

Facilitator Guide

LASTING GIFTS WORKSHOP SERIES

Becoming Allies in Career Development

Future to Discover Pilot Project
Canada Millennium Scholarship Foundation

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OVERVIEW WORKSHOP 1: Becoming Allies in Career Development

WELCOME

Welcome teens and adults/parents to the workshop and acknowledge the importance of their interest as demonstrated by taking the time to attend. In seeking to understand career development and the opportunities and challenges of today's labour market, they are demonstrating:

- Interest and curiosity;
- Openness to new ideas and innovation; and
- Readiness to accept that they do not have all the answers about the labour market, smart choices, or "good" decision making.

In doing so, they are modelling several key attitudes which are needed in order to be successful in today's labour market. Teens need to be interested and curious, open to experimentation and new ideas, think "outside the box", accept that they don't have all the answers and that they don't need all the answers before beginning to build their futures. Adults/parents who want to support teens need to have very similar attitudes. Parents/adults may also find it reassuring to know that despite everything they may hear to the contrary from their teen, as well as the popular media, parents/adults continue to exert the most important influence on the educational and training decisions of their teen.

OPENING ACTIVITY

Two options are suggested as ideas but are in no way restrictive. Feel free to introduce other options and/or adapt the opening to your audience.

OPTION 1

Indicate that you will be asking a few questions to adults/parents and teens separately. Participants are asked to do two things:

- Answer the questions directed at your group
- Observe the replies of the other group to the questions they are asked.

Call for a show of hands responding to the following stimulus questions:

Teens: How many of you think you know what career you want to pursue?

Adults: How many thought you knew at 16 years of age what career you wanted to pursue?

Adults: How many are doing now what you thought you wanted to do when you were 16?

Teens: How many think having more information is what you need in order to decide on your next step?

Adults: How many made your important career decisions based on researching and reading labour market information?

Teens: How many of you believe in the importance of chance and unplanned events in shaping your future?

Adults: How many are where you are now, at least in part, because of a chance encounter or an unplanned event?

Invite participants to turn to a partner/neighbour and discuss what they observed, were surprised about, not surprised about. (Give only a couple of minutes for this).

Invite a few comments about any surprises from the activity. You may want to point out that the workshops will talk about decision making and the role of chance in career planning.

Link this to the concept of Positive Uncertainty (OH1-1)

OPTION 2

All parents/adults have been (and likely still are) storytellers and story readers. All teens will remember the magic and pleasure of a bedtime story although probably now some time ago. Some however would say that we are never too young or old for stories. Introduce the story, "The Permanent Cat" (© Michelle Tocher) as a way to connect through images or metaphors to today's labour market. Encourage participants to enjoy the story (which you will read to them) but indicate that there will be questions at the end of the story to test how much they were paying attention!

The Permanent Cat

by Michelle Tocher

There was once a cat by the name of Mr. Tibbs. A very fine cat, indeed. A sleek and grey Siamese. Mr. Tibbs had been a loyal house cat all his life, and was proud of his long service as a mouser.

So you can imagine his surprise when his mistress put him out on the street one day. "I'm sorry, Mr. Tibbs," she said, "but there isn't a mouse in the house anymore, so we haven't a need for you. Thank you for your long service, dear, you've been very sweet."

She gave him a recommendation, rolled it into his collar and shut the door.

Poor Mr. Tibbs! He felt downright betrayed. He had been in that house for

seven years! All the same, he reminded himself, he was a fine cat, a Siamese, and a very good mouser, indeed. Surely there ought to be others with mice who were interested in a permanent cat. So he went to the house down the street.

He meowed. An old man opened the door. He had white hair and kindly eyes. *"Hello,"* purred Mr. Tibbs. *"My name is Mr. Tibbs. I am 7 years old, and I am looking for a permanent home. I am a fine mouser. I am loyal and fully domesticated. In short, I am a permanent cat."* He cocked his head to one side, looking very proud.

"I'm sorry," said the old man. *"I can't take a permanent cat."*

"Don't you have mice?" asked Mr. Tibbs.

"Well, yes, I've got mice, and I'd like to be rid of them too, but like I said, I can't take a permanent cat."

The old man shut the door. Mr. Tibbs walked down the alleyway, confused. He tried another door, and then another. It was the same story. Lots of mice, but no one would like a permanent cat.

Late in the day, while he was pawing through some trash trying to scare up dinner, along came an alley cat. She bounded through the litter, causing every living thing to jump and run. There was dinner all around her. Mr. Tibbs crouched and growled. Who did she think she was, making such a commotion? You would think she had the world by the tail.

She leaped on top of the garbage can above Mr. Tibbs' head. *"Well, well, what do we have here?"* she purred in a deep voice. *"A fine gentleman."*

A permanent cat," said Mr. Tibbs.

She laughed. *"A permanent cat?"* She jumped off the can. *"Well, I suppose I'm a permanent cat too. Permanently independent."* She began to saunter off.

"Wait a minute," said Mr. Tibbs following after. *"Don't you work? Don't you need strokes like the rest of us?"*

"Oh, I need strokes," she said. *"I am currently employed by Mr. Beetleham, down on 53rd. But I don't suppose he's going to have mice forever."*

"Then what will you do?"

"I'll go someplace else."

"What ever happened to the principle of loyalty?" said Mr. Tibbs, sulking.

The alley cat stopped. She surveyed him. She sidled by him. She walked around him. *"What's your name?"* she purred.

"Mr. Tibbs," he said, gathering himself up.

"Well Mr. Tibbs, you're a fine cat. I can see that. But if you want to survive you're going to have to take a little walk on the wild side. Let go of all that permanent stuff. Follow me. I'll show you how to make the transition."

So Mr. Tibbs followed the alley cat. After several weeks, he was ready to seek employment once again, and he returned to the old man's house. He had liked the look of the sofa in his living room.

He meowed at the door and the old man opened it. *"Hello,"* purred Mr. Tibbs. *"My name is Mr. Tibbs. I understand you have a problem with mice."*

"I do indeed," said the old man.

"I see. And do you have any other needs in a cat?"

"Well, I could do with a little companionship. But I'm old, you know. I don't want to worry about a cat if I have to move on."

"Well sir," said Mr. Tibbs, *"I have been a domestic cat for seven years, so I make an excellent companion, and I have the references to prove it. I am also a trained mouser. And because I am completely independent, I will have no trouble surviving if you have to put me back on the street. I will also return to the street if I am unhappy in your home."*

"Oh, you dear cat," said the old man. *"I will do my utmost to give you the best home I can."* He lifted him up, and took him inside.

So Mr. Tibbs got a special place on the sofa, his favourite food and many strokes. He loved the old man, and his love was permanent, though he never forgot, he wasn't a permanent cat.

Following reading "The Permanent Cat" aloud, ask them to turn to a partner and discuss the following:

- Where did Mr. Tibbs go when he went down the alley?
- What did he learn and how was he different on his return?

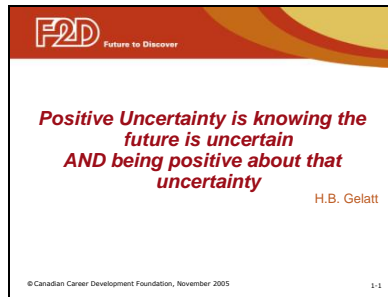
Gather a few responses to these questions from the group and make the connection that Mr. Tibbs can be seen as a metaphor for what teens face as they prepare to enter the work world and for the kinds of skills and attitudes needed to manoeuvre successfully.

Make the connection to this workshop which, metaphorically speaking, will be about how to take a walk on the wild side of today's labour market, how to find alley cats who will guide and support, and how to not only survive, but to find that special couch!

OH 1-1

Positive Uncertainty

Make the connection between the activity and the concept of “Positive Uncertainty” (H.B. Gelatt)



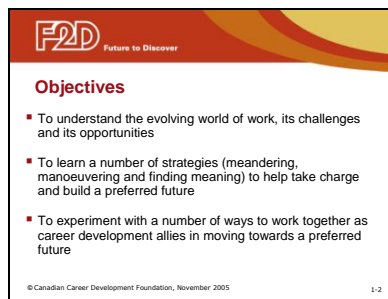
Note that both options introduce Positive Uncertainty equally well.

The need to be positively uncertain has perhaps always been there, but it can be argued that it is especially so for teens right now. Parents/adults already have considerable experience with positive uncertainty (even in making the decision to have children!). They have the capacity to help their teens to be positive and uncertain at the same time. The content of this workshop will support this outcome.

OBJECTIVES OF THE WORKSHOP SERIES

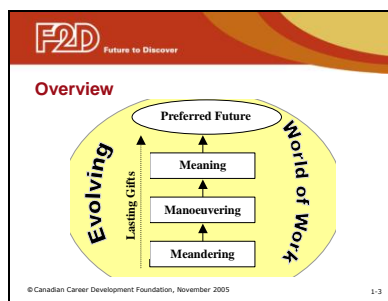
OH 1-2

Review the Objectives of this Workshop Series:



OH 1-3

Present the Overview to give visual depiction of the same objectives.



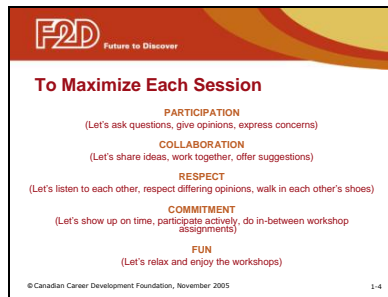
The workshop will include information as well as activities in pairs and in groups which will be interesting, practical and also fun.

Point out also what the workshop is not about, for example, it is not about where to find the "hot" jobs although "hot" jobs will be discussed; nor is it about simple solutions to the question "what do I want to be when I grow up"?, although it will certainly deal with avenues to discovering what matters to the person. The workshop series will try to create ways to talk and work together and to become "allies" in career development.

OH 1-4

Introduce workshop norms, explaining that these are simple but important principles for the workshops which will help everyone to get the maximum possible benefit.

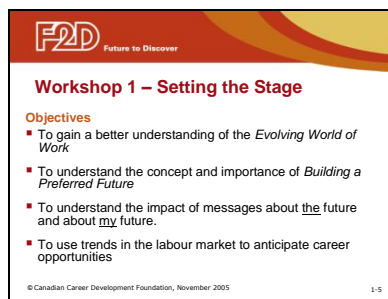
Invite any questions or additions to the norms list. You may want to post these on the wall.



Discuss housekeeping details (location of washrooms, no break but feel free to stretch, go to washrooms if needed etc.)

OH 1-5

Present the objectives for Workshop 1: Setting the Stage:



Review the materials they have received; encourage note taking if they wish.

Introduce the idea of the World of Work changing and evolving as a fact, pointing out that it is not only jobs which are changing, but also occupations and industries.

ACTIVITY

Changing World of Work

Purpose:

To provide a perspective on the extent and pace of change in the Work World, from jobs to entire industries.

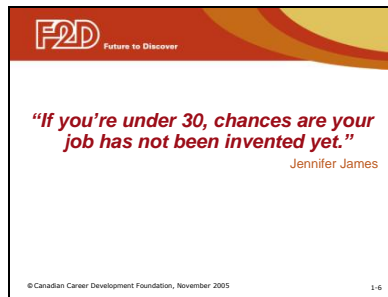
- Adult/parent pairs or triads: Invite adults/parents to introduce themselves first and then to identify occupations they have seen disappear in their own lifetimes (telegraph operators, bank tellers (practically), the personal secretary; as they disappear they are replaced by new occupations.
- Teen pairs or triads: Invite teens to introduce themselves first and then to identify any occupations they have had to tell adults/parents about (e-commerce advisors; software game developers).

Get a few examples from the pairs or triads.

Discuss what this tells us about today's labour market.

OH 1-6

Show Jennifer James OH:



Emphasize that this states a general trend but it cannot be taken completely literally; there are still many areas where occupations remain fairly stable.

ACTIVITY

The Pyramid and the Diamond: One model to understand the changing structure of work

Purpose

To provide a visual illustration of how work is organized differently today and to provide an opportunity to discuss and debunk some of the traditional myths about success.

Not only are occupations disappearing and appearing, but workplaces themselves are changing. How work is organized is also changing.

Plenary Discussion:

What do you notice changing in the workplace you know or read about in your community and elsewhere? Let's explore this a little.

