



Living, Learning & Earning

Workshop 1 Creating the Future You Want

Participant Workbook



Developed by the Canadian Career Development Foundation

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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	<ul style="list-style-type: none">■ Activity: Preferred Future
2 minutes	<ul style="list-style-type: none">■ Stretch
30 minutes	<ul style="list-style-type: none">■ Activity: Self-Awareness<ul style="list-style-type: none">▪ Self-Awareness Wheel
28 minutes	<ul style="list-style-type: none">■ Activity: For Love and Money
10 minutes	<ul style="list-style-type: none">■ Consolidation and Summary■ Evaluation■ End of Session

Workshop Objectives

- To place education/career planning with the broader context of future planning
- To introduce you to tools and strategies that will help you to:
 - Increase your self-awareness
 - Become more aware of a range of career options that are congruent with your interests, values, personality traits, skills and resources
 - Use this awareness and self-knowledge to articulate and develop a vision for your “preferred future”
 - Explore action steps with respect to learning/working that will move you closer to your “preferred future”

Preferred Future

In order to build the future we want...

- We need to know about what's out there and possible in terms of viable options for learning and working
- 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 articulate our vision – in as much detail as possible.
- We need to have a plan (with as much detail as possible) about how to get there



The best way to have the future you want is to start imagining it now.

Do you believe this is true?

Preferred Future

Imagine yourself 10 years from now. In the best of all possible worlds, I would....

What stands out to you from your preferred future?

■ **WHERE**

Look around you. What do you see? Where are you? Are you in a particular city? Are you in the country? Where are you living? Look around. Are there any things you see that feel particularly important to you?

■ **WHO**

Who is with you? Do you have a partner? Do you have children? Are other family members nearby or far away? Do you have a circle of old friends? Do you have new friends? Who are you spending your time with? What are you doing together that matters to you?

■ **WORK**

What kind of work are you doing? What does your work day look like? Do you work alone? Do you work with others? Are you part of a team? What is your work setting like? Do you work in an office? Do you work outdoors? Are you working from your home? What are you enjoying about your work? What are you proud of?

■ **LEARNING**

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?

■ **FREE TIME**

How do you spend your free time? What do you especially enjoy?

■ **ME AS A PERSON**

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?

■ **MY BIG PICTURE**

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.

Preferred Future

If you prefer, use this space to illustrate your preferred future visually, using images:

Preferred Future

Think about the last time you engaged in any independent learning – learning that was not required, but rather that you chose to undertake.

So... what were your reasons? What motivated you to pursue this learning? Why did you engage in this learning?

Can you make any connections between your last independent learning project and your vision of your preferred future? How does it “fit”?

Every decision we make can be seen as moving us one step closer to our preferred future, even if sometimes we need to sidetrack for a while.

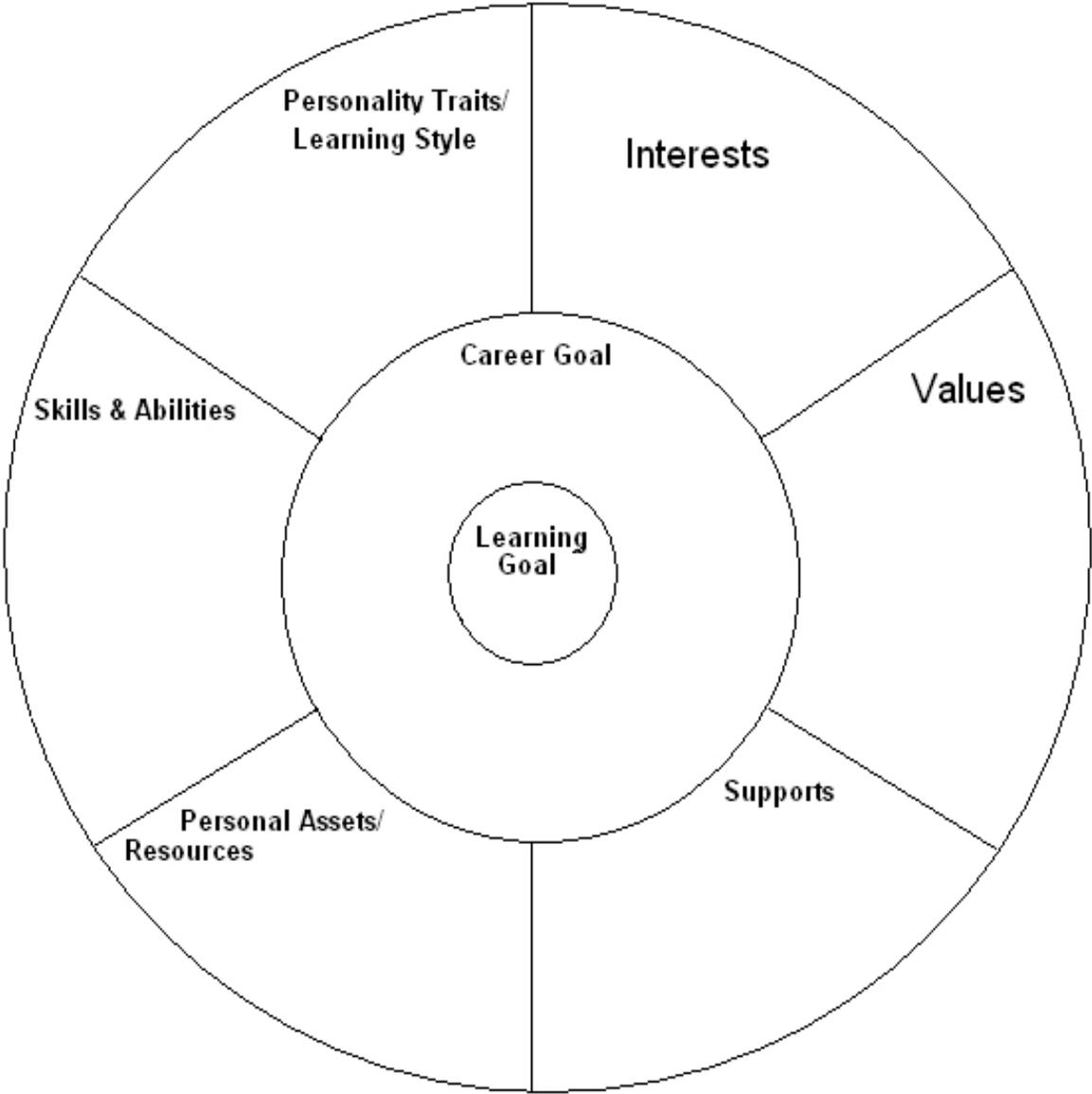
Self-Awareness

The #1 reason for leaving PSE or switching programs is a perceived lack of “fit” between oneself and their 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/0607-5/d060705a.htm>).

How can “fit” be checked?

The Self-Awareness Wheel

Adapted from: The Wheel developed by Dr. Norm Amundson and Gray Poehnell.



The Self-Awareness Wheel: Interests

Here are some examples of interests. They are all words or phrases that could be used to complete the sentence: **“I really like....”**

▪ The Arts	▪ Working with my hands	▪ Directing a group
▪ Theatre	▪ Helping others	▪ Reading
▪ Being in a group	▪ Meeting people	▪ Dancing
▪ Music	▪ Outdoors/Nature	▪ Travelling
▪ Public speaking	▪ Surfing the internet	▪ Shopping
▪ Writing	▪ Working with numbers	▪ Cooking
▪ Classifying things	▪ Having new experiences	▪ Politics
▪ Math	▪ Giving directions	▪ Discussing
▪ Fashion	▪ Planning activities	▪ Geography
▪ Animals	▪ Physical activities	▪ Literature
▪ History	▪ Scientific reports	▪ Cultural diversity
▪ International development	▪ Finding information	▪ Learning new things
▪ Selling	▪ Giving explanations	▪ Assembling things
▪ Biology	▪ Talking on the phone	▪ Meeting challenges
▪ Talking/Discussing with people	▪ Psychology	▪
▪ Chemistry	▪ Physics	▪
▪	▪	▪

The Self-Awareness Wheel: Values

Here are some examples of values. They are all words or phrases that could be used to complete the sentence: “I value....”

▪ Love/Friendship	▪ Harmony	▪ Prestige/Recognition
▪ Money	▪ Honesty/Sincerity	▪ Progress/Innovation
▪ Autonomy/Independence	▪ Humour	▪ Promoting Peace
▪ Beauty	▪ Integrity	▪ Human Relations
▪ Competition	▪ Justice	▪ Respect for self and others
▪ Physical comfort	▪ Freedom (to act and express views)	▪ Personal achievement
▪ Contributing to society	▪ Leisure/Having fun	▪ Health
▪ Creativity	▪ Loyalty	▪ Personal satisfaction
▪ Culture/Language	▪ Modesty	▪ Career security
▪ Reaching my full potential	▪ Optimism	▪ Belonging
▪ Education/Knowledge	▪ Order	▪ Social status
▪ Cooperation	▪ Openness	▪ Work
▪ The Environment	▪ Perseverance	▪ Variety/Change
▪ Excellence	▪ Punctuality	▪
▪ Family	▪ Power	▪
▪	▪	▪
▪	▪	▪

The Self-Awareness Wheel: Personality Traits/Style

Here are some words that describe personal style. They are all words or phrases that could be used to complete the sentence: “I am....”

