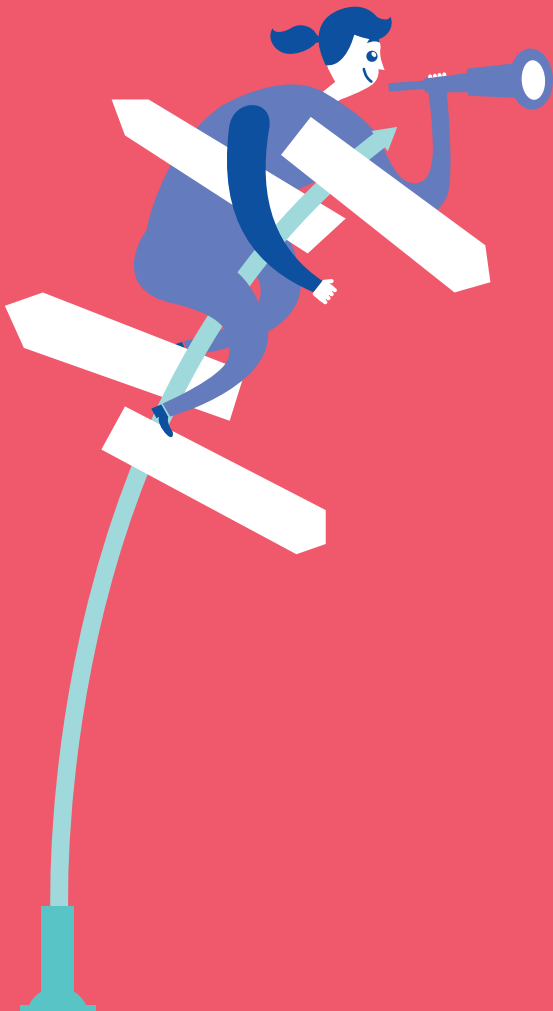
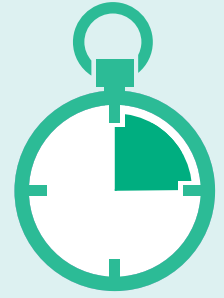


# FUTURES GUIDANCE WORKBOOK: EXERCISE CARDS

- Postcard to the future
- Childhood dream job
- Future skills
- Skills bingo
- Futures simulation and reflection
- Futures vote
- Statements about personal future
- Choices and values
- My futures occupation



# POSTCARD TO THE FUTURE



## MATERIALS:

- Postcards
- Stamps
- Pen

## OBJECTIVE:

In this exercise, participants write a postcard to themselves in the future. The purpose of the card is to remind its writer of things and thoughts they have processed in the past. At the same time, the exercise steers participants towards thinking about their own future.

## INSTRUCTIONS:

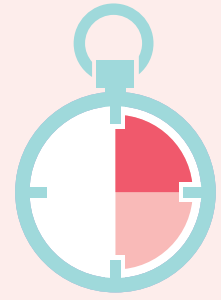
Each participant picks their favourite postcard from the selection. The participants are instructed to write a postcard to themselves in the future. Participants can write, for example:

- an encouraging message for themselves
- a concrete promise of doing something to advance their own situation
- things they want to achieve in the future
- a wish for the future

The participants will add their own address and a stamp on the card. The cards are then collected and stored in a sealed envelope. The instructor will mail the cards to the participants after three months.



# CHILDHOOD DREAM JOB



## MATERIALS:

Paper and pens if needed.

## OBJECTIVE:

The exercise highlights the fact that people have different dreams in different stages of their lives, and the dreams also change throughout our lives. What did you dream of as a child, what do you dream of now and in the future? The exercise is also well suited for introducing people to each other and for general discussion regarding different occupations.

## INSTRUCTIONS:

Each participant shares their childhood dream job with the group. It can be a profession that does not even exist or that is beyond their realistic reach. The point is that they have dreamed of it. The participants can also draw or write down their dream jobs if they do not want to speak in the group.