For example:

- Do you see any changes in qualifications to get jobs? What are they?
- What about the idea of jobs for life?
- One hears about "flat" organizations. What are they?
- In the 90's, we heard a lot about "restructuring" (i.e. downsizing). What was that about?

Write responses on flipchart.

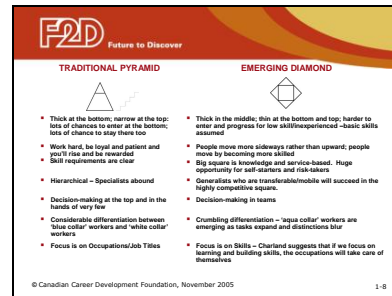
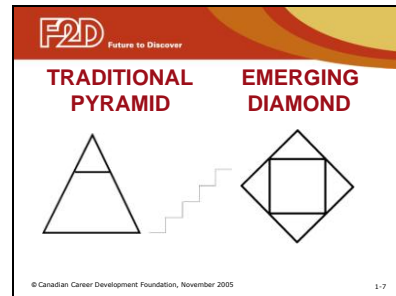
Return to the same triads as the previous activity. Make comments that for this activity, teens may be more in "listening" mode as they may not yet have experienced and seen these changes.

Give 3 minutes for discussion of other changes they see.

Quick take-up, getting more ideas on flipchart.

Show OH 1-7 and 1-8 introducing the pyramid and the diamond.

OH 1-7 OH 1-8



One author who studies changes in the workplace (Bill Charland) suggests that workplaces not only are different and changing, they "look" different. He suggests this visual to help us see one model which describes the form of these changes.

Ask what the model suggests about the ideas on the flipchart? What changes have you observed in your own community?

For example:

- Flatter organization: fewer bosses at the top, more workers working together rather than hierarchically;
- Qualifications and entry point: many entry points in pyramid, etc.;
- Less movement "up", more movement sideways or laterally;

- Less predictable career paths;
- More insecurity;
- Lots of changes and opportunity.

Make the point that this is neither good nor bad, better nor inferior, but they certainly are different. For many teens approaching the labour market, they approach a very different one from the ones we approached.

Let's look at education levels, for example. This will recall your quiz of last year.

Show overhead 1-9: Levels of Education.

Back to Facilitator Guide: Move onto implications of the need for self management skills as in the current test on page 11.

(A few additional details may be helpful, for example:

- Compare entry points. The pyramid, with its wide base, would suggest significant entry-level opportunity. Contrast this with the constricted base of the diamond, suggesting that it may be a more challenging place for new workers with little education to enter initially.
- Note how workers progress. Moving up the pyramid can be likened to "climbing the ladder." In the diamond, however, workers progress by moving sideways and "around and about." In the diamond, people move through learning and acquiring increased levels of skill;
- Examine "jobs" and "duties." In the pyramid, clearly defined jobs and duties existed -- people had job descriptions. This becomes much more blurred in the diamond;
- Look at the distinction between "White Collar" and "Blue Collar." These were defined in the pyramid but are not delineated in the diamond, where "Aqua" collars abound.)

OH 1-9

Changing Education Levels:

Before showing OH1-9, invite participants to guess the percentages predicted for each level of education.

Provide the following information.

- In terms of "new jobs" expected to be created in Canada, close to 60-70% will require some form of post-secondary or skilled trades training.
- Of these, 30% will require university education. Many resources, programs and services focus exclusively on university-bound youth, yet the majority of jobs don't require this level of preparation.
- 20-30% of "new jobs" will require at least a grade 12.
- Only 12% of "new jobs" will require less than grade 12 (as

illustrated by the narrow base of the diamond.) These will tend to be jobs in the service sector.

NOTE: PSE refers to some qualification beyond secondary. It includes the full range of PSE opportunities including apprenticeships, college, a professional qualification as well as university.

In the pyramid, getting in was easy but moving up became more restrictive – fewer spaces were available as you moved upward. While the requirements to get into the diamond are greater (minimum grade 12), once in there is considerable opportunity to move and grow.

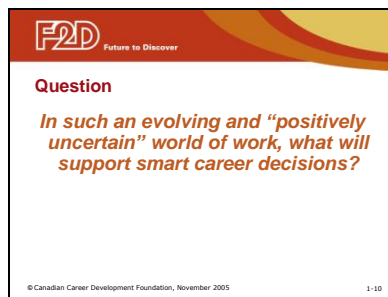
Results of change: opportunity; challenge; increased responsibility to “self-manage”:

The key implication is that today’s labour market is overall more challenging to get into and to progress. The work is not necessarily harder or better – but it is more demanding of skills and qualifications. It also requires that individuals be increasingly able to “self-manage” their careers.

Have a brief discussion about what “self-manage” means and what skills are needed to successfully self-manage. Some key self management skills to emphasize include:

- The ability to learn from experience and reflect on experience
- The ability to do research and question and interpret information
- Being determined and resilient in face of challenges
- Having both a plan and also a back-up plan
- Being a good communicator
- Eager to learn

OH 1-10



(Note that career decisions include education, training, work and lifestyle decisions).

Three strategies will be presented in this workshop:

Strategy 1: Embrace the concept of a preferred future and start to build it as you want it to be.

OH 1-11

Show Gelatt's quote:



Relate this to Olympic athletes being trained to visualize victory. To make this more concrete, use the example of daydreaming. We all do it and usually we daydream about how we would like something to be. Give a personal example.

ACTIVITY

Preferred Future

Purpose

To understand that one's preferred future, adult/parent and teen, is much larger than paid work and educational/training/learning choices. Preferred Futures are about how we want to live our lives, not only how we want to make our livings.

- Introduce the concept of "preferred future" by inviting participants to think about the two words together. We all have a vision, a sense in ourselves of the future we are hoping for and anticipating. For many, starting with the phrase, "In the best of all possible worlds, I would" — begins to bring more into our awareness what is already there in our wishes. For all of us, our preferred futures are about what matters to us, what we value, what brings us joy and satisfaction, and what we are striving towards.
- Do a brief visualization exercise:
- Ask participants to go in their own minds to their own preferred futures a few years in the future (approx. 5 years from now). Ask them to actually go there in their imaginations. Allow a few moments for them to get there. Ask them to look around and see what is there. Where are they? Who is there with them? What are they doing? How are they spending time? What matters?

Allow a few minutes of individual reflection, using the above questions as cues.

OH 1-12

On overhead or flipchart sketch a cloud image and ask participants to contribute the "categories" in their preferred futures. Here you are not seeking specific personal information about their unique preferred futures, but rather the elements that were considered. For example, they undoubtedly have important relationships in their futures. "Relationships" would be a category, whereas the actual names of persons would be a personal detail.

As categories emerge, place them in the cloud. What will likely emerge are categories such as:

- relationships;
- health and lifestyle;
- location/where I live and work;
- values, such as security or freedom;
- interests, such as travel or hobbies;
- community service and volunteer activities;
- meaningful paid work;
- learning opportunities; and
- quality of life issues.

Once a range of categories has been recorded, allow time for reflection. Sometimes, paid work is not an identified category -- this is worth noting! For teens, the emphasis is often exclusively on decisions related to their future paid work. Broadening the focus to help see the future in this holistic way may be more realistic and helpful than a single focus.

Draw a winding path leading to the preferred future cloud. Introduce the idea that "Every decision we make moves us a little closer to or a little further away from our preferred future". Almost no decision precludes our preferred future - it might delay it or derail it for a period of time, but it is rare that one cannot take a new decision which will again move one closer to where they want to be. In this sense, every decision we make is a "career decision". Once we embrace the idea that our career lives are about much more than the work we do for pay, the relevance of decisions becomes clearer and the anxiety diminishes. Paid work is a very large "footprint" on the path but by no means the only one.

This is the first "big picture" concept. Just as adult/parent preferred futures contain multiple life dimensions, so too for teens. And yet very often the message which they receive at this stage of their development is that the paid work for which they are preparing is the most important, if not the only factor they need to focus energy and attention on. They also often receive the even more paralyzing message that their decisions are

irreversible – that once they opt into or out of a course of study or occupational choice, they have likely done so permanently.

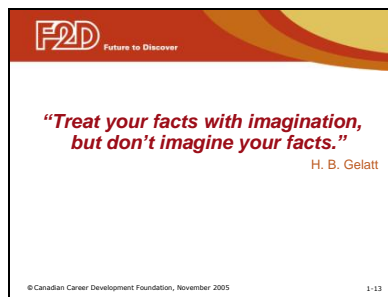
Emphasize that:

Career decisions are rarely fatal! There are very few learning or working decisions which are not able to be changed.

Strategy 2: Be an imaginative AND critical consumer of information

OH 1-13

Show Gelatt Quote



Introduce the concept of messages:

The second strategy is the idea of messages. We are all bombarded with messages from the media, peers, school and community.

Brainstorm some commonly heard messages about careers and the future. For example:

- Engineering is for nerds
- You have to have a degree to be successful in life
- Trades are for non-academics
- Nursing is a female profession

Invite reflection and suggestions about what messages are “out there” about the future world of work and the future opportunities for young people; are they facts or imagined facts?

Introduce the idea of a Lasting Gift message. Invite parents/adults to imagine that they could give their child only one message in a bottle. What would this message be? Odds are very strong it would be a Lasting Gift message.

Suggestion: Give an index card to each adult/parent on which to write their Lasting Gift message. Collect cards and, from time to time throughout the workshop series, share examples of Lasting Gift messages with the group.

Give an example of one of your lasting gift messages; brainstorm others.

ACTIVITY

Brainstorm the qualities of a “lasting gift” message. Some qualities include: true over time; positive – the intention is to enhance the receiver; based on lived experience; contains seeds of wisdom.

OH 1-14 - 1-19

Present Slides: Traditional and New Lasting Gift Messages showing the Traditional on its own and then moving to the two messages together.

TRADITIONAL MESSAGES	LASTING GIFT MESSAGES
<p><i>Freedom 55</i> Change is inevitable BUT secure jobs are still there. Go where there is a proven track record, stick with it. There will be a reward at the end of the day!</p>	<p><i>Change is Constant</i> Security will come from your ability to anticipate change, make changes and manage change.</p>
<p><i>Follow the Hot Jobs</i> Find out where the growth sectors are and get in!</p>	<p><i>Follow Your Heart</i> The job is not hot if the spirit is not!</p>
<p><i>Focus on the Destination</i> Know what you want and know where you are going.</p>	<p><i>Focus on the Journey</i> Know what you want but don’t be too sure. Be open to changing your mind.</p>
<p><i>Be Independent</i> The way to success is to learn to write your own ticket. You will be on your own and you will have to make it on your own.</p>	<p><i>Access your Allies and Be an Ally</i> You will progress as much by who you know and who you are as on what you know.</p>
<p><i>Make up your Mind.</i> Learn while you’re in school - then you can relax! Get a degree and you are on your way. Typical question is: “What did you learn?”</p>	<p><i>Stay Learning</i> Learning is everywhere. We acquire at least as much from informal learning as from formal. Learning can be spelled L/Earning. Typical question is “What are you learning?”</p>

For each traditional message, invite reactions. For each, ask: “Is it a “Lasting Gift” message?” “Why not?”

Point out that the Lasting Gifts messages have been identified by many Canadian Career Development specialists as messages which are realistic in today’s labour market and which describe attitudes which support success in learning and in work. The traditional career models led us to believe in concepts like “climbing the ladder” and “job security”. While these still exist, they are now more the exception than the norm.

Make the point that one way adults/parents can be allies in their

teen’s career development is to consider the Lasting Gift messages. If the career specialists are correct, being surrounded by these attitudes will help teens to be more prepared, confident and optimistic.

Consider having the Lasting Gift messages on flipcharts on the walls. Invite participants to begin to think about what it would mean to apply these messages – what self-management attitudes and skills would be needed? What are the hoped for results of following each message?

Strategy 3: Become aware of trends and treat them as forecasting opportunities-learn to be imaginative and futuristic about what opportunities trends might produce.

OH 1-20 – 1-22

Briefly reference that in the diamond, new opportunities are emerging all the time. And while no one can predict with certainty, we can all become quite smart about thinking through what the trends and opportunities might be. Show the slides on Trends and Forecasters of Opportunity. Use the ideas suggested as prompts. Solicit other examples of “opportunities” as a result of trends.