▪ Hospitable/ Welcoming	▪ Curious	▪ Intuitive	▪ Realistic
▪ Active	▪ Determined	▪ Cheerful	▪ Reflective/ Thoughtful
▪ Ambitious	▪ Disciplined	▪ Loyal	▪ Reserved/Shy
▪ Likable	▪ Discrete	▪ Methodical	▪ Respectful
▪ Attentive	▪ Dynamic	▪ Careful	▪ Responsible
▪ Independent	▪ Emotional	▪ Optimistic	▪ A Dreamer
▪ Leading edge	▪ Energetic/ Enthusiastic	▪ Organized	▪ Sensible
▪ Adventurous	▪ Reliable	▪ Original	▪ Serious
▪ A Joker	▪ Demanding	▪ Open	▪ Helpful
▪ Calm	▪ Expressive	▪ Passionate	▪ Sociable
▪ Holistic	▪ Entrepreneurial	▪ Persevering	▪ A Loner
▪ Competitive	▪ Flexible	▪ Perceptive	▪ Spontaneous
▪ Confident	▪ Generous	▪ A Perfectionist	▪ Sympathetic
▪ Convincing	▪ Honest	▪ Patient	▪ Tolerant
▪ Courageous	▪ Innovative	▪ Positive	▪ Brave
▪ Creative	▪ Honourable	▪ Practical	▪
▪ Critical	▪ A Planner	▪	▪

The Self-Awareness Wheel: Skills & Abilities

Adapted from Careerscope, Norman E. Amundson, Gray Poehnell & Mark Pattern

Here are some words that describe personal style. They are all words or phrases that could be used to complete the sentence: “I see myself as...”

<p>▪ Administrative Skills</p> <p>Approving Arranging Cataloguing Classifying Compiling Filing Inspecting Organizing Recording Sending Sorting Tabulating</p>	<p>▪ Financial Skills</p> <p>Allocating Analyzing Appraising Auditing Budgeting Calculating Computing Estimating Evaluating Forecasting Managing Planning</p>	<p>▪ Physical Skills</p> <p>Assembling Building Cleaning Cultivating Cutting Driving Installing Lifting Measuring Operating Painting Repairing</p>
<p>▪ Teaching Skills</p> <p>Adapting Clarifying Coaching Communicating Coordinating Encouraging Evaluating Explaining Facilitating Informing Planning Stimulating</p>	<p>▪ Creative Skills</p> <p>Acting/performing Carving Cooking Decorating Designing Directing Generating Illustrating Inventing Painting Sewing Writing</p>	<p>▪ Service Skills</p> <p>Advising Answering Arranging Assisting Cleaning Collecting Delivering Explaining Preparing Selling Serving Showing</p>
<p>▪ Helping Skills</p> <p>Advocating Assessing Assisting Clarifying Coaching Counselling Demonstrating Educating Empathizing Facilitating Guiding Listening Mediating Nursing</p>	<p>▪ Research Skills</p> <p>Assessing Clarifying Collecting Diagnosing Evaluating Examining Extracting Inspecting Interpreting Interviewing Investigating Organizing Summarizing Theorizing</p>	<p>▪ Communication Skills</p> <p>Addressing Debating Drafting Editing Formulating Influencing Interpreting Moderating Motivating Negotiating Promoting Publicizing Speaking Translating</p>
<p>▪ Leadership/Management Skills</p> <p>Administer Analyze Assign Commit Coordinate Delegate Direct Evaluate Initiate Prioritize Risk Supervise Strategize Problem-solving</p>	<p>▪ Technical Skills</p> <p>Assemble Build Calculate Compute Design Devise Engineer Examine Maintain Navigate Operate Program Repair Solve Test Upgrade</p>	<p>▪ Other Skills/Abilities</p>

The Self-Awareness Wheel: Personal Assets

What personal resources/assets do you have that could help you achieve your goal?

- Financial (ex. savings, investments)

- Housing (ex. living at home, stable costs)

- Transportation (ex. own car)

- Education/Training (ex. relevant courses, certificates)

- Other

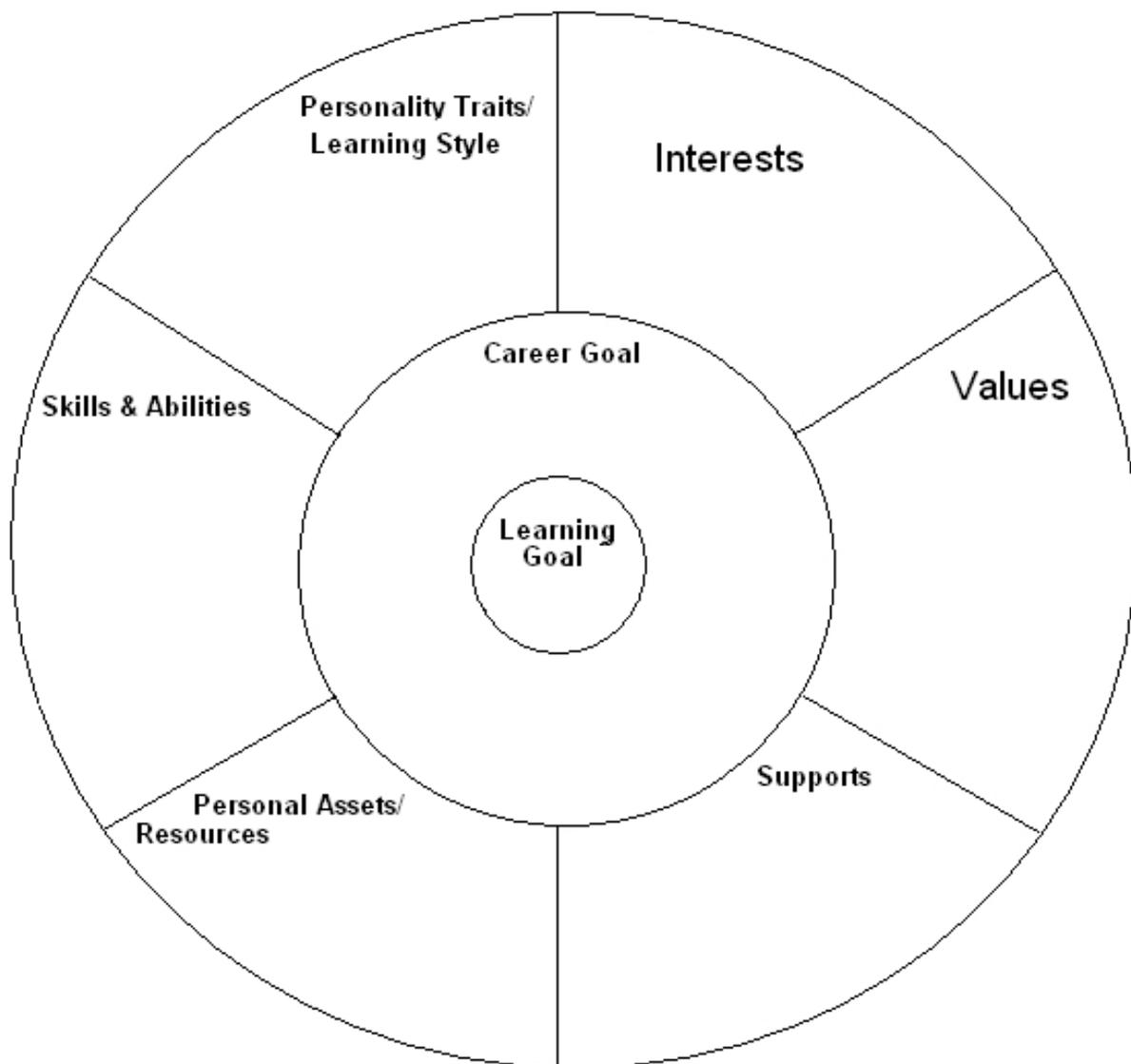
Are there any specific challenges/liabilities which could get in the way of your goal achievement?

The Self-Awareness Wheel: Supports

List the key people in your life who you can count on to support you in your goal achievement. Try to be as specific as possible about the kind of support you anticipate receiving from each.

Key People	Kind of Support Anticipated

The Self-Awareness Wheel: Personal Inventory



Ten Things You Love to Do/For Love & Money

10 Things You Love to Do	\$	A	P	✓
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I am happy that.....

I am not so happy that....

Ten Things You Love to Do/For Love & Money



Conclusion

What stands out to you from this workshop? What is your most important learning?

As you reflect on “Where to from here?” what are some additional steps (ex. information to collect, skills to build, research to conduct, experiences to have) which will move you closer to your preferred future with respect to learning and work?

