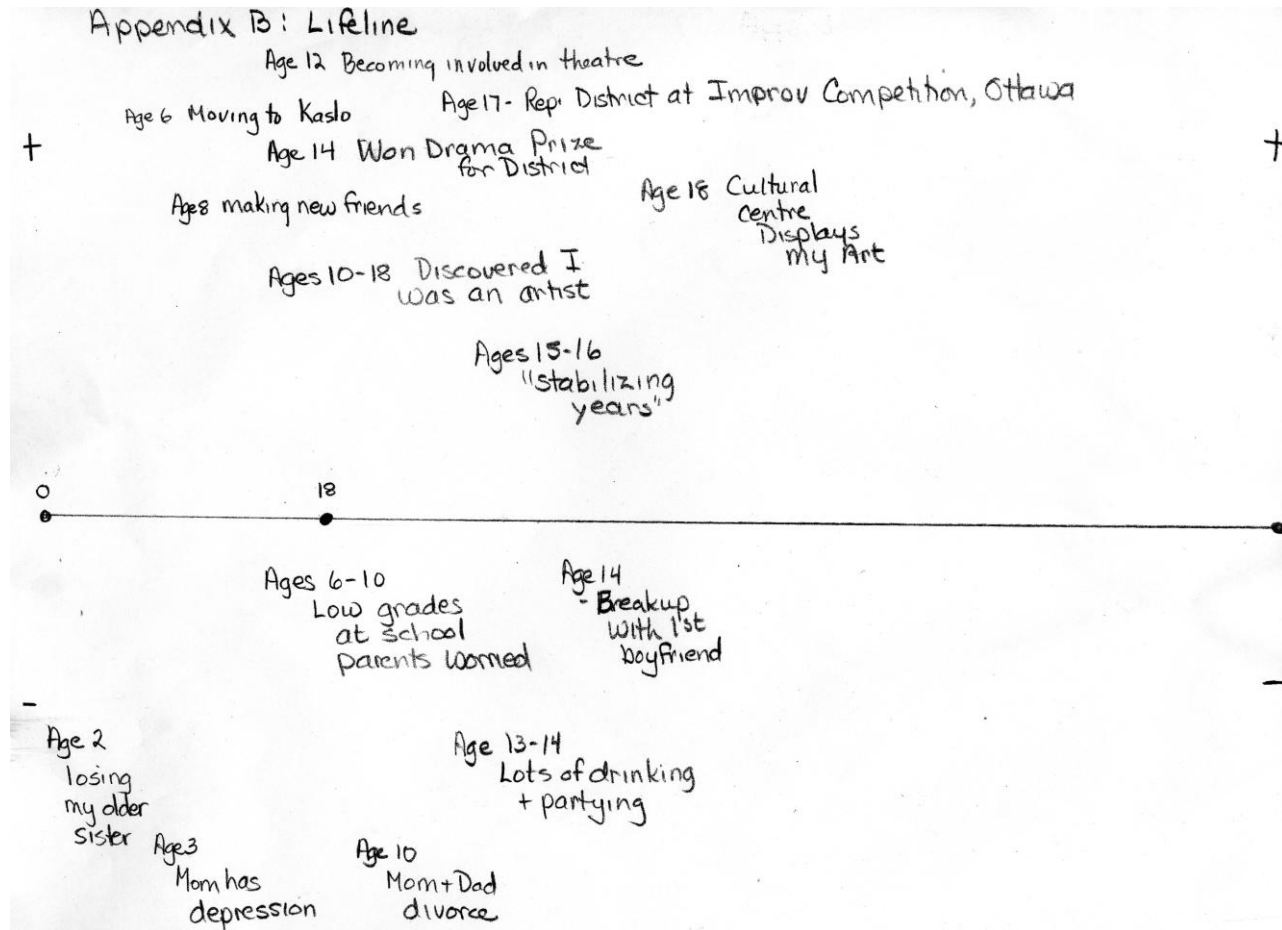
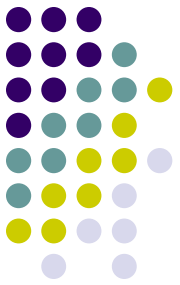
“You need to claim the events of your life to make yourself yours”



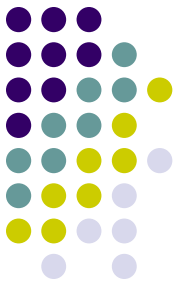
- ✧ Highlighting key events, self-defining memories, turning points
- ✧ Reviewing important periods/events
- ✧ Assessing impact
- ✧ Illuminating patterns and themes



Example Lifeline

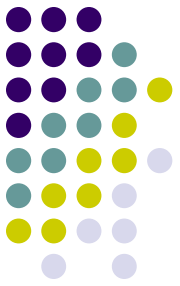


Using Metaphors



- A figure of speech in which two unrelated ideas are used together in such a way that the meaning of one lends definition to the other
- A visual image that uses imagination to capture new connections and possibilities.
- Draw a metaphor
- Extend a metaphor - as people respond, there will be practical applications that they can draw on for their current situation.
- Types of metaphors: The journey, my life as a book, the yellow brick road, the harvest, a puzzle, the butterfly, the snowball, the roller coasts, the heroic journey....

