



# Future in Focus

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## Facilitator Guide

Future to Discover Pilot Project  
Canada Millennium Scholarship  
Foundation

Canadian Career Development Foundation  
2007



## FUTURE IN FOCUS WORKSHOP SERIES

### Parent/Significant Adult Workshop

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
	20 min	<ul style="list-style-type: none"> <li>▪ <b>Welcome participants</b> <ul style="list-style-type: none"> <li>○ Welcome parents/significant adults to the session. Note that the purpose of this session is to orient them to the Future in Focus series that their teens will be experiencing in Grade 12. Like Career Focusing and Lasting Gifts, Future in Focus is part of the Future to Discover project. This session is intended to not only give them an overview of Future in Focus, but also to give them some practical information, resources and tips as they prepare for their teen’s transition from high school to whatever lies beyond.</li> </ul> </li> <li>▪ <b>Ice-breaker activity</b> <ul style="list-style-type: none"> <li>○ Note that Grade 12 is a transition year for their teens. This means that they will be transitioning from high school to something else (e.g. post-secondary education, work, travel, etc.). It is the beginning of a new journey. And, while it is exciting, it can also be the cause of concern for both adults and teens.</li> <li>○ Note that just as their teen is experiencing a transition from school-to-school or school-to-work, parents/adults are also experiencing a life transition. Whether their teen continues to live at home or moves away, their relationship will change somewhat as their teen moves beyond the secondary school system.</li> <li>○ Invite participants to take a moment to think about their main concerns about their teen’s transition from high school. Ask them to work in triads. Give groups approximately 5 minutes to discuss their concerns. Pass out post-it notes and ask one person per triad to record concerns on post-it note (one concern per post-it).</li> </ul> </li> </ul>	<p><i>Post-it notes (enough for 5-8 each)</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Ask groups to put up their post-it notes on a designated area (flipchart or wall depending on the group size).</li> <li>○ Note that the post-its will be up throughout the orientation and invite participants to look at the concerns of others in the room as they put up their own.</li> <li>○ Take a moment to read a few aloud. While there likely will not be enough time to read them all, note any common themes and/or differences and invite comments on what this suggests to participants.</li> <li>○ Comment on any concerns that might lie outside the scope of Future in Focus or this orientation session, as well as any that will be addressed.</li> <li>○ Note that before the development of this workshop series, parents in the Future to Discover project were surveyed about their main concerns for their son/daughter in the upcoming year. The four top concerns were: <ul style="list-style-type: none"> <li>▪ Lack of clarity for their career plans;</li> <li>▪ Whether they will make it academically;</li> <li>▪ The stress level of their child;</li> <li>▪ That they won't have enough supports when they leave home.</li> </ul> <p>Note any connections between the post-its and these themes.</p> </li> <li>○ Reinforce that it is normal for parents/significant adults to have worries and concerns about their teen during this transition, especially when their teen's plan will be taking them down a different road than they have experienced themselves.</li> </ul>	<p><i>Top four concerns on flip chart</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
	10 min	<ul style="list-style-type: none"> <li>▪ <b>Present Objectives for the Orientation</b> <div data-bbox="806 347 1293 716" data-label="Image"> </div> </li> <li>▪ <b>Introduce the Concept of Resiliency</b> <ul style="list-style-type: none"> <li>○ Take out a rubber ball and bounce it a few times. Show how it can bounce over obstacles. Roll it on the floor, showing how smoothly it moves. Using a glass dish with water in it, drop in the rubber ball and show how it pops right back up to the surface.</li> <li>○ Make the point that the rubber ball has many of the qualities we want as people. When it is thrown down, it bounces right back up. It can get over obstacles, roll along smoothly and won't sink. Ask the participants to think about someone they know who has overcome difficulties, achieved their goals and succeeded. What are the qualities that have helped them do this? Examples might include: <ul style="list-style-type: none"> <li>▪ able to bounce back</li> <li>▪ determined</li> <li>▪ courageous</li> <li>▪ strong</li> </ul> </li> </ul> </li> </ul>	<p><i>OH P-1: Objectives</i></p> <p><i>Rubber ball, glass dish with water</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>▪ able to manage change</li> <li>▪ self-confident</li> <li>▪ able to roll with life's punches</li> <li>▪ a problem-solver</li> </ul> <ul style="list-style-type: none"> <li>○ Point out that these are qualities that anyone who has raised a teen, reached middle age and/or overcome life's normal challenges has. These are qualities of a "resilient" person – or someone who has the qualities of a rubber ball. Resilient people are able to bounce back in the face of challenge, roll along smoothly and stay afloat.</li> <li>○ Building resiliency is the main focus of the Grade 12 workshop series. It helps people to become motivated and responsible adults and is a key factor in moving successfully through life's transitions.</li> <li>○ Emphasize that their teens have no doubt already faced and overcome challenges. This transition from high school will, for many, be their biggest yet.</li> <li>○ Make the point that transitions are a bit like journeys. When we go on a trip, we need to pack the right things. In Future in Focus, students will be learning new skills and strategies, building positive attitudes, securing allies and finding information and resources that will help them to be resilient, or to "bounce back" when they encounter unexpected or challenging situations. They'll put all of these things in their backpack so they'll be better prepared for their journey to whatever lies beyond high school.</li> <li>○ Note that researchers have been studying resiliency to figure out just why some people are able to cope effectively with change and challenge while others cannot. While there are many skills,</li> </ul>	<p><i>Show a backpack</i></p>