OPTIONAL ACTIVITY

The Career/Life Project

Source: *Career Transitions: Choices and Strategies*. Danielle Riverin-Simard. Canadian Career Development Foundation, 1995.

On the next page, place a check mark beside any occupation which attracts you. Respond spontaneously. Don't worry about whether you have the training or the skills to do the occupation. You don't need to know why they attract you. Simply follow your interests. You can check as many occupations as you wish.

<input type="checkbox"/> Bus Driver	<input type="checkbox"/> Archivist
<input type="checkbox"/> Make-up Artist	<input type="checkbox"/> Psychologist
<input type="checkbox"/> Accountant	<input type="checkbox"/> Computer Specialist
<input type="checkbox"/> Gestural Interpreter (Sign Language)	<input type="checkbox"/> Sociologist
<input type="checkbox"/> Data Processing Analyst	<input type="checkbox"/> Claims Examiner
<input type="checkbox"/> Real Estate Agent	<input type="checkbox"/> Car Salesperson
<input type="checkbox"/> Hairdresser, Barber	<input type="checkbox"/> Human Resources Director
<input type="checkbox"/> Secretary	<input type="checkbox"/> Insurance Clerk
<input type="checkbox"/> Photographer	<input type="checkbox"/> Construction Inspector
<input type="checkbox"/> Economist	<input type="checkbox"/> Civil Engineering Technician
<input type="checkbox"/> Computer Operator	<input type="checkbox"/> Dramatic Arts Teacher
<input type="checkbox"/> Cleaner	<input type="checkbox"/> Customs Officer
<input type="checkbox"/> Beautician	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Interior Layout and Planning Assistant	<input type="checkbox"/> Group Leader
<input type="checkbox"/> Organizational Development Advisor	<input type="checkbox"/> Financial Investments Analyst
<input type="checkbox"/> Window Cleaner	<input type="checkbox"/> Writer
<input type="checkbox"/> Fire Prevention Inspector	<input type="checkbox"/> Labour Market Analyst
<input type="checkbox"/> Sales Clerk	<input type="checkbox"/> Robotics Technician
<input type="checkbox"/> Receptionist	<input type="checkbox"/> Tutor
<input type="checkbox"/> Industrial Design Technician	<input type="checkbox"/> Immigration Officer
<input type="checkbox"/> Waiter	<input type="checkbox"/> Nurses' Aide
<input type="checkbox"/> Data Processing Clerk	<input type="checkbox"/> Retirement Counsellor
<input type="checkbox"/> Welfare and Compensation Officer	<input type="checkbox"/> Environment Designer
<input type="checkbox"/> Electrical Engineer	<input type="checkbox"/> Travel Agent
<input type="checkbox"/> Butcher	<input type="checkbox"/> Evaluator
<input type="checkbox"/> Information Analyst	<input type="checkbox"/> Industrial Relations Counsellor
<input type="checkbox"/> Decorator	<input type="checkbox"/> Artist, Painter
<input type="checkbox"/> Employment Counsellor	<input type="checkbox"/> Nurse
<input type="checkbox"/> Invoicing Clerk	<input type="checkbox"/> Ambulance Driver
<input type="checkbox"/> Electrician	<input type="checkbox"/> Director of a Leisure Establishment
<input type="checkbox"/> Door Attendant	<input type="checkbox"/> Audio-visual Technician
<input type="checkbox"/> Taxation Clerk	<input type="checkbox"/> Insurance Broker
<input type="checkbox"/> Car Driving Instructor	<input type="checkbox"/> Physical Education Teacher
<input type="checkbox"/> Fashion Designer	<input type="checkbox"/> Security Guard
<input type="checkbox"/> Geologist	<input type="checkbox"/> Colour Counsellor
<input type="checkbox"/> Filing Clerk	<input type="checkbox"/> Cashier
<input type="checkbox"/> Doctor	<input type="checkbox"/> Dental Technician
<input type="checkbox"/> Dental Hygienist	<input type="checkbox"/> Systems Analyst
<input type="checkbox"/> Anesthetist	<input type="checkbox"/> Postal Clerk
<input type="checkbox"/> Medical Archivist	<input type="checkbox"/> Hotel Manager
<input type="checkbox"/> Electronic Systems Inspector	<input type="checkbox"/> Training Course Instructor Within Firms
<input type="checkbox"/> Auto Mechanic	
<input type="checkbox"/> Actuary	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Specialized Educator	

The Career/Life Project

On the next page, you'll find a table with two columns. Under the first column (titled Groups), 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 put together? You can put one occupation in more than one grouping if you wish.

Still on the next page, write down in the next column (titled Reasons) your reasons for each grouping of occupations. What does the grouping represent to you? What theme connects the occupations in the group? There is no right or wrong answer here. Each person will have their own unique reasons for combinations.

Next, still on the same page, prioritize your reasons. Order them according to the importance of the reason to you and to your career development. This can be challenging, but try to get a sense of the relative importance of each reason.

The Career/Life Project

Group	Reason

The Career/Life Project

Finally, below, try to capture in 2-4 sentences 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 their purpose or mandate. How would you put all your reasons together into a personal career-life mission statement?

My Career-Life Mission Statement



The Career/Life Project

Additional References & Resources

Circuit Coach (freely available online at www.ccdf.ca) offers activities and resources related to 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.

Notes:



Living, Learning & Earning

Workshop 2 Skills for Success

Participant Workbook



Developed by the Canadian Career Development Foundation

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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
20 minutes	<ul style="list-style-type: none"> ■ Activity: The Hero Within
35 minutes	<ul style="list-style-type: none"> ■ Activity: A Pride Experience
20 skills	<ul style="list-style-type: none"> ■ Activity: Dependable Skills – Resiliency
25 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

Workshop Objectives

- To draw out and celebrate the skills you already have that you can depend on.
- To demonstrate how many of our skills are transferable, supporting success in more than one life situation.
- To help you to build specific skills to support your success in PSE and beyond.

The Hero Within

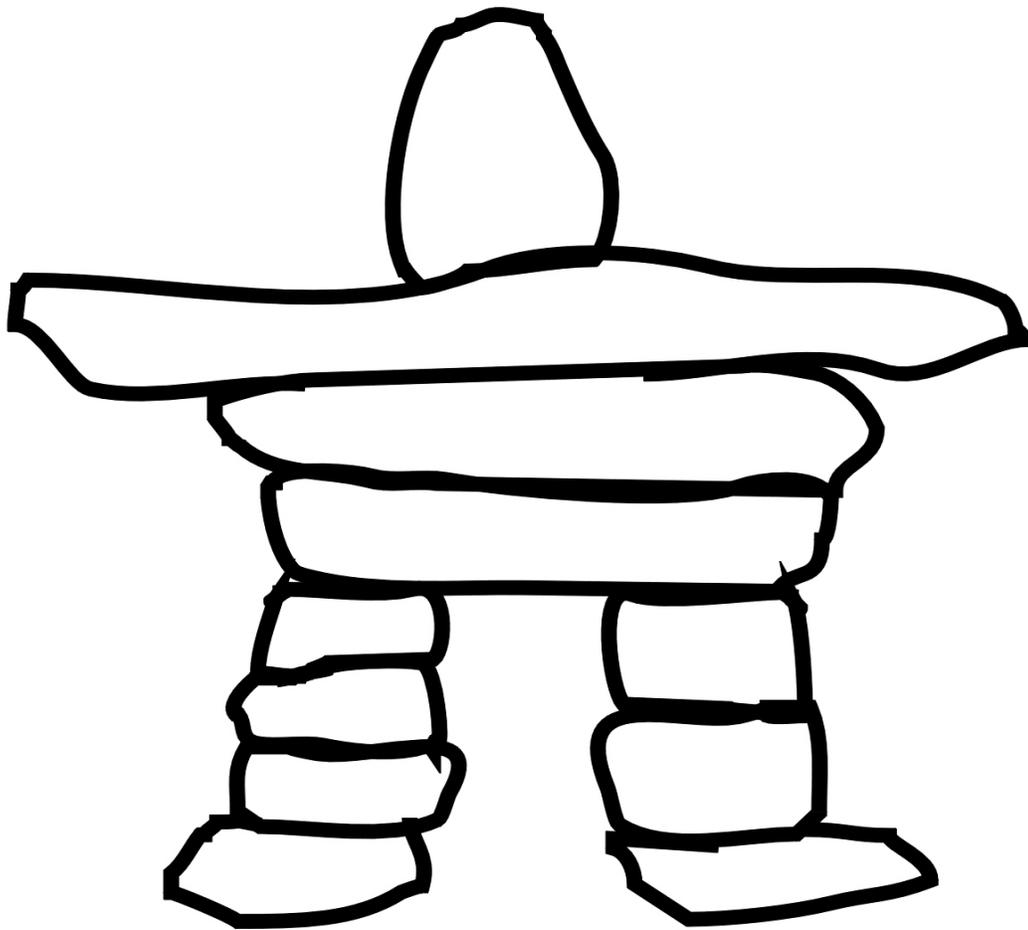
Think about someone you really respect and admire. It may be someone you know personally (like a family member or someone in your community) or it may be someone you only know from a distance (like a political activist, author or musician). Choose someone who is meaningful and inspiring to you.