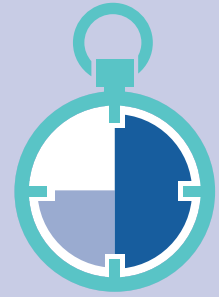
You can inspire discussion with the following questions:

- Why was this your dream job?
- Do you still dream of your childhood dream job? Why so, or why not?
- What is your future dream job?
- What do you dream of right now?

You can also talk about the meaning of dreams during reflective discussion after the exercise, and discuss the fact that there may be various alternative ways to fulfil one's dreams.



# FUTURE SKILLS



## MATERIALS:

- Post-its or blank notes
- Pens

## OBJECTIVE:

The objective of the exercise is to encourage participants to think about what kind of abilities and skills they already possess. The exercise also involves contemplating the kind of knowledge and skills the participants would like to or should acquire. The exercise highlights the fact that we all have different abilities and skills, and that there are many different ways of adding to one's expertise.

## INSTRUCTIONS:

The participants are handed a pen and post-its or notes, and they are instructed to come up with different abilities and skills (also characteristics) that are required in working life, either now or in the future. The participants can utilise their own background in the process. They can, for example, think about the abilities and skills they have already acquired – for instance through a job or a hobby,

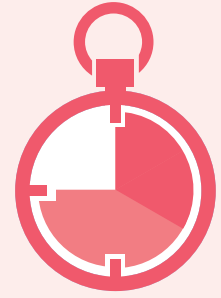
Participants write down the abilities, skills and characteristics they come up with (1 item/note).

The finished notes are gathered and then either spread on a table or put up on a wall. The instructor can read out the written skills. Then the participants may choose from among the notes two skills they already possess, and one that they would want or need. They can also pick several notes, if necessary.

During reflective discussion after the exercise, the participants take turns in telling what they chose, and how the skills they picked are visible in their current actions or life. In addition, the participants tell each other which skills they want or need and why.



# SKILLS BINGO



## MATERIALS:

- Skills bingo forms (1 form/participant).
- Pens

## OBJECTIVE:

The objective of the exercise is to help participants recognise their own skills and strengths, but also to figure out what skills they should work on. The skills bingo brings out various general skills which are needed in many professional tasks and occupations, including those which can be acquired elsewhere than in educational institutions

## INSTRUCTIONS:

The instructor takes copies of or print out the skills bingo forms, and hand out the forms and pens to the participants. All participants pick from the form 3–5 abilities or skills they already possess, and one skill they would like to have or they feel they need.

During reflective discussion after the exercise, the participants take turns in telling what they picked from the form and why, and how they have acquired or are going to acquire the specific skill. If the participants feel that some essential skill is missing from the form, it can be added. You can discuss the significance of different abilities and skills now and in the working life of the future.

## BONUS FEATURE:

You can also utilise the occupational descriptions stated in job advertisements (e.g. <http://www.te-palvelut.fi/te/en/index.html>), and discuss the know-how and skills needed in different occupations.

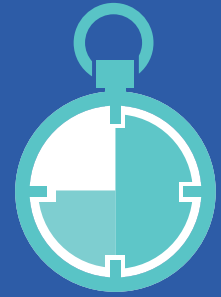
The form can also be used bingo-style: the instructor will randomly name skills and characteristics, and the participants tick the mentioned skill in the form if they have it. The first person to get four abilities or skills in a row may shout out “bingo”!



# SKILLS BINGO

Creativity	Methodicalness	Will to learn	Come up with one!
Judgement	Interaction	Reading long texts	Leadership
Persistence	Honesty	Humility	Asking for advice
Self-control	Sociability	Self-management	Playfulness
Manual dexterity	Computer skills	Sense of colour	Sense of style
Flexibility	Ability to wait	Speed	Listening
Detection of essential information	Caution	Physical activeness	Group work
Exact sense of taste	Courage	Good memory	Writing
Fairness	Drawing	Curiosity	Keeping to schedule
Come up with one!	Ability to anticipate	Empathy	Toughness

# FUTURES SIMULATION AND REFLECTION



## MATERIALS:

Computer or tablet with Internet connection. Address of the simulation: <http://getalife.fi/game/getalife?lang=en-US>.

