

A faded, grayscale image of a woman with long blonde hair, wearing a dark long-sleeved shirt and jeans, walking and smiling. She is positioned on the left side of the page, partially overlapping the green banner.

Living, Learning & Earning

Workshop Series for Adult Clients

FACILITATOR GUIDE

Workshop 1: Creating the Future You Want

Workshop 2: Skills for Success

**Workshop 3: Planning Your Action & Arming
Yourself with Allies**

January 2009

Checklist of Material Required for Full Workshop Series

- ✓ Flipchart stands;
- ✓ Felt pens;
- ✓ Flipchart paper
- ✓ LCD projector and computer (optional)
- ✓ Participant Workbooks
- ✓ Gift bags with pens, crayons, stickers (optional)
- ✓ Tape
- ✓ Workshop Evaluation Form
- ✓ Participant tent cards
- ✓ Rubber Ball
- ✓ Snacks (optional)



Developed by the Canadian Career Development Foundation

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Living, Learning and Earning: Workshop Series for Adult Clients

Introduction

During the early stages of the ACCESS Project, the Canadian Career Development Foundation (CCDF) delivered training to ACCESS staff introducing them to practical strategies and interventions intended to help clients to choose PSE options that fit within the broader context of their life and their dreams for their future working life.

As a result of this training, the ACCESS project has requested that CCDF develop a series of three 2-hour workshops targeting groups of adult clients that can be facilitated by ACCESS staff. These workshops will bring these practical interventions to life, providing your adult clients with information and experiences to assist them in:

- Articulating and building their vision for a preferred future;
- Identifying their dependable and transferable skills;
- Building new skills for resilience;
- Developing an action plan to meet their learning goals; and
- Establishing and nurturing a strong circle of allies to sustain them through transitions and support their success in learning and work.

This Facilitators' Manual provides you with three fully-developed workshops:

- **WORKSHOP #1: Creating the Future You Want**
- **WORKSHOP #2: Skills for Success**
- **WORKSHOP #3: Planning Your Action and Arming Yourself with Allies**

Each stand-alone workshop is outlined in detail with accompanying facilitator notes and workshop handouts. Recognizing the potential diversity of your adult clients, optional workshop activities are provided so you can tailor the workshops to your specific client groups. At the end of each workshop outline additional resources and tools are referenced, helping you to build a personal “toolbox” of interventions and strategies. These include Circuit Coach, a free online resource that contains a wide range of strategies and applications to support clients with building their career futures, including a number of ready-to use workshops which will complement those found in this Workshop Series.

WORKSHOP #1: Creating the Future You Want

Time frame: 2 hours and 10 minutes
Materials Needed

- ✓ Flipchart stands;
- ✓ Participant Workbooks
- ✓ Felt pens;
- ✓ Gift Bags (optional): Journals, Pens, Crayons, Stickers
- ✓ Flipchart paper
- ✓ Workshop Evaluation Form
- ✓ Tape
- ✓ LCD projector and computer (optional)
- ✓ Participant tent cards
- ✓ Snacks (optional)

Workshop Schedule

Time	Activity
30 minutes	<ul style="list-style-type: none"> ■ Welcome and Introductions ■ Icebreaker Activity ■ Training Environment; Norms ■ Introduction to Participant Workbook ■ Housekeeping Details ■ Session Objectives
30 minutes	■ Activity: Preferred Future
2 minutes	■ Stretch
30 minutes	<ul style="list-style-type: none"> ■ Activity: Self-Awareness <ul style="list-style-type: none"> ▪ Self-Awareness Wheel
28 minutes	■ Activity: For Love and Money
10 minutes	<ul style="list-style-type: none"> ■ Consolidation and Summary ■ Evaluation ■ End of Session

WORKSHOP #1: Creating the Future You Want

Detailed Facilitators Notes

Time	Activities	Material Required
30 minutes	<p>Welcome & Introductions</p> <ul style="list-style-type: none"> ▪ Welcome participants to this session and introduce yourself. Ask participants to introduce themselves by name only (for now). Ask them to also write their name on the tent card in front of them and display it so others can easily read it. Tell them that we will expand on this introduction in a few minutes. ▪ Point out that the title for the workshop series is “Living, Learning and Earning”. ▪ Initiate a short discussion by asking them why they think we are putting these three words together for the workshop series. They may come with some of the following answers: <ul style="list-style-type: none"> ○ We earn our living better if we have an education; ○ I do not know why living is there; ○ Learning is why we are here; ▪ Continue the discussion by asking them what place learning has taken in their lives up to now? You may get answers like: <ul style="list-style-type: none"> ○ Not a large place. I hated school; ○ I liked school and would like to continue now after working for two years; ○ Nowadays, it is very important to be better educated to have a good job. That is why I want to go back to school. ▪ Acknowledge that participants will be coming to this workshop from all kinds of backgrounds, having had different experiences and with different hopes for their future. Some may be wishing to enter PSE for the first time, others may be new to Canada and wanting to re-qualify, while others may have worked for some time and be looking for a change of direction. ▪ Reinforce the fact that their presence in this workshop today is an indication of their desire to pursue post-secondary education. This workshop series has been designed to help them think through where they want to go from here, to choose a PSE option that is right for them 	participant tent cards

Time	Activities	Material Required
	<p>and to make their transition to PSE successfully. Hopefully, they will attend the three workshops, as each can contribute in its own way to their success.</p> <ul style="list-style-type: none"> ▪ The first workshop is entitled “Creating the Future You Want”; the second “Skills for Success” and the third one is “Planning Your Action and Arming Yourself with Allies”. Each will touch on important elements to consider when entering post-secondary education: <ul style="list-style-type: none"> ○ The kind of professional/personal life you hope to have; ○ The skills you’ll need to acquire to be able to live the life you want; ○ The planning you need to do to get where you want to go; and ○ The people who can help you along the way. ▪ Plant the seed that learning doesn’t happen in a vacuum and, if learning is to be meaningful, motivating and sustainable, it needs to fit with the learner’s life and their dreams for their future working life. This workshop is about “Creating the Future You Want.” ▪ Now suggest that they spend some time getting to know one another better. <p>Icebreaker Activity (15 minutes) <i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To begin to get to know each other, exchanging information about ourselves and our preferences</i> ○ <i>To recognize the uniqueness of each person’s interests, values, abilities, personality traits and – therefore – motivations</i> <ul style="list-style-type: none"> ▪ Invite participants to stand up and huddle together against one wall. Stand in front of them as though you were going to take their photo. Be sure they are all together as one group. ▪ Note that you’ll be asking them a series of “forced-choice” questions about themselves and their preferences – in other words, you’ll be asking them to decide between one option and another. ▪ Ask: “Would you rather work in an art gallery or own your own coffee shop?” ▪ Instruct participants who would rather work in an art gallery to move to the left and those who 	

Time	Activities	Material Required
	<p>would rather own a coffee shop to move to the right.</p> <ul style="list-style-type: none"> ▪ Invite all those in the sub-group on the left to take a couple of minutes to introduce themselves to anyone they don't yet know and to discuss with others in their sub-group what attracts them to the idea of working in an art gallery. ▪ Likewise, at the same time, the sub-group on the right will do introductions and discuss with others in their group what attracts them to the idea of running a coffee shop. ▪ After about 3-4 minutes, ask the whole group to come back together in the centre. Repeat the steps above for the following questions: <ul style="list-style-type: none"> ○ Would you rather fix a car or race a car? ○ Would you prefer to take a week-long course in ancient history or learn to fix electrical problems by helping a certified electrician for a week on the job? ▪ For each question above, after participants have chosen their response and moved either to the left or right, give them a few minutes to make any necessary introductions and connect with several people in their sub-group around what attracts them to that option. ▪ Following the sub-group discussions after the last question, ask participants to return to their seats. <p>Debrief</p> <ul style="list-style-type: none"> ▪ Invite comments/observations. <ul style="list-style-type: none"> ○ Did they learn anything new about other participants? ○ Did they discover anything about themselves? ○ Within sub-groups, was everyone there for the same reasons? ○ Was it easy or difficult to make a choice? Why? ▪ Make the point that we are all unique and carry with us unique preferences. These preferences are grounded in our interests, our values, our abilities and our personality traits. For some people, it might be very easy to make a choice because they know what they like and what they do not like; for others, things might not be that clear, so choices are difficult to 	

Time	Activities	Material Required
	<p>make.</p> <ul style="list-style-type: none"> ▪ Note that the more we can find activities in our lives that are congruent with us – with our interests, values, abilities and personality – the more likely we’ll enjoy and succeed with these activities. ▪ Make the point that as participants begin to look at PSE options (including community college, university, private vocational and apprenticeship), it will be critical that these “fit” with their interests, values, abilities and personality. Note that we’ll come back to this. <p>Introduce Participant Workbooks and Gift Bags (optional)</p> <ul style="list-style-type: none"> ▪ Note that the Participant Workbook includes information and handouts related to the workshop. Reinforce that participants may use their Workbook for taking notes throughout the session. ▪ Encourage participants to use their Workbooks to jot down insights, questions, ideas that appeal to them or any ah-has they might experience over the next couple of hours. It belongs to them and them alone, so they can use it in any way that will support their learning both during and after this session. ▪ OPTIONAL: Note that the time has finally arrived when they can open their gift bags. In it they will find a notebook, some practical things (like pens) and some frivolous things just for the fun of them. They may use their notebooks along with their Workbooks to keep notes during or after the session. <p>Housekeeping details</p> <ul style="list-style-type: none"> ▪ Quickly review the following details: <ul style="list-style-type: none"> ○ The session will be two hours and 10 minutes in length – note specific times. (i.e., 1 p.m. to 3:10 p. m.) ○ As the workshop is only just over two hours long, there will just be a brief stretch break about mid-way through the workshop. ○ If providing snacks mention where it will be set up and when participants can help themselves. ○ The washrooms are..... 	<p>flipchart paper, markers, tape</p>

Time	Activities	Material Required
	<p>they know what they want for their future and why they want it? What helps them to answer these questions and create a vision for their own future?</p> <ul style="list-style-type: none"> ▪ As participants share ideas, record their responses on flipchart. If they don't independently provide these, add the following: <ul style="list-style-type: none"> ○ Knowing about yourself: we need to understand our own internal motors (our interests, values, skills and personality traits/style) to build a picture of our preferred future; ○ Knowing about options available – we need to know what is going on out there; what are the options in the labour market? ○ Having a plan for the future – we need to build a plan to get to where we want to be in the future. But, as you actually get into action planning – figuring out the steps you'll need to take to get to your preferred future – often the vision itself gets more concrete, more real and clearer. ▪ Make the point that we need all these things to build the future we want: <ul style="list-style-type: none"> ○ We need to articulate our vision – in as much detail as possible ○ We need to know ourselves well enough that we can look at options and consider if they are congruent with who we are and what's important to us ○ We need to know about what's out there and possible in terms of viable options for learning and working ○ We need to have a plan (with as much detail as possible) about how to get there ▪ To introduce this activity present this statement on flip chart to participants <ul style="list-style-type: none"> ○ The best way to have the future you want is to start imagining it now. ▪ Ask for reactions: Do they believe this is true? ▪ Ask for examples from other areas (i.e. sports, medicine) where daydreams are used in exactly this way – to start to bring about the future we have in our dreams? ▪ If they do not know of areas, briefly discuss how often competitive athletes from all kinds of sports “visualize” the outcome they want as part of their training regimen. The more they can 	<p>flipchart</p> <p>prepared flipchart PW p. 5</p>