F2D Future to Discover

Trends... and Forecasters of Opportunity
Social and Demographic Trends

EXAMPLES	RESULTS-OPPORTUNITIES
More single and “blended” families	<ul style="list-style-type: none"> More apartment buildings and condominiums Etc.
Aging populations	<ul style="list-style-type: none"> Increased elder care 3rd age tourism Etc.
Two-income families	<ul style="list-style-type: none"> Growth in fast-food services More daycare services Etc.

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F2D Future to Discover

Trends... and Forecasters of Opportunity (cont.)
Technology Trends

EXAMPLES	RESULTS-OPPORTUNITIES
Explosion of information technology	<ul style="list-style-type: none"> E-commerce boom Shoppers on-line Etc.
Growth in e-commerce	<ul style="list-style-type: none"> Increase in logistics, shipping and transportation Etc.

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F2D Future to Discover

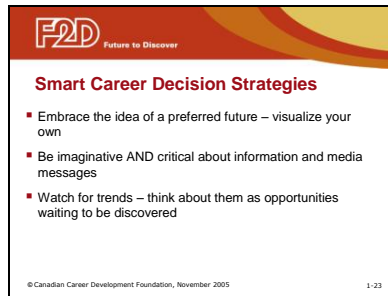
Trends... and Forecasters of Opportunity (cont.)
Environment Trends

EXAMPLES	RESULTS-OPPORTUNITIES
Growth in environmental consciousness	<ul style="list-style-type: none"> New recycling technologies Growth in “ecological-type” programs/initiatives Etc.
Drinking-water concerns	<ul style="list-style-type: none"> New water treatment technologies Increase in bottled water sales Etc.

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OH 1-23

Smart Career Decision Strategies

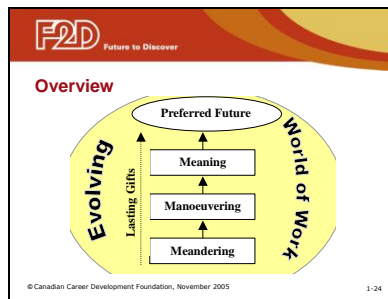


Review the 3 strategies to support smart career decisions. Relate these strategies to self-management skills.

OH 1-24

Wrap-up

- Return to *Overview*. Use this to summarize the session focusing on what has been learned about the evolving world of work; the importance of messages; the idea of building a preferred future.



- Introduce the concepts of *Meandering*, *Manoeuvring* and *Meaning*. Invite participants to indicate what each word suggests to them – i.e. *Meandering* to wander; *Manoeuvring* – to move cleverly; *Meaning* – to find purpose. Mention that these themes will be repeated many times throughout the workshops.
- Have participants identify activities in this workshop which have been one or more of the 3 M's, for example Lasting Gift Messages - *Meaning*; Preferred Future - *Meandering and Meaning*; Spotting Trends - *Manoeuvring*.

OH 1-25

Present slide: What Adults/parents/Teens Can Do?

What Parents/Adults/Teens Can Do ...

WHAT PARENTS/ADULTS CAN DO...	WHAT TEENS CAN DO...
Put messages to the Lasting Gifts test	Use the Preferred Future test
"Check out" your messages – fact? or fiction?	Use trusted sources (at least two)
Spot trends	Be trendy

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OH 1-26

Review the Session 1 objectives with participants

Workshop 1 – Setting the Stage

Objectives

- To gain a better understanding of the *Evolving World of Work*
- To understand the concept and importance of *Building a Preferred Future*
- To understand the impact of messages about the future and about my future.
- To use trends in the labour market to anticipate career opportunities

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OH 1-27 – 1-30

Assignments – To try out before the next workshop:

Assignments

- Monitor Messages; Put them to the Lasting Gifts Test
- Practice being a trend spotter
- Have a conversation(s) about one part of your preferred future. Make a note about it.
- Position your focus statement in your preferred future. Do you want to change/add anything? If yes, do so.

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- Monitor messages using Lasting Gifts criteria;

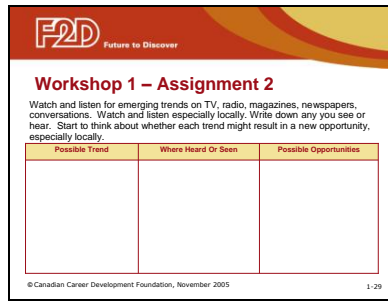
Workshop 1 – Assignment 1

Write down any message you hear or read (TV, radio, internet, magazines, newspapers, conversations, classrooms) about the future, especially for teens, or about any specific career or field of work. Put it to "the test":

Message	Fact – Y/N	Lasting Gift – Y/N	Revised Message

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- Look for evidence of trends and opportunities;



F2D Future to Discover

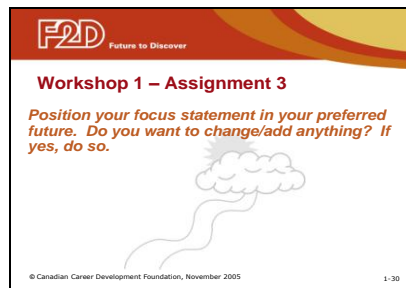
Workshop 1 – Assignment 2

Watch and listen for emerging trends on TV, radio, magazines, newspapers, conversations. Watch and listen especially locally. Write down any you see or hear. Start to think about whether each trend might result in a new opportunity, especially locally.

Possible Trend	Where Heard Or Seen	Possible Opportunities

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- Invite adults/parents and teens to talk about their Preferred Future;



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Workshop 1 – Assignment 3

Position your focus statement in your preferred future. Do you want to change/add anything? If yes, do so.



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- Invite teens who took Career Focusing the previous year to recall their Focus Statement; invite them to place this focus statement within their Preferred Future, revising it if and as needed.
- Give out *Feedback Sheet – Session 1* to gather information about their experience of the workshop. If you wish, and if time allows, you might want to ask them to share their feedback with you as a group.

Close the session, thanking them for their participation and reminding them of the date, time and location of the next session.

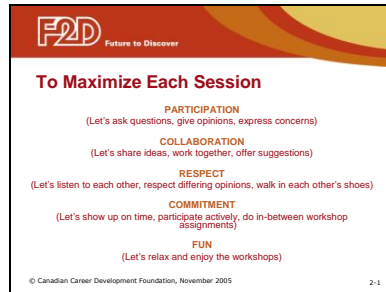
WORKSHOP 2: Meandering

WELCOME

Welcome participants to Workshop 2

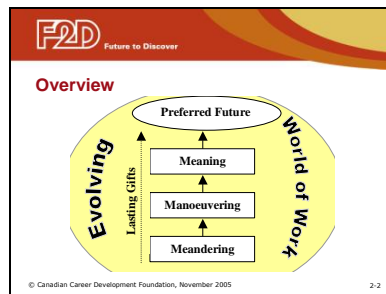
OH 2-1

Review norms introduced in Workshop 1. Emphasize that they are important principles to help everyone to get the most learning and benefit from the workshops.



OH 2-2

Review the overview as a visual way to see the flow of the workshops.



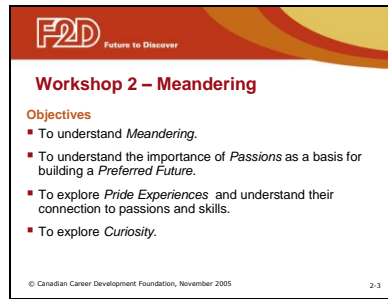
Debrief the in-between workshop assignments:

- Invite examples of Lasting Gift messages they heard, read and/or used and messages they heard or read which did not meet the criteria of a lasting gift.
- Ask for any trends or opportunities they observed, read about or became aware of.
- Make reference to the Preferred Future conversation assignment. You may ask how many had such a conversation but treat the contents of the conversations as private.
- You will want also to ask how many students confirmed and/or revised their focus statement. Have a brief discussion on what either confirming or revising tells them about their career development.

Invite participants to share any other thoughts since attending Workshop 1. Ask for examples of anything they tried which did or did not work, and invite them to raise any questions which may have arisen.

OH 2-3

Present objectives for Workshop 2



F2D Future to Discover

Workshop 2 – Meandering

Objectives

- To understand *Meandering*.
- To understand the importance of *Passions* as a basis for building a *Preferred Future*.
- To explore *Pride Experiences* and understand their connection to passions and skills.
- To explore *Curiosity*.

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OH 2-4

Introduce the idea of “meandering”. What comes to mind?

Meandering means to take a rambling stroll. In the career development context, we are thinking about it literally (as in taking a rambling stroll through the world of work to explore possibilities) and also figuratively (in terms of taking a rambling stroll inside – looking at your own interests and passions and taking time to discover what you love).



F2D Future to Discover

Meandering

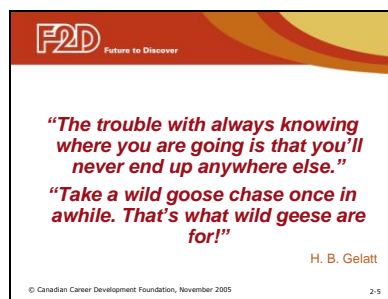
It's all about exploring and opening new horizons.

It's taking a rambling stroll.

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OH 2-5

Show the Gelatt quotes on 2-5 to illustrate the importance of meandering.



F2D Future to Discover

“The trouble with always knowing where you are going is that you’ll never end up anywhere else.”

“Take a wild goose chase once in awhile. That’s what wild geese are for!”

H. B. Gelatt

© Canadian Career Development Foundation, November 2005 2-5

Meandering is not only a very useful activity but it also makes sense developmentally for teens. Teens may be encouraged and relieved that from a developmental perspective, you are not supposed to know what your career path is going to be; you are not supposed to be in a position to decide on long-term issues.

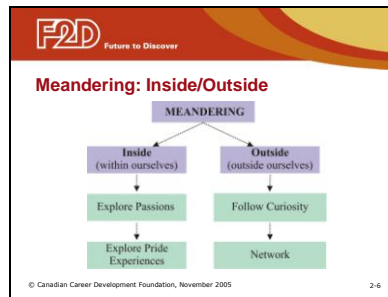
The stage of Exploration is from 11-14 years of age. Teens are natural explorers as they become more aware of their interests,

abilities and values. The stage of Preparation is from 15-18 years of age. At this stage, teens continue to explore and begin to draw on their experiences to test out options and possibilities.

How does one meander? How do parents/adults encourage their teens to meander? There are a myriad of ways. The next part of this workshop provides opportunities to test out a few examples.

OH 2-6

We will look at some ways to meander inside – exploring what we are interested in and passionate about, as well as exploring outside – seeing the big picture of what is possible. Quickly outline from OH 2-6 the ways which will be explored.



MEANDERING STRATEGY #1 (inside): Explore Passions

ACTIVITY

For Love Or Money

Purpose:

To demonstrate one method to explore passions and follow curiosity. This activity encourages paying attention to what we naturally are drawn to – to what makes our internal motor run! The crucial message of this method is: “the job is not hot if the spirit is not”.

PART ONE

- Ask participants to take out a blank sheet of paper and a pen. Invite them to list 10 things they love to do. Note that they need not limit themselves to school or 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.

OH 2-7

♥ 10 Things I Love To Do ... ♥

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- When the list is complete, ask participants to:
 - Put a \$ beside anything that costs more than \$10.00 to do;
 - Put an A beside anything they prefer to do Alone;
 - Put a P beside anything they need to Plan in order to do, that is they cannot do it spontaneously;
 - Put a check (✓) beside anything Actually Done 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 complete and share the following sentences in pairs: *"I am happy that ...; I am not so happy that ..."*

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.

PART TWO

- 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 or overhead. Brainstorm all the possible ways a person could build on this love to make money. Encourage diversity! Record all ideas on the flipchart/overhead.

OH 2-8



- Give the flipchart list back to the individual who volunteered.

Debrief:

While some ideas may be outrageous, others may represent a potential avenue to explore further. The things we love can be powerful motivators for action.

Point out that this fun activity is also intended to make a very serious point. Very often, we forget to start with the basics – such as asking the question *"what do you love to do?"* Point out that adults/parents are uniquely positioned to observe – to pay attention and notice – what their teens love to do.

Rather than focusing on their 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). For example, what is it about (a TV show) that you love? ... what is it about (hockey, skating, shopping, a school subject) that you love? etc...