## OBJECTIVE:

The simulation takes you 20 years into the future in the world of studies and work, and you get to experience making numerous educational, work-related and lifestyle choices. The simulation contains hundreds of different events that make each simulation experience unique.

## INSTRUCTIONS:

Get a Life futures simulation is a tool used independently to reflect on the future working life, one's own expectations and values, and decision making. Based on the choices they make in the simulation and their consequences, users will receive a summary, which they can also utilise in guidance meetings. The simulation is especially well suited for the guidance and career coaching of students in upper secondary education and higher education institutions.

Participants can run the simulation alone, in couples or in groups. The simulation ends with a reflection form, which the user can fill out if wanted. It is advisable to have a reflective discussion in a group or in private with the participant(s) after the simulation, in which you can utilise the following questions and themes:

## 1. SIMULATION EXPERIENCE

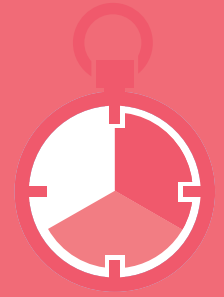
- Did the events seem possible to you?
- Did you feel like the events took place in the future?
- Did you encounter situations that you could not imagine happening to you in real life?
- Did the simulation offer you possibilities that you had not thought of before?
- Did you think about the foundation of your own choices during the simulation?
- Did the simulation get you thinking about your own values?

## 2. FUTURE WORKING LIFE (PARTICIPANTS' VIEWS AND NOTIONS OF THE FUTURE)

- Do you wish for a steady career in your future, or for several different jobs and new challenges?
- What kind of work forms do you deem desirable or possible (e.g. employee or self-employed/entrepreneur or a combination of the two, one job at a time or several, working part-time, seasonally or full-time etc.)?
- What encourages you towards working life? (e.g. fame, money, self-fulfilment or challenging yourself, working with others, helping others, status)
- What kind of a job do you see yourself having in the future?
- What is the significance of work in the future world?  
Who has the right, obligation or possibility to work (robots, artificial intelligence, people)?



# FUTURES VOTE



## MATERIALS:

Red and green paper slips

## OBJECTIVE:

The purpose of the futures vote is to make participants think about both their own and the common future. There are no right or wrong answers, as the exercise focuses on the participants' personal feelings and intuition. The pedagogical idea is to steer the participants' thoughts in a positive manner towards the future and the possibilities it holds.

## INSTRUCTIONS:

Each participant is handed a red and a green voting slip. You can go through the entire list of voting questions or only parts of it, and you can also determine the order of the questions. Discussion can take place either after each question or at the end. In question 14, the participants can select some of the alternatives and come up with more. Discussion is an important part of the exercise, and it highlights the different possibilities and opinions, all of which are equally valuable.

The instructor reads out different future-related statements, and the participants vote on how they feel about the matter at the moment.

red slip = disagree

green slip = agree

both at the same time = maybe/do not know

**BONUS FEATURE:** You can use the "Statements related to future work" exercise as part of this assignment at your own discretion and timetable. The statements can first be put to vote and then discussed. The statements are supposed to be future-oriented and thought-provoking. Additional statements can also be produced.