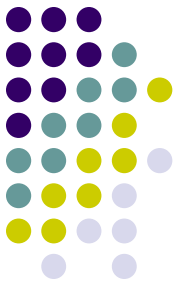
The Journey



Still around the corner there
may wait
A new road or a secret gate;
And though I oft have passed
them by,
A day will come at last when I
Shall take the hidden paths
that run
West of the Moon, East of the
Sun.
Tolkien(1966, p. 1066)



Possible Selves Mapping



- Beliefs about who one hopes or expects to become, as well as who one fears becoming.
- Thoughts, feelings, & experiences about self in a specific behavioural domain
- Hopes and fears held become standards to gauge current behaviours or information.
- Act as motivators to persevere to attain goals and to avoid fears
- Actions taken to obtain hopes and prevent feared selves guides behaviour - facilitates meaning making, provides incentives for behaviour, and regulates behaviour.

MAPPING of my POSSIBLE SELVES

I think I'm most able to prevent...

I think I'm most able to be...

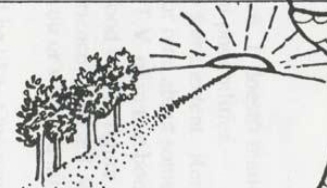
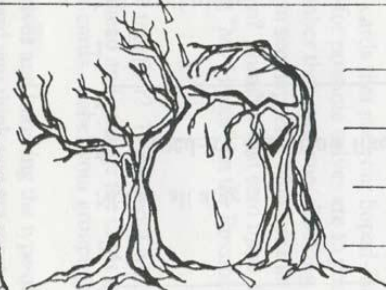
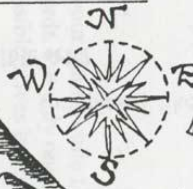
I think that...

My Hopes...

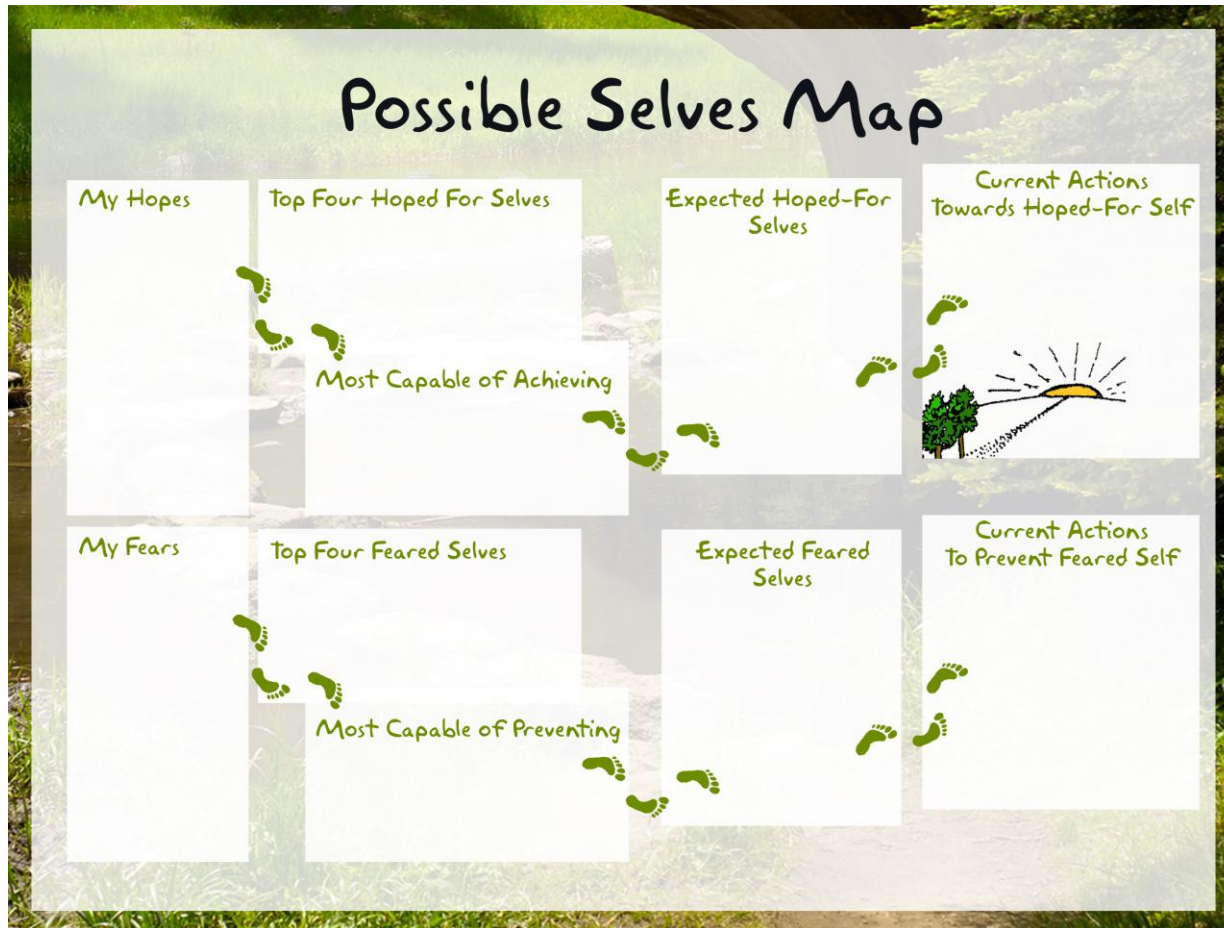
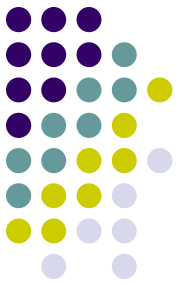
could happen