In terms of Lasting Gift messages discussed earlier, this is very much about "*Follow your Heart.*" The heart is quite stable – it represents a set of core interests and values which provide meaning and motivation. One might recall the saying "*Show me someone with a why and they will find a how.*" Knowing what is in your heart is vital to helping good decision-making.

Teens can begin to think about not only what things they love to do but to probe further and reflect on "*what is it about x that I love?*" This will be different for each person. One may love team sports for the competition; another may love sports for the opportunity to be part of a team.

Encourage participants to think about the 10 things they chose (and others) and to see if there are any patterns. Examples could be:

- Activities which are energetic;
- Activities which are creative;
- Activities which involve helping or entertaining others.

Patterns are windows to meandering inside. Patterns can tell us a great deal about the question "*what is it about x that I love*" – in the patterns will often be evidence of "*why*".

How do we discover what we love to do? One way is to ask ourselves the question and pay attention to the answers and the patterns. A second way is to pay attention to what we pay attention to and are curious about.

Connect this back to the students' Career Focusing experience and learning from developing their artifact bags. Ask them to also recall what they could not stop doing as children at play – perhaps Lego; perhaps cartooning. Often the clues to what we love emerged as very young children. We very likely still love them, we have just stopped playing so much! It may be very informative to have this discussion at home having parents/adults recall the passions teens showed when they were very young. Teens can then begin to think about how that passion still exists in them now and how it gets expressed.

MEANDERING STRATEGY #2 (inside): Explore Pride Experiences

ACTIVITY

Pride Experiences – Learning from What Makes us Proud!

Purpose:

To demonstrate the connection between pride experiences and discovering passions and motivations; to do so initially with a personal pride story so that the process is clear; then to apply this same method to many stories in order to see patterns and identify natural strengths.

Introduce pride experiences:

Point out that we often have a lot of difficulty recognizing strengths that we have developed, even those held in high regard by others. Many of us are often better at recognizing our limitations and mistakes, while minimizing our assets. It is important to have opportunities to recognize assets and to learn to make these assets work best in career planning and career action. This activity provides opportunities to identify strengths and skills and to label them.

Some skills are developed to perform a specific task. Having “technical” skills can be a real asset in the labour market. More and more, however, employers are recognizing the value of “transferable” skills – skills that can be applied to performing many different tasks.

For example, it is very useful to know how to fix a car engine. With technology, however, techniques are changing rapidly. It is increasingly important to have the flexibility to learn new techniques and the adaptability to translate past knowledge into new applications. Flexibility and adaptability are examples of employability skills that are transferable across many tasks and occupations.

We all use strengths and assets in our everyday activities – we just do not often recognize them as such. Standing back from our achievements and discovering how we accomplished them provides a window to see strengths and assets in action. If we can identify the strengths that enable us to carry out daily tasks successfully, we can begin to see which strengths we tend to draw on regularly. When these patterns become evident, this is a good indication of existing strengths which are integrated and dependable.

This activity is one way to see the relationship between our accomplishments and our strengths/assets.

- Ask participants to take a moment and think about something they have done that they are proud of. It need not be huge; it just needs to be something that they did well, enjoyed doing

and feel proud of. Give a personal example that illustrates that the pride experience need not be a major event – it can come from everyday life (example: I had unexpected guests and I put together a great dinner from leftovers). Ask participants to complete the top row on OH 2-9.

OH 2-9

F2D Future to Discover	
Pride Experience Something I did well, enjoyed doing and am proud of	
WHAT DID YOU DO?	WHAT WERE THE CIRCUMSTANCES?
WHAT ARE YOU MOST PROUD OF?	
WHAT SKILLS DID YOU USE?	WHAT DOES THIS SAY ABOUT YOU AS A PERSON?
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2-9	

- Emphasize that it is important that a pride experience not be seen as something few achieve; we all achieve pride experiences and the focus is less on the accomplishment than it is on the feeling of pride.
- Allow participants a few minutes to get some points down.
- Ask for a volunteer who would be willing to tell you about one of their accomplishments in front of the group for approximately 5-8 minutes. Reinforce that this is a voluntary activity, not a requirement. While you may set up the interview in a formal manner by using two chairs at the front, we recommend that you do this townhall style by interviewing the individual in their seat.
- All other participants in the group are to be observers. Ask them to write down any time they hear a strength or a skill in the story. Encourage participants to refer to OH 2-10 on Employability Skills if they have difficulty naming the skills they hear. Participants should not be limited to this list, however.
- Your role as facilitator will be to listen to the volunteer's story and to encourage specificity (as required) by asking open questions. Example:
 - How did you do that?
 - Take me back and walk me through the steps involved?
 - Where did you begin? How did you get from where you started to actually achieving it?
 - What are you most proud of?
- After 5-8 minutes of storytelling, invite participants to identify the skills they heard. Record on flip chart all the skills identified by participants. You may wish to get a sense of which skills were identified by more than one person. Many skills will emerge.
- Take time to check in with the volunteer. Do they recognize the skill set as their own? Reinforce that the list of skills is theirs to accept or reject – they are in control. This can be a

useful way to identify skills that we ourselves might otherwise take for granted. Give the list to the volunteer to keep. If a teen is the volunteer, encourage them to transfer the skills to their **Portfolio**.

Note to facilitator:

Some individuals may experience this as bragging rather than honouring a real accomplishment. Make the distinction between talking about accomplishments to make oneself look good, and talking about accomplishments that reflect real efforts. Point out that very often, teens find it difficult to speak of their accomplishments and take pride in them. This is one reason why pride experience stories are so important. Without even being aware of it, skills and qualities are revealed in these stories.

OH 2-9

Show the remaining questions on the 2nd row of OH 2-9. Allow time for participants to think and make a few notes.

F2D Future to Discover

Pride Experience
Something I did well, enjoyed doing and am proud of

WHAT DID YOU DO?	WHAT WERE THE CIRCUMSTANCES?	WHAT ARE YOU MOST PROUD OF?
WHAT SKILLS DID YOU USE?	WHAT DOES THIS SAY ABOUT YOU AS A PERSON?	

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Debrief:

Point out that skills in our pride stories are very often natural strengths and work we love to do usually makes use of both our natural strengths as well as our learned knowledge and skills. We tend to use our natural strengths all the time, often without recognizing them. The more pride stories are explored, the more a pattern of skills and strengths will emerge.

OH 2-10

Make the connection between pride experiences and the development of “natural employability skills”. Show OH 2-10 Conference Board Employability Skills to illustrate.

F2D Future to Discover

Employability Skills 2000

FUNDAMENTAL SKILLS	PERSONAL MANAGEMENT SKILLS	TEAMWORK SKILLS
Communicate	Demonstrate Positive Attitudes and Behaviours	Work with Others
Manage Information	Be Responsible	Participate in Projects and Tasks
Use Numbers	Be Adaptable	
Think and Solve Problems	Learn Continuously	
	Work Safely	

From: The Conference Board of Canada (see www.conferenceboard.ca for full reference.)
© Canadian Career Development Foundation, November 2005 2-10

Invite adults/parents and teens to write down another Pride

Experience they would be willing to have a 5 minute chat about using the suggested templates (OH 2-9). (The chat will be an in-between workshop assignment).

MEANDERING STRATEGY #3 (outside): Follow Curiosity

Recall that meandering is about exploring expansively and broadening horizons. As we begin to meander outside, it's important to keep this "big picture" view in mind. When meandering, we're not asking ourselves what job or occupation we want to pursue. Rather, we're letting our curiosity lead us. We're thinking broadly about what fields/sectors intrigue or interest us and how our skills can apply within and across these areas.

ACTIVITY

Think And Explore Fields And Sectors

Purpose:

To demonstrate the importance of taking a big picture view of career possibilities as well as the value of transferable skills.

Fields and sectors change less quickly than occupations. While occupations within a field may change, the skills within a field are common across several occupations, even the new ones being introduced. Thinking fields and sectors keeps you aware of where else to look and the vast numbers of opportunities available within each field.

For example 9 sectors/fields are listed in Career Directions (www.careerccc.org/careerdirections) which is one LMI taxonomy. Within these 9 fields are listed 186 occupations! Part of meandering is seeing the big picture of opportunities within each sector.

OH 2-11

Show the 9 fields in Career Directions OH 2-11.



Part A of activity:

- Select Health. Let's say you are passionate about all aspects of staying healthy and are very attracted to a career in the health industry. But, you are not at all sure you can handle the sight of blood.
- In plenary or triads ask participants to think of what alternate

occupations in the health sector might be open to them.

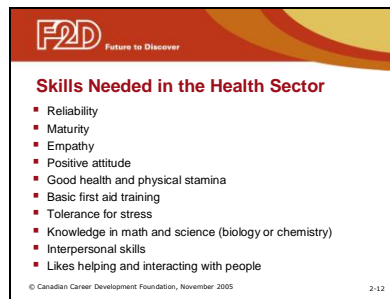
Take examples and feel free to add others to the lists generated.

Examples might include:

- Sports medicine (athletic training, exercise physiology, physical therapy, podiatry)
- Research and Technology (diagnostic imaging, ultrasound, radiology, medical lab technician, nuclear medicine)
- Mental health (psychology, therapist, social work, psychiatry, psychiatric aid)
- Pharmacology (retail pharmacist, hospital pharmacist, pharmacy technician)
- Homecare
- Diet and nutrition
- Alternative Healthcare (acupuncture, massage therapy, reflexology)
- Education (health information, medical illustrator)

OH 2-12

Point out that this is probably just the tip of the iceberg. Show OH 2-12 listing the common skills needed across the sector. Discuss how important “transferable skills” are to success in the diamond workplace.



Give a definition of transferable skills such as “abilities which can be applied from one job to another”. For example, someone who worked measuring and cutting wood to build roof trusses may have lost work because of new computerized methods. However the skills of using mathematics, being precise, planning and organizing may transfer to the job of quality control as an inspector.

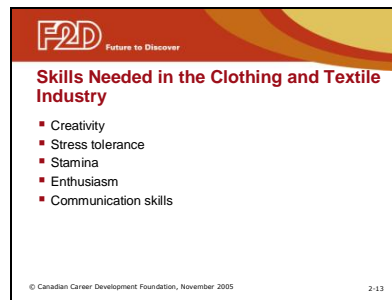
Part B of activity:

- Make the point that a major industry has opportunities in more than one sector. Select Clothing and Textiles.
- Using the OH 2-11 listing the fields, ask participants in triads or in plenary to generate opportunities for work in this industry in at least 3 different fields. Take examples and add others as appropriate. Examples include:
 - Arts, Culture and Communication (fashion journalism, fashion photography, catalogue design, costuming, wardrobe designer)
 - Manufacturing (pattern maker, technical writer, sewing)

- machine operator, sample maker)
- Sales and Service (customer service, retail salesperson, store management, retail buyer,)
- Business and Administration (market analyst, market research, publicity, public relations) etc.

OH 2-13

Show OH 2-13 showing the skills which are common for working in the clothing and textile industry.



Debrief:

In the debrief discussion show how taking a big picture view of a sector, rather than a specific job in that sector, and thinking about using skills in and across sectors are meandering strategies. These help in getting a big picture perspective of opportunities.

MEANDERING STRATEGY #4 (outside): Network

ACTIVITY

Networking to Broaden Knowledge and Experience

Purpose:

To demonstrate the many networks and useful first-hand sources of information that can assist teens to test out their curiosity in safe and inexpensive ways.

- Link this activity to the 4th Lasting Gift message "Access Your Allies and Be an Ally".
- Provide each teen with an index card. Ask them to write their first name and one career they are curious about. Ask them to be as specific as possible in naming their curiosity, keeping in mind that it may be a mild curiosity or a serious interest (example: hockey player, deep sea diver, snowboard instructor, midwife, computer programmer);
- If the group is small (i.e. under 20), put their cards up on the wall; If large, you may want to collect the cards, select a few examples and do the activity orally.
- If the cards are on the wall, invite adults/parents to circulate and do the following:
 - For every career interest, ask themselves, *Am I a contact with some first-hand experience and*

information on this career interest? If yes, invite them to mark their name followed by an "I" to show that they have first-hand information. ("I" would be willing to be interviewed about this).

- For every career interest, ask themselves: *Do I know a contact, or someone who knows a contact who could provide some first-hand experience and information on this career interest?* If yes, have them put their name on the card followed by an "N" for Network;

(Note that adults/parents may sign cards twice with both an "I" and "N" if appropriate).