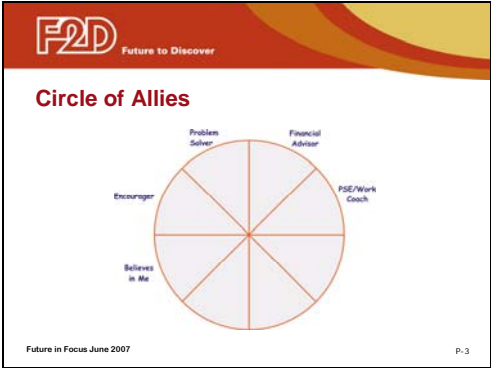
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
	5 min	<p>attitudes and supports that increase resilience, the three most powerful influencers are:</p> <ul style="list-style-type: none"> <li>▪ caring and supportive adult relationships</li> <li>▪ opportunities for active participation in school and community</li> <li>▪ parents/adults who expect that their teen will succeed</li> </ul> <ul style="list-style-type: none"> <li>○ Make the point that, with respect to the third point above, “success” is not tied to any particular occupation (ex. doctor, lawyer). Rather, it refers to a belief that the teen will succeed in their life goals, whatever they may be.</li> <li>○ Note that researchers found that financial situation and ethnic background did not have the biggest impact on resilience. What appears to make the most significant difference is the caring and confidence of a parent or significant adult.</li> <li>○ Give parents a moment to reflect individually on these influencers. Note that they have thought about their own concerns, heard the concerns of others in the room and the results of the survey of parents. They have now just heard about what the research on resilience has to say. With all this in mind, ask them to consider: “Realistically, what are the key roles that parents/adults can play in their teens’ successful transitions from high school to whatever lies beyond?”</li> <li>○ Invite participants to discuss the above question in pairs.</li> <li>○ After approximately 5 minutes, invite comments.</li> <li>○ Make the point that while sometimes it may not seem that they, as a parent/significant adult, are needed by their teen during this stage of their life, research strongly suggests otherwise. Helping</li> </ul>	<i>Three influences on flip chart</i>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>their teen have what they need in their backpack to be prepared for the transition ahead and be resilient through its ups and downs is the main purpose of Future in Focus. Providing them, as parents/adults, with information and tools to help them be an ally throughout is the purpose of this session.</p> <ul style="list-style-type: none"> <li>▪ <b>Present the Adults' Reference Guide</b> <ul style="list-style-type: none"> <li>○ Briefly orient participants to their Reference Guide. Point out that each section contains: tools, tips and resources to support parents/adults in their role of supporting their teens. Walk through Section 1 of the Reference Guide. Highlight that students will be working on concrete action plans over this year and that this section plugs them into these plans. <i>Note to Facilitator: You may want to distribute copies of blank action plans at this point so parents can see the actual tools students will be working with.</i></li> <li>○ Point to the tips and resources for parents/adults that are intended to help them support their teens as they work with their action plans.</li> </ul> </li> </ul>	<p><i>Copies of blank action plans</i></p>
1	25 min	<ul style="list-style-type: none"> <li>▪ <b>Helping your Teen Cope with the Challenges of Transition</b> <ul style="list-style-type: none"> <li>○ Give some time for participants to reflect on what they were thinking or feeling about coming here tonight. Note a few possibilities: <ul style="list-style-type: none"> <li>▪ I am sceptical, but curious to see what they've got to offer.</li> <li>▪ I feel like I have to be here, but wish I didn't.</li> <li>▪ I'm nervous I'm going to be asked to do something I don't want to do.</li> <li>▪ I can't wait to see what my teen will be experiencing this year and how I can help.</li> </ul> </li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Ask if anyone is brave enough to share what they were really thinking.</li> <li>○ Use a couple of volunteer responses or your own fictitious examples and brainstorm with the group how a particular thought/feeling might influence how the person would act during the session and the likely consequences. Would it affect how much they might engage and participate in the session? Would it impact how much they got out of it?</li> <li>○ Have a brief discussion with parents around whether we have control over how we react to situations and, therefore, the likely consequences.</li> <li>○ Note that as parents/significant adults, they'll no doubt face unexpected and sometimes challenging situations as their teen works through their transition. Walk through the first situation on page 11 of their Reference Guide. Ask for an example from the group of a situation they could anticipate facing next year with their teen. They can refer back to the post-it notes for inspiration! Work through both a negative and a positive reaction-action-consequence sequence in plenary.</li> <li>○ Note that, in Future in Focus, students are introduced to "STAC" as a way to cope with difficult situations. STAC stands for Situation, Thoughts/Feelings, Actions and Consequences. Make the point that the "S" stands for both Situation and STOP.</li> <li>○ Show OH P-2.</li> </ul>	