Time	Activities	Material Required
(20 minutes)	<p>visualize it, the closer they come to achieving it. Another example is health care, where sick people are helped to vision being well. Again, in many cases, the more they vision their own health somehow the body begins to heal. While this does not, of course, work in all cases it is accepted as a very serious part of a treatment plan.</p> <ul style="list-style-type: none"> ▪ Invite participants to do a short visualization exercise. Explain that you'll be asking them to imagine their futures 10 years down the road. Emphasize that they will want to imagine their future as positively and realistically as possible. ▪ Explain that this activity will have several parts. The first part will be asking them to just listen to a series of questions and quietly reflect on their own answers. Note that they will want to get comfortable, put away their papers/pens and, if they want, close their eyes. They may not have visions for each of the questions and some may find this easier than others. Emphasize that they should not worry if they are unable to find something in each of the areas as that is not the point. The point is to begin to get a glimpse of what matters to them in their futures and to grab hold of whatever emerges. ▪ Ensure that participants are comfortable and relaxed. Alert them that you are about to begin the visualization. ▪ Begin the visualization using the following script to guide the visioning activity: <i>Imagine that you have gone to sleep and have had the most wonderful, restful sleep. You awake to a glorious morning and you feel on top of the world and full of energy. You get up and look in the mirror. It is no longer this year – You have awoken to your future... your preferred future. It is now 10 years from today and you are in exactly the future you wish for. Take a moment and go there – go to your future.</i> <p><i>Look around you. What do you see? Where are you? Are you in a particular city? In the country? Where are you living? Look around. Are there any things you see that feel particularly important to you?</i></p> <p><i>Who is with you? Do you have a partner? Children? Are other family members nearby or far away? Do you have a circle of old friends? Of new friends? Who are you spending your time with? What are you doing together that matters to you?</i></p>	

Time	Activities	Material Required
	<p><i>You're getting ready for work. What are you looking forward to the most about your time at work? What kind of work are you doing? What does your work day look like? Are you alone? With others? Part of a team? What is your work setting like? An office? Outdoors? The home? What are you enjoying about your work? What are you proud of?</i></p> <p><i>Are you undertaking any learning activities? What are they? Where and how are you learning? Are you in a classroom or are you learning on-the-job? Are you part of a group, learning 1-1 with an instructor/mentor, or alone? What are you hoping to achieve through your learning?</i></p> <p><i>Your work day is over. How are you spending your free time? Are you alone or with others? If you're with others, who are they? What are you especially enjoying?</i></p> <p><i>As you're getting ready for bed that night, you look in the mirror and reflect on the person you have become. How do people see you in your community, at work and in your family? How do people describe you to others? How do you see yourself?</i></p> <p><i>As you reflect back on your day, what stands out to you the most about your life now? Grab those things that stand out to you, that you love the most, that give you the most satisfaction and take them all in. Take a final look around and again, take all those important things into your picture.</i></p> <ul style="list-style-type: none"> ▪ Invite participants to come back to the present and give some quiet time (30 seconds) to do so. Ask people who have closed their eyes to open them now. ▪ Have a prepared flipchart with the major categories in the visualization listed as follows: <ul style="list-style-type: none"> ○ Where - What stands out? ○ Who - What relationships? Who matters? ○ Work - What is enjoyable? What matters? ○ Learning – What are you learning? How are you learning? 	<p>prepared flipchart</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ○ Free Time - What is enjoyable? What matters? ○ Me as a person - What qualities? ○ My big picture - What you love most about your life in the future. <ul style="list-style-type: none"> ▪ Invite participants to turn to page 6 in their Participant Workbook and take a few moments to just jot down words, images or things that stood out to them from their preferred future. This is for only them but it is important to get ideas down on paper when they are still very fresh. Ask that all participants do this reflectively and individually for about 2 minutes. ▪ When this is completed, explain that they will now have an opportunity to get their vision down on paper in more detail – either in writing or by doing it more visually according to their preference. ▪ Refer participants to their Workbook (pages 7-9) to see a series of questions that mirror those just used in the visioning activity. Refer participants to the blank space provided on page 10. Ask participants to either write their responses in the place provided or to use the blank page to capture their responses visually using images, symbols etc. The purpose is to choose a medium that will give them a lasting and personally meaningful record of their preferred future as they see it now. ▪ Note to Facilitator: An alternative is to also include using magazine clippings/images which capture for them elements of their preferred future. As an example, you may want to have a collage of your own preferred future using words and/or pictures from magazines. You need not say anything about the collage but rather use it to give them a model of what one might look like. Beware, this option takes considerably more time and is not realistic should you want to complete the session within the timelines given here. It could be an interesting option, however, for 1-1 application with clients. ▪ Tell participants they'll have 10 minutes to get their vision down on paper. They may not complete it fully, and that's OK. It is a work in progress and they can continue to add to it and refine it over time. ▪ Emphasize that you're available to participants if/when they need you. <p>Debrief</p>	<p>PW p. 6</p> <p>PW p. 7-10</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ▪ Invite comments from participants about how this exercise was for them. Was it easy or difficult? Did they get something valuable or do they think they need more time and practice to get more out of it. Make certain you reinforce that this is not easy the first time around for anyone but it is an important skill to keep practicing ▪ Ask participants to reflect on the last time they engaged in any independent learning – learning that was not required, but rather that they chose to undertake themselves. ▪ Invite participants to think about what motivated them – why did they engage in this learning. Give them a few minutes to record their reflections on page 11 of their Participant Workbook. ▪ Ask participants to have their preferred future (in whatever form they recorded it) in front of them. Ask them to consider to what extent their last independent learning project was consistent with their preferred future. Can they make any connections between this learning and the future they envision for themselves? ▪ Invite participants to turn to a partner to discuss what they see. ▪ After a few minutes, ask for comments. Facilitate a discussion re: the link between our preferred futures and the learning we undertake. Ask: In a perfect world, what linkages would exist between the learning we undertake and our preferred future? ▪ Note that our preferred future is the “raison d’être” for most of our actions – including the learning we undertake. On a flipchart, draw a cloud and, in it, write the words “Preferred Future”. Draw a winding path leading up to the cloud and use this as a visual aid to reinforce how everything we do can be seen as moving us one step closer to the future we want, even if sometimes we have to side track for a while. ▪ Make the point that if they can see that learning is actually moving them toward a future which they have chosen – one that is meaningful and attractive to them – then they will likely be much more motivated to embark on and stick with that learning. ▪ Reinforce that PSE is the first time for many learners when their learning is not mandated – they can choose whether to pursue learning at all and, if so, what kind of learning they want to undertake. Accordingly, this may be the first time that this link between their learning and their preferred future is so critical. 	<p>PW p. 11</p> <p>flipchart</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ▪ Have a brief discussion about the importance of tapping into their “raison d’être”, drawing out their rationale for learning and ensuring it is linked strongly enough to their preferred future to be motivating and sustaining. 	
30 minutes	<p>Activity: Self –Awareness Wheel</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ <i>To reinforce the importance of self-awareness in career building globally and, more specifically, in choosing educational options</i> ○ <i>To provide a range of tools and strategies to help clients increase their self awareness</i> ○ <i>To coach participants to help clients assess the “fit” between prospective educational options and their “internal motors”</i> <p>The Wheel</p> <ul style="list-style-type: none"> ▪ Point out that the research into PSE drop-outs indicates that the #1 reason for leaving PSE or switching programs is a perceived lack of “fit” between oneself and the current program of study (Statistics Canada, 2006. Youth in transition survey: Update of the education and labour market pathways of young adults. http://www.statscan.ca/Daily/English/060705/d060705a.htm). ▪ Note that it is quite likely that this same result would be borne out with adults who may leave or not complete learning/ training programs. ▪ Note that we now want to address how “the fit” we were talking about in the previous exercise can be checked. Make the point that a useful organizer to help with this check is the Self Awareness Wheel, originally developed for unemployed adults by Dr. Norm Amundson from University of British Columbia and Gray Poehnell. ▪ Refer participants to page 13 in their Participant Workbook and briefly review the Self Awareness Wheel, explaining each category. ▪ Also refer participants to pages 14-19 in their Participant Workbook, where they’ll find lists of interests, values, personality traits/styles, skills and abilities as well as a series of questions related to personal assets and supports. ▪ Explain that the exercise they’ll be doing will have three parts as follows: 	<p>PW p.12</p> <p>PW p. 13-19</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ○ Part A will be an individual activity in which they will do a self-awareness inventory for themselves; ○ Part B will be a guided next step in the individual activity which will be completed individually, but concurrently in large group; ○ Part C will be a paired activity in which they will talk about components of their inventory and how it fits with their current learning/career goal or learning programs they may be considering. <ul style="list-style-type: none"> ▪ Note that each part will be explained when they transition from one part of the exercise to the next. ▪ Refer participants again to the Self-Awareness Wheel, briefly reviewing its categories. <p>Part A: (10 minutes)</p> <ul style="list-style-type: none"> ▪ Invite participants to complete the first four inventories: Interests, Values, Personality Traits/ Style, and Skills and Abilities (pages 14-17 in their Participant Workbook) on their own, circling as many items in each inventory as speak to them. ▪ When all are completed, have them select their top three to five choices in each category and place these choices in the appropriate section of their Self-Awareness Wheel on page 20 of their Participant Workbook. ▪ Then have participants turned to the series of questions re: Personal Assets and Supports. Similarly, invite them to record key words regarding their personal assets and supports on their Self-Awareness Wheel (page 20). <p>Part B: (10 minutes)</p> <ul style="list-style-type: none"> ▪ Illustrate this step by having a blank Wheel drawn on the flipchart with 6 categories: <ul style="list-style-type: none"> ○ Interests ○ Values ○ Personality Traits/Style ○ Skills and Abilities ○ Personal Assets ○ Supports ▪ Ask participants to think about the learning options they're currently exploring. Encourage them to write it down in the centre of their Wheel on page 20 of their 	<p>PW p. 20</p> <p>prepared flipchart</p>

Time	Activities	Material Required
	<p>Participant Workbook.</p> <ul style="list-style-type: none"> ▪ Emphasize that the point of this step is to individualize their own Wheels according to the factors most important to them and to determine the extent of “fit” between the learning they’re considering undertaking and their “inner motors”. ▪ Ask: “What is their immediate reaction? Is the learning they’re considering /exploring a perfect fit? Not perfect but quite good? Just average – fit could be better? Poor fit? Invite them as well to put their work/goal in the centre of the wheel. To what extent is their work goal a good “fit” with what’s important to them. (They may also look at their wheel with respect to their “fit” with other career roles they’ve held or a “wished for” job in the future). <p>Part C: (10 minutes)</p> <ul style="list-style-type: none"> ▪ Note that this is a chance to have a conversation with a partner about where they are now in their learning, where they would like to be and what this exercise revealed for them. ▪ What would make their learning goal a good “fit” for their own characteristics? What might they do to enhance the “fit”? ▪ Note that it is also a chance to compare Wheels. Emphasize that individuals with quite different personal priorities may still be attracted to similar learning. On the other hand, they may discover many similarities between their Wheel and their partner’s Wheel even though their learning and work goals are very different. ▪ Make the point that, as they think about their own Wheel and the fit between their learning goal and priorities, if they discover a good fit this can be a validation for their own learning/career situation; if they discovered a less desirable fit than they had hoped for or they still are unsure of their learning goals, this can be a stimulus for them to begin to think about their preferred future in a more deliberate way. 	
2 minutes	Stretch	
30 minutes	<p>Activity: For Love and Money</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To reinforce the importance of self-awareness in career building</i> ○ <i>To ensure clients have a sense of the scope of option in today’s labour market</i> 	