Think about the qualities that you most respect and admire about that person. What makes this person someone who inspires you?

The Hero Within

On each stone of this Inuksuk, write a quality that you respect in the person you've chosen.

INUKSHUK



The Inukshuk is a stone monument guiding travelers in northern Canada. It acts as a symbol of greeting and direction.

The Hero Within

You cannot appreciate qualities in others unless you embrace them yourself. In some cases, these qualities may be well developed in you. In others, you may be just beginning to try to build these qualities in yourself, but the seeds are there.

Write "I AM" at the top of your Inuksuk, claiming the qualities you admire in another as qualities that you also have or are building in yourself.

Can you think of any ways that you demonstrate these qualities already in your life?

**The Inuksuk is your reminder of the hero
already within you.**

Transferable Skills

Specific or specialized skills:

Generic or Transferable skills

Pride Experience

Describe a situation (current or past) which you enjoyed, felt you did well and take pride in. Include as much detail:

- What did you do?
- What steps were involved?
- What challenges were there?
- How did you overcome these challenges?
- What special touches did you bring to the situation?
- Looking back on it (or reflecting on a current situation) what stands out to you as the part that makes you feel most proud?

Identity some of the transferable skills you demonstrate through this situation.

Transferable Skills

- | | |
|---|--|
| <ul style="list-style-type: none">• Communicating orally• Writing well• Interpreting information• Analyzing• Creative• Decision Making• Adapting to new situations• Explaining clearly• Thinking Ahead• Calculating numbers• Operating Equipment• Working with your hands• Recording data• Setting goals• Learning quickly• Good people skills• Energetic• helpful:• trustworthy• Efficient• Organizing• Delegating• Assembling things• Taking instructions• Motivating others• Serving customers• Dependable• Flexible• Self-assured• Supervising others• Time management• Trouble-shooting• Problem solving• Handling complaints• Listening well• Punctual• Precise• Resourceful• Detail-oriented• Researching• Remembering things well• Observing• Repairing things well | <ul style="list-style-type: none">• Speaking a foreign language• Budgeting• Managing money• Evaluating• Synthesizing information• Conflict resolution• Coaching• Counseling• Designing• Editing• Presenting in public• Dancing• Performing• Drawing• Multi-tasking• Meeting deadlines• Handling pressure• Focused• Disciplined• Results-oriented• Team player• Self-motivated• Goal oriented• Willing to learn• Collaborating• Instructing• Teaching• Accurate• Computer literacy• Coordinating events• Estimating• Interviewing• Interpersonal skills• Scheduling• Corresponding• Summarizing• Initiating• Conducting meetings• Directing others• Reading• Creating new ideas |
|---|--|

Resilience

Like a rubber ball....

Resilience is the capacity to “bounce back” from setbacks, challenges and disappointments and to keep moving in a positive direction toward your preferred future.

- Based on your own previous life experience, what has helped you bounced back after a difficult situation?

- Where did your motivation to stand back up on your feet again come from?

Study Skills

Key study skills essential to all four streams of PSE.

- Time management
- Listening (to instructions)
- Memory/Concentration
- Managing anxiety
- Reading
- Note taking
- Writing

Study Skills – Time Management

It sounds obvious, but many people don't sit down and organize their time using an agenda. Use the following to plan your time, being sure enough time is reserved to achieve your priority tasks from the previous page. Don't forget to allow for time not directly related to studying (ex. sleeping, meals, exercise, family/friends, personal care/grooming, transportation, relaxing, socializing).

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 AM							
9 AM							
10 AM							
11 AM							
NOON							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							
11 PM							

Study Skills – Time Management

Time Scheduling Suggestions (from <http://www.ucc.vt.edu/stdysk/htimesug.html>)

Time scheduling will not make you a perfectly efficient person. Very few people can rigorously keep a detailed schedule day after day over a long period of time. In fact, many students who draw up a study schedule and find themselves unable to stick to it become impatient and often give up the scheduling idea completely.

The following method of organizing time has been helpful to many students and does not take much time. It is more flexible than many methods and helps the student to establish long term, intermediate and short term time goals.

1. Long Term Schedule

Construct a schedule of your fixed commitments only. These include only obligations you are required to meet every week, e.g., job hours, classes, church, organization meetings, etc.

2. Intermediate Schedule - One per week

Now make a short list of MAJOR EVENTS and AMOUNT OF WORK to be accomplished in each subject this week. This may include non-study activities. For example:

Quiz Wednesday
Paper Tuesday
Ball game Tuesday night
Finish 40 pages in English by Friday
Finish 150 pages in History by Friday

These events will change from week to week and it is important to make a NEW LIST FOR EACH WEEK. Sunday night may be the most convenient time to do this.

3. Short Term Schedule - One per day

On a small note card each evening before retiring or early in the morning make out a specific daily schedule. Write down specifically WHAT is to be accomplished. Such a schedule might include:

Wednesday

8:00 - 8:30 Review History
9:30 - 10:30 Preview Math and prepare for Quiz
4:45 Pick up cleaning on way home
7:00 - 10:15 Chapters. 5, 6 (History)
10:30 Phone calls

CARRY THIS CARD WITH YOU and cross out each item as you accomplish it. Writing down things in this manner not only forces you to plan your time but in effect causes you to make a promise to yourself to do what you have written down.

Study Skills – Listening to Instructions

Good Listening In Class

(From <http://www.how-to-study.com/GoodListeningInClass.htm>)

It is important for you to be a good listener. In many learning situations, much of what you will have to learn will be presented verbally by your instructors. Just hearing what they say is not the same as listening to what they say. Listening is a cognitive act that requires you to pay attention, think about and mentally process what you hear.

Here are some tips to help you be a good listener in class.

- **Be Cognitively Ready to Listen When You Come to Class.** Make sure you complete all assigned work and readings. Review your notes from previous class sessions. Think about what you know about the topic that will be covered in class that day.
- **Be Emotionally Ready to Listen When You Come to Class.** Your attitude is important. Make a conscious choice to be committed to learning all that you can.
- **Listen with a Purpose.** Identify what you expect and hope to learn from the class session. Listen for these things as your instructor talks.
- **Listen with an Open Mind.** Be receptive to what your instructor says. It is good to question what is said as long as you remain open to points of view other than your own.
- **Be Attentive.** Focus on what your instructor is saying. Try not to daydream and let your mind wander to other things. It helps to sit in the front and center of the class, and to maintain eye contact with your instructor.
- **Be an Active Listener.** You can think faster than your instructor can speak. Use this to your advantage by evaluating what is being said and trying to anticipate what will be said next. Take good written notes about what your instructor says. While you can think faster than your instructor can speak, you cannot write faster than they can speak. Taking notes requires you to make decisions about what to write, and you have to be an active listener to do this.
- **Meet the Challenge.** Don't give up and stop listening when you find the information being presented difficult to understand. Listen even more carefully at these times and work hard to understand what is being said. Don't be reluctant to ask questions.
- **Triumph Over the Environment.** The classroom may too noisy, too hot, too cold, too bright, or too dark. Don't give in to these inconveniences. Stay focused on the big picture - LEARNING.

Study Skills – Note Taking

Note Taking Tips (From <http://www.how-to-study.com/taking-notes-in-class.htm>)

Taking good notes is a three-stage process in which there are certain things you should do **before** class, **during** class, and **after** class. Here are the three stages of note-taking and what you should do during each stage.

1. Get Ready to Take Notes (Before Class)

- Review your notes from the previous class session before you come to class. This will help you remember what was covered and get you ready to understand new information your instructor provides.
- Complete all assigned readings before you come to class. Your instructor will expect that you have done this and will use and build upon this information.
- Bring all note-taking materials with you to class. Have several pens and pencils as well as your notebook.

2. Take Notes (During Class)

- Keep your attention focused on what your instructor is saying. Listen for “signal statements” that tell you that what your instructor is about to say is important to write in your notes. Examples of signal statements are “The most important point...” and “Remember that . . .” “Be sure to include in your notes information that your instructor repeats or writes on the chalkboard.
- Write quickly so that you can include all the important information in your notes. Do this by writing abbreviated words such as med for medicine, using symbols such as % for percent, and writing short sentences.
- Place a “?” next to information you write in your notes, but about whose meaning you are not sure.

3. Rewrite Your Notes (After Class)

- Rewrite your notes to make them more complete by changing abbreviated words into whole words, symbols into words, and shortened sentences into longer sentences.
- Make your notes more accurate by answering any questions you had when writing your notes in class. Use your [textbook](#) and [reference sources](#) to obtain the information you need to answer your questions. If necessary, ask your instructor or other students for help.
- Check with other students to be sure you did not leave out important information.