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<div data-bbox="823 267 1274 607" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Emphasize how STAC helps students to: <ul style="list-style-type: none"> <li>▪ Take stock of their initial thoughts and feelings before acting</li> <li>▪ Consider the likely consequence of acting on these initial thoughts/feelings</li> <li>▪ Remember that they have a choice</li> <li>▪ If the likely consequence is not what they want, frame a different way of thinking/feeling about the situation</li> <li>▪ Choose an action that will move them to a desired consequence</li> </ul> </li> <li>○ Make the point that STAC is a strategy teens will be adding to their backpack this year.</li> <li>○ Invite comments in reaction to STAC. Return to the question of our ability to control our thoughts and feelings and, therefore, influence actions and consequences. As parents/adults trying to be allies for teens through tough decisions, unexpected challenges or disappointments, STAC can be a tool to help them handle stressful situations and help parents/adults to move with their teen toward a desired consequence or outcome. This is a “bouncing back” tool.</li> </ul>	<p><i>OH P-2: STAC Means STOP</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
1	20 min	<ul style="list-style-type: none"> <li>▪ <b>Being a Transitions Ally</b> <ul style="list-style-type: none"> <li>○ Make the point that a common fear associated with “arriving” is being alone once we get there.</li> <li>○ Show OH P-3.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>○ Note that in Future in Focus, students are introduced to a “Circle of Allies” tool which helps them think about the importance of building and maintaining a support network. Note that allies are always good to have, but become critical during times of transition.</li> <li>○ In Future in Focus, students are coached to build a network that includes both people that will support them and believe in them, but also people who can provide specific practical help when it is required (e.g. someone who is a natural problem solver; someone who can help them manage money). Their “Circle of Allies” will become part of their backpack.</li> <li>○ Reinforce that parents are important transition allies to their teens. Recall the challenging situations discussed in STAC. Note that as transition allies, they may be asked for information they don’t readily have, for advice on tough issues and for unconditional love (i.e. loving without judgement) in challenging situations.</li> </ul>	<p><i>OH P-3: Circle of Allies</i></p>