- If you have a larger group, you can do this same activity by asking a show of hands in response to each question. Invite people to follow-up and network using their cards following the workshop. In either case the point of the activity is to encourage parents/adults (and teens) to recognize and make use of their natural networks.

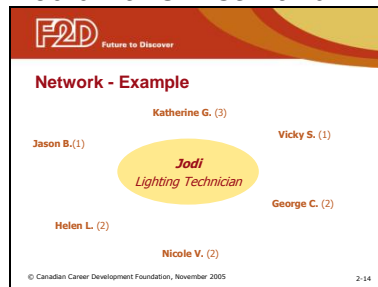
Debrief:

Ask what participants have gained from the exercise and what they might practically do to create and make use of this kind of visible and accessible information network.

OH 2-14

You may want to use OH 2-14 to illustrate visually a networking example using three levels of information:

- 1** = Someone with first-hand information
- 2** = Someone who knows someone with first-hand information
- 3** = Someone who knows another who can connect to a third person who would have first-hand information.



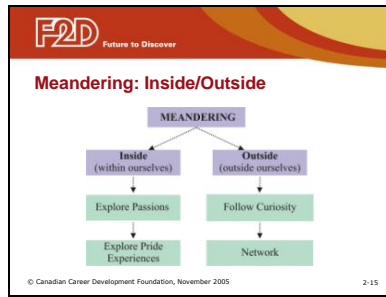
Reinforce that this is a way of "Accessing Allies and of Being an Ally", one of the Lasting Gift messages.

OH 2-15

Review Meandering Strategies:

Return to Meandering – summarize what has been covered (you might want to use OH 2-15 – *Meandering: Inside/Outside* to help

you do so).



You may want to do this as a Question/Answer discussion – i.e. what activity explored passion? etc. You may also want to refer back to the objectives of this workshop (OH 2-3)

OH 2-16

Present "What adults/teens can do" to meander. Invite additional ideas.

WHAT PARENTS/ADULTS CAN DO...	WHAT TEENS CAN DO...
Notice natural strengths	Notice what you pay attention to
Put reality test on hold	Trust what you love to do
Use "loved activities" to explore opportunities	Ditto
Watch for proud moments – tap them to find passions and skills	Trust your proud moments – explore and probe them
Be a network resource	Use available networks; seek new ones

OH 2-17 - 2-18

Introduce between workshop assignments

Quickly review the assignments and encourage their completion:

- For teens: Make an "I am Curious list" – careers, sectors, education programs, opportunities you would like to find out more about. Write down at least 5 and bring them to the workshop next time.

Workshop 2 – Assignment 1

Careers/Opportunities/Experiences I am curious about and want to find out more:

- 1.
- 2.
- 3.
- 4.
- 5.

- Take time to discuss one pride experience before the next session and have their partner write down and share skills they hear in the story. An alternative is to do this as a written

exercise, but it is much more effective done in a pair or a trio. It is very hard to see our own skills when doing this activity alone.

F2D Future to Discover

Workshop 2 – Assignment 2
Something I Did Well, Enjoyed and Am Proud Of

WHAT DID YOU DO?	WHAT WERE THE CIRCUMSTANCES?	WHAT ARE YOU MOST PROUD OF?
WHAT SKILLS DID YOU USE?	WHAT DOES THIS SAY ABOUT YOU AS A PERSON?	

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- Give out *Feedback Sheet – Session 2* to gather information about their experience of the session. If you wish, and if time allows, you might want to ask them to share their feedback with you as a group.

Thank them for their participation and remind them of the date, time and location of the next session.

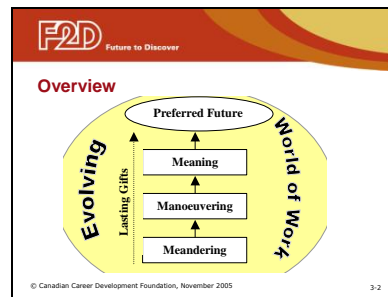
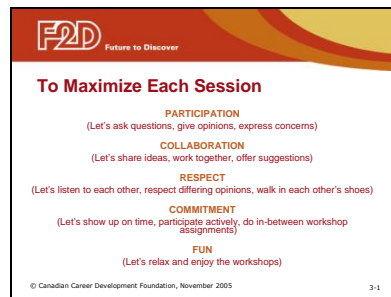
WORKSHOP 3: Manoeuvring

WELCOME

Welcome participants to Workshop 3

OH 3-1 – 3-2

Review Norms and Overview as done in previous workshops.



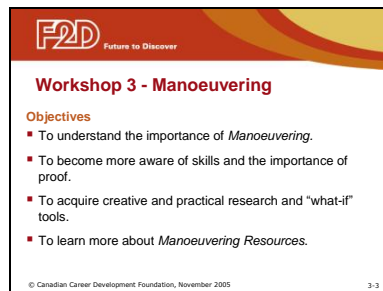
Debrief the in-between workshop assignments:

- Invite comments on the experience of telling a pride story or writing a pride story.
- Pass out cardboard index cards or paper and ask teens to write on a card one career/opportunity/or experience which they wrote down in response to the assignment to make an "I am curious" list. These will be used in this workshop.

Invite any questions, concerns, observations on what worked/did not work.

OH 3-3

Present objectives for Workshop 3



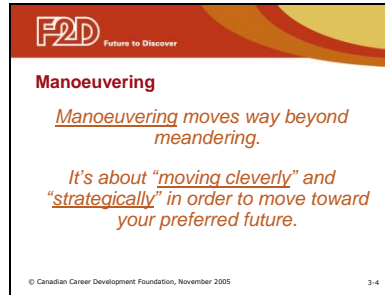
Introduce Manoeuvring

- Manoeuvring moves way beyond exploration. It is about "moving cleverly" and "strategically" so that you not only trust that good luck (often called "serendipity") will happen; you're prepared to take advantage of it when it arrives. It is about manoeuvring into positions where learning will result.
- Note that manoeuvring is also about balance. It is

essential that teens be allowed to find their passions and follow their hearts; AND it is also essential that they master learning tasks- literacy, responsibility and interpersonal skills.

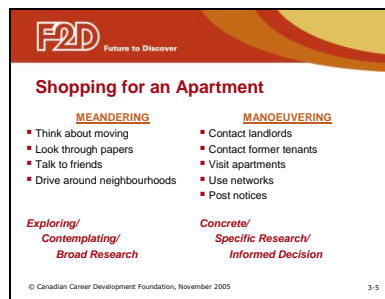
OH 3-4

- Show 3-4 emphasizing the ideas of moving cleverly and strategically



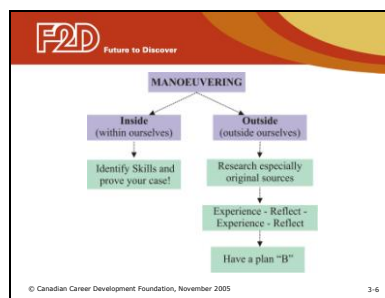
OH 3-5

- Use 3-5 (apartment) to walk through a concrete example



OH 3-6

- Provide content overview by following the inside/outside approach used also in workshop 2.



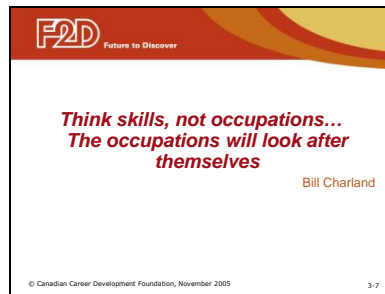
MANOEUVERING STRATEGY #1 (inside): Identify Skills and Prove Your Case!

Introduce the importance of focusing on skills and sectors instead of occupations in today's labour market.

Bill Charland, whose work is the basis of the pyramid and diamond (Workshop 1), has several tips for youth seeking access to the diamond. A key strategy is to "Think Skills". The diamond

work structure is less concerned with credentials (although they certainly matter for access) and more concerned with the skills workers bring. Employers are interested in workers with skills that they can apply to different aspects of their work. Charland goes so far as to say that :

OH 3-7



If we reflect on this for a moment, it begins to make a great deal of sense. A small business is driven by a group of people who does everything to keep the business going. To survive, each employee is challenged to use diverse skills in diverse ways.

Recall Jennifer James, who predicted that most of the jobs of those under 30 years of age were yet to be invented. If she's right, a focus on occupations is very limited. Occupations are changing quickly – new ones are emerging and old one disappearing. Recall that there are now somewhere between 29,000 and 40,000 known occupations and many more being created all the time. There are not 40,000 different skill sets! Therefore, many skills must be transferable – useful across many occupations.

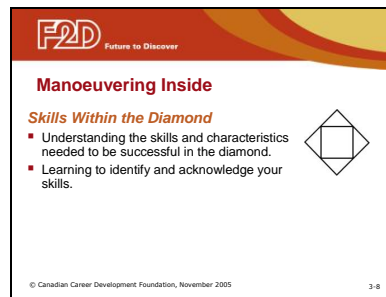
Charland also advises "Think Sectors", not occupations.

Sectors are areas of the economy, such as health, technology or culture. Sectors have within them multiple occupations/possibilities AND many levels (including entry, technical, technological, professional and managerial). While occupations may come and go, sectors change much less quickly. Thinking sector broadens exploration beyond a specific occupation. In thinking for example about being a doctor, it is advisable to think broadly about investigating and researching the health sector. Similarly, those who want to work in forestry can be encouraged to think broadly of the environment and logistics sectors; those who want to be rock stars can be encouraged to think entertainment sector.

By thinking sectors, teens open the door to navigating the diamond and to applying the concept of a *career path*. It is clear that employers recruit first and foremost from within. Once in, teens will more likely be able to chart the path to where they want to be. Teens often get stuck when they limit their thinking to occupations – thinking sectors frees them to move.

OH 3-8

Discuss the diamond as a labour market where keeping your job and progressing in your work depends on skills and learning. (Recall the pyramid and diamond in Workshop 1; using 3-8)



Several skills needed to be successful in the diamond have been touched on in previous workshops. Brainstorm some of these. Examples include:

- Using creativity to identify trends; Taking an inventory of natural strengths from pride experiences; Using networks.

Reintroduce the Employability Skills introduced in the previous workshop; in this section we take these skills from abstract to concrete.

What are employability skills? The word Employability comes from two roots – employ and ability. They refer to the basic skills needed to function effectively at work, no matter what work you are doing. Employers indicate that skill sets are changing so fast that they have to provide on-the-job training for specific work tasks. What they need however, are workers who have basic academic, teamwork and people skills along with good work attitudes – all the things which are very difficult to train for.

Clearly, employability skills are applied differently depending on the type of work you do. An animal trainer, stand-up comic, politician and salesperson should all have strong speaking skills (communication skills) but they use these skills very differently in their work. While having the required technical knowledge and skills to get in the door absolutely matters, increasingly employability skills are taking on more importance. They are key skills to manoeuvring in the diamond workplace!

ACTIVITY

Skills Identification and Proof

Purpose:

To become more aware of skills which have already been acquired, but are often not recognized.

OH 3-9-3-13

Briefly recall touching on the employability skills in Workshop 1. Note that now we're introducing a more in depth list of employability skills.

Refer participants to their workbooks where the employability skills are listed (3-9 to 3-13)

- Invite each adult/parent to select from the skill list, one skill which his/her teen has and has demonstrated;
- Invite each teen to select one skill which an adult/parent they are with has and has demonstrated;

Walk through an example to clarify the importance of proof
Emphasize that it is not always easy to find “proof”.

Provide examples such as:

- Aaron has imagination and creativity. He demonstrates this by putting on spontaneous puppet shows for his younger cousins and he makes up the whole script. His cousins always want more!
- Katie takes responsibility. She demonstrates this when babysitting by calling for advice when anything is happening with the children where she feels a little uncertain. She is also always on time.
- Ask each participant to complete the chart on 3-14 for their selected individual. Allow a few minutes for this.

OH 3-14

F2D Future to Discover

Manoeuvring Inside: Skills with Evidence

Example: _____ has _____
He/she demonstrates this by _____

WHAT?	HOW?

© Canadian Career Development Foundation, November 2005 3-14

- Divide participants into pairs or fours. Ideally, pairs should be made up of the teen and adult/parent whose skill they profiled.
- Once in groups ask them to read aloud the what (skill) and how (proof). Invite them to think about how confirming it is to hear the “proof”.

