

PRACTICAL ACTIVITY: PATH

Authors: LebensGroß Dienste GmbH

EntreComp Competence Framework: Visions

This practical activity contributes to the development of the following skill: Ideas and possibilities on the topic of vision.

Purpose and recipients

This activity is about finding personal goals together. We are talking about a person-centred approach (we describe here a person-centred planning method - PATH). The activity develops skills that are helpful and useful. It is about developing visions and goals. This is especially important in the areas of work, housing, education and school. This exercise is suitable for different target groups, from young people (students and learners) to adults. Who need support with decisions and/or new phases of life.

Learning outcomes

The learning outcomes can follow the following structure to ensure coherence:

Learners are able to ...

- create a plan together with supporters (facilitator and circle of supporters) to achieve their vision and goals. Achieving goals and realising visions contribute to a better quality of life and learners feel better as a result.
- learners are able to create a graphic action plan.
- During the process, the person's needs are uncovered, self-awareness emerges and the group is strengthened; it is an interactive and inclusive process.

Description of the activities and exercises – PATH

Step 1 Presentation

The PATH (Planning Alternative Tomorrows with Hope) activity of the pathway begins with a welcome and introductory session and a person's goal setting. The facilitator/moderator



graphically records and facilitates each situation of this process. In total, the activity involves 8 steps and one or more people (circle of supporters) are needed.

Step 2 Learners activities

1 – North Star as a directional guide – localise the North Star

In this step it is necessary to see and hear what is important for the (planning) person in life. The core of the process, the North Star, is captured. This is represented graphically.

2 – Vision of a positive future

Here a picture of the possibilities is sketched (together with a circle of supporters). This is done through a mental journey into the future of the person planning.

They continue to draw/paint on the poster. At the end of this step, the planning person is asked which goal (from the future) is most vivid for them. The most positive goal is positioned as the core.

3 – Describe the present

It will describe the here and now. A sketch of the present will be made. Together with the circle of supporters, important facts are collected here. Finally, it is asked whether a tension between the present and the future is perceptible for the person planning.

4 – Find supporters (circle of supporters)

This is about active participation in the process. People who are not present, but can actively participate in this process, can also be named.

5 – Develop strengths (What makes me strong)

The realisation of visions is very demanding. This is about strengths, competences and resources and which of them can still be developed.

6 – Find out important steps

Intermediate steps (successes) are considered and planned.

7 –Next months work

Here, different steps of the people involved are organised (The way to the goal should be divided into individual steps).

8 – First steps & agree on the next steps

Arrangements are made here for the person and their support group to start implementing the plan immediately.

Conclusion: Finally, the (drawn) plan is looked at again and if there are no further suggestions, it is released and the implementation of the visions and goals can begin. This kind of future planning is not a one-time meeting, but a joint journey (Doose/Sanderson).

Step 3 Assessment

During the activity, the mediators/facilitators can monitor and try to evaluate the activity and the behaviour of the participants. As this is an exercise over a longer period of time (action plan), only the moment is considered in the assessment. Criteria such as participation and critical thinking and engagement with them can be observed.

Participation: Participants must actively participate in the activity.

Critical thinking: Participants are encouraged to think about their own paths and futures and to include different supports and possibilities. This also requires critical thinking.

Methodology

PATH is well suited for people who have an idea of the future but do not know exactly how to realise this goal. Shared values and visions of a planning person are placed at the centre of a process (action plan). The possible future is represented graphically.

PATH is suitable for individuals, families or members of an organisation

PATH is a creative, inclusive and active planning process for joint project work. The individual needs of a person are addressed together.

A facilitator moderates and comments on the process, and a graphic facilitator graphically records the planning process. Further support is provided by people who know the planner well (Doose/Sanderson).

Supporting resources

- Person centred planning using the PATH tool :
[https://www.kirkleeslocaloffer.org.uk/sendco-professional-information-and-resources-page/tools-resources-and-training/path-planning-alternative-tomorrows-with-hope/#:~:text=PATH%20\(Planning%20Alternative%20Tomorrows%20with,order%20to%20make%20that%20happen](https://www.kirkleeslocaloffer.org.uk/sendco-professional-information-and-resources-page/tools-resources-and-training/path-planning-alternative-tomorrows-with-hope/#:~:text=PATH%20(Planning%20Alternative%20Tomorrows%20with,order%20to%20make%20that%20happen)



- Long Story Shortz - PATH - YouTube
https://www.youtube.com/watch?v=TKlBcsf6_uo
- Ellen talks about her PATH - YouTube
<https://www.youtube.com/watch?v=5VwFCVuxEek>
- DOOSE, Stefan: "I want my dream!" Persönliche Zukunftsplanung. Neue Perspektiven und Methoden einer personenzentrierten Planung mit Menschen mit und ohne Beeinträchtigung.
- PATH - Helen Sanderson Associates
<http://helensandersonassociates.co.uk/person-centred-practice/paths/>
- John O'Brien, Jack Pearpoint & Lynda Kahn (2010): The PATH & MAPS Handbook. Person-Centred Ways to Build Community. Toronto: Inclusion Press.
-

Duration: approx. 2 ½ hours to a half day

Competence level:

Considering the level of competence, our exercise is difficult to classify here. Skills such as doing simple tasks are needed for this exercise. This is a guided exercise that can also be done alone or in a group.



Co-funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.