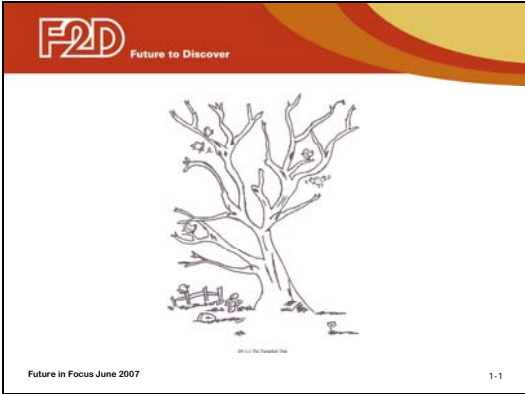
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>Emphasize that, in some ways, this transition is as big for parents/adults as it is for their teens.</p> <ul style="list-style-type: none"> <li>○ Just as the teens need a range of allies, parents/adults may also need specific help to be transition allies for their teens. Invite parents/adults to refer to page 15 of their Reference Guide. Walk through an example of a Circle of Allies, referring to the categories outlined in the Guide. <ul style="list-style-type: none"> <li>Example: It could be helpful to have someone in your circle who can help you think things through when your teen asks for help with a problem and you're not sure what to suggest. My friend Anne keeps a cool head and asks just the right questions to help me collect my thoughts. It's also really helpful to have someone who can make sure your teen is getting all the financial help that's available and can make sure you know about tax deductions, exemptions and loans. I don't have anyone personally in my life that has that knowledge, but I'm sure my local bank branch would.</li> </ul> </li> <li>○ Reinforce that people rarely have names for all the categories around the circle, but having at least one or two can make a huge difference.</li> <li>○ Ask participants to take a moment to think about their network and write down names of allies that come to mind for the categories in their Circle on page 15. They may also think of other categories of support they need based on the specific concerns they have for their teens and can put these in the "other" category.</li> <li>○ Make the point that they are being introduced to this tool because their teens will be creating their own Circle of Allies this year. We know from the research and from experience that having allies significantly helps people through successful transitions. It is not</li> </ul>	<p><i>Categories of allies on flip chart</i></p>

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		<p>always easy making sure we have them, however. We anticipate that their teens may struggle in building their Circle and maybe they did too.</p> <ul style="list-style-type: none"> <li>○ Emphasize that a Circle of Allies can be a very personal thing. In triads, give 5 minutes to discuss what roles they might play in helping their teens build their Circle of Allies while still respecting their teens' privacy. Have a brief plenary discussion, inviting responses and highlighting common themes.</li> <li>○ Continuing in plenary, ask participants to now think about their own transition and their role as a transition ally to their teen. Ask if they can see how this might also be a tool to support them in this role.</li> </ul>	
	10 min	<ul style="list-style-type: none"> <li>▪ <b>Closure</b> <ul style="list-style-type: none"> <li>○ In closing, recall that one of the most important factors that help people be resilient and successful is having a parent or significant adult who believes in them and is confident in their capacity to succeed.</li> <li>○ Read the story of Avi in the Guide.</li> <li>○ Recall the idea of a "Lasting Gift" message from Grade 11. Refer to the Lasting Gifts messages on flip chart. Ask those participants who took part in LG to highlight some of the qualities of a Lasting Gift message and give a few other examples.</li> <li>○ Note that the final workshop in the Future in Focus series includes a celebration for students to which parents and significant adults are warmly invited. There will be an opportunity at that final session for students to talk about the elements in their backpacks.</li> <li>○ Ask parents/adults to think about using the time between now and then to consider if they want to add any lasting gift message to their teen's backpack. They can bring it to the celebration to share with their child during a private moment or give it to them</li> </ul> </li> </ul>	<p><i>Lasting Gift messages on flip chart</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>at another time they think would be more appropriate. Reinforce the power of their love, support and confidence for their teen.</p> <ul style="list-style-type: none"> <li>○ Ask participants if they have any questions or thoughts they would like to share about this or the workshop series.</li> <li>○ Ensure that all parents are invited and know where and when the final celebration will be.</li> </ul>	