Time	Activities	Material Required
	<ul style="list-style-type: none"> ○ <i>To help client become more aware of and begin to explore labour market options that are consistent with their interests and passions</i> <ul style="list-style-type: none"> ▪ Introduce this activity as a way to explore our interests, passions and natural curiosity. Acknowledge that, in our busy lives, we do not often have opportunities to take a step back and reflect – we’re too busy living life to notice <i>how</i> we’re living it! Note that this activity encourages paying attention to what naturally attracts and engages us. <p>Part One – Individually</p> <ul style="list-style-type: none"> ▪ Invite participants to use their Participant Workbook (page 21) to list 10 things they love to do. Note that they need not limit themselves to work-related loves AND that they will not be required to share their responses (although one example will be asked for from the group). They should feel unrestricted in making their list. Tell them they will have about 10 minutes to complete their list. ▪ Instruct participants that once their list is complete, to: <ul style="list-style-type: none"> ○ Check the \$ beside anything that costs more than <u>\$10.00</u> to do; ○ Check the A beside anything they prefer to do <u>Alone</u>; ○ Check the P beside anything they need to <u>Plan</u> in order to do, that is they cannot do it spontaneously; ○ Check the checkmark (✓) beside anything they’ve <u>actually done</u> in the last two weeks. ▪ Ask participants to reflect on how they feel about their lists – happy, surprised, anything they would want to change? ▪ Instruct participants to find a partner and take a few minutes to complete and share the following sentences in pairs: <i>“I am happy that ...; I am not so happy that ...”</i> <p>Note to Facilitator: Typically, this activity results in laughter, increased energy and animated discussion. Note that we all tend to get “energized” when talking about what we love to do. In the debrief, encourage comments on what stood out about the activity.</p> <p>Part Two: Large Group</p> <ul style="list-style-type: none"> ▪ Ask for a volunteer who is willing to share one item from their list. Write the one volunteered example in the middle of a flipchart. In plenary brainstorm all the possible ways a person 	<p>PW p. 21</p>

Time	Activities	Material Required
	<p>could build on this love to make money/types of jobs that could build on this love. Encourage diversity! Let the group know they can be outrageous as possible. Record all ideas on the flipchart.</p> <ul style="list-style-type: none"> ▪ Comment on the number of options or ideas generated. Note that the activity can help participants to begin to be aware of the scope of labour market options out there that may be consistent with their interests. ▪ Ask the volunteer if there are options or opportunities they hadn't considered before? <p>Part Three: Small Groups of Three</p> <ul style="list-style-type: none"> ▪ Ask participants to each share with their group members one activity from their list and then take a few minutes to brainstorm ways they might build on this love to make money (occupations the activity might suggest.) They can record their brainstorming on page 22 of their Participant Workbook. <p>Plenary</p> <ul style="list-style-type: none"> ▪ After a few minutes ask for any group to volunteer what they found. Did they think of money making opportunities or career options they hadn't considered or thought of before? Were there any surprises? ▪ Emphasize that while participants may not be clear about what kind of career/occupation they are looking for, they can almost always identify what they love to do. It is a "back door" into self-awareness information, providing insights into a person's interests and values. It also helps them to become more aware of a wider range of work options. ▪ Make the point that while some ideas on how to make money might be outrageous, others may represent a potential avenue to explore further. The things we love can be powerful motivators for action. <p>Debrief</p> <ul style="list-style-type: none"> ▪ In plenary, have a discussion focused broadly around the following questions: <ul style="list-style-type: none"> ○ What information did this exercise give you about yourself? 	<p>flipchart</p> <p>PW p. 22</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ○ What did you learn from this experience? ▪ Ask participants what dimensions this activity can uncover. Responses may include: <ul style="list-style-type: none"> ○ interests ○ values ○ awareness of work options ○ ability to identify occupations consistent with interests and values ▪ Point out that this fun activity is also intended to make a very serious point. Very often, when thinking about our options for work or learning we forget to start with the basics – such as asking the question “<i>what do we love to do?</i>” It’s critical to tap into what we love to do as it provides a window to our interests, values and “internal motors” – what drives us and motivates us. ▪ Also note that rather than focusing on activities (the what) it can be very instructive to think about and talk about what it is about the activity that they love (the why). ▪ Ask the person who volunteered if they mind sharing with the class, what is it about the activity they volunteered that they love? As appropriate, take this opportunity to ask a few probing questions to scratch the surface regarding their “why”. Encourage other participants to reflectively ask themselves the same kinds of questions about the things they love to do. ▪ Make the point that a person’s “heart” is quite stable – it represents a set of core interests and values which provides meaning and motivation. Knowing what is in your heart is vital to helping good decision-making. ▪ Ask participants to take a few minutes to think about the 10 things they chose and ask them <ul style="list-style-type: none"> ○ What if any patterns do you see in the list of thing you chose?” ○ How does this pattern “fit” for you? ▪ Suggest some examples of possible patterns such as: <ul style="list-style-type: none"> ○ Activities which are energetic; ○ Activities which are creative; 	

Time	Activities	Material Required
	<ul style="list-style-type: none"> ○ Activities which involve helping or entertaining others. ▪ Emphasize that patterns can be clues to what motivates, drives and directs us. Patterns can tell us a great deal about the question “<i>what is it about x that I love</i>” – in the patterns will often be evidence of “<i>why</i>”. ▪ Give participants a few minutes to individually record their responses to the questions on page 23 of their Participant Workbook. ▪ In plenary ask participants to discuss their responses to the question: <ul style="list-style-type: none"> ○ As you think about your learning/work goals for the future what do you take from this activity? ▪ Note that this activity is intended to meet participants where their interests lie so they can use these interests as a divining rod to uncover possible work options. Suggest that “we only know what we know.” If we are unaware of all our possible options the scope of what we consider possible for ourselves will likewise be very limited. ▪ Emphasize that while our learning/work lives rarely fulfill all our passions, the more our learning/work speak to some of our “loves” the greater the expected level of work satisfaction. ▪ Note that the more participants are aware of their personal dimensions and patterns, the more able they will be to assess the extent to which learning/work options are a “fit”. 	PW p. 23
10 minutes	<p>Review, Evaluation and Closure</p> <p>Review</p> <ul style="list-style-type: none"> ▪ Give participants a few minutes to reflect on and record their responses to the questions on page 24 of their Participant Workbook. ▪ Briefly return to the session objectives and review how they have been achieved. Emphasize that this workshop has been focused on helping them to think about the future they want – their preferred future. 	PW p. 24 PW p. 3

Time	Activities	Material Required
	<ul style="list-style-type: none"> ▪ Reinforce that getting clarity about the future they want is the first vital step in building that preferred future. Note that it does not end there, however. Emphasize that this workshop may have motivated them to do more work on their own self-awareness and/or on researching options for PSE or work. Note that it may also have brought into awareness the need to develop more skills, build their resource/support base or do more work in solidifying their action plan. ▪ Take this opportunity to remind participants that their ACCESS worker is available to work with them individually on these themes. Also remind them of the other two workshops in this series and invite them to the next workshop where we will be exploring skills: the skills they already have and the ones they need to develop to get to their preferred future. ▪ Ask participants the following questions: <ul style="list-style-type: none"> ○ Where are they in their reflections at the end of this first workshop? ○ Is there anything they learned that they would like to share? ▪ Thank participants for their active engagement during the session, for sharing and for contributing to each other's learning. <p>Evaluation</p> <ul style="list-style-type: none"> ▪ Distribute the workshop evaluation forms and ask participants to hand it in as they leave. ▪ Be at the door to say goodbye to participants. 	<p>Workshop Evaluation Forms</p>

Additional References & Resources:

Circuit Coach (freely available online at www.ccdf.ca) offers activities and resources related to this workshop. If you are seeking more tools for use with clients on the theme of helping them to create their vision for a preferred future, you can use the material referenced below. Note that it can be used 1-1 with clients or in groups. When working with self-directed clients, you may also wish to give these references to them directly (note that they are included in the Participant Workbook for this workshop).

To access Circuit Coach, visit www.ccdf.ca and click on “Training” in the left hand column. Click on “Circuit Coach” (also in the left hand column) and then click on “Circuit Coach” again in the text box on your screen.

■ By clicking on “pick an issue” you can find relevant information and activities:

- **Self Awareness**

- Content: C1.1 Creating Self-Portraits
- Tools and Activities: [C1.1 Self-Portraits](#); [C1.2. Life Roles Exercise](#)

- **Action Planning**

- Content: C2.1: Set Goals and Follow Through: Building Momentum
- Tools and Activities: [C2.1. Setting Mid-term Goals](#); [C2.1. Last 10 Decisions](#)

- **Educational Planning**

- Content: C4: Helping with Educational Planning
- Tools and Activities: [C4: Helping with Educational Planning](#)

By clicking on “ready-to-use workshops” you will find a series of workshops on related themes. The workshop titled: **The Power of a Preferred Future** includes information and activities you may find particularly useful.

Workshop 1: Creating the Future You Want

Optional Workshop Activity

This optional activity may be added to Workshop 1 (time permitting), may be used as a substitute activity or may be used 1-1 or in small groups as a follow up activity to Workshop 1.