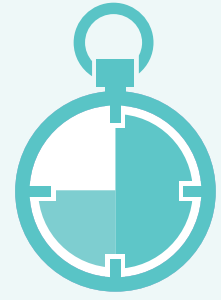
## VOTING QUESTIONS:

1. I am studying for a profession that I want to pursue in the future.
2. I recognise my own strengths and skills.
3. I often think about my future.
4. I do not yet have any plans for my future.
5. My future is completely different than my present.
6. A long career with the same employer is something worth pursuing.
7. I find it more important to have a job I enjoy than to get a big paycheck.
8. I still have many possible alternatives for my future, I have not yet made my final choice.
9. I know exactly what I want from my future.
10. In the future, employees must be even more flexible.
11. I find it important to get a job or a place in education, but the field is not all that relevant.
12. I do not yet know what I will become, but I believe that life will lead me somewhere.
13. I may have many different jobs and tasks in the future.
14. In the future, working life requires a) good language skills, b) independent working, c) marketing one's own skills, d) co-operative skills, e) cultural knowledge, f) arrogance, g) quick-wittedness, h) service-oriented attitude, i) dignity and j) ethicalness.
15. I am optimistic about my future.
16. Good health is a prerequisite for a good future.
17. My future plans revolve around which field offers the best prospects for employment.
18. I make decisions regarding my own future myself.





# STATEMENTS ABOUT PERSONAL FUTURE



## MATERIALS:

- Printed futures statements (1 form/participant)
- Pens
- Small, colourful stickers (e.g. fun children's stickers)

## OBJECTIVE:

The objective of the exercise is to make the participants think about their own future, as well as the common future. Discussion is an important part of the exercise, and it highlights the different possibilities and opinions – all of which are equally valuable. The pedagogical idea is to steer the participants' thoughts in a positive manner towards the future, the various possibilities and different alternatives.

## INSTRUCTIONS:

The instructor shall hand out the futures statements and the pens and stickers to the participants. First, the instructor will read out a statement, after which the participants will mark on the line how they feel about that specific futures statement at the moment. The answer does not have to be "yes" or "no", but it can be placed anywhere on the line.

When answers have been marked for all the statements, they are discussed together. You can inspire conversation with the following questions:

- What were the things that affected the choices? What can the participants themselves affect?
- Whose opinions affect one's choices?
- On what kind of knowledge or feeling we base our choices?
- What is your attitude towards the future? Are you open and confident or pessimistic?



## STATEMENTS ABOUT PERSONAL FUTURE

Mark on the line how you feel about the following futures statements:

1. I have dreams for the future.

Yes \_\_\_\_\_ No

2. I have a positive outlook on the future.

Yes \_\_\_\_\_ No

3. I find it more important to have a job I enjoy in the future than to get a big paycheck.

Yes \_\_\_\_\_ No

4. I have a realistic perception of my own abilities, skills and possibilities (I do not under- or overestimate my abilities).

Yes \_\_\_\_\_ No

5. I believe I will make it, regardless of potential setbacks.

Yes \_\_\_\_\_ No

6. My family affects the choices I make for my future.

Yes \_\_\_\_\_ No

7. I am ready to face new challenges.

Yes \_\_\_\_\_ No

8. I believe that in a year I will have clearer plans for my future.

Yes \_\_\_\_\_ No

9. I am ready to move either elsewhere in Finland or abroad for a job or education.

Yes \_\_\_\_\_ No

10. I myself can influence what kind of education or profession I pursue.

Yes \_\_\_\_\_ No

11. My future plans revolve around which field offers the best prospects for employment.

Yes \_\_\_\_\_ No

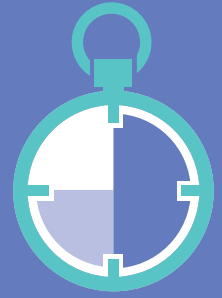
12. I am open to new things.

Yes \_\_\_\_\_ No

13. I believe that in the future I can find myself a profession or job that I have not yet discovered.

Yes \_\_\_\_\_ No

# CHOICES AND VALUES



## MATERIALS:

Any box in which the instructor has collected 10–30 mundane items that symbolise values/wishes/expectations/practical achievements or deeds (examples of items: money, a vehicle, a map, a watch, food, animals, a book). Alternatively, picture cards can also be used.