## FUTURE IN FOCUS WORKSHOP SERIES

### Workshop 1: Revisiting Your Focus

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
1	20 min	<ul style="list-style-type: none"> <li>▪ <b>Welcome participants</b> <ul style="list-style-type: none"> <li>○ Note that this is the first workshop in the Future in Focus series. Like Career Focusing and Lasting Gifts, Future in Focus is part of the Future to Discover project.</li> </ul> </li> <li>▪ <b>Ice-breaker activity</b> <ul style="list-style-type: none"> <li>○ Note that Grade 12 is a transition year. Make the point that transitions are changes in our life and that each of us go through transitions in our own way. Show OH 1-1: The Transition Tree.</li> </ul> </li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>○ Talk briefly about the image of the tree. Ask what about the tree could represent elements of the Grade 12 transition. Answers might include: roots give us stability through change, climbing the trunk of the tree may be analogous to (or representative of) overcoming a challenge, lower branches can lead you toward the higher branches you're trying to reach. Invite participants to add other connections they see between the tree and transition.</li> </ul>	<p><i>OH 1-1: The Transition Tree (empty)</i></p>

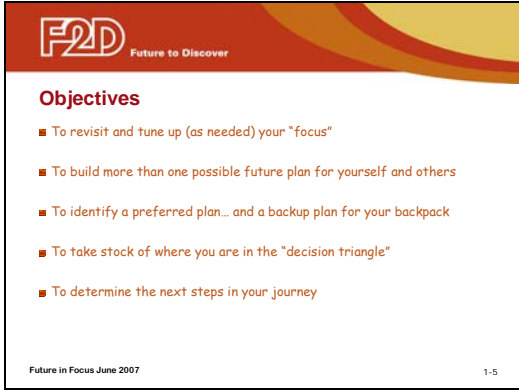
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Note that whether they are planning to pursue post-secondary studies, travel or find work, each of them is facing a significant transition – leaving high school to do something new. Show OH 1-2.</li> </ul> <div data-bbox="829 428 1362 829" data-label="Image"> </div> <ul style="list-style-type: none"> <li>○ Ask them where they see themselves on the tree right now, at the beginning of grade 12. Which figure best represents how they see themselves and where they are in their own transition process? What is it about the figure which best captures how they see themselves? How would they put it into words? Give participants a moment to think about it.</li> <li>○ Invite participants to turn to a partner and have a brief conversation about the figure they each chose and a feature of that figure to which they particularly relate.</li> <li>○ Invite participants to share where they are on the Transition Tree with the group. Note any common themes and/or differences and invite comments on what this suggests to them.</li> <li>○ Note that transition is an individual process. It is also a <i>learning</i> process for everyone. Nobody has it all together. It doesn't matter who we are – our background, education or financial situation. We all struggle sometimes and have to work at getting</li> </ul>	<p><i>OH 1-2/SW 4: The Transition Tree (populated)</i></p>