The Career Life Project: Activity and Handouts

Time	Activities	Material Required
30 minutes	<p>Activity: The Career/Life Project <i>Adapted from: Career Transitions: Choices and Strategies by Dr. Danielle Riverin-Simard</i></p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ To tap into one’s sense of personal direction/preferred future ○ To create a personal Career/Life Project statement <ul style="list-style-type: none"> ▪ Introduce the “Career/Life Project” as an approach to tap into one’s sense of personal direction/preferred future that was developed by Dr. Danielle Riverin-Simard (of Laval University). ▪ Refer participants to pages 25-30 of their Participant Workbook. Emphasize that this activity asks participants to respond spontaneously, following their heart and trusting the process. ▪ Tell participants that you will be guiding them through the various steps involved in this activity. Participants will be asked to follow your instructions, working individually. ▪ Note that different people require different amounts of time to complete the steps of the activity. Ask that participants be patient and respect each others need for time while moving together through the steps. <p>Note to Facilitator: As you provide instructions, you’ll want to observe the pace of the group. Be sure that everyone is ready to move on before you proceed with directions to the next steps.</p> <ul style="list-style-type: none"> ▪ Provide the following instructions to participants: <ol style="list-style-type: none"> 1. On page 26 of your Participant Workbook, place a check mark beside any occupation which 	<p>PW p. 25-30</p> <p>PW p. 26</p>

Time	Activities	Material Required
	<p>attracts you. Respond spontaneously. Don't worry about whether you have the training or the skills to do the occupation. Simply go by what attracts you and how you feel. You don't need to know why they attract you and you can check as many occupations as you wish.</p> <ol style="list-style-type: none"> 2. On page 28 of your Participant Workbook, group the occupations that attract you in any way that makes sense to you. Which ones seem to naturally go together from your perspective? Which ones would you like to go together? You may have as many groupings as make sense to you. 3. Once grouped, take some time to think about your "why". Write down in the next column your reasons for each grouping of occupations. What does the group represent to you? What theme connects the occupations in each group? There is no right or wrong answer. Each of you will have your own unique reasons for combinations. <p>Note to Facilitator: Provide sufficient time for participants to reflect on their groupings. This is extremely important as they are giving their own meaning to the task and articulating their personal sense of direction.</p> <ol style="list-style-type: none"> 4. Prioritize your reasons, ordering them according to the importance of the <u>reason</u> to you and to your career development. This can be challenging, but try to get a sense of the relative importance of each reason. 5. On page 29 of your Participant Workbook, try to capture in one or two sentences - one short paragraph maximum - the essence of what your reasons, when put together, express about your purpose with respect to work. Often organizations have "mission statements" that tell people the purpose or mandate of the organization. How would you put all your reasons together into a personal mission statement? <p>Large Group Sharing</p> <ul style="list-style-type: none"> ▪ In large group, invite a few participants to share their Career/Life Project statement. Emphasize that sharing is not a requirement, but encourage any participants who are willing. It is usually a rich experience to hear the diversity and conviction in the statements. ▪ Note that the statements are intended to highlight what is most important, at least for now. While everyone started with the same information and were given the same instructions, what emerges will likely be very unique statements of personal purpose. ▪ Conduct a discussion focused on what elements emerge from the Career/Life Project. Write these on flipchart. They should include: 	<p>PW p. 28</p> <p>PW p. 29</p> <p>flipchart</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ○ The range of talent and the range of ways individuals work with the same information; ○ The potential for paid and unpaid work as vehicles for achieving one or more parts of a mission statement; ○ The expanded options which exist to express this Career/Life Project; ○ The recognition that this gives information about a point in time and it can be useful to repeat this exercise at intervals, always looking to the reasons for groupings and considering how work options “fit” with the mission statement. While we receive our satisfaction from many sources, work-life satisfaction will be influenced by the extent to which our paid work is in any way connected to our sense of purpose. <ul style="list-style-type: none"> ▪ Focus on the following questions in the plenary discussion: <ul style="list-style-type: none"> ○ What information did the Career/Life Project give you about yourself? ○ To what extent did your Career/Life Project fit with your own self-knowledge and experience? ○ What did you learn from this experience? ○ What were your reactions to using this tool? ○ Get a broad sense from the group of their reactions to the activity and note diversity of experience where it exists. ▪ Give participants time to record their reflections on page 30 of their Participant Workbook. <p>Note to Facilitator: The Career/Life Project uses Holland’s RIASEC as its theoretical foundation. Each occupation on the list is primarily aligned to one element of RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) so, by demonstrating an attraction to a number of occupations strongly aligned to “realistic”, for example, it is implied that participants would generally be attracted to other occupations/activities which are strongly “realistic”. The predilection for work which reflects “realistic” characteristics would be predicted to emerge in the mission statement and thereby guide occupational exploration and choice.</p> <ul style="list-style-type: none"> ▪ Thank participants for their active engagement and participation. Draw their attention to page 31 in their Participant Workbook, where they will find additional references and resources which they may find useful in follow up to this workshop. 	<p>PW p. 30</p> <p>PW p. 31</p>

Time	Activities	Material Required
	<ul style="list-style-type: none"> ▪ Orient participants to the other two workshops in this series: <ul style="list-style-type: none"> ○ Workshop 2: Skills for Success ○ Workshop 3: Planning Your Action and Arming Yourself with Allies ▪ Encourage participants to consider attending these workshops and provide information regarding schedules and registration. ▪ Answer any final questions and, as appropriate, reinforce your availability to participants after the session should they wish additional information and/or support. 	

WORKSHOP #2: Skills for Success

Time frame: 2 hours

Materials Needed

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Flipchart stands ✓ Felt pens/markers ✓ Flipchart paper ✓ Tape ✓ Rubber ball ✓ Glass bowl & water | <ul style="list-style-type: none"> ✓ Participant tent cards ✓ Participant Workbooks ✓ Workshop Evaluation Form ✓ LCD projector and computer (optional) ✓ Snacks (optional) |
|---|---|

Workshop Schedule

Time	Activity
15 minutes	<ul style="list-style-type: none"> ■ Welcome and Introductions ■ Icebreaker Activity ■ Workshop environment: Norms ■ Introduction to Participant Workbook ■ Housekeeping details ■ Session Objectives
15 minutes	<ul style="list-style-type: none"> ■ Activity: The Hero Within
40 minutes	<ul style="list-style-type: none"> ■ Activity: A Pride Experience
2 minutes	<ul style="list-style-type: none"> ■ Stretch
20 skills	<ul style="list-style-type: none"> ■ Activity: Dependable Skills - Resiliency
23 minutes	<ul style="list-style-type: none"> ■ Activity: Study Skills
5 minutes	<ul style="list-style-type: none"> ■ Consolidation and Summary ■ Evaluation

	■ End of Session
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WORKSHOP #2: Skills for Success

Detailed Facilitators Notes

Time	Activity	Material Required
15 minutes	<p>Welcome & Introductions</p> <ul style="list-style-type: none"> ▪ Welcome participants to this session and introduce yourself. ▪ Point out that, while much of your work with participants is focused on learning (and specifically helping them to explore/access post-secondary education), the title for this workshop series is “Living, Learning and Earning” – not just learning. ▪ Note that this workshop is the second workshop of this series of three. Ask participants how many were at the first workshop called “Creating the Future You Want”? ▪ Make links to the content of the first workshop by highlighting that this first workshop was about imagining our future and identifying possibilities. Ask those who participated: What stands out to you from the first workshop? ▪ Note that this second workshop is focused on “Skills for Success.” It is about identifying the skills they have and can depend on and about building new skills that will help them achieve their learning and working goals. ▪ Note that we’ll be returning to this point, but that the first priority is to get to know one another. <p>Icebreaker Activity :Two Truths and a Wish</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To begin to get to know each other, exchanging information about ourselves and our skills</i> ○ <i>To recognize the uniqueness of each person’s skills</i> <ul style="list-style-type: none"> ▪ Introduce the exercise by explaining that you are going to have some fun with introductions. Tell them that this exercise is called “Two Truths and a Wish”. ▪ Invite participants to write their names on their tent card. On the inside of the card, have 	<p>participant tent cards</p>

Time	Activity	Material Required
	<p>them write down two skills they have and can depend on and one skill they wish they had.</p> <ul style="list-style-type: none"> ▪ Reinforce that they can record any kind of skills – related to work, learning, leisure or life in general. ▪ Once the group is finished, ask each participant to introduce themselves, giving their name and sharing a little bit about themselves (their job, their family, the type of schooling or learning they are wanting to undertake). Before each person finishes their introduction, have them read the three skills they recorded on the inside of their tent card in any order, so that others will not be able to tell which are their dependable skills and which is the wished for skill. ▪ After each individual has finished their introduction, the large group tries to guess which skills are which (i.e. which skills are the ones the participant actually has and which is the skill they wish they had). ▪ Emphasize that the participant can tell us the truth or not! <p>Debrief</p> <ul style="list-style-type: none"> ▪ Invite comments/observations. <ul style="list-style-type: none"> ○ Did they learn anything new about other participants? ○ Did they discover anything about themselves? ▪ Make the point that we all have skills that we bring with us. Many of these skills are transferable and can be carried into different environments, different situations and different times in our lives. For example, we all have developed coping skills to help us get through a wide range of life’s challenges. ▪ Note that life requires continuous learning and we are being challenged to develop new skills all the time. ▪ Make the point that as participants begin to look at PSE options (including community college, university, private vocational and apprenticeship), we need to look at the skills we have and the skills we need to develop to be successful in our learning pursuits. Note that we’ll come back to this. 	

Time	Activity	Material Required
	<p>Workshop Environment – Norms</p> <ul style="list-style-type: none"> ▪ Briefly describe the atmosphere we want to develop during this session. We want to create an open learning environment that puts into practice the principles of adult education (valuing participants’ experience, recognizing the characteristics of adults in a learning situation, etc.), is respectful and judges its success based on engagement, relevance and application. ▪ Invite participants to think back to workshop experiences they’ve had in the past. No doubt they can recall both really positive experiences and, perhaps, some not-so-positive ones too. What conditions helped and what conditions hindered their learning? Ask the group to volunteer the norms they’d like to see in place for this session in order to maximize their learning. ▪ Take up responses, recording them on a flipchart page and posting them on the wall where they will be visible for the whole session. Also stress that these norms are not static and that if for any reason they do not allow participants to attain the objectives of this session they can be readjusted at any time... it’s an evolving process. ▪ Reinforce that we have a very short amount of time together and, therefore, the importance of respecting time. Ask participants to respect each other by returning from small group discussions on time. <p>Introduce Participant Workbook</p> <ul style="list-style-type: none"> ▪ Note that their Participant Workbooks include information and handouts related to the workshop. Reinforce that participants may use their Workbook for taking notes throughout the session. ▪ Encourage participants to use their Workbooks to jot down insights, questions, ideas that appeal to them or any ah-has they might experience over the next couple of hours. It belongs to them and them alone so they can use it in any way that will support their learning both during and after this session. <p>Housekeeping details</p>	<p>flipchart and tape</p> <p>Participant Workbooks</p>

Time	Activity	Material Required
	<ul style="list-style-type: none"> ▪ Quickly review the following details: <ul style="list-style-type: none"> ○ The session will be two hours in length – note specific times.(i.e., 1 p.m. to 3 p. m.) ○ As the workshop is only two hours long there won't be a formal break but they should feel free to stretch if/when they need to. ○ If providing snacks mention where it will be set up and when participants can help themselves. ○ The washrooms are..... <p>Training Session Objectives</p> <ul style="list-style-type: none"> ▪ Present participants with the session's objectives. You may wish to have these on a flipchart paper and then displayed throughout the session. <ul style="list-style-type: none"> ○ To draw out and celebrate the skills that participants already have that they can depend on. ○ To demonstrate how many of our skills are transferable, supporting success in more than one life situation. ○ To help participants to build specific skills to support their success in PSE and beyond. ▪ Ask if there are any questions about the workshop and its objectives, checking to be sure that participants are ready to begin. 	<p>flipchart and tape</p> <p>PW p. 3</p>
18 minutes	<p>Activity: The Hero Within</p> <ul style="list-style-type: none"> ▪ Introduce the symbol of the Inukshuk. Draw an Inukshuk on flipchart. Note that it is a traditional figure made by the Inuit that symbolizes "The People". Building them took a community effort, as the rocks would be too heavy for any one person to lift. They have been used out on the land to mark hunting grounds or the spot where supplies have been left. Today, the Inukshuk is the symbol used on the Nunavut flag. ▪ Ask participants to think of a person they respect and admire. It may be someone they know personally (like a family member) or it may be someone they only know from a distance (like a political activist, author, artist or community leader). It is important they choose someone who is meaningful and inspiring for them. 	<p>flipchart</p> <p>PW p. 4-6</p>