My Fears...

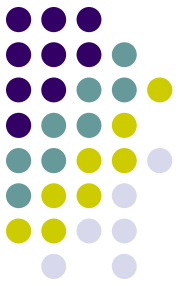
I expect that I will...



Possible Selves Map



Lifepaths into the Future



- Think about top hopes and fears for the future
- What would happen if you did nothing from now on to achieve your hopes and prevent your fears?
- Imagine moving towards your goals and successfully avoiding your fears
 - Two years
 - Five years
 - Ten years



Appendix E: Projecting Lifepaths into the Future

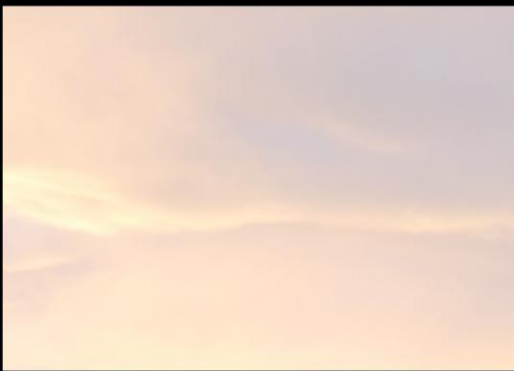
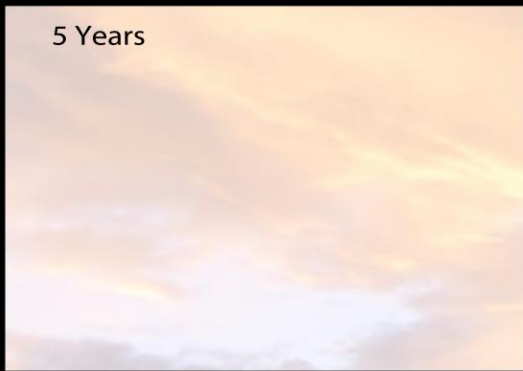
No Action Taken

Action Taken

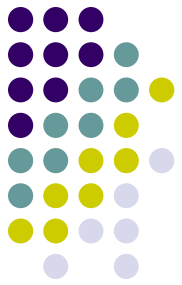
2 Years

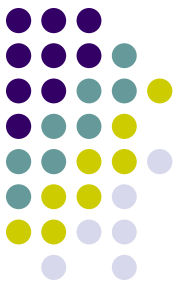


5 Years



10 Years



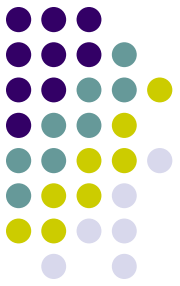


Naming Personal Strengths

- ✧ Uncovering a skill, talent, or quality
- ✧ OR describing a time when you did something that you were proud of
- ✧ Facilitating the story-telling process
- ✧ Mapping positive strengths