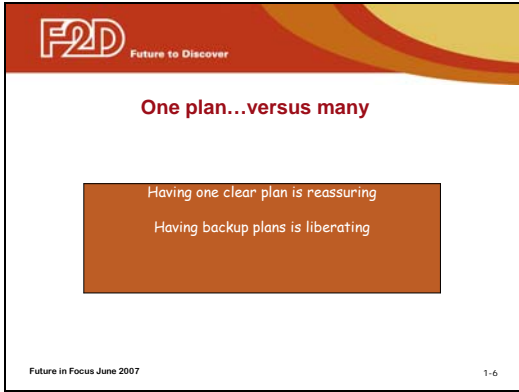
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>through transitions.</p> <ul style="list-style-type: none"> <li>▪ <b>Introduce the Backpack</b> <ul style="list-style-type: none"> <li>○ The anticipation of next year can be marked by excitement, questioning, uncertainty (<i>add other emotions identified in Tree activity</i>). For many, it can be a time of real stress.</li> <li>○ Managing transitions requires preparation. It's a bit like taking the time to prepare for a trip. We do some checking around, we choose a destination, we read about the conditions and traditions of the country we've chosen... and we pack our backpack accordingly.</li> <li>○ A good backpack includes everything – or at least almost everything – to meet the daily needs of the traveller and to help them out if they should stumble on something unexpected.</li> <li>○ Make the point that the figure students identified with on the Transition Tree reflects where they are in their transition from high school to whatever lies beyond. It is their reality right now and, as such, it is part of their backpack right now. Note that they may be comfortable with their spot on the Tree or they may want to work on moving to another spot that suits them better.</li> </ul> </li> <li>▪ <b>Present key themes of Future in Focus workshop series</b> <ul style="list-style-type: none"> <li>○ The Future in Focus workshop series will have four sessions. It is intended to help participants to more clearly determine the destination they want to be moving towards and to help them to pack, re-pack and double-check their backpack to be sure they're as ready as they can be for the trip.</li> <li>○ Briefly introduce the theme for this workshop series as preparing for the transition ahead and, in particular, building the capacity to “bounce back”. Whatever students choose to do next year,</li> </ul> </li> </ul>	



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>chances are they'll have both some pleasant surprises and some unexpected challenges along the way. Some will breeze through; most will face challenging periods, adjust and succeed. Some will get discouraged.</p> <ul style="list-style-type: none"> <li>○ This series is intended to help them end up in categories one or two – breezing through or adjusting to challenges. It will also help those who find themselves discouraged by making sure they have an alternative plan to a preferred future. It's all about making sure they have what they need in their backpack – the inner strength, skills, strategies and supports – to face challenges, survive and keep moving toward their preferred future.</li> <li>○ Note that each of the four workshops in this series helps them to build specific elements that they'll need. Show OH 1-3.</li> </ul> <div data-bbox="831 818 1358 1214" data-label="Image"> </div> <ul style="list-style-type: none"> <li>○ Note that this first session focuses on revisiting their career focus to be sure it is right for who they are today. Workshop 2 teaches all kinds of practical coping skills and strategies. Session 3 builds specific qualities and supports needed and the final session pulls it all together for a final check on their backpack.</li> <li>○ Note that the facilitators are meeting with their parents/significant</li> </ul>	<p><i>OH 1-3: Themes of Future in Focus</i></p>