Debrief:

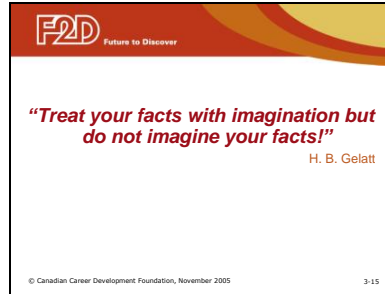
Relate this to looking at everyday experience with a new set of eyes, which look for and identify “skills”. Emphasize again that finding the words to describe proof concretely is not something we do regularly and it is challenging. It takes practice.

Point out that an assignment in between workshops, for practice, will be for teens to identify at least two skills and proofs they believe they have; adults/parents will identify at least two skills their teen has and the proofs and teens and adults/parents will share these lists. Relate this to portfolio building and to résumé preparation. In both cases, skills and proofs are essential ingredients.

OH 3-15

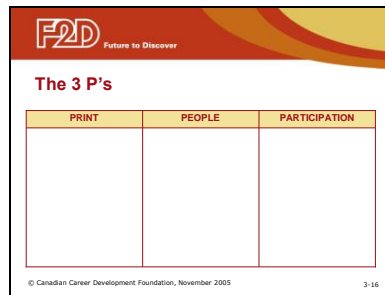
MANOEUVERING STRATEGY #2 (outside): Do Research!

Introduce Gelatt's quote on treating information and the manoeuvring skill of Research, especially original sources.



OH 3-16 TO 3-17

Introduce the 3 P's – Print/People/Participation
Sources of information (including first-hand) are available in all communities by accessing one or more of the 3 P's – Print/People/Participation.



Invite participants to brainstorm on local sources of information in these three categories. Local newspapers, local chambers of commerce, church and community groups are examples.

Introduce the value of information interviews as a way to access first-hand information from **People**. Emphasize that the best information is first-hand information.

Information interviewing is a highly effective means of collecting information about a specific field of interest, an occupation or a job. It generally consists of a meeting (preferably face-to-face) with someone who represents a field of interest or is actually doing a job that an individual wants to find out more about. It is more formal than networking.

Information interviewing has the advantage of being a way to collect information that is relevant to specific needs because the person chooses who to interview and what questions to ask.

OH 3-18

The benefits are many:

- It gives first-hand information and a realistic insider view of the field. Teens can learn about factors that never

appear in print sources (like the disadvantages and the frustrations of a particular field). If the interview is at the work site (preferred), the work environment can be directly observed;

- It helps to build connections and networks which may be helpful in the future. The person interviewed may give referrals to others in the field;
- It is a chance to hear how others have developed their career paths. Teens gain a personal perspective and learn important, often neglected information such as:
 - what kind of personality is most successful in this kind of work;
 - what “values” drive the work;
 - what are the rewards.

This information can be assessed against one’s own “heart” and self-knowledge. Does this suit me? Is this what I thought it was going to be? Will this challenge and interest me?

ACTIVITY

Teens Interview Adults/Parents (Model)

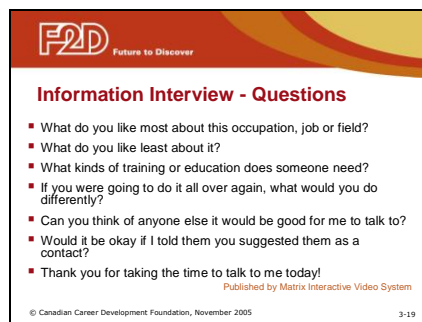
Purpose:

To demonstrate the availability of first-hand information which is immediately and readily accessible

Demonstration:

OH 3-19

- Find a match from the “I am curious” handouts with which you have experience and can be interviewed about. Ask for two parents who also know something about the area and are willing to be interviewed with you. In the demo, let the parents take the lead – the facilitator should participate only if necessary.
- Assemble a panel (2-3 teens) to conduct the interview. They will need to rotate using the questions on 3-17 as a guide. They need not be restricted by these questions. They are guides and supports only.



- Encourage observers to listen, note any new learning and imagine themselves conducting an interview.
- Note that it is important that the interview be modelled fully (even though the model is a slightly “condensed” version of the real thing) in order to create enough confidence and safety for the assignment to succeed.

Debrief:

Following the demonstration, take any questions. Discuss briefly what was learned and the benefits of this approach to research.

Note that teens will be encouraged to interview someone as one of their assignments. Encourage them to do this, emphasizing that they can:

- Interview a parent/significant adult who is doing interesting work.
- Interview the oldest living member of the family or in the community to get a career history of meaningful events and turning points.
- Interview someone who is doing work that interests them in the community.
- Interview someone currently in PSE about their experience so far.
- Interview with a buddy (find another teen with similar interests and co-interview someone.)

There are many options. The important thing is to try it.

Note that adults can:

- Start an e-mail registry of parents/adults from this workshop who would agree to be interviewed. Make this information available to teens in the community. Do the same non-electronically – a bulletin board at a community centre or in the local supermarket.
- Make your willingness to be interviewed known to the guidance counsellor or co-op teacher at the school.
- Form a parents/adults Information Interviewing Resource Council.

Note that teens were asked to identify five careers/opportunities/experiences they were curious about as a Workshop 2 assignment. In this model, we were only able to begin to explore one of these. Many are yet to be researched, so we need to go further to understand the wider range of information sources and how to make sense of labour market information. To do this, we’ll explore some **Print** sources.

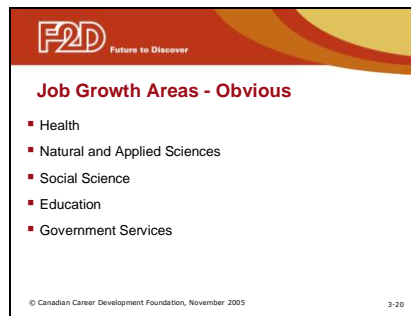
Reinforce the importance of never trusting one source of information and challenging what you think you know for sure.

Give a short lecturette on Job Growth Areas and how to understand labour market information on growth sectors of the economy.

OH 3-20

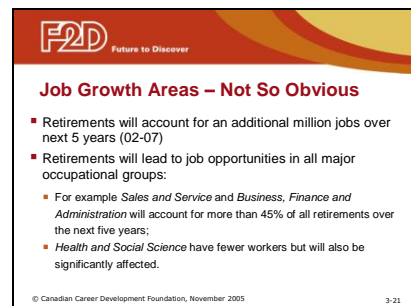
Make the following points:

- Some growth areas become obvious when you look for trends which would lead to job demand. For example, what trends are evident right now that are resulting in increased demands in the health sector? Demographics and the aging population stand out immediately.
- Similarly the increased demand for increasingly sophisticated technology results in opportunities in natural and applied sciences as does the emphasis on environmental issues. Go through the other examples asking questions on the trends which are pushing job growth. These present opportunities.



OH 3-21

- Move to the not so obvious areas.
- We often tend to overlook the importance of “not so obvious” influences. For example, the impact of the numbers of workers scheduled to retire over the next ten years in Canada is going to be huge. In some sectors (software for example) close to 60% of their current workforce is over 50. Skill shortages are predicted in most skilled trade areas.



- Understanding and watching for these “not so obvious” areas can reveal many opportunities that just looking at growth will not reveal. This is an example of looking at the labour market from a manoeuvring perspective – cleverly

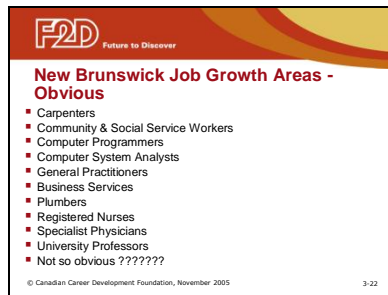
and strategically.

- Another “not so obvious” area is the percentage of job growth projected. Use the following illustrative example, noting that the numbers are not real – they are just provided to make a point:

We talked about growth in the health sector. Imagine that there will be 50% growth in physicians and 20% growth in registered nurses. Which occupation is more promising? (They will likely say physicians.) What if there are currently 100 physicians in the province and 500 nurses? A 50% growth in physicians will result in 50 new jobs; A 20% growth in nurses will result in 100 new jobs. Now which looks more promising?

OH 3-22 TO 3-23

- Show the examples of obvious growth in New Brunswick and Manitoba. Discuss some of the not so obvious.



NOTE TO FACILITATORS:

You may wish to update this information from the websites given or add other sources of local information of most relevance to participants.

- Emphasize the importance of research and always making certain that you should have at least two sources of information on any apparent “fact” before you accept it as true. Websites and labour market information are valuable but not always current or reliable. Such information should be supplemented by research for as close to first-hand sources as possible.

OH 3-24

MANOEUVERING STRATEGY #3 (outside): Experience and Learn from Experience

Emphasize the importance of **Participation** as a way of researching and gathering important information (as well as gaining valuable experience, networks and learning).

- Discuss the experience employers indicate they are looking for in young hires. Note that they are interested in youth who have done their homework as well as who have been active participants in their communities and schools. This is another

clever and strategic manoeuvring strategy. The more experience and learning from experience the better.



Note that we'll be returning to this theme of experience in Workshop 4.

OH 3-25

MANOEUVERING STRATEGY #4 (outside): Have a Plan B

- Another insightful quote from H.B. Gelatt is that “It is important to make up your mind; it is also important to change your mind!” This raises the importance of teens having both a Plan A for what their next step will be as well as a back-up Plan B, just in case.
- Show 3-25 and recall the quiz that teens and adults/parents did last year. Invite participants to guess or remind them of the answers to the first 2 lines.

70% of students expect to go directly from post-secondary (especially University)	30 to 50% of students actually go directly to post-secondary
10% of students expect to go directly from school into the work force	65% of students go directly from school into the workforce
45% of students have no part-time work-experience	75% of employers state that they look for part-time work experience when hiring students directly from school
34% of students do volunteer work in their communities	83% of employers value and look for youth with volunteer experience

- Make the point that what we “think” our future will be at one stage does not always turn out that way – at least initially. Therefore, it is smart to have a Plan B.

ACTIVITY

Planning for a Plan A and a Plan B ... and a Plan C

Purpose:

To reinforce the importance of having a back up plan (or two!) and to practice developing them.

There are a multitude of reasons why a Plan B might be necessary. In some cases, you may encounter barriers or roadblocks that mean you need to find a different way to get to the same end goal. For example, Amira’s dream was to be a

sports photographer. She applied to three colleges, but was rejected by all. She wasn't prepared to give up on her dream, so she had to find some other way to get there. She took a full-time job after high school as a ski lift operator.

OH 3-26

Show 3-26

F2D Future to Discover

Amira

Amira's first full-time job after she finished high school was as a ski lift operator. Ten years later, Amira is a successful sports photographer.

- Create her "direct" (highway) route using 3 Manoeuvring strategies
- Create her "indirect" (byway) route using 3 Manoeuvring strategies

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In plenary, ask the group to first suggest a direct route of 3 steps (a highway) for Amira to achieve her dream. Here you are looking for the most logical, direct path.

Next, ask the group to suggest an indirect route for Amira (a byway). You're still seeking to arrive at the same end goal (her dream of becoming a sports photographer), but this time you're wanting to use your imagination and creativity to create a more unexpected route, perhaps building in chance events and unforeseen opportunities or barriers.

OH 3-27

Show 3-27.

F2D Future to Discover

Pathways Strategies

- Tune into something you love
- Be alert to opportunities
- Take risks
- Take more education or training
- Make chance work for you; manage your good luck well

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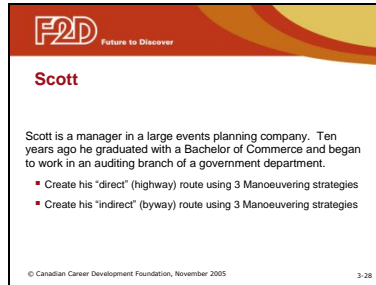
Review the steps created by the group for both the direct route and indirect route to see if these strategies were incorporated. If not, play a little to see if the group is able to include them. Note that in doing this activity, the group has created a Plan A (direct route) and a Plan B (indirect route) for Amira. For teens (and all of us) it is important to know there is more than one way to get to the same destination.