## OBJECTIVE:

The objective of the exercise is to make the participants realise which things they value and why. Values and emotions guide and sometimes also limit our choices. The exercise provides participants with an opportunity to process the values, wishes and expectations related to the choices, and to reflect on how their own value systems are constructed.

## INSTRUCTIONS:

The instructor will spread out the contents of the box on an even surface, and participants can observe the items for approximately 5 minutes. Next, each participant will pick three items that represent something important to them. Afterwards you can discuss what items were chosen and why. Which values, hopes or expectations are tied to the choices?

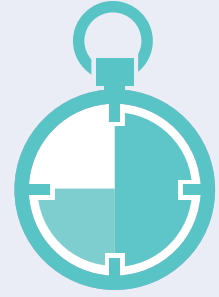
## BONUS FEATURE:

The exercise can be continued with the following exercises:

- Of the three important items, participants can choose one they want to keep. The two others will be placed back inside the item box.
- All items are placed back in the box, and participants then choose one item that they do not want in their lives.
- Afterwards you can discuss what items were chosen and why. Which values/hopes/expectations are tied to the choices?



# MY FUTURES OCCUPATION



## MATERIALS:

- A4 sized paper or cardboard
- Magazines and newspapers to cut out pictures
- Scissors, glue, pens and other craft materials as needed

## OBJECTIVE:

The objective of the exercise is to get the participants thinking, how working life and the ways of working will change in the future, and what kind of professions may exist in the future. The exercise utilises art-oriented methods to shift the participants' thoughts from the present into the future, and into imagining different possibilities.

## INSTRUCTIONS:

The instructor shall read out statements related to working life in the future. The statements can also be printed and handed out to the participants. Afterwards you can have a brief discussion on the future working life depicted by the statements: is this image believable? Could it be possible? Is it desirable?

Then the participants produce a character that is placed in working life 20 years in the future. Each "professional me of the future" may be based on the participants themselves and their hopes, but they can also be completely fictitious. While creating this character, the participants can utilise the statements about future working life, and they may freely use methods such as drawing, crafts, writing, pictures cut out from newspapers etc.

The character is created keeping in mind the following questions:

- What does this character do for a living?
- How does the character perform its job?
- What skill or ability is characteristic of the character?
- What kind of values does the job or the way of doing it contain?
- What does the character dream of?

Afterwards, the participants shall introduce their figures to each other and answer the above-mentioned questions.

## BONUS FEATURE:

Questions that can be asked from the created character:

- Where does the character live?
- Does the character have a family?
- Does the character have pets?



## STATEMENTS ABOUT FUTURE WORKING LIFE

These statements are used in the exercise "My futures occupation". The questions can also be used as support for other exercises or as bonus exercises.

For each statement, you can also discuss the time period during which the statement could become reality. From a loose perspective, the statements could be realised at different times in 2020-2050 (there are no right or wrong answers here).

The statements have been gathered from research related to working life in the future and futures prospects.

1. In the future, the society will cut down different benefits such as the unemployment benefit.
2. In the future, most tasks can be performed remotely from e.g. home (for example, controlling machinery or work processes from your own computer).
3. Skills and experience have more significance to employers and customers than finished degrees.
4. Due to climate change, Finland has become a popular tourist destination, because the weather is too hot elsewhere in the summer time.
5. In the future, there will be significantly fewer private cars, and public transport is the primary mode of transportation.
6. In the future, people may have many different jobs and tasks. Income often comes from several sources, such as paid work, entrepreneurship and organisational activities.
7. In the future working life, linguistic requirements focus on different languages than now.
8. In the future, 3D printing and scanning, laser cutting and smart materials are commonplace.
9. In the future, the virtual and physical working area can cover the entire globe, and travel kilometres can total up to 3000 per week.
10. In the future, some of the doctors and nurses are robots.