Study Skills – Memory/Concentration

Using Memory Effectively (From <http://www.studygs.net/memory/>)

The following techniques and exercises use associations with letters, images, maps, etc to help you remember. As you proceed through this list of techniques, try to think of strategies that would be useful to you! Some people use letters, some images, even songs. Each depends on how comfortable you are with, or how useful they are to, your way of thinking!

1. **Acronyms: An acronym** is an invented combination of letters. Each letter is a cue to, or suggests, an item you need to remember.

PEMDAS, sequence in solving or evaluating math equations
Parenthesis | Exponents | Multiplication | Division | Addition | Subtraction

ROY G. BIV, the colors of the visible spectrum
Red, Orange, Yellow, Green, Blue, Indigo, Violet

IPMAT, the stages of cell division
Interphase, Prophase, Metaphase, Anaphase, Telephase

2. **An acrostic** is an invented sentence or poem with a first letter cue:
The first letter of each word is a cue to an idea you need to remember.

**Please Excuse My Dear Aunt Sally (PEMDAS, above)
Sequence in solving or evaluating math equations
Parenthesis | Exponents | Multiplication | Division | Addition | Subtraction**

**Every Good Boy Deserves Fun
An acrostic for remembering a sequence of musical notes (G-clef notes on sheet music)--E, G, B, D, F**

3. **Rhyme-Keys: (for ordered or unordered lists):** First, memorize key words that can be associated with numbers.

Example: bun = one; shoe = two, tree = three, door = four, hive = five, etc.
Create an image of the items you need to remember with key words.

Four basic food groups-- dairy products; meat, fish, and poultry; grains; and fruit and vegetables

Think of cheese on a bun (one), livestock with shoes on (two), a sack of grain suspended in a tree (three), a door to a room stocked with fruits and vegetables (four)

Study Skills – Memory/Concentration

Using Memory Effectively – continued (From <http://www.studygs.net/memory/>)

- 4. The Method of Loci: (for approximately twenty items):** Select any location that you have spent a lot of time in and know well. This is good for kinaesthetic learners!

Imagine yourself walking through the location, selecting clearly defined places--the door, sofa, refrigerator, shelf, etc. Imagine yourself putting objects that you need to remember into each of these places by walking through this location in a direct path.

Again, you need a standard direct path and clearly defined locations for objects to facilitate the retrieval of these objects.

George Washington, Thomas Jefferson, and Richard Nixon, you could imagine walking up to the door of your location and seeing a dollar bill stuck in the door; when you open the door Jefferson is reclining on the sofa and Nixon is eating out of the refrigerator.

- 5. The Keyword Method: (for foreign language vocabulary)**

First, after considering the foreign word you need to remember, select a key word in English that sounds like the foreign word. Next, imagine an image which involves the key word with the English meaning of the foreign word.

For example, consider the Spanish word "cabina" which means "phone booth." For the English keyword, you might think of "cab in a" You could then invent an image of a cab trying to fit in a phone booth. When you see the word "cabina" on the test, you should be able to recall the image of the cab and you should be able to retrieve the definition "phone booth."

- 6. The Image-Name Technique: (for remembering names)**

Simply invent any relationship between the name and the physical characteristics of the person. For example, if you had to remember Shirley Temple's name, you might ingrain the name in memory by noticing that she has "curly" (rhymes with Shirley) hair around her temples.

- 7. Chaining: (for ordered or unordered lists)**

Create a story where each word or idea you have to remember cues the next idea you need to recall. If you had to remember the words Napoleon, ear, door, and Germany, you could invent a story of Napoleon with his ear to a door listening to people speak in German.

Study Skills – Memory/Concentration

Tips for Concentrating When Studying (From <http://www.studygs.net/concen.htm>)

Concentration is the ability to direct your thinking. **The art or practice of concentration**, no matter if studying biology or playing pool, is to focus on the task at hand and eliminate distraction. We all have the ability to concentrate -- sometimes. Think of the times when you were "lost" in something you enjoy: a sport, playing music, a good game, a movie – total concentration. **But at other times,**

- Your mind wanders from one thing to another
- Your worries distract you
- Outside distractions take you away before you know it
- The material is boring, difficult, and/or not interesting to you.

These tips may help:

What you can control in your studies:

- **"Here I study"**
 - Get a dedicated space, chair, table, lighting and environment
 - Avoid your cell phone or telephone
 - Put up a sign to avoid being disturbed or interrupted
 - If you like music in the background, OK, but don't let it be a distraction. (Research on productivity with music versus without music is inconclusive)
- **Stick to a routine, efficient study schedule**
 - Accommodate your day/night-time energy levels
 - Set goals and manage your time
- **Focus**
 - Before you begin studying, take a few minutes to summarize a few objectives, gather what you will need, and think of a general strategy of accomplishment
- **Incentives**
 - Create an incentive if necessary for successfully completing a task, such as calling a friend, a food treat, a walk, etc.
 - For special projects such as term papers, design projects, long book reviews, set up a special incentive
- **Change topics**
 - Changing the subject you study every one to two hours for variety
- **Vary your study activities**
 - Alternate reading with more active learning exercises
 - If you have a lot of reading, try the [SQ3R method](#) (more on this available in this website)
 - Ask yourself how you could increase your activity level while studying? Perhaps a group will be best? Creating study questions? Ask your instructor for alternative strategies for learning. The more active your learning, the better.
- **Take regular, scheduled breaks that fit you**
 - Do something different from what you've been doing (e.g., walk around if you've been sitting), and in a different area
- **Rewards**
 - Give yourself a reward when you've completed a task

Study Skills – Memory/Concentration

Tips for Concentrating When Studying (From <http://www.studyqs.net/concen.htm>)

Best Practices:

You should notice improvement in a few days - But like any practice, there will be ups, levels, and downs. **It will benefit other activities you do!**

Be Here Now: This deceptively simple strategy is probably the most effective. When you notice your thoughts wandering astray, say to yourself "*Be here now*" and gently bring your attention back to where you want it. **For example:** You're studying and your attention strays to all the other homework you have, to a date, to the fact that you're hungry. Say to yourself "*Be here now*" Focus back on subject and maintain your attention there as long as possible. When it wanders again, repeat "*Be here now*" and gently bring your attention back, and continue this practice, repeatedly. It will work!

Do not try to keep particular thoughts out of your mind. For example, as you sit there, close your eyes and think about anything you want to for the next three minutes except cookies. Try not to think about cookies...When you try not to think about something, it keeps coming back. ("I'm not going to think about cookies. I'm not going to think about cookies.")

You might do this hundreds of times a week. Gradually, you'll find that the period of time between your straying thoughts gets a little longer every few days. So be patient and keep at it. You'll see some improvement!

Worry or Think Time: Research has proven that people who use a worry time find themselves worrying 35 percent less of the time within four weeks.

1. **Set aside a specific time each day to think about** the things that keep entering your mind and interfering with your concentration.
2. **When you become aware of a distracting thought**, remind yourself that you have a special time to think about them,
3. **Let the thought go**, perhaps with "*Be here now*,"
4. **Keep your appointment** to worry or think about those distracting issues

For example, set 4:30 to 5 p.m. as your worry/think time. When your mind is side-tracked into worrying during the day, remind yourself that you have a special time for worrying. Then, let the thought go for the present, and return your focus to your immediate activity.

Tallying your mental wanderings: Have a 3 x 5 inch card handy. Draw two lines dividing the card into three sections. Label them "morning," "afternoon," and "evening."

Each time your mind wanders, make a tally in the appropriate section. Keep a card for each day. As your skills build, you'll see the number of tallies decrease

Study Skills – Memory/Concentration

Tips for Concentrating When Studying (From <http://www.studygs.net/concen.htm>)

Maximize your energy level

When is your energy level at its highest? When are your low energy times? Study your most difficult courses at your high energy times. Sharpest early in the evening? Study your most difficult course then. Later in the evening? Work on your easier courses or the ones you enjoy the most.

Most students put off the tough studies until later in the evening when they become tired, and it is more difficult to concentrate. Reverse that. Study hard subjects at peak energy times; easier ones later. This alone can help to improve your concentration

Visualize

As an exercise before you begin studying, think of those times when concentration is not a problem for you--no matter what situation. Now try to feel or image yourself in that situation. Recapture that experience immediately before your studies by placing yourself in that moment. Repeat before each study session.

Portions adapted with permission from

Help Yourself. <http://www.k-state.edu/counseling/concentr.html> University Counseling Services, Kansas State University.

Study Skills – Writing

Ten Steps to Writing a Good Paper (From <http://www.how-to-study.com/writing-a-research-paper.htm>).

To write a good research paper, you must be specific about your topic, know what you want to say, and say it effectively. Following these ten steps will help you write a good research paper.