In some cases, however, you may encounter barriers or road blocks that you decide are insurmountable or find information or have experiences that make you change your mind. For example, after graduating with a Bachelor of Commerce, Scott found himself in a job working in an auditing branch of a government

department. He realized that his Plan A was not for him. His Plans B and C took him in a whole new direction.

OH 3-28

Show 3-28.



Divide participants into groups of 4. Have half the groups create a Plan B (direct route) for Scott to achieve his new goal of becoming manager of a large events planning company. The other half will create a Plan C (indirect route) for Scott to achieve his new direction. Again, encourage both groups to incorporate strategies from 3-28 in their Plans.

OH 3-29 – 3-30

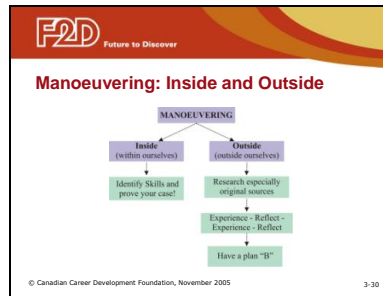
Debrief:

Take up a few examples of both direct routes and indirect routes. Highlight the importance of knowing there is more than one way to get to the same destination (Amira) and more than one destination possible (Scott). Discuss how having a Plan B (and possibly even a Plan C) is a manoeuvring strategy.

Review the 4 Manoeuvring Strategies covered:



Use 3-30 *Manoeuvring Inside/Outside* to help you with this.



Do this as a Question/Answer discussion asking them which activity tried to demonstrate each strategy. Refer back to the objectives of this workshop on 3-3 as a review.

- Present 3-31: *What Parents/Adults/Teens Can Do...* to maneuver inside and outside. Invite additional ideas.

OH 3-31

WHAT PARENTS/ADULTS CAN DO...	WHAT TEENS CAN DO...
Be an asset coach (look for skills and positive attitudes)	Gather "proof" – build your skill portfolio
Co-research: Bring LMI home	Be snoopy: Research in unlikely places
Encourage diverse experience	Get involved in different ways to experience different work options
Encourage highways and byways	Hold to what you want. Know there are many highways and byways to get you there

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- Introduce and review the between workshop assignments.
- Remind participants of the first activity (Identify Skills and Prove Your Case). Review 3-32.

OH 3-32

Identify two skills you show this week – the what – and the proof – the how. Record them here. Keep your list growing.

WHAT?	HOW?

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OH 3-33

- Invite participant to visit the website of either Career Directions or Job Futures and find a few important facts about fields or occupations you did not know before searching.

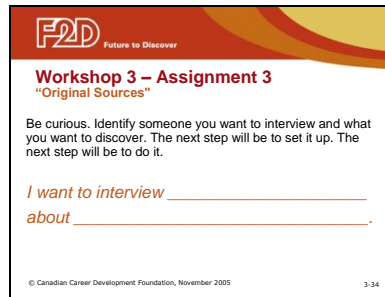
Visit at least one of these websites. Write down a few facts you discovered that you did not know before.

- Job Futures www.jobfutures.ca (national) www.jobfutures.org (click on your province)
- Career Directions www.careerccc.org
- Canada Millennium Scholarship Foundation www.millenniumscholarships.ca
- The Alliance of Sector Councils www.councils.org
- Manitoba specific: www.hrsdc.gc.ca (click on: Services where you live: Select Manitoba)
- New Brunswick specific: www.hrsdc.gc.ca (click on: Services where you live: Select New Brunswick)

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- Invite teens to identify an area of interest they would like

to interview someone about. Encourage them to actually conduct an interview before the next workshop.



The image shows a worksheet titled "Workshop 3 - Assignment 3 'Original Sources'". At the top left is the logo "F2D Future to Discover". The main text reads: "Be curious. Identify someone you want to interview and what you want to discover. The next step will be to set it up. The next step will be to do it." Below this is a line for "I want to interview" followed by a blank line, and another line for "about" followed by a blank line. At the bottom left, it says "© Canadian Career Development Foundation, November 2005" and at the bottom right, "3-34".

Give out *Feedback Sheet – Session 3* to gather information about their experience of the session. If you wish, and if time allows, you might want to ask them to share their feedback with you as a group.

Thank participants for their presence and remind them of the time, date and location of the next workshop.

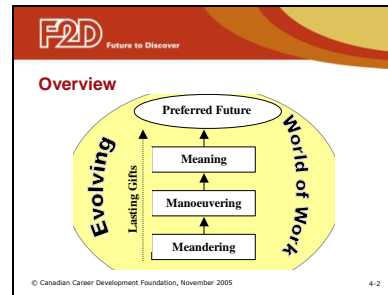
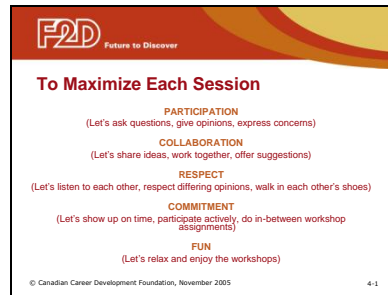
WORKSHOP 4: Meaning

WELCOME

Welcome participants to Workshop 4

OH 4-1 – 4-2

Review norms and overview as done in previous workshops.



OH 4-3

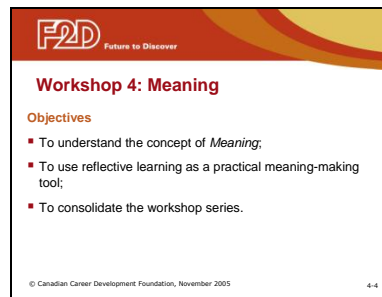
Highlight the 5 Lasting Gift messages as having particular relevance when looking at the theme of meaning and exploring what meaning means!



Debrief the in-between workshop assignments:

- Invite some examples of skills observed and the proof of those skills – the what and the how. The “proof” is often difficult; provide additional encouragement to keep the lists growing.
- Invite examples of facts discovered on any of the websites.
- Inquire if anyone did set up and/or actually do an interview. Again, provide additional encouragement.

Present objectives for Workshop 4.



ACTIVITY

John Krumboltz “Test”

Purpose:

To consolidate the mind-set of challenging messages to see if they meet the Lasting Gifts test and to challenge oneself to think behind messages to the meanings conveyed.

We started in Workshop 1 to talk about the impact of “message” – messages are intended to have impact. Think about advertising for example – millions of dollars spent to influence and have impact on the viewer or the listener.

Some message are positive; some are quite negative, very few are neutral and very few are “Lasting Gifts”.

Many times, we hear messages but don’t really think about what the message is really conveying.

For example:

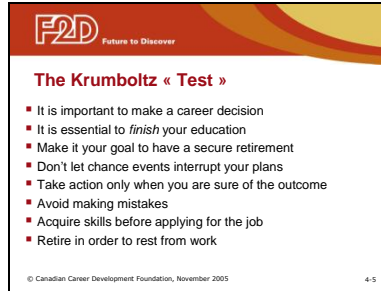
“Follow the hot jobs”. On the surface it sounds like good advice – a good message. Dig a little deeper and it becomes problematic, or potentially problematic. Ask what problems participants see in this message?

So far we have done only 5 messages – we looked at traditional messages and converted these to Lasting Gift messages. Of course there are hundreds of career related messages out there.

John Krumboltz, a career development “guru” (American) has been challenging us to challenge our message for some time.

We are going to work with a list of these messages he sometimes uses when he presents his ideas. He calls them a “test” but it is like the quiz we took last year – it’s to stimulate our thinking, not to “test” us.

Introduce the Krumboltz “Test”



Here are a few of his messages. Let's look at a couple together. All will be appealing when we first look at them. In fact, we may have already heard or even said these ourselves. Our job is to scratch the surface, see if there are limiting or negative messages under the surface and if there are, convert these to more positive lasting gift messages.

Do two messages in plenary (any two).

Divide participants into triads.

Before going into triads, tell participants that on 4-6, they have Krumboltz' own suggestions on how he would prefer these messages to read. Suggest they do not look at these until they have done their own work on the messages. His vision is only his vision, not the only vision – groups may come up with quite different lasting gift messages.

Debrief:

Discuss their responses, especially any they had to change in order to agree on. Discuss what they changed and why. Listen for the commonalities as well as the diversity in answers.

You may show 4-6 (Krumboltz revisited messages) as comparisons with their own messages. Note these are not "the answers" – just another point of view. The focus of the debrief is on the group's reframed messages.

ACTIVITY

Why do you work/want to work?

Purpose:

To encourage adults/parents to reflect on their life experience and the purpose of work in their own lives and to encourage teens to begin to think about what they want work to be in their lives.

Introduce the concept of meaning and meaningful work without defining it. Encourage thinking about meaningful work and what it means during the next activity.

- Hand out three index cards to each participant.
- Ensure that work is understood to include both paid and unpaid work. Work is defined as contributions, whether for

pay or not for pay, in home, community and /or in jobs. You may wish to recall the concept of "Preferred Future".

- Emphasize the scenario for this activity is that each has their basic needs of food, clothing and shelter met. The need to survive is a given and should not be written down as one of the reasons.
- Ask adults/parents to complete three index cards answering, "Why do I work/want to work?" (One reason per card). Emphasize again that work is in the workplace, home or community, for pay or no pay. Ask them to assume that they are already making a living, that is enough to meet the basic needs of themselves and their family-nothing fancy, but making ends meet.
- Teens are to do the same but answering, "What do I want most from the work I do and will do?" Again they are to assume they have their basic needs met.
- When finished, ask them to give up one reason (they will need to tear up one card to symbolize the letting go). This is often difficult.
- Ask them to do it a second time so they are left with only one card. This is even more difficult for some.
- Invite volunteers to share the card they kept. Collect a few and, reading a reason aloud, take a show of hands of those whose cards have close to the same reason. Repeat this a few times for different cards collected.
- Usually a number of themes will emerge such as:
 - To get paid for doing what I love
 - To play a meaningful role in society and make a difference in some way
 - To have enough income that I have freedom

Debrief:

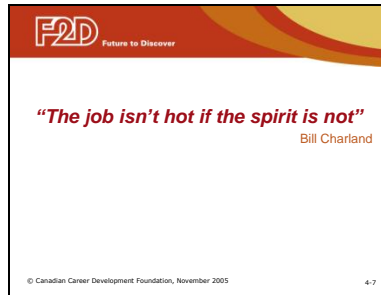
Get a few reactions to the reasons shared in plenary. What meaning can be derived from the card themes? Briefly discuss what the experience was of giving cards up? The harder it was to give up, the more important and meaningful it probably is.

Make the connection that at some gut level, we really do know what is meaningful to us. Even though difficult, most were able to end up with one card only and one major reason. For those who weren't able to tear up cards (or who really couldn't decide among reasons), this also is telling.

Link this with finding ways to discover what is personally meaningful – it requires "listening inside".

OH 4-7

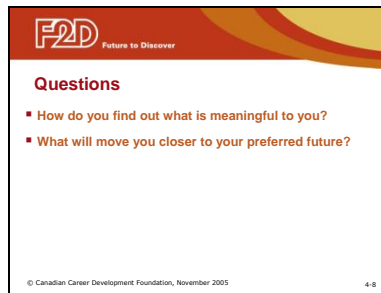
Link this to meaningful work and to the message:



You may want to mention that there are two times – research tells us – when people are most likely to really connect to what's really meaningful to them: at adolescence and middle age-timely for all teens and most adult/parent participants. You may wish to discuss briefly why this might be so.

OH 4-8

Introduce OH 4-8:



Mention that somewhat unlike Meandering and Manoeuvring (where there are very concrete activities and results can be quite immediate), finding meaning and purpose does not lend itself to specific strategies with concrete results. There is no direct formula – it is a process of discovery. Accordingly, while we suggested strategies for Meandering and Manoeuvring, here we're going to refer to some very well used and proven signposts however on the journey to meaning. These sign posts can help to guide us to finding meaning. The best we can do is pay attention to the signs.

Introduce the signposts:

Signpost 1: Listen to the "inner net"

H.B. Gelatt coined this phrase. It presents a helpful metaphor to suggest that we may be more comfortable and familiar with cruising the internet than cruising our own inner net. In looking for signposts to meaning, the inner net is important. How to access it is the question.

Explain the importance of listening to our own inner voice or "gut" reactions. When presented with potential careers, jobs or

opportunities, our gut will likely have something to say. When we listen to our gut and really pay attention to what it has to say, we get access to very powerful visceral clues – our body tells us whether we feel positive, negative or somewhere in between.