Time	Activity	Material Required
	<ul style="list-style-type: none"> ▪ As the facilitator, provide a brief personal example, identifying someone you admire. Highlight a few of the qualities you most admire about that person, recording each quality on a stone of the Inukshuk on the flipchart. ▪ Ask participants to use page 5 of their Workbook to record the qualities that they respect in the person they admire. They may write one word in each space of the Inukshuk, but they don't have to limit themselves to this many qualities – they can add more. Encourage them to take their time, thinking and writing the qualities they most admire in the person. Be aware that participants may need help with vocabulary and make yourself available as needed. ▪ Invite participants to turn to a partner and each take a few minutes to describe the person they respect and the qualities they most admire. <p>Debrief</p> <ul style="list-style-type: none"> ▪ Explain that a person cannot recognize a quality unless it is within them. We don't appreciate ideals, values or qualities unless we embrace them ourselves. In some cases, we may be just beginning to build these qualities in ourselves, but the seeds are there. ▪ Ask participants to write "I am" at the top of their Inukshuk, claiming the qualities they admire in another as qualities they also admire in themselves. ▪ Encourage participants to reflect on how they already practice these qualities in their lives, acknowledging that in some cases, they may be just beginning to grow these qualities while in others they may be well developed within them. Give participants a few minutes to record some examples of how they currently demonstrate these qualities in their lives on page 6 of their Participant Workbook. ▪ Reinforce that the Inukshuk is a critical reminder of qualities that matter for them and that they want to demonstrate in their lives. ▪ Note that today's labour market is more complex and competitive than ever before. There are a myriad of choices and crossroads to face. Some writers make connections between 	

Time	Activity	Material Required
	<p>navigating career transitions in today's labour market and the hero's journey. Ask what participants think this means. Emphasize that life does call on each of us to be the hero in our own life story.</p>	
40 minutes	<p>Activity: A Pride Experience <i>Purpose</i></p> <ul style="list-style-type: none"> ○ To recognize that we gain skills from a variety of life activities ○ To begin to identify the transferable skills we carry with us and can use in a variety of settings and situations. <ul style="list-style-type: none"> ▪ Introduce this activity by asking participants to think about skills: <ul style="list-style-type: none"> ○ What is a skill? ○ How do we acquire them? ○ What do they think we mean by a transferable skill? ▪ Reinforce that our skills are the abilities that we have gained by practice or by knowledge. While talent refers to our "<i>natural</i>" abilities; skills refer to our <i>learned</i> abilities. They are all part of the "tool kit" that enables us to succeed at our goals. ▪ Suggest that we can acquire skills from any life activity, be it at home, at school, on the job or during leisure time. ▪ While many people have trouble identifying their skills or think they don't really have that many, we all have them. Research has shown that most people have hundreds of skills. ▪ Ensure that participants understand the difference between specialized or specific skills and transferable skills. Explain that there are two general category of skills: <ul style="list-style-type: none"> ○ Specific or specialized skills: are the technical or specialized skills that we identify with very specific job tasks (ex. Ability to use a specific computer program) ○ Transferable skills: are skills that you develop throughout your life and that you can use in a variety of situations. For example, being a strong communicator is useful in many if not all jobs. This skill also can help in other areas of our lives, enabling us to learn better, have stronger relationships and enjoy group leisure activities. Think of transferable skills as "velcro skills" – they tend to stick with you and come in handy in 	PW p. 7-8

Time	Activity	Material Required
	<p>all kinds of situations.</p> <ul style="list-style-type: none"> ▪ Ask the class for a few examples of each kind of skill to ensure they understand the distinction. <p>Activity: Pride Experience</p> <ul style="list-style-type: none"> ▪ Introduce this activity as one that will help them to identify the transferable skills they already have and have demonstrated in their lives. ▪ Ask if anyone would be willing to tell you about something they did in their life that they enjoyed, feel they did well and feel proud of. Emphasize that it doesn't have to be anything huge. You may want to give an example from your own life (such as: I made dinner for 25 people for my friend's birthday). ▪ Get the person to tell you a bit about the situation, walking you through the steps that were involved in doing it well. As appropriate, ask probing questions to pull out as much detail as possible regarding steps, challenges, how they overcame these and what makes them feel proud about this situation. Do not let the story go for more than 5 minutes. ▪ Before starting the story, ask the rest of the participants to listen attentively and to write down any skills they believe the storyteller demonstrates through their story. Refer participants to the list of transferable skills in their Participant Workbook (page 9) if they want some examples of skills they might hear. ▪ After hearing the story, invite participants to share the skills they heard. Capture responses on a flipchart. ▪ Invite the storyteller to reflect on their list: Do they see themselves in it? Note that often people under-estimate the skills they have, especially those that are so naturally part of them. They often use these skills in all kinds of situations without even thinking about it. ▪ Give the flipchart to the volunteer, thanking them for their participation and encouraging them to put the list on their fridge to remind them and others in their household of their strengths! ▪ Explain to the group that they will now have an opportunity to do an activity which mirrors what they have just experienced. There will be three parts to the activity as follows: 	<p>PW p. 7</p> <p>PW p. 9</p>

Time	Activity	Material Required
	<ul style="list-style-type: none"> ○ Part A (completed individually; 5 minutes) <ul style="list-style-type: none"> ▪ Ask participants to identify and describe a situation when they did something they loved to do, felt they did it well and took pride in their accomplishment. ▪ Emphasize that they may choose something from the past or a current situation. ▪ Reinforce that it can be any kind of experience and does NOT have to be something huge. Here are a few examples: <ul style="list-style-type: none"> ○ I traveled alone across Canada ○ I performed in a play/with a band ○ I volunteered at a retirement home ▪ Refer participants to page 7 of their Workbook and briefly review the questions. Give participants time to record their story in their Workbook. ○ Part B (completed with a partner; 15 minutes) <ul style="list-style-type: none"> ▪ Ask participants to form into pairs. Invite them to take turns briefly telling their story to their partner. As they listen to their partners' stories, participants should be coached to be attentive to any skills they hear in the story, jotting them down as they hear them. Challenge listeners to record at least 8-10 skills. ▪ After hearing one partner's story, ask pairs to brainstorm together all the skills that the storyteller demonstrated in the situation they described. ▪ Partners will then switch roles and repeat the process. ○ Part C (completed in plenary; 10 minutes) <ul style="list-style-type: none"> ▪ Invite comments in response to this activity. What was it like to hear the stories? What was it like to tell your own story? What was it like to see all the skills your partner heard in your story? ▪ Emphasize that sometimes seeing a long list of skills can feel overwhelming. Note that, in this case, there is proof in the pudding – they actually have demonstrated these skills and, in most cases, can likely draw on these skills again for other situations. ▪ Ask for a volunteer to share their skill list. Capture them on flipchart paper. Explore briefly the volunteer's learning/working goals and how these skills might support them in achieving these. ▪ Ask for suggestions from the larger group how the volunteer's skills might be 	

Time	Activity	Material Required
	<p>transferable to a new learning program or job.</p> <ul style="list-style-type: none"> ▪ Invite participants to turn back to their partners briefly to discuss how their transferable skills might help them achieve their own future learning/career goals. ▪ Close the discussion in plenary with reflections on how transferable skills can apply to other areas of their lives, such as their learning goals or future wished-for jobs. ▪ Suggest that participants may wish to continue building their lists of transferable skills by analyzing current or new activities they enjoy doing or past jobs they had where they felt a sense of pride and pleasure. 	
2 minutes	<p>Stretch Note to Facilitator: Invite the group to get up and do a quick stretch. You may want to lead them or just let them do their own. Be aware of time as this break should not exceed 2 minutes.</p>	
20 minutes	<p>Dependable Skills- Resiliency <i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To recognize that participants need a range of personal resources to support success in life, learning and earning;</i> <p>Resilience</p> <ul style="list-style-type: none"> ▪ Ask participants to stand up and form a large circle. Take out a rubber ball and bounce it a few times. Show how it can bounce over an obstacle. ▪ Pass it to another participant and invite them to pass it to someone else, demonstrating something else the rubber ball can do (ex. roll along the floor, move around obstacles, bounce high in the air). Continue having different participants demonstrating different things the ball can do for a couple of minutes. ▪ Ask participants to sit down again. Using a glass dish with water in it, drop in the rubber ball. It will sink momentarily, then pop back up to the top. Show how you can drop different objects on the ball (even heavy objects) and it will always get out from under it and pop back up to the top. ▪ Ask participants for qualities that they observe in the ball. Examples might include: <ul style="list-style-type: none"> ▪ Bouncy 	<p>Rubber Ball</p> <p>glass bowl with water</p>

Time	Activity	Material Required
	<ul style="list-style-type: none"> ▪ Able to get over obstacles ▪ Able to roll far ▪ Has momentum ▪ Goes in its own direction ▪ Won't sink <ul style="list-style-type: none"> ▪ Talk about how these are qualities we all want to have in life. When faced with stress or challenges, some people keep rolling in a positive direction while others get discouraged and give up. There are skills and strategies that help us bounce back – and others that weigh us down and make us sink. ▪ Ask participants to go to their Participant Workbook (page 10). Give them a few minutes to think about a moment in their life when they were down – when they faced challenges or felt overwhelmed by obstacles in their way – but were able to bounce back and keep going. What helped them to bounce back? Where did their motivation to stand up on their feet again come from? Give participants a few minutes to reflect and record their responses. ▪ Ask participants to share examples of what helped them in their situations. Some answers might include: <ul style="list-style-type: none"> ▪ A friend helped me ▪ Someone I care about believed in me (ex. a teacher, parent, friend) ▪ I did not want to disappoint my parents ▪ I am very determined and just dug in ▪ My own self-confidence ▪ I found information that allowed me to get around the barriers ▪ Etc. ▪ Make the point that there are many, many factors which help us to be resilient. Some are within us (our belief in ourselves, hope, humour and the skills/attitudes we have); others lie outside of us (having people in our lives who care about and inspire us and supports in our community). Note that many of these factors really boil down to three main things that help 	<p>PW p. 10</p>

Time	Activity	Material Required
	<p>people to build resiliency:</p> <ul style="list-style-type: none"> ○ Having somebody who cares about and supports us; ○ Being engaged in activities within our community; and ○ Having somebody who believes in our capacity to succeed. <ul style="list-style-type: none"> ▪ Participants who will engage in PSE programs may experience difficult situations sometimes. It is important for them to do everything they can to build their resilience so they can overcome these difficulties and keep going in pursuing their dreams. ▪ Note that the 3rd workshop in this series focuses on helping participant to arm themselves with allies – ensuring there are people in their lives who care about them, can support them and believe in them. Emphasize that this workshop focuses on skills which support resilience. Note that this next section will particularly look at skills for success in learning. 	
23 minutes	<p>Study Skills <i>Purpose</i></p> <ul style="list-style-type: none"> ○ <i>To highlight the key study skills which support academic success</i> ○ <i>To explore other factors which can contribute to or detract from success in PSE</i> ○ <i>To provide participants with practical tools in their development of key skills</i> <p>Activity: Pop Quiz</p> <ul style="list-style-type: none"> ▪ Inform participants that they will now be taking part in a surprise quiz. Quickly review the following instructions verbally: <ul style="list-style-type: none"> ○ Inform participants that you will give all the instructions now and invite questions. Once the quiz begins, you will not repeat any instructions or answer questions. ○ You will be distributing a piece of blank paper which they will need for this quiz. ○ You will be presenting 20 words on a flip chart. They will have 7 minutes to study the words. After 7 minutes the words will be covered and they will be given 3 minutes to write down as many as they can remember on the piece of blank paper; ○ Ask if there are any questions before you start. ▪ Uncover a flipchart sheet with the following 20 words on it: 	PW p.11