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		<p>adults to orient them to what the students will be doing and learning over these four workshops. There are lots of opportunities throughout for students to work with their parents/adults and involve them in what they're doing. The adults will also be invited to a final celebration at the end of the series.</p> <ul style="list-style-type: none"> <li>○ Briefly review the Student Workbook. Note that the sessions will be very active. Encourage students to be at all sessions. If they have to miss one, however, the workbook will guide them through some related activities and the facilitator can be available between sessions to help them stay connected.</li> <li>○ Check in re: questions/comments.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Discuss norms</b> <ul style="list-style-type: none"> <li>○ Show OH: Norms.</li> </ul> </li> </ul> <div data-bbox="831 878 1362 1276" data-label="Image"> <p>The image shows a slide titled "Norms" with the F2D logo at the top. Below the title, it says "In order to get the most out of these workshops...". The slide lists five norms: PARTICIPATE (Ask questions, give opinions, express concerns), COLLABORATE (Share ideas, work together, offer suggestions), RESPECT EACH OTHER (Listen to each other, hear differing opinions, walk in each other's shoes), BE ENGAGED (Be on time, actively participate, do work between sessions), and HAVE FUN (Relax and take all you can from the sessions). At the bottom, it says "Future in Focus June 2007" and "1-4".</p> </div> <ul style="list-style-type: none"> <li>○ Suggest that these are some ways to help maximize the learning and enjoyment of sessions. Invite participants to add others.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>The Needful</b> <ul style="list-style-type: none"> <li>○ Briefly review key logistics (location of bathrooms, no break,</li> </ul> </li> </ul>	<p><i>OH 1-4: Norms</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>invitation to stretch as needed)</p> <ul style="list-style-type: none"> <li>▪ <b>Present objectives for Workshop 1</b></li> </ul> <div data-bbox="837 386 1352 773" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">  </div>	<p><i>OH 1-5: Objectives Workshop 1</i></p>
1	15 min	<ul style="list-style-type: none"> <li>▪ <b>Shapes Activity</b> <ul style="list-style-type: none"> <li>○ Divide participants into groups of 4-5 participants and invite each group to gather around their own table/work space.</li> <li>○ Explain that each group will soon receive an envelope in which they'll find a number of shapes. <i>(Note to Facilitator: You can distribute pre-cut shapes or a variety of other objects – such as pipe cleaners, popsicle sticks, paper clips).</i> When the facilitator gives the signal, each group will have five minutes to create as many objects as possible from these coloured shapes. <i>Note to Facilitator: You may wish to give one or two examples, such as using the popsicle sticks to make a house, using the pipecleaners to make a pair of glasses. Note that shapes can be used alone or in combination to make objects.</i> A pencil and HO 1-1 are also included in each envelope. The groups will use these to have one</li> </ul> </li> </ul>	<p><i>Envelopes (one per group of 4-5) with shapes/objects, pencil and HO 1-1: Shapes</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>group member list all of the images created.</p> <ul style="list-style-type: none"> <li>○ Distribute envelopes and give the signal.</li> <li>○ After five minutes, ask each group how many images they were able to create and to give one example. Record group answers and examples on flip chart. Go around a few times, inviting groups to add to the collective list of images created. Stop once participants have identified about 15 images.</li> <li>○ Explore with the group how it was possible to “shake up” the ingredients and come up with different images with each shake.</li> <li>○ Invite participants to now imagine that the shapes actually represent pieces of themselves – their interests, values, abilities and personality traits. Ask “What connection can you make between this activity and the process of future planning?”</li> <li>○ Explain that each person has the potential to do more than one thing in their life. In fact, it is essential in today’s labour market to plan for more than one preferred future.</li> <li>○ Present OH 1-6: One plan... versus many.</li> </ul> <div data-bbox="837 976 1352 1365" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  <p style="text-align: center;"><b>One plan...versus many</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Having one clear plan is reassuring</p> <p style="text-align: center;">Having backup plans is liberating</p> </div> <p style="font-size: small; margin-top: 10px;">Future in Focus June 2007 <span style="float: right;">1-6</span></p> </div> <ul style="list-style-type: none"> <li>○ Invite comments.</li> </ul>	<p><i>OH 1-6/SW 6: One plan vs many</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