- **Step 1. Choose Your Topic.** When choosing a topic, choose one in which you are interested, and for which there is enough information. If your topic is too broad, you will have difficulty completing your paper. “The Effects of Pollution” is too broad because there are so many effects of pollution. “The Effects of Pollution on Geese in the Northeast Section of Duluth, Minnesota” is too narrow. You are not likely to find much information that is this specific. “The Effects of Pollution in Yosemite National Park” is just about right as a topic.
- **Step 2. Locate Information.** Use information from a variety of reference sources. These sources include encyclopedias, almanacs, scholarly journals, books, magazines, and newspapers. Find these sources in print form, on CD-ROMS, and on the Internet.
- **Step 3. Prepare Bibliography Cards.** Prepare bibliography cards to document the sources of information you use when writing your paper. Your library will have style manuals to illustrate how to prepare bibliography cards for various sources of information.
- **Step 4. Prepare Note Cards.** Use note cards to record notes from each source you use when writing your paper. Number your note cards to keep track of them.
- **Step 5. Prepare an Outline.** Write an outline for your paper by organizing your notes from the note cards into topics, subtopics, details, and sub-details. Use an organization such as:
 - Topic
 - Subtopic
 - detail
 - subdetail
- **Step 6. Write A Rough Draft.** Use your note cards and outline to write a rough draft of your paper. As you write your draft, use numbered footnotes to credit sources from which you take quotations or major ideas.
- **Step 7. Revise Your Rough Draft.** Make any changes needed to be sure your ideas are clearly expressed and your writing has accurate spelling and grammar.

Study Skills – Writing

- Step 8. Prepare Your Bibliography. At the end of your paper, provide a list of all the sources you used to gather information for the paper. Your bibliography cards will provide this information. List your sources in alphabetical order by the first word on each of your bibliography cards.

- Step 9. Prepare a Title Page and Table of Contents. The title page is the first page of the paper. It should include the title of your paper, your name, and the date on which the paper is due. The table of contents is the second page. It should list the main topics, important subtopics, and the page on which each is introduced in your paper.

- Step 10. Final Checklist. Before handing in your paper, be sure you can answer “Yes” to each of the following questions.
 - Did I include a title page?
 - Did I include a table of contents?
 - Did I number all pages correctly?
 - Did I provide footnotes for quotations and major sources of information?
 - Did I include a bibliography?
 - Did I keep a second copy for my files?

Study Skills – Managing Anxiety

From: <http://www.how-to-study.com/testanxiety.htm>.

WHAT IS TEST ANXIETY?

Too much anxiety about a test is commonly referred to as test anxiety. It is perfectly natural to feel some anxiety when preparing for and taking a test. In fact, a little anxiety can jump start your studying and keep you motivated. However, too much anxiety can interfere with your studying. You may have difficulty learning and remembering what you need to know for the test. Further, too much anxiety may block your performance during the test. You may have difficulty demonstrating what you know during the test.

HOW DO I KNOW IF I HAVE TEST ANXIETY?

You probably have test anxiety if you answer YES to four or more of the following:

1. I have a hard time getting started studying for a test.
2. When studying for a test, I find many things that distract me.
3. I expect to do poorly on a test no matter how much or how hard I study.
4. When taking a test, I experience physical discomfort such as sweaty palms, an upset stomach, a headache, difficulty breathing, and tension in my muscles.
5. When taking a test, I find it difficult to understand the directions and questions.
6. When taking a test, I have difficulty organizing my thoughts.
7. When taking a test, I often “draw a blank.”
8. When taking a test, I find my mind wandering to other things.
9. I usually score lower on a test than I do on assignments and papers.
10. After a test, I remember information I couldn't recall during the test.

WHAT CAN I DO ABOUT TEST ANXIETY?

Here are some things you can do *before*, *during*, and *after* a test to reduce your test anxiety.

1. Use good study techniques to gain cognitive mastery of the material that will be covered on the test. This mastery will help you to approach the test with confidence rather than have excessive anxiety. Employ the tips we provide at [Preparing to Study](#).
2. Maintain a positive attitude as you study. Think about doing well, not failing. Think of the test as an opportunity to show how much you have learned.
3. Go into the test well rested and well fed. Get enough sleep the night before the test. Eat a light and nutritious meal before the test. Stay away from junk foods.
4. Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self-statements such as “I can do this.”
5. Follow a plan for taking the test such as the DETER strategy we describe at [A Strategy for Taking Tests](#). Don't panic even if you find the test difficult. Stay with your plan!
6. Don't worry about other students finishing the test before you do. Take the time that you need to do your best.
7. Once you finish the test and hand it in, forget about it temporarily. There is nothing more you can do until the graded test is returned to you. Turn your attention and effort to new assignments and tests.
8. When the graded test is returned to you, analyze it to see how you could have done better. Learn from your mistakes and from what you did well. Apply this knowledge when you take the next test. You have to know the material to do well on a test. You have to control test anxiety to show what you know.

Study Skills – Reading

The SQRW Strategy for Reading Textbooks Effectively (From <http://www.how-to-study.com/pqr.htm0>)

SQRW is a four-step strategy for reading and taking notes from chapters in a textbook. Each letter stands for one step in the strategy. Using SQRW will help you to understand what you read and to prepare a written record of what you learned. The written record will be valuable when you have to participate in a class discussion and again when you study for a test. Read to learn what to do for each step in SQRW.

Survey. Surveying brings to mind what you already know about the topic of a chapter and prepares you for learning more. To survey a chapter, read the title, introduction, headings, and the summary or conclusion. Also, examine all visuals such as pictures, tables, maps, and/or graphs and read the caption that goes with each. By surveying a chapter, you will quickly learn what the chapter is about.

Question. You need to have questions in your mind as you read. Questions give you a purpose for reading and help you stay focused on the reading assignment. Form questions by changing each chapter heading into a question. Use the words *who*, *what*, *when*, *where*, *why*, or *how* to form questions. For example, for the heading "Uses of Electricity" in a chapter about how science improves lives, you might form the question "What are some uses of electricity?" If a heading is stated as a question, use that question. When a heading contains more than one idea, form a question for each idea. Do not form questions for the Introduction, Summary, or Conclusion.

Read. Read the information that follows each heading to find the answer to each question you formed. As you do this, you may decide you need to change a question or turn it into several questions to be answered. Stay focused and flexible so you can gather as much information as you need to answer each question.

Write. Write each question and its answer in your notebook. Reread each of your written answers to be sure each answer is legible and contains all the important information needed to answer the question.

As you practice using SQRW, you will find you learn more and have good study notes to use to prepare for class participation and tests.

HINT: Once you complete the Survey step for the entire chapter, complete the Question, Read, and Write steps for the first heading. Then complete the Question, Read, and Write steps for the second heading, and so on for the remaining headings in the chapter.

Study Skills – Useful Websites

<http://www.ucc.vt.edu>

<http://www.student-affairs.buffalo.edu>

<http://www.nwlincs.org>

<http://www.trcc.commnet.edu>

<http://www.educationplanner.com>

<http://www.how-to-study.com>

<http://www.studygs.net>

<http://gwired.gwu.edu>

<http://www.coping.org>

<http://www.marin.cc.ca.us>

<http://www.siu.edu>

<http://www.bucks.edu>

<http://www.athabasca.ca>

<http://www.canadaonline.about.com>

<http://dc37.dawsoncollege.qc.ca>

Study Skills – Useful Websites (Learning Styles)

Note that we all learn differently. Knowing your dominant learning style can help you to create learning environments that facilitate maximum learning for you. There are many internet sites devoted to helping you to determine your learning style and providing tips to support different styles. Some useful sites include:

- <http://www.ldpride.net/learningstyles.MI.htm>

- <http://www.chaminade.org/inspire/learnstl.htm>

- http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html

- <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

- <http://www.learning-styles-online.com/>

- http://www.support4learning.org.uk/education/learning_styles.cfm

- <http://www.d.umn.edu/kmc/student/loon/acad/strat/lrnsty.html>

- <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>

- http://www.funderstanding.com/learning_styles.cfm

- <http://www.learningstyles.org/>

Conclusion

Take a few moments to reflect on this workshop. What stands out to you as important learning?

As you reflect on “Where to from here?” what are some additional steps (ex. information to collect, skills to build, research to conduct, relationships to establish) which will move you closer to your preferred future with respect to learning and work?

Magnusson's 5P's of Planning

Answer the following questions:

■ What skills or knowledge did you use within your pride experience?

■ Why is this experience important to you?

■ What was enjoyable about this experience?

■ What belief or world view was upheld for you in this experience?

Magnusson's 5P's of Planning - Passion

Passion follows directly from *Pride*. The personal dimensions of skills, values, interest and belief 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.

Identify the skills, knowledge, values, interests and beliefs associated with your pride experience. Enter them into the Experience Chart below.

SKILLS	
KNOWLEDGE	
VALUES	
INTERESTS	
BELIEFS	

Review your "passion list" and see if anything obvious is missing. Add any skills, knowledge, values, beliefs or interests that you feel have been left out.

Magnusson's 5P's of Planning - Purpose

Purpose follows passion. It is about seeking/creating learning and/or work opportunities that will enable you to express (at least some) of your passion.