Time	Activity	Material Required		
	<table border="1" data-bbox="642 321 1407 654"> <tr> <td data-bbox="642 321 1047 654"> <ul style="list-style-type: none"> ■ Exit ■ Mouth ■ Read ■ Communication ■ Annoy ■ Amoeba ■ Dialogue ■ Goodbye ■ Jargon ■ Arithmetic </td> <td data-bbox="1047 321 1407 654"> <ul style="list-style-type: none"> ■ Knee ■ Go ■ Foot ■ About ■ Media ■ Leave ■ Nose ■ Oral ■ Write ■ Speak </td> </tr> </table> <ul style="list-style-type: none"> ▪ After 7 minutes, cover the flipchart and give participants 3 minutes to record as many as they can remember on their blank sheet. Do not repeat the instructions. ▪ Review the quiz in plenary. Uncover the flipchart with the 20 words and ask participants to count the number of words they recorded correctly. ▪ Ask participants if anyone got all 20 words (19? 18? etc) ▪ Emphasize that the purpose of this activity is not to get bogged down in the number of words they remembered, but rather to explore what skills helped and/or hindered them in succeeding with this quiz. <p>Debrief</p> <ul style="list-style-type: none"> ▪ Invite participants to reflect on their reactions to the pop quiz. Comments may include that the experience caused some anxiety as they were working with no preparation under pressure to achieve results quickly. ▪ Ask participants to turn to a partner to identify the skills and strategies they used (or could have used) to enhance their test results. After a few minutes, ask pairs to share their responses. Record these on flip chart. ▪ Responses will likely naturally group around the following key study skills: <ul style="list-style-type: none"> ○ Time management ○ Listening (to instructions) 	<ul style="list-style-type: none"> ■ Exit ■ Mouth ■ Read ■ Communication ■ Annoy ■ Amoeba ■ Dialogue ■ Goodbye ■ Jargon ■ Arithmetic 	<ul style="list-style-type: none"> ■ Knee ■ Go ■ Foot ■ About ■ Media ■ Leave ■ Nose ■ Oral ■ Write ■ Speak 	<p>prepared flipchart</p>
<ul style="list-style-type: none"> ■ Exit ■ Mouth ■ Read ■ Communication ■ Annoy ■ Amoeba ■ Dialogue ■ Goodbye ■ Jargon ■ Arithmetic 	<ul style="list-style-type: none"> ■ Knee ■ Go ■ Foot ■ About ■ Media ■ Leave ■ Nose ■ Oral ■ Write ■ Speak 			

Time	Activity	Material Required
	<ul style="list-style-type: none"> ○ Memory/Concentration – including categorizing and organizing information ○ Managing anxiety ○ Reading ▪ Comment that they are beginning to build a list of study skills and ask if there are any other study skills they might wish to add to the list. Make sure to add: <ul style="list-style-type: none"> ○ Note taking ○ Writing ▪ Have a brief discussion about these skills and their impact on students and their success. Point out that these skills are critical to all four streams of PSE. ▪ Make the point that participants already have skills and resources to draw upon – as this exercise and the other activities in this workshop have demonstrated. Part of their work, however, is not only to identify their existing skills but to begin to identify and to fill any skill gaps they may have. ▪ Note that there are a whole range of practical tools in their Participant Workbook to support them in developing study skills. Take some time to briefly review the section in their Workbook, noting that they can go through these resources and choose from among them the tools which best meet their individual needs. ▪ Emphasize that there are also lists of relevant websites (on study skills and learning styles) that can be useful to them. <p>Conclude with a discussion of how these tools might be used and what impact these might have on participant's success.</p>	<p>PW p. 12-25</p> <p>PW p. 26-27</p>
5 minutes	<p>Review, Evaluation and Closure</p> <p>Review</p> <ul style="list-style-type: none"> ▪ Briefly return to the session objectives and review how they have been achieved. ▪ Give participants a few minutes to reflect on and record their key learning from this workshop. 	<p>PW p. 28</p>

Time	Activity	Material Required
	<p>Invite comments regarding participants' learning and next steps.</p> <ul style="list-style-type: none"> ▪ Introduce the last workshop “Planning Your Action & Arming Yourself with Allies” and invite them to attend. Remind participants also that their ACCESS worker is available to work with them individually in follow up to this workshop. ▪ Thank participants for their active engagement during the session, for sharing and for contributing to each other's learning. <p>Evaluation</p> <ul style="list-style-type: none"> ▪ Distribute the session evaluation and ask participants to hand it in as they leave. ▪ Be at the door to say good-bye to participants. 	<p>Workshop Evaluation Form</p>

Additional References & Resources:

Circuit Coach (freely available online at www.ccdf.ca) offers activities and resources related to this workshop. If you are seeking more tools for use with clients on the theme of helping them to identify/build their skills, you can use the material referenced below. Note that it can be used 1-1 with clients or in groups. When working with self-directed clients, you may also wish to give these references to them directly (note that they are included in the Participant Workbook for this workshop).

To access Circuit Coach, visit www.ccdf.ca and click on “Training” in the left hand column. Click on “Circuit Coach” (also in the left hand column) and then click on “Circuit Coach” again in the text box on your screen.

■ By clicking on “pick an issue” you can find relevant information and activities:

- **Planning**
 - Content: B1.1 Magnusson's 5P's of Planning
 - Tools and Activities: B1.1 Magnusson's 5P's of Planning
- **Educational Planning**
 - Content: C4: Helping with Educational Planning
 - Tools and Activities: C4: Helping with Educational Planning

- By clicking on “ready-to-use workshops” you will find a series of workshops on related themes. The workshop titled: **Increasing your Motivation: Laying the Foundation for Success** includes information and activities you may find particularly useful.

Workshop 2: Skills for Success

Optional Workshop Activity

This optional activity may be added to Workshop 2 (time permitting), may be used as a substitute activity or may be used 1-1 or in small groups as a follow up activity to Workshop 2.

Magnusson's 5P's of Planning

Time	Activity	Materials Needed
30 minutes	<p>Magnusson's 5P's of Planning</p> <p>Purpose</p> <ul style="list-style-type: none"> ○ <i>To enhance participant motivation and pride by tapping into their personal success stories</i> ○ <i>To identify the skills, knowledge, interest, values and beliefs associated with personal moments of pride.</i> <p>Activity (25 minutes)</p> <ul style="list-style-type: none"> ▪ Begin by reminding the group that we have already began today by talking about skills that they are proud of. Explain to the group that we are going to explore further the connection between pride, skills, motivation and success using Magnusson's 5P's of Planning, a 5 step planning process. ▪ Explain to the group that you will lead them through each step of the process starting with the first step PRIDE. <p>Step 1-Pride</p> <ul style="list-style-type: none"> ▪ Explain that Pride is the starting point in the planning process. Emphasize that the 5P model proposes that you focus on events where you have experienced pride. ▪ Ask all participants to take some time to think of something they did in the past year or so that made them feel proud of themselves. <p>▪ Refer participants to their Participant Workbooks (page 29). Ask participants to write down</p>	PW p. 29

Time	Activity	Materials Needed
	<p>the experience starting with I Felt Proud When..... Ask participants to take some time to describe the experience in some detail (in writing).</p> <p>Step2 – Passion</p> <ul style="list-style-type: none"> ▪ Invite the group to answer the following four questions about their Pride Experiences.(refer them to their Participant Workbook, page 30) <ul style="list-style-type: none"> ○ What skills or knowledge did you use within your pride experience? (SKILLS) ○ Why is this experience important to you? (VALUES) ○ What was enjoyable about this experience? (INTERESTS) ○ What belief or world view was upheld for you in this experience? (BELIEFS) ▪ Ask if they have any questions or need further clarification. ▪ Invite participants to form groups of three and, in their triads, discuss their responses to the 4 questions. ▪ Discuss in plenary if participants found the questions easy/difficult. Ask participants what personal dimensions each of these questions might be addressing? You may want to have the four questions on flipchart and record the associated dimensions (as above). ▪ Ask if these skills, values, interests and beliefs they identified through this activity are congruent and consistent with other prideful experiences in participant’s lives. Note that as they work through several pride experiences, they will begin to note reoccurring patterns in their sets of skills, values, beliefs and interests. ▪ Suggest that passion follows directly from pride. These personal dimensions are what generates our pride and represents our passions. This Passion is what sustains people and keeps them going. It is what enhances our motivation. ▪ Refer them to their “Experience Chart” in their Participant Workbook (page 31) and ask them to take a moment to fill in their own Chart. Review the Chart to see if anything obvious is missing. Add anything that has been left out. 	<p>PW p. 30</p> <p>PW p. 31</p>

Time	Activity	Materials Needed
	<p>Step 3 – Purpose</p> <ul style="list-style-type: none"> ▪ Note that the next step is purpose. Purpose follows passion. It is about seeking/creating options and opportunities that will enable them to express (at least some) of their passion. ▪ Ask participants, within their triads, to brainstorm several ways they might fulfill their passion with purpose. This could include enrolling in PSE, undertaking new learning, pursuing hobbies, engaging in social events, taking a course, volunteering or taking on new work. Encourage participants to take notes in their Participant Workbook (page 32). <p>Step 4- Performance</p> <ul style="list-style-type: none"> ▪ Explain that the next step is about action. Effective action requires skills and strategies. Therefore, performance can include a host of competencies such as: <ul style="list-style-type: none"> ○ Work search strategies ○ Developing work-specific skills ○ Developing self-management skills—whatever it takes to effectively fulfil the purpose ▪ Invite participants to list two or three action steps they might take toward realizing their purpose and list some of the associated skills they would need to do so. <p>Step 5- Poise</p> <ul style="list-style-type: none"> ▪ Note that the last step in the process – the last “P” is poise. Poise comes with practice and success. As individuals perform, they get better at what they do and start seeing results. When this happens often enough, confidence and grace begins to develop. This poise leads to new pride experiences, and the circle continues—the 5P process starts all over again! <p>Debrief</p> <ul style="list-style-type: none"> ▪ In plenary, discuss with the group how they found this process. Did they feel it was effective? What are the benefits, if any, from starting planning from a point of Pride. ▪ What did they learn from it? Do they see themselves using this process in the future? How might they use this process to help them with developing or moving towards realizing their learning goals? ▪ Conclude by emphasizing that this process is a continuous cycle. As their level of self-confidence and poise increases, they seek out new and fulfilling experiences that, in turn, give them a new sense of pride... and the cycle starts over again. We continue to grow and learn. 	<p>PW p. 32</p> <p>PW p. 33</p>

WORKSHOP #3: Planning Your Action and Arming Yourself with Allies

Time frame: 2 hours

Materials Needed

- ✓ Flipchart stands;
- ✓ Participant tent cards
- ✓ Felt pens/markers;
- ✓ Participant Workbooks
- ✓ Flipchart paper
- ✓ Workshop Evaluation Form
- ✓ Tape
- ✓ LCD projector and computer (optional)
- ✓ Long length of strong rope
- ✓ Snacks (optional)