We'd like to give your inner voice an opportunity to be heard and for you to see what your "inner net" has to offer.

I'm going to read a series of statements and your task will be to listen to your own inner voice. What happens in your body and in your head when you hear each statement?

1. I can easily see myself working in an Emergency Room providing crisis care to people who are seriously injured.
2. I can easily imagine myself surrounded by 15 pre-school children, creating and facilitating activities for them.
3. I can easily imagine myself working at a computer for several hours each day, developing games, graphics or music mixes.
4. I can easily see myself working in a lab to identify specimens of threatened plants.
5. I can easily see myself starting up a new business and making it grow.
6. I can easily imagine myself working outdoors fixing hydro lines and restoring power to communities.

Underline that as they heard these statements, participants' inner voices may have yelled a resounding "Yes!" for some; For others, they may have said "No!" categorically; Still others may have found themselves in between, feeling uncertain and needing to think, reflect and/or research more.

Note that whatever their reactions, it's important to give credence to that inner voice or "gut" – to listen to what it has to say and to take this into account in the decision-making process.

Emphasize the importance of following this up by checking it out – is my gut reaction really based on fact or imagined fact? One of the best ways to do this is by "tasting" different experiences.

OH 4-9

Signpost 2: Explore Widely – Both the Inner Net and the Outer Net"

Experiment both by getting involved in as much learning and work tasting experience as possible. Experiences will show what is meaningful and not meaningful to you.

Present 4-9 Kinds of Experiences. You may want to quickly review these to ensure clarity.

F2D Future to Discover

Kinds of Experiences

	Done	Would Like To	Not Interested
Volunteer Work			
Get Co-op Experience			
Job Shadow			
Part-Time Work			
Summer Camps/Programs			
Join a new organization			
Plan a "gap" year			
Try out a new hobby			
Information interview			
Other:			

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Ask teens to work with the parents/adults they came with. Have teens check off the columns and add other kinds of experiences. Encourage them to challenge themselves to experience other ways. The idea of getting off the main road and dirt-biking on the side roads or exploring where there are no roads is a useful metaphor. Give some examples of getting off the main road from your own experience.

Ask adults/parents to add other ways of accessing the main and side roads. Have them reflect on experiences they have had which were meaningful and which required them to experiment and do something different. Allow a few minutes for sharing and discussion in teen/adult groups.

Debrief:

Have a brief discussion on the importance of diverse experiences. Invite teens to give examples of other kinds of experiences they could add to the list. Invite adults/parents to give examples from their experience and to give examples of what they learned. Note that through "tasting" experiences, we can check out whether our inner voice or gut was "on" or "off" – to see whether we had the facts or had just imagined them.

OH 4-10, 4-11

Signpost 3: Reflect on and Learn from Experience

This final signpost is about thinking about what an experience meant for us and what we learned, positive or negative.

F2D Future to Discover

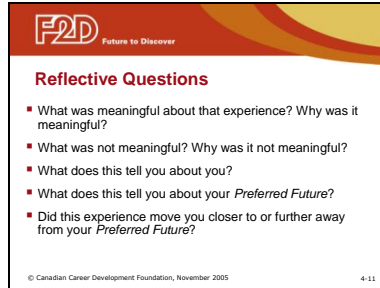
Reflective Learning

is when you stop and think about what an experience has actually taught you.

is questioning yourself about what was important or valuable for you to learn from that experience.

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Introduce and discuss Reflective Learning and the 5 step reflective questions to practice reflective learning. Mention that very often our lives are so full and fast that finding time and taking time to ask these questions and to really think about our responses becomes difficult.



Emphasize that we can learn as much very often from experiences we do not find meaningful – if we ask ourselves reflective questions and give ourselves some reflective time. Reflection will help us to learn from and grow as a result of experiences – whether they are positive ones or negative ones.

ACTIVITY

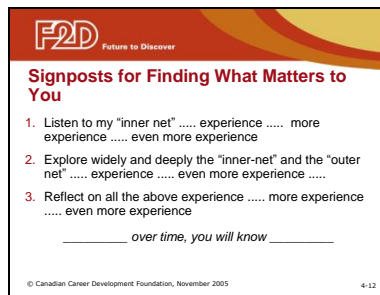
Signposts from the Workshop Series

Purpose:

To provide an opportunity to reflect on what each individual found either meaningful or not so meaningful in the series of workshops and to consider what learning about oneself resulted.

OH 4-12

Review the 3 signposts by showing 4-12.



Emphasize Signpost 3: Reflect and learn from experience – there is no easier or faster way. This activity practices exactly that by reflecting on the Workshop Series experience.

OH 4-13

Show 4-13 which lists the major “3 M” activities covered over the full four workshops. Use this opportunity to review each, inviting participants to flip through their workbooks and/or recalling them in plenary. This is important, not only for this activity but also as an overview and consolidation of the whole workshop series. The task is to take any one of these which they remember most

vividly (positive or negative) and put it to the “meaning” test.



Allow 3-4 minutes for participants to work individually, choosing one activity and answering the five questions from 4-10.

Divide into pairs or triads and invite sharing of the one element which stood out for each of them in thinking back over the workshops and what they learned, positive or negative.

Debrief:

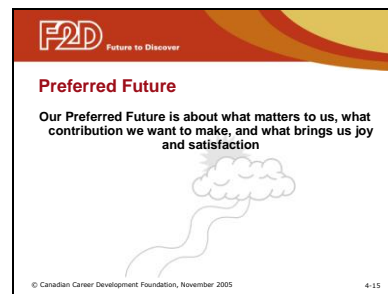
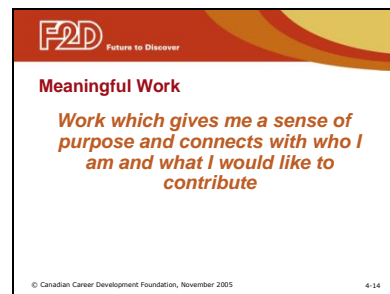
Invite comments.

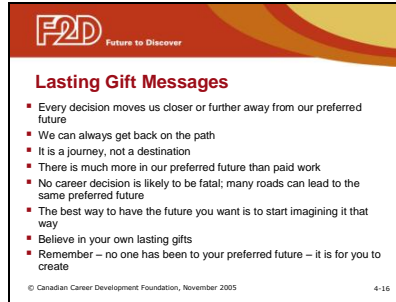
Make the important point that with respect to Meaning, “Over time... we come to know”. It is not a quick and easy process. Reflection takes time and work. Emphasize that finding the gift within and ways to express it in the work we do with our lives takes effort and perseverance. Building the preferred future one wants comes easy to very few but the journey to live and work with meaning and purpose is a journey worth taking.

OH 4-14, 4-15,
4-16

Wrap-up and Evaluation

Review the concepts of “Meaningful Work”, “Preferred Future” and the Lasting Gift messages.





ACTIVITY

Lasting Gifts To Take Home And Apply

Purpose:

To invite participants to continue to apply the themes and practices of the workshops and to provide some practical activities to get this started.

Ask each adult/parent to choose two messages he/she feels will mostly help their youth build his/her preferred future. They may choose from the list on 4-16, the Lasting Gift messages on 4-3 or a different or original lasting gift message.

Meanwhile, ask teens to do the same for themselves and to also think about messages they think would most help their closest friends.

Organize into mixed groups of teens with the adults/parents they came with:

Invite them to share why they chose these messages and how they would like to support these messages at home. Allow time for a brief discussion about what they chose, why and how they hope to go forward.

After there has been time for discussion, introduce the importance of being clear and very concrete about HOW they will choose to go about doing so.

OH 4-17

Introduce the Preferred Future Agreement. Briefly discuss the value of agreements as a commitment to action and a way to stay on track. We all need reminders and reinforcements and agreements can be helpful tools.

F2D Future to Discover

Preferred Future Agreement

WHAT MESSAGE?	WHAT ACTIONS?	WITH WHOM?	WHEN?

Signatures: _____ Date: _____

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(Note that for some, the idea of a written agreement may be too formal. If so, invite them to think of another method which would still both remind and reinforce. Encourage its use).

Again in the same groups invite them to agree on at least one action, write the message and strategies on the "Preferred Future Agreement" and to discuss this in their group.

Encourage that the agreement be completed over the coming week, mutually signed and that it be placed in a visible and accessible place at home to keep the preferred future energy strong.

OH 4-18

Present *What can parents/adults/teens do* as a closure to the Workshop.

What can Parents/Adults Do?	What can Teens Do?
Encourage diverse experience	Learn and work taste as much as possible – main roads and side roads
Honour work of all kinds	Reflect on experiences to discover what matters to you
Believe in the gift within	Believe in yourself and do not underestimate your possibilities
Give roots and wings	Fly!

Congratulate parents/adults and teens for their participation in all sessions. If some time remains, invite participants to share their feelings and thoughts about the workshop series.

Give out *Feedback Sheet – Session 4* to gather information about their experience of the session.

Close the Workshop Series by giving each teen/adult/parent group a copy of "Lasting Gifts" by Bev Ross. Note that this is a token of appreciation for their participation and an encouragement to them to keep the conversations going!

GLOSSARY OF TERMS

APPRENTICESHIP

Apprenticeship is a system of training that combines on-the-job learning under the supervision of a journeyperson with short periods of formal classroom instruction. Apprenticeship leads to certification or licensing in the trades.

CAREER

Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

CAREER DEVELOPMENT

Career Development is the lifelong process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future.

CAREER DEVELOPMENT SERVICES

Career Development Services refer to a wide range of programs and services provided in many different jurisdictions (i.e., education/government) and delivery settings (i.e., schools/community agencies/private practice settings) which have, as their purpose and objective, individuals gaining the knowledge, skills, attitudes and behaviours to manage their learning, work and transitions in self-directed and meaningful ways over their lifespans.

CAREER INFORMATION

Career Information is information related to the world of work that can be useful in the process of career development, including educational, occupational and psycho-social information related to working (e.g., availability of training, the nature of work, the status of workers in different occupations.)

CAREER PATH

Career Path refers to the series of any combination of work roles, occupations, or jobs that a person moves through by design and coincidence as their career unfolds. From the company or industry perspective, Career Path is a route that may be taken by workers within a matrix of positions that are connected by increased and new acquisition of skills and knowledge.

CO-OP EDUCATION

Co-op Education refers to a program that integrates work experience in a student's field along with academic studies. The term reflects the co-operative relationship between students, schools and employers that allows students to alternate periods of study with periods of employment.

EMPLOYABILITY SKILLS AND ESSENTIAL SKILLS

Employability and Essential Skills are skills which enable people to perform tasks required by their work, paid and unpaid, provide a foundation to learn other skills and enhance the ability to adapt to workplace change.

GUIDANCE COUNSELLOR

A Guidance Counsellor is employed with a school board, elementary or secondary school. Key activities include providing guidance to students on personal and learning-related issues. A major emphasis is post-secondary education and training choices with a minor emphasis on school-to-work related issues.

INFORMATION GIVING

Information Giving is providing objective and factual information on options available.

JOB

A job is a set of tasks that takes place in a particular environment. Jobs may be paid or unpaid, part time or full time and of short or long duration.

JOB SHADOWING

Job Shadowing is a career exploration activity in which a student spends a limited amount of time with an employed worker while he/she is at work to observe and learn more about his/her job. This non-credit activity is often integrated into curricular learning.

LABOUR MARKET INFORMATION

Labour Market Information is information concerning conditions in, or the operation of, the labour market such as data on employment, wages, standards and qualifications, job openings, working conditions. Information may be historical, current or projected; formally or informally collected; based in skills, occupations or industries.

OCCUPATION

Occupation is defined as a group of similar jobs found in different industries or organizations.

POST-SECONDARY

Formal Post-Secondary programs are most often associated with colleges, universities and private education/training/vocational institutions.

WORK

Work is a set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction and contribute to some greater goal. Work is not necessarily tied to paid employment, but to meaningful and satisfying activities, (e.g., volunteer work, hobbies), and therefore is a major building block of career development.

REFERENCES

Glossary of Career Development Terms, Canadian Standards and Guidelines for Career Development Practitioners, 2004. www.career-dev-guidelines.org
Career Development: A Primer and a Glossary, 2002, Canadian Career Development Foundation, Ottawa. www.ccdf.ca.