



## **AW facilitator resource kit.**

### VISIONING

#### **purpose.**

Quiet and reflection are principles of all AW program design. One way that AW delivers on this principle is by using guided meditation to support participants to create a vision for their future. Particularly effective with young people, AW uses visioning techniques to create a space for participants to consider “who am I becoming? How could I begin to get there?”.

#### **visioning the AW way.**

- We bring people into the vision work mindfully (present in moment, with intention, with kindness and no judgement).
- In liminal space, our participants' psyches are open, so we allow their ideas to form, we don't put our ideas in.
- There's no 'right way', so invite participants to experience visioning their way. For some it may be a clear mental picture of themselves, for others a feeling, for others a place, for others colours etc.

#### **delivery.**

Below is an example of how to deliver a visioning process:

**Prime** the group by inviting them to find a comfortable spot somewhere on their own within earshot of you. You might like to encourage them to put a towel down or their camping mats, so they are comfortable.

Once the group is settled, read them one of the guided meditations provided:

[Visioning - A Future Event](#)

[Visioning – A Bright Future](#)

The old [guided meditation](#)

It can also be nice to play some quiet meditation music to elevate this experience.

**Pump** - At the conclusion of the meditation, invite participants to create an image of their vision, using objects they find in the bush or surrounding environment.

#### **Peak – Reflection**

Resume [Layer 4 of Character Strengths](#) and visioning.

In debriefing their visioning and planning to move forward we wish for participants to be able to answer two things:

- What kind of person are they working to become?
- What do they need from themselves, peers, and adults around them to get there?

Invite participants to take some time reflecting on their vision, what did they see or what do they hope for? As well as reflecting on the questions above. This can be done silently journaling or contemplating or sharing with a partner.

#### **STOP START KEEP**

A very simple and useful tool that can follow a discussion, brainstorm, visioning activity that helps to clarify individual or group behaviours and provides a simple plan for action and commitment. Can also be used as a simple evaluation tool after a process or activity

Options:

- As a large group in open discussion e.g. after activity or process or using butchers' paper / post it notes/notepad in a workshop style



- In small groups either giving one word to three different groups to discuss and then share or taking it in turns for three groups to rotate through the three words building upon what others have already said (workshop style)
- As an individual either privately as a reflection writing it down – also provides extra opportunity for sharing if appropriate

**STOP** - What do I/we need to STOP doing right now that is..... no longer serving me/ hiding my true genius/ impacting my relationships / stopping me be the woman I want to become/stopping us working as a team/causing exclusion/ completing our tasks

**START** - What do I/we need to START doing right now that will..... help get me where I want to go / become the man I want to be / demonstrate my values more / bring forward the real me / improve our communication as a team/make everyone feel welcome/use everyone's strengths

**KEEP** - What do I/we need to KEEP doing that is working well and brings forward my true gifts and genius /and helping our team work well as a team

The visioning process can have a deeper impact when delivered as a primer for the Letting Go process and they will usually be scheduled together or one after the other on a program. The aim is that participants create a vision for themselves and then identify those blocks or barriers that they need to let go of to move towards their vision.

**success looks like.**

- ✓ Teacher is engaged
- ✓ Teacher and facilitator are communicating effectively
- ✓ Teacher is having fun, joining in with activities and showing signs of enjoyment