Workshop Schedule

Time	Activity
30 minutes	<ul style="list-style-type: none"> ■ Welcome and Introductions ■ Icebreaker Activity ■ Workshop environment: Norms ■ Introduction to Participant Workbook ■ Housekeeping details ■ Session Objectives
30 minutes	<ul style="list-style-type: none"> ■ Action Planning
5	<ul style="list-style-type: none"> ■ Stretch
35 minutes	<ul style="list-style-type: none"> ■ Activity: Building A Circle of Support
15 minutes	<ul style="list-style-type: none"> ■ Activity: Ball of Rope
5 minutes	<ul style="list-style-type: none"> ■ Consolidation and Summary ■ Evaluation ■ End of Session

WORKSHOP #3: Planning Your Action and Arming Yourself with Allies

Detailed Facilitators Notes

Time	Activity	Material Needed
30 minutes	<p>Welcome & Introductions</p> <ul style="list-style-type: none"> ▪ Welcome participants to this session and introduce yourself. ▪ Point out that the title for this workshop series is “Living, Learning and Earning” – not just learning. If there are participants who have attended Workshops 1 or 2, invite their comments regarding why these three words are all important. ▪ Note that this workshop is about “Planning Your action and Arming Yourself with Allies.” Emphasize that it is about goal setting and action planning and building your resiliency by creating a network – or a team of allies that will help support you in reaching your goals. ▪ Note that we’ll be returning to this point, but that the first priority is to get to know one another. <p>Icebreaker Activity : Marooned (20 minutes) <i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To begin to get to know each other by exchanging information about ourselves</i> ○ <i>To begin to think of the kind of people we want on our” team” of allies</i> <ul style="list-style-type: none"> ▪ Introduce the exercise by telling the group that we are going to have some fun with introductions. Tell them that the exercise is called “Marooned” ▪ Invite the group to take a minute or two to think about this question: If you were marooned on a deserted island, which three people would you want with you? And why would you want each of them? Note that the people they choose can be people they know well or may be people they don’t know – public figures, historical figures or even imaginary people with particular qualities. ▪ Ask that each person introduce themselves and share their choices with the group, telling why they selected these particular people. 	PW p. 3

Time	Activity	Material Needed
	<p>Note to Facilitator: You may wish to begin with yourself.</p> <p>Debrief</p> <ul style="list-style-type: none"> ▪ Invite comments/observations. <ul style="list-style-type: none"> ○ Were there any surprised in the group? ○ Did they discover anything about themselves? ○ Did anybody have a question for another participant about their choices? ▪ Make the point that we all need support – during this simple exercise we started to think about what kinds of supports we would need on a deserted island and who might help meet these needs. ▪ Emphasize that creating a network of support is important in our everyday life as well, especially as we start new challenges. These networks of support change depending on our needs. The people we picked to be with on our deserted island may not necessarily be the people we would pick if we needed to organize a community event or were about to start a new program at school. ▪ Networks of support are not only important in meeting practical needs, but also help to nurture our ability to cope with new challenges, to be resilient and help us build connections within our communities. ▪ Make the point that as participants begin to look at PSE options (including community college, university, private vocational and apprenticeship), they will want to start to build their own circle of support (or allies) to help them reach their learning goals. Note that we'll come back to this. <p>Workshop Environment – Norms</p> <ul style="list-style-type: none"> ▪ Briefly describe the atmosphere we want to develop during this session. Note that we want to create an open learning environment that puts into practice the principles of adult education (valuing participants' experience, recognizing the characteristics of adults in a learning situation, etc.), is respectful and judges its success based on engagement, relevance and application. 	

Time	Activity	Material Needed
	<ul style="list-style-type: none"> ▪ Invite participants to think back to learning experiences they've had in the past. No doubt they can recall both really positive experiences and, perhaps, some not-so-positive ones too. What conditions helped and what conditions hindered their learning? Ask the group to volunteer the norms they'd like to see in place for this session in order to maximize their learning. ▪ Take up responses, recording them on a flipchart page and posting them on the wall where they will be visible for the whole session. Also stress that these norms are not static and that if for any reason they do not allow participants to attain the objectives of this session they can be readjusted at any time... it's an evolving process. ▪ Reinforce that we have a very short amount of time together and, therefore, the importance of respecting time. Ask participants to respect each other by returning from small group discussions on time. <p>Introduce Participant Workbooks</p> <ul style="list-style-type: none"> ▪ Note that their Participant Workbook includes information and handouts related to the workshop. Reinforce that participants may use their Workbooks for taking notes throughout the session. ▪ Encourage participants to use their Workbooks to jot down insights, questions, ideas that appeal to them or any ah-has they might experience over the next couple of hours. It belongs to them and them alone so they can use it in any way that will support their learning both during and after this session. <p>Housekeeping details</p> <ul style="list-style-type: none"> ▪ Quickly review the following details: <ul style="list-style-type: none"> ○ The session will be two hours in length – note specific times (i.e., 1 p.m. to 3 p. m.). ○ As the workshop is only two hours long, there won't be a formal break but there will be time to stretch and take a breather. ○ If providing snacks, mention where it will be set up and when participants can help themselves. ○ The washrooms are..... <p>Training Session Objectives</p>	<p>flipchart and tape</p> <p>Participant Workbooks</p>

Time	Activity	Material Needed
	<ul style="list-style-type: none"> ▪ Present participant with the session’s objectives. You may wish to have these on a flipchart paper and then displayed in view of the class: <ul style="list-style-type: none"> ○ To help participants develop an action plan to meet their learning goals. ○ To link the importance of support to resilience. ○ To assist participants to build their own circle of allies based on their range of unique needs and the people who might meet these needs. ○ To provide strategies to help participants establish their circle of allies and to nurture it over time. ▪ Ask if there are any questions about the workshop and its objectives and if the participants are ready to begin. 	<p>flipchart and tape</p> <p>PW p. 4</p>
30 minutes	<p>Action Planning</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ○ <i>To help participants describe their own sense of direction at this point in time and to plan their next steps to get to where they want to go.</i> <p>Activity</p> <ul style="list-style-type: none"> ▪ Prepare three flipcharts in advance and place them in different corners in the room. Write one of the following sentences on each flipchart: <ul style="list-style-type: none"> ○ My sense of direction is unclear now ○ My sense of direction needs some work ○ My sense of direction is solid for now ▪ Invite participants to think about their own sense of direction (with respect to their learning/PSE goals) and ask them to move to the flipchart that best reflects their current position. ▪ Invite the group at each flipchart to share their sense of direction and brainstorm a few of the challenges associated with their position. ▪ Have groups share their perspectives in plenary and invite comments from other groups. ▪ Ask participants to come back to their seats and go to their Participant Workbook (pages 5- 	<p>prepared flipcharts</p> <p>PW p. 5-10</p>

Time	Activity	Material Needed
	<p>10). They will find a series of possible next steps for each position. Emphasize that these sample action plans are not meant to be exhaustive. Encourage them to look at all the samples (not just the one that relates to their position). Also encourage them to think of other steps that they would need/want to take that aren't part of the samples and/or may be unique to them.</p> <ul style="list-style-type: none"> ▪ Reinforce that developing an action plan is a way for them to take charge and invest in themselves. ▪ Ask participants to begin to develop their own action plan using the blank form on page 11 of their Workbook. Emphasize that this is just a beginning – an opportunity to get down in writing their objective with respect to PSE and a few steps that might help them to move closer to achieving it. ▪ Give participants 10 minutes to review the sample plan that is relevant to them, as well as the other samples, and to begin to jot down some initial thoughts regarding their own plan on page 11. ▪ Note that for participants who have a sense of direction which is relatively clear, their objective will be clearer and their action plan steps will be related to achieving this. For those who are less clear or not clear at all, the objective might be related to further exploration or to achieving greater around what they want to do in life and what kind of PSE program they need to do it. For them, accordingly, their action steps will be focused on achieving this. ▪ Make the point that, while they are responsible for their own action plan and its execution, they may wish to discuss their plan with some people like their ACCESS worker, a family member or friend. ▪ Conclude in a plenary session, asking participants where they are and how successful they were in beginning to build a realistic action plan. ▪ Plant the seed that action plans are living documents, encouraging participants to return to their plan often and to use it for guidance and inspiration as they move toward achieving their 	<p>PW p. 11</p>

Time	Activity	Material Needed
	goals.	
10 minutes	<p>Resilience <i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To recognize that we need a range of personal resources to support success in life, learning and earning</i> <ul style="list-style-type: none"> ▪ Mention that for some participants this may be a review, but that you would like to revisit the concept of resilience. ▪ If some participants attended Workshop 2, invite them to share their understanding of resilience. Note that resilience is the quality that allows us to face stresses and challenges without giving up or being defeated. It allows us to keep moving in a positive direction while others get discouraged and give up. ▪ Make the point that there are skills and strategies that help us bounce back – and others that weigh us down and make us sink. Note that we’ll be briefly exploring what the research tells us about resilience and looking at tools that support resilience in learning. ▪ In Plenary ask participants to think back to a time or an experience that was stressful and/or challenging for them. Without having to reveal the experience ask them: <ul style="list-style-type: none"> ○ What has helped you to get through hardships, overcome challenges and stay positive and motivated? ▪ Capture their responses on flipchart. ▪ Make the point that resilience is potentially within everyone. Note that researchers have focused on understanding just what makes some people more resilient than others and they found a number of “protective factors” – factors that seem to buffer people and allow them to move through difficulty without being thrown off their chosen path ▪ Emphasize that while many protective factors have been highlighted, theorists/researchers generally agree that we can boil resilience down to three key factors: <ol style="list-style-type: none"> 1. Caring and supportive relationships; 2. Opportunities for meaningful participation in school and community; and 3. Having a person in your life who believes in your capacity to succeed. 	<p>PW p. 13</p> <p>flipchart</p> <p>PW p.14</p>

Time	Activity	Material Needed
	<ul style="list-style-type: none"> ▪ Take a moment to compare these three key factors to the participants list to see if there is a correlation. If there is a connection, make the necessary links for participants to see it. If the list does not include the three key factors, let the group know that we are going to develop some strategies that will address these key factors. ▪ Reinforce the importance of having people in your life that can support you to achieve your goals. Note that perhaps the most important way to build resilient learners is to have a network of supports helping them along the way. ▪ Note that in the next activity, we're going to build a circle to help us bounce back (or be resilient) and give us practical help if/when we encounter challenges. This circle will be made up of people who can assist us, encourage us and who believe in us. 	
5 minutes	<p>Stretch Note to Facilitator: Invite the group get up and do some stretching or walking around. You may want to lead them in a brief stretch or ask for a volunteer to lead the group in a stretch. Watch your time as the session is short.</p>	
35 minutes	<p>Activity: Building a Circle of Support <i>Purpose</i></p> <ul style="list-style-type: none"> ○ <i>To begin building a circle of circle of allies based on their range of needs and the people who might meet these needs</i> <ul style="list-style-type: none"> ▪ Note that many organizations have a Board of Directors. Typically, these are composed of people who are chosen strategically to provide specific support to the organizations (ex. lawyer, financial advisor, content expert, etc). Effective Boards also have people who are positive and believe in the value of the organization. ▪ Make the point that individuals can also benefit greatly from having their own Board of Directors (or Circle of Supports). Give an example of your own Circle of Supports or one for a fictional person. <p>Note to facilitator: Have a Circle of Support drawn on flipchart</p>	<p>PW p. 15</p> <p>prepared flipchart</p>