Identify several ways you could fulfill your passion with purpose. This could include undertaking a new learning opportunity, pursuing hobbies, engaging in social events, enhancing your current work, taking on additional new work (e.g., contract work) or changing work.

Magnusson's 5P's of Planning - Performance

Performance is about taking action. Effective action requires skills and strategies. Therefore, performance can include a host of competencies such as; work search strategies; action-planning methods; work-specific skills; self-management skills—whatever it takes to effectively fulfil the purpose.

List two or three action steps you might take toward realizing your purpose and the associated skills you would need to do this.

Magnusson's 5P's of Planning - 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 is complete—the 5P process starts all over again!*

Additional References & Resources

Circuit Coach (freely available online at www.ccdf.ca) offers activities and resources related to 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.

Notes:



Living, Learning & Earning

Workshop 3 Planning Your Action & Arming Yourself with Allies

Participant Workbook



Developed by the Canadian Career Development Foundation

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Workshop Schedule

Time	Activity
30 minutes	<ul style="list-style-type: none"> ■ Welcome and Introductions ■ Ice breaker Activity ■ Training 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

Icebreaker – Marooned

If you were marooned on a deserted island, which 3 people would you want with you? Take time to think about what needs you might have and who would be best able to help you with these needs. (Note that the people you choose can be people you know well or may be people you don't know – such as public figures, historical figures or even imaginary people with particular qualities.)

Why would you want each of them?

Workshop Objectives

- To help you to develop an action plan to meet your unique learning goals.
- To explore how having allies can help you to be more resilient in the face of challenges and obstacles.
- To help you to build your own circle of allies based on your particular needs and the people who might meet these needs.
- To provide strategies to help you establish your circle of allies and to nurture it over time.

MY SENSE OF DIRECTION IS UNCLEAR NOW

Action Plan Steps

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
01	Ask people for feedback on my strengths/personal characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02	Inventory my interests, values, abilities, personality traits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03	Visualize different preferred futures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04	Repeat activities from Workshop 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05	Use a career program (Bridges, Repères Emploi, Career Cruising)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06	Research areas of interest (prospects, conditions, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07	Volunteer in areas of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08	Work shadow in areas of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09	Talk to people who are doing things that interest me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10	Tell people that I am exploring options/looking for opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					* ACCESS worker, family members, teachers, friends, other			

MY SENSE OF DIRECTION IS UNCLEAR NOW

Action Plan Steps

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
11	Talk to my ACCESS worker re: my vision for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12	Create some new future plans (with help or alone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13	Talk to people I trust about my preferred plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14	Research preferred plans (see research ideas on pages 21-24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15	Decide where I will be living next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16	Have a short-term plan to make money/keep learning next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17	Do a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18	Make sure key allies are on my side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* ACCESS worker, family members, teachers, friends, other

MY SENSE OF DIRECTION NEEDS MORE WORK

Action Plan Steps

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
01	Decide what experiences might help give me more focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02	Consider volunteering in fields of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03	Select courses to help me become clearer or for upgrading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04	See a guidance counsellor re: my focus and action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05	Discuss my uncertainty with people I trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06	Find out about the types of training/programs available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07	Confirm courses associated with the different programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08	Verify where training/programs are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09	Research prerequisites/admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10	Find out about average acceptance rates (Call the Registrar's office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* ACCESS worker, family members, teachers, friends, other

MY SENSE OF DIRECTION NEEDS MORE WORK

Action Plan Steps

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
11	Research costs (tuition, housing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12	Research scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13	Research financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14	Prepare a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15	Find out about orientation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16	Talk to people already in the program/at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17	Visit the campuses/institutions or apprenticeship sites that are of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18	Research services offered by the institutions/in the communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19	Research housing options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* ACCESS worker, family members, teachers, friends, other

MY SENSE OF DIRECTION IS SOLID FOR NOW

Action Plan Steps

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
01	Have a Plan B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02	Verify where training/program is offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03	Confirm prerequisites/requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04	Find out about average acceptance rates (phone the Registrar's office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05	Research costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06	Research scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07	Submit application forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08	Submit application for financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09	Research housing options, application processes and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10	Do a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* ACCESS worker, family members, teachers, friends, other

MY SENSE OF DIRECTION IS SOLID FOR NOW

Action Plan Steps

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
11	Talk to someone already in the program/at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12	Visit the campus/institution or apprenticeship site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13	Find out about services offered on campus/in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14	Research housing options, application processes and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15	Do a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16	Secure housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* ACCESS worker, family members, teachers, friends, other

Blank Action Plan

My objective:

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
01		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* ACCESS worker, family members, teachers, friends, other

	Steps	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					* ACCESS worker, family members, teachers, friends, other			

Resilience

Resilience is the capacity to “bounce back” from setbacks, challenges and disappointments and to keep moving in a positive direction toward your preferred future.

What have helped you to get through or meet challenges and stay positive and motivated?

Building a Circle of Support

We can boil resilience down to three key protective factors:

- Caring and supportive relationships
- Opportunities for meaningful student participation in school and community
- Having someone in your life who believes in your capacity to succeed

Building a Circle of Support

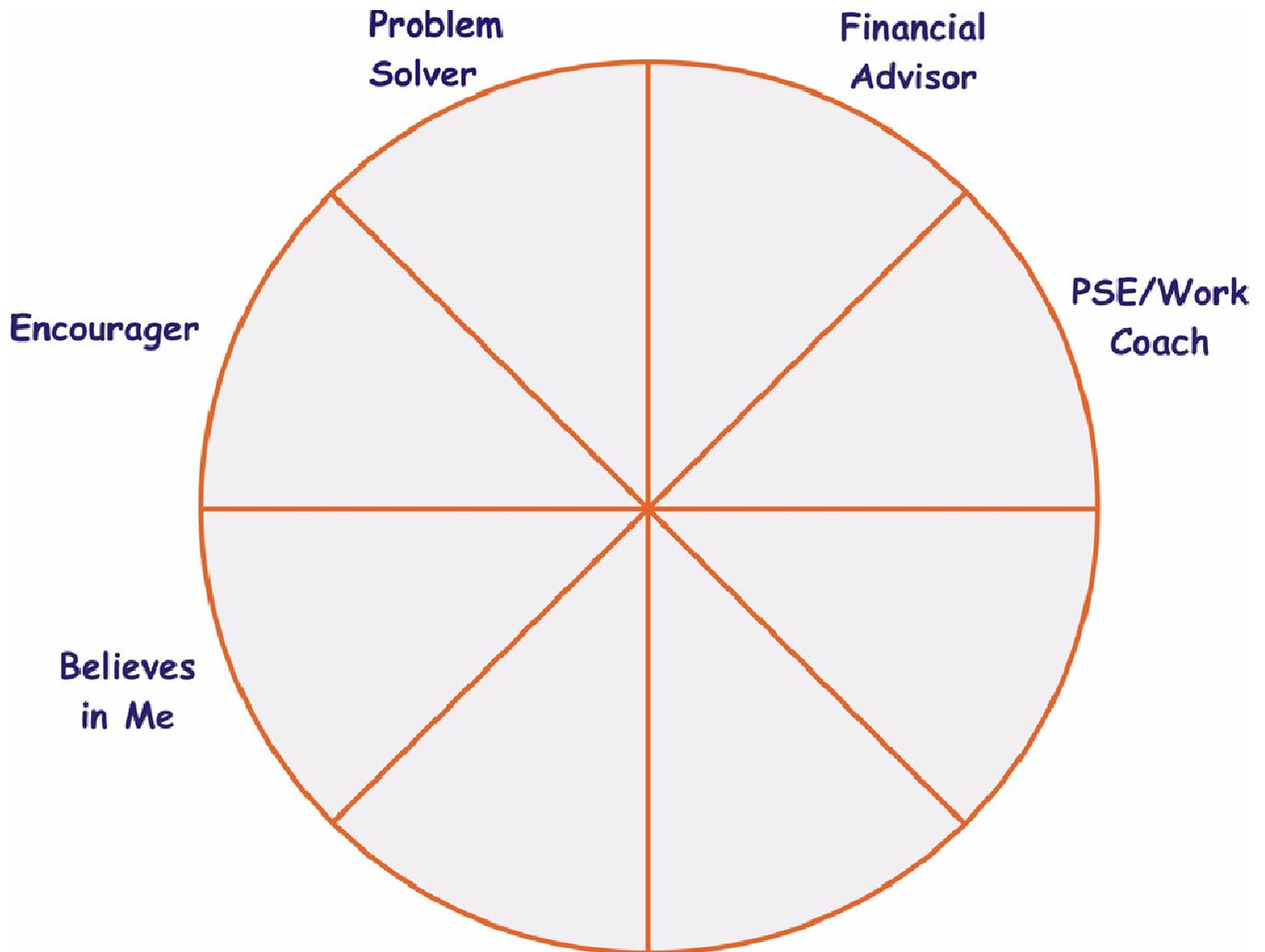
One challenge that many people face when entering PSE is having and maintaining a strong circle of supports. Whether you move away or stay in your community, you will want people around you who can give you support.