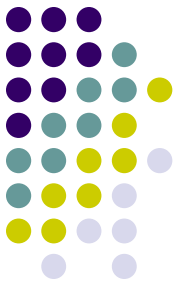


Working with Strengths



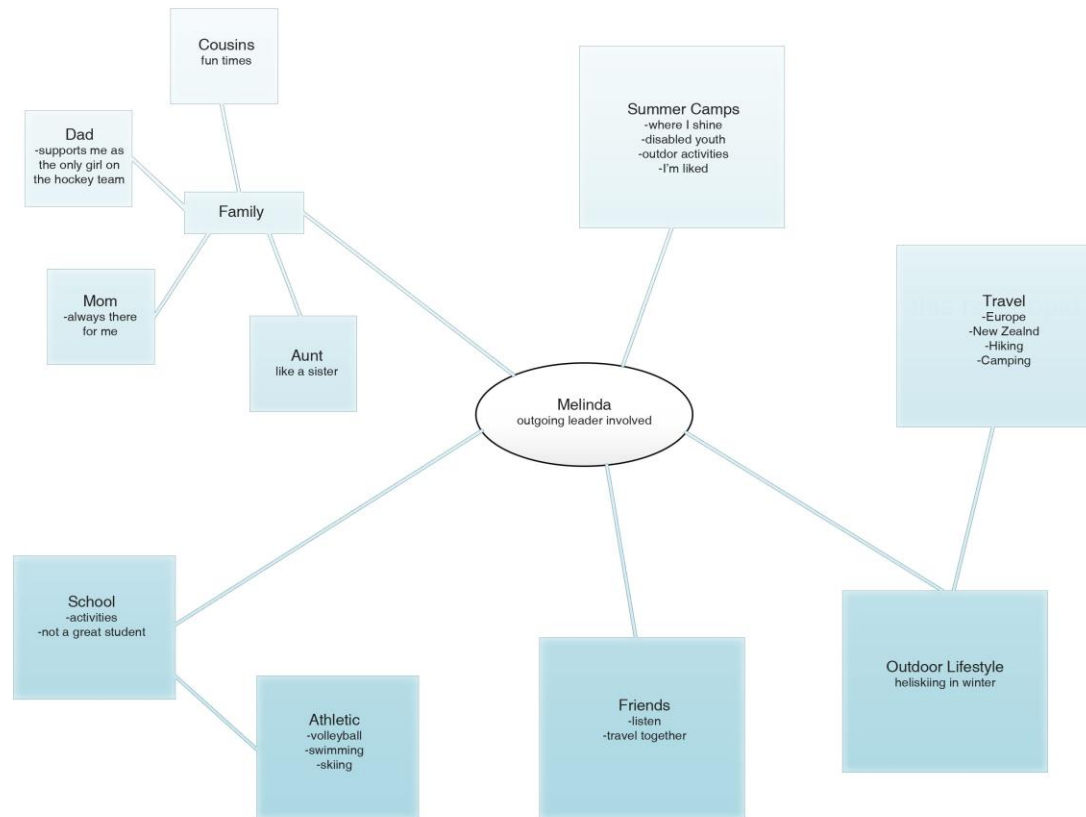
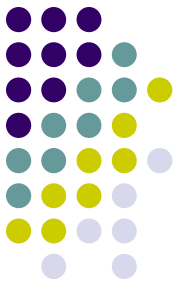
- All students have some strengths
- They often are not using their strengths or under using them
- People around them are not emphasizing their strengths and the student forgets that they have strengths
- Strengths are often obscured from themselves and others because of the focus on the problem

Lifespace Mapping (external resources)



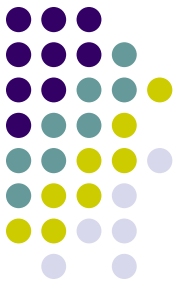
- Provide a perspective on the self, including supports and strengths, obstacles and needs
- Provide both a macroscopic and microscopic views of the individual
- Act as a permanent record – allows youth to return to the map for review and to gain a long-term perspective
- Begins with a circle on the paper labelled with name

Life-space Map



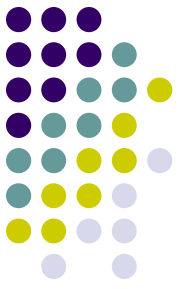
Appendix D: Lifespace Map

Future Bound: Fortunate Cookies



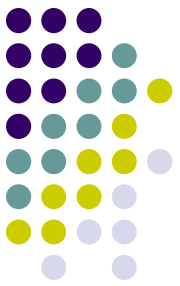
- ✦ **What great thing is in store for you in the near future? Write it down on one your strips of paper. Fold the strip, put your name on the outside, and put it in this box.**
- ✦ **Write one fortune on each slip of paper for each member, fold it, put their name on the outside, and put all the slips into the box.**
- ✦ **Pass box, each person take a slip, read the name & fortune aloud, pass the box to next person.**





Summary

- Stories establish your identity and reveal your personality.
- Stories help you know yourself and build confidence.
- Stories illustrate skills, accomplishments, values, characteristics, qualifications, expertise, strengths, and more.
- Stories paint vivid pictures.



References

- McCreary Centre Society:
<http://www.mcs.bc.ca/>
- Siegal, D. (2007). *The Mindful Brain*. Toronto: Norton.
- Weiser, Judy (1993). *PhotoTherapy Techniques: Exploring the Secrets of Personal Snapshots and Family Albums*. San Francisco: Jossey-Bass.