Time	Activity	Material Needed
	<ul style="list-style-type: none"> ▪ Note that different people will have different categories that are important to them at different times in their lives. For a student entering one of the four streams of PSE, they might need specific supports. Walk around the circle on flipchart, discussing why it is strategic to include each member and providing examples. Members may include: <ul style="list-style-type: none"> ▪ Someone who can advise/coach on how to manage money and make ends meet ▪ Someone who can assist with academic challenges ▪ Someone who is a really good problem solver and can help you think through messy situations to find a solution ▪ Someone who can encourage you and help you to stay motivated ▪ Someone who believes in you and has high expectations for you ▪ Ask participants if there are other members they may wish to include in their Circle of Support. Record responses right on the Circle of Support on the flipchart. ▪ Note that often an ally is someone we know well. Other times, however, they can be a stranger – someone with information and/or expertise we need. ▪ Mention that there are many people in the group, including yourself. Ask: How might they use each other to help build our Circle of Supports? Offer ideas on how you might be able to help participants build their Circle of Support. <p>Building A Circle of Supports</p> <ul style="list-style-type: none"> ▪ Encourage participants to reflect on their own future transition into a new learning program. Like anyone starting something new, they could benefit from a circle of supports. Some of their supports may well be in this room – others may be at home or in the community. ▪ Ask each participant to turn to page 17 in their Participant Workbook and fill in as many categories as they can around their own Circle of Supports. Have them record the names of supports and encourage them to be as specific as possible about the way they hope they can help. ▪ Reinforce that this activity can be challenging. Circulate around the room and provide support 	<p>PW p. 17</p>

Time	Activity	Material Needed
	<p>to any participants who seem to be struggling.</p> <p>Debrief</p> <ul style="list-style-type: none"> ▪ Invite comments on the experience of building a Circle of Supports. How easy/difficult was it? What are the benefits of doing it? ▪ Ask participants to consider what particular challenges they might face in building their Circle of Supports? Capture responses on the flipchart – Response might include issues of not knowing anyone, not having community contacts or being reluctant to approach people. Brainstorm with the group some strategies that could help meet these challenges. ▪ Note that supports can only help if they know that they are needed and have some idea of the kind of help being sought. In plenary, talk about how easy/difficult it might be to talk to supports in this way. Reinforce that people are typically honoured to be asked for this kind of support. ▪ Reinforce that our Circle of Supports changes over time as our needs change. Encourage participants to revisit their Circle from time to time. ▪ Reinforce that this room is filled with potential sources of support – their peers, their ACCESS worker... Many may already have included people in the room in their Circle of Supports. ▪ Have a discussion about the kinds of support they hope to have from each other and what they can do to ensure these are in place for them. ▪ Encourage participants to maintain the network which has been formed here and use it to sustain them in their learning/work. ▪ The next activity will reinforce that this group is also a circle of support. 	
25 minutes	<p>Ball of Rope</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> ○ <i>To provide a strong and lasting image to reinforce the fact that they are connected as peers and sharing a common experience;</i> ○ <i>To reinforce that they can be vital supports to one another as they move into their new</i> 	

Time	Activity	Material Needed
	<p><i>learning.</i></p> <ul style="list-style-type: none"> ▪ Note that this activity provides closure for this session and reinforces that they are surrounded by supports AND that they too are supports for others. ▪ Ask participants to form a large circle (standing). Holding a ball of nylon rope (thick), note that each participant will benefit from a strong circle of supports, but will also no doubt contribute to others' support networks. Invite each participant to think about what they have to offer as a support – it can be anything from their sense of humour, to knowing how to do a budget, from strong time management skills to a positive outlook. ▪ Begin by stating one thing you know you have to offer as a support. Ask if anyone standing across the circle from you is ready to catch the ball of rope and say one thing they have to offer. When someone has agreed, throw the ball of rope to them, but hold onto the end so there is a rope connecting you and them. They in turn will state one thing they have to offer as a support and then ask who is ready from across the circle to catch the ball next. Holding onto their end of the rope, they will throw the ball to the next person. This continues until everyone has had a chance to state one way they can contribute as a support. At this point, there will be a spider web of rope connecting every person in the circle. Note that this is a physical reminder that we are all connected, all benefit from supports and are all supports to others. <p>Note to Facilitator: For this next step, it is important that you have a minimum number of participants (recommended minimum is 8).</p> <ul style="list-style-type: none"> ▪ Ask participants to carefully lay the spider web on the floor. Ask for a volunteer who is willing to lie down on the spider web to test its strength. Once the volunteer is in place, make sure all the ends of the rope are being held (including the one the volunteer had been holding). On the count of three, have the group lift the spider web (along with the volunteer). ▪ Invite comments. Note how easy it was to lift the person. The spider web looks quite fragile, but it is deceptively strong. This is true of networks too. We often under-estimate the strength of our supports and their capacity to help us through challenging times. Invite comments and reflections. Reinforce how having supports, being a supporter and believing in the capacity of others to help are all critical pieces of succeeding. 	

Time	Activity	Material Needed
5 minutes	<p>Review, Evaluation and Closure</p> <p>Review</p> <ul style="list-style-type: none"> ▪ Briefly return to the session objectives and review how they have been achieved. ▪ Give participants a few moments to reflect on their learning (page 18 or their Workbook) and make any notes that would be meaningful to them. This may include recording contact information for allies within this group. ▪ Remind participants that their ACCESS worker is available to work with them individually in follow up to this workshop. ▪ Thank participants for their active engagement during the session, for sharing and for contributing to each other's learning. <p>Evaluation</p> <ul style="list-style-type: none"> ▪ Distribute the session evaluation and ask participants to hand it in as they leave ▪ Be at the door to say good bye to participants. 	<p>PW p. 4 PW p. 18</p> <p>Workshop Evaluation Form</p>

Additional References & Resources:

Circuit Coach (freely available online at www.ccdf.ca) offers activities and resources related to this workshop. If you are seeking more tools for use with clients on the theme of building their support network, you can use the material referenced below. Note that it can be used 1-1 with clients or in groups. When working with self-directed clients, you may also wish to give these references to them directly (note that they are included in the Participant Workbook for this workshop).

To access Circuit Coach, visit www.ccdf.ca and click on “Training” in the left hand column. Click on “Circuit Coach” (also in the left hand column) and then click on “Circuit Coach” again in the text box on your screen.

■ By clicking on “pick an issue” you can find relevant information and activities:

▪ **Building Relationships**

- Content: C2.2 Maintaining Momentum: Relationships
- Tools: C2.2 Create an Advisory Board

■ By clicking on “ready-to-use workshops” you will find a series of workshops on related themes. The workshop titled: **Six Degrees of Separation** includes information and activities you may find particularly useful.

Workshop 3: Planning Your Action and Arming Yourself with Allies

Optional Workshop Activity

This optional activity may be added to Workshop 3 (time permitting), may be used as a substitute activity or may be used 1-1 or in small groups as a follow up activity to Workshop 3.

Finding Supports from the Inside Out

Time	Activity	Material Needed
20 minutes	<p data-bbox="417 686 926 716">Finding Support from the Inside Out</p> <p data-bbox="417 753 533 782"><i>Purpose</i></p> <ul data-bbox="512 789 1654 987" style="list-style-type: none"> <li data-bbox="512 789 1654 849">○ <i>To provide networking strategies to help participants identify and search out possible allies and supports</i> <li data-bbox="512 855 1654 915">○ <i>To help participants to become aware of the range of relationships and connections they have and can call upon</i> <li data-bbox="512 922 1654 987">○ <i>To assist participants to think expansively and to be creative in identifying relationships and possible supports</i> <p data-bbox="417 1003 1524 1066">Note to facilitators. This is a good exercise for those participants who may think they have very few contacts or people who would potentially be in their Circle of Support.</p> <ul data-bbox="417 1122 1654 1416" style="list-style-type: none"> <li data-bbox="417 1122 1654 1252">▪ In introducing this activity remind participants that we all have many more contacts and relationships than we think. This next exercise will help them to identify the relationships they have and potentially reveal persons who may become allies and be willing to be in their Circle of Support. <li data-bbox="417 1273 1654 1336">▪ Mention that the title Finding Supports from the Inside Out refers to the fact that everything flows outward from the centre of the circle where each of us stands. <li data-bbox="417 1357 1654 1416">▪ On a flipchart draw a large circle with three increasingly smaller circles one inside the other. Place a point or star in the very centre of the innermost circle. Explain: 	<p data-bbox="1707 686 1871 716">PW p. 19-22</p> <p data-bbox="1707 1357 1833 1386"><i>Flip chart</i></p>

Time	Activity	Material Needed
	<ul style="list-style-type: none"> o In the centre of the circle, the star is you. It's you're head and heart. It represents your skills and knowledge (head) and values, beliefs and interests (heart). It is you and your goals for yourself. o The circle around head/heart, your star, represents your closest and most trusting relationships such as family, close friends and mentors. o The next ring includes colleagues, acquaintances, teachers, people you work with, people you have met through different activities in you life, people you know from playing sports, people in your community. These are people with whom you have a more casual relationship. o And finally the outside ring contains all those individuals whom you know, or could get to know; people who might have something in common with you, who you meet at the ACCESS centre or at school such as career or school counselors but who you may not necessarily have a relationship with. ▪ In Plenary on the flipchart begin by using yourself as an example and begin with inner most circles. Fill in some names and relate who the people are to you – Michel, my boyfriend; Julia, my best friend, Ricki my sister. ▪ Go to the next circle and fill names of colleagues and acquaintances or teachers you know and have a relationship with, Rashid, my ex-boss; Dr. Dy, my doctor; Ms. Roberts, my student counsellor. ▪ Finally, in the last circle ask the class for some ideas on people they may not know that well or have a relationship with but they might want to approach and get to know better, i.e., a professor they admire, their bank manager, their journey person, a class mate, etc... ▪ Refer participants to their Participant Workshop, page 21. Invite them to use the Blank Circle to start creating their own Circle of Contacts. Tell them to start by drawing the inner ring first and listing their closest contact, etc... Tell them to take about 15 minutes to work on their Circle of Contacts. ▪ As the group completes the exercise ask them how it was for them? Did they find they had 	

Time	Activity	Material Needed
	<p>more relationships than they thought? Did they find there were people they wanted to approach to start building a connection or relationship? How might they do this?</p> <ul style="list-style-type: none"> ▪ Tell them that as they approach people, they will be building more contacts and will have more names to enter in the various circles. ▪ Once we have identified these contacts the next step is moving toward building the Circle of Support. Suggest that they may want to start with the people closest to them. <ul style="list-style-type: none"> o you tell the people in the ring closest to the centre about your head and your heart o you let them know about building A Circle of Support/ A Board of Directors and why you want to do it. o they can help you connect to people they know and because they are interested in you, they will also keep your goals in mind when they talk to others o you continue talking about your goals to people you approach as you work your way through the outside rings o people will continue to share their contacts with you to help you make connections to others who can help you ▪ Conclude by asking the participants to identify one person in their inner Circle of Contacts who they will talk to in the next day or so about Building a Circle of Supports 	