Many organizations have a Board of Directors, made up of people with specific expertise, as well as people who believe in the values of the organization.

If you were going to make up your own personal Board of Directors, who would be on it?

Building a Circle of Support

Here are some ideas of people you might want in your own Circle of Supports:



Notice that there are both people that can help you in practical ways (with budgeting and school/work) AND people who will encourage you and believe in you.

Building a Circle of Support

Now, take some time to create your own personal circle of allies. Think about your plan for PSE and your anticipated challenges. Who do you want in your circle?

My Circle of Allies

A circular diagram titled "My Circle of Allies" is divided into eight equal segments by a vertical line, a horizontal line, and two diagonal lines. Each segment contains the text "Name:" followed by a blank space. Outside the circle, there are eight horizontal lines, each labeled "Role:" to the left or right of the circle, corresponding to the eight segments. The labels "Role:" are positioned as follows: top-left, top-right, middle-left, middle-right, bottom-left, and bottom-right.

Be sure there is someone in your circle of allies you can call in the middle of the night when you are in trouble, questioning yourself or broke! Think about actually talking to the people you have put in your

circle about their role. They will be much more likely to help you if they know you want their help!

Reflections on Learning

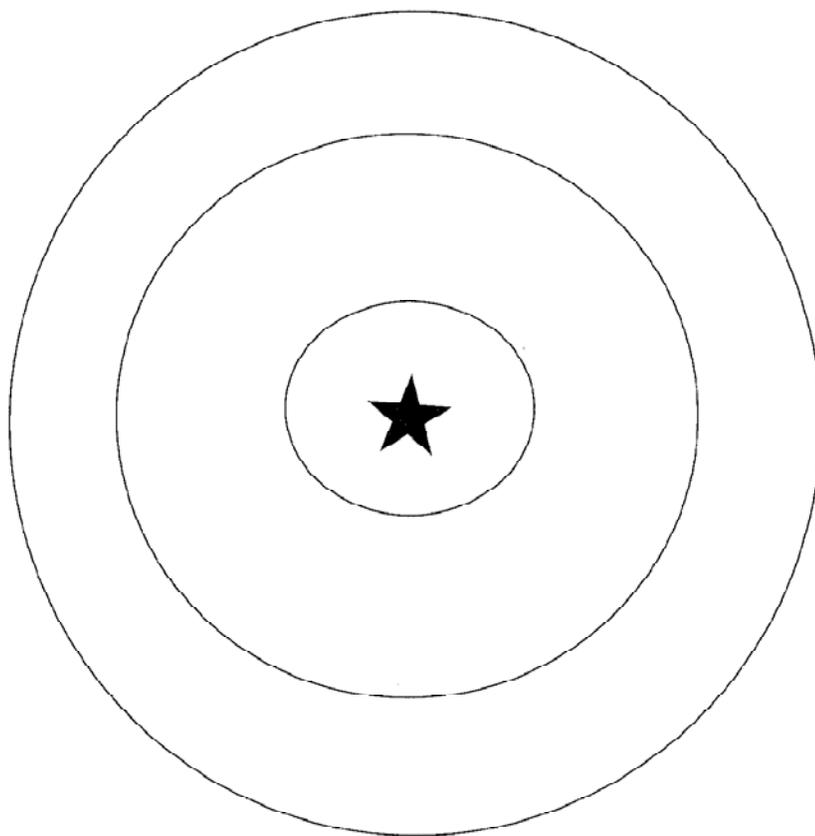
OPTIONAL ACTIVITY

Finding Supports from the Inside Out

Imagine yourself standing in the middle of a circle. Now, imagine that all around that circle, you could find people/resources willing and able to support you in achieving your goals. This is what “Finding Supports from the Inside Out” is all about.

Most of us have many more contacts and relationships than we think. By naming the relationships we have, we may potentially reveal persons who could become allies and be willing to be in our Circle of Support.

Finding Supports from the Inside Out



The star in the centre of the circle is you. It's your head and heart. It represents your skills and knowledge (head) and your values, beliefs and interests (heart). It is you and your goals for yourself.

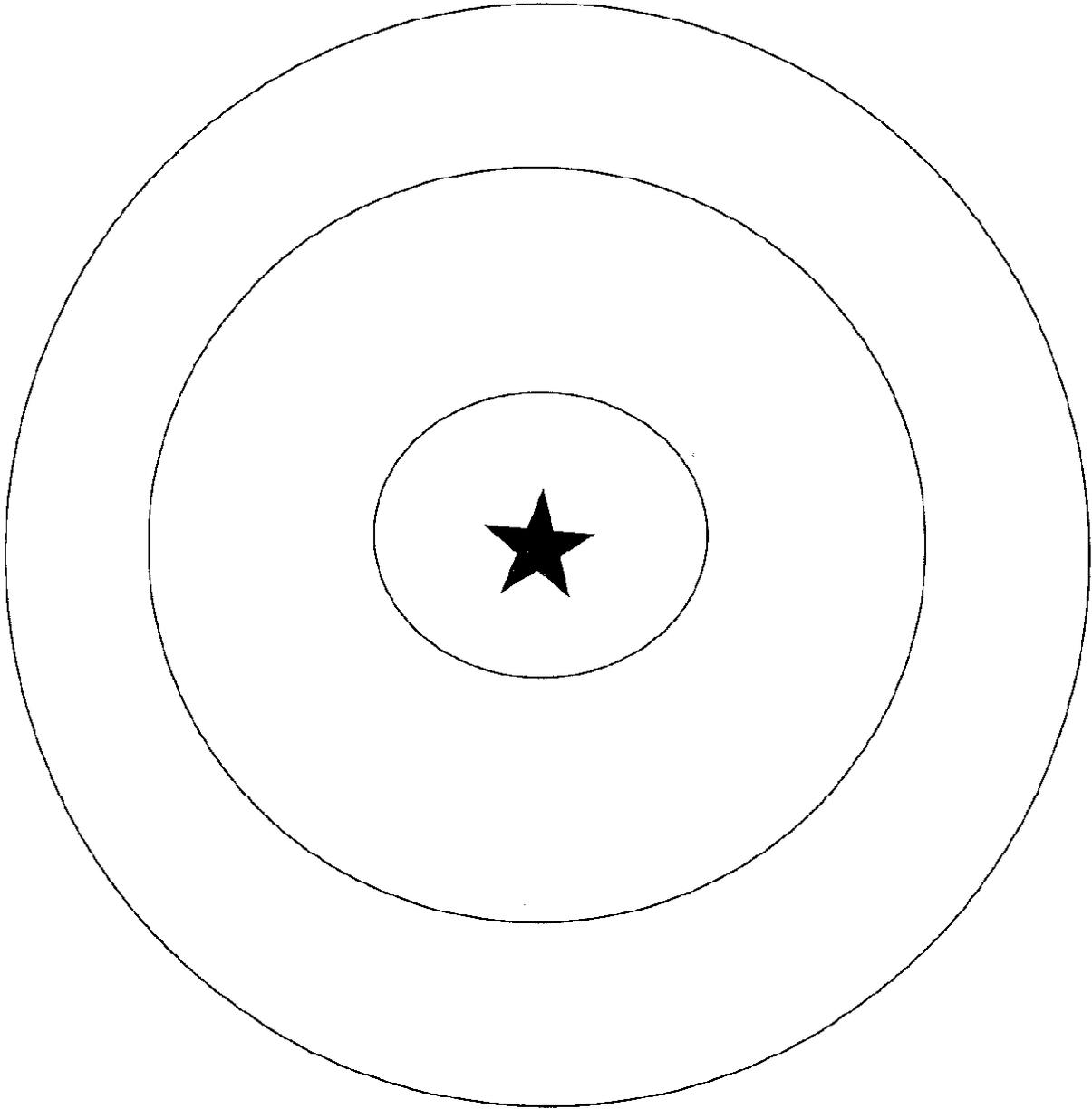
The first circle around you represents your closest and most trusting relationships such as family, close friends and mentors.

The next ring includes people you know through different activities in your life – your colleagues (past, present), acquaintances, teachers, people you know from playing sports, people in your community with whom you have a relationship.

Finally, the outside ring contains individuals whom you know, or could get to know. They are people who might have something in

common with you, but you don't yet have a relationship with them.

Finding Support from the Inside Out



Finding Supports from the Inside Out

- Use your Circle of Contacts to start building a Circle of Support. Tell the people in the ring closest to the centre about your skills and knowledge (your head) and about your interests, values and dreams for the future (your heart). Let them know that you are building A Circle of Support and why you want to do it.
- They will 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.
- Continue talking about your goals to people you approach as you work your way through to the outside rings.
- People will continue to share their contacts with you to help you make connections to others who can help you.
- Name one person you will approach in the next few days about your goal to build a Circle of Support.

Additional References & Resources

Circuit Coach (freely available online at www.ccdf.ca) offers activities and resources related to 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.