1	10 min	<ul style="list-style-type: none"> <li>▪ <b>Creating Life/Work Plans for Patrice</b> <ul style="list-style-type: none"> <li>○ Invite participants to now try to apply the same principle they did with the shapes to a real situation. This time, rather than trying to create images from shapes, they'll work together to build possible future plans for a person based on key interests, values, abilities and personality traits. Quickly reference OH 1-7: Possibilities for Adrian as an example.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>○ Now show OH 1-8: Important Elements for Patrice.</li> </ul>	<p><i>OH 1-7/SW 7: Possibilities for Adrian</i></p> <p><i>OH 1-8/SW 8: Important Elements for Patrice</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Give participants 3 minutes to work in pairs to create a possible future plan for Patrice based on at least some of these elements.</li> <li>○ After 3 minutes, ask for examples of plans created and record them on flip chart. Ask each to specify the elements they incorporated.</li> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Ask participants what they are taking from this activity.</li> <li>○ Explain that the goal of the activity was to reinforce that each person can – if they so choose – create more than one preferred future plan for themselves that reflects what is most important to them and that gives them satisfaction and meaning. The key is uncovering, recognizing and incorporating in each option the elements that matter to you.</li> </ul> </li> </ul>	
1	25 min	<ul style="list-style-type: none"> <li>▪ <b>Giving Shape to Your Own Future</b> <ul style="list-style-type: none"> <li>○ Recall that each participant has worked these past two years to do just this – uncover and recognize the elements that are most important to them. Career Focusing and Lasting Gifts helped them to think about their focus, or preferred future, building on their own interests, knowledge, strengths and skills, values and personal attributes. In Grade 10 each student wrote a career focus statement. A lot has happened since then and you now have the opportunity to revisit your focus statement with fresh eyes and a deeper perspective to see what emerges.</li> <li>○ Use HO 1-1A to HO 1-1D to cut out paper tabs. Give each participant twelve paper tabs (3 with the sentence beginning “I really like” for Interests; 3 with the sentence beginning “I value” for values; 3 with the sentence beginning “I am really good at” for abilities; and 3 with the sentence beginning “I am” for personality traits. Use HO 1-2 to cut out future cards. Distribute three “future cards” to each participant.</li> </ul> </li> </ul>	<p><i>HO 1-1A: Interests</i></p> <p><i>HO 1-1B: Values</i></p> <p><i>HO 1-1C: Abilities</i></p> <p><i>HO 1-1D: Personality Traits</i></p> <p><i>HO 1-2: Three future cards per participant</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Note that this next activity is a chance to revisit their interests, values, abilities and personality traits. These combine to make up who they are and to shape their focus. It is a chance to revisit their Focus Statement from Grade 10 – to agree with their focus, change it, tweak it and/or add to it.</li> <li>○ Invite participants to recall their Focus Statement and work options from Career Focusing in Grade 10. You may wish to post the laminated “occupations” poster from Career Focusing as a visual reference.</li> <li>○ Explain that each participant will have the opportunity to revisit these by creating their own “personal profile” using the twelve paper tabs. To begin, ask participants to turn to page 10 in their Student Workbook. Ask them to circle any that they relate to or that attract them. Then ask them to choose the 2-3 interests that they feel are most important to have in their future plan. They will record these 2-3 interests on the designated paper tabs, completing the sentence “I really like”.</li> <li>○ Walk through the above instructions for interests very systematically, ensuring clarity for all participants. Note that they will be following exactly the same pattern with SW 11: Values (using them to complete the sentence “I value”), SW 12: Abilities (using them to complete the sentence “I am really good at”) and SW 13: Personality Traits (using them to create the sentence “I am”). Participants will end up with 8-12 of their most important interests, values, abilities and personality traits on paper tabs.</li> <li>○ Make the point that different students will move through this activity at different paces. Ask students who complete the activity more quickly to respect their peers by working quietly, reading or taking a short break until all are finished.</li> <li>○ Reinforce that you are available to provide definitions for any</li> </ul>	<p><i>Laminated occupations poster from Career Focusing on wall</i></p> <p><i>SW 10: Interests</i></p> <p><i>SW 11: Values</i></p> <p><i>SW 12: Abilities</i></p> <p><i>SW 13: Personality Traits</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>words that are not familiar to students.</p> <ul style="list-style-type: none"> <li>○ Once participants have completed their paper tabs, ask them to record their top 2-3 interests, values, abilities and personality traits on pages 14-15 of their Student Workbook, so they have their own record to keep.</li> <li>○ Give students 6-8 minutes to reflect on their own personal profile and, from it, create 2-3 future plans that emerge from that profile. They can record them on page 16 of their Student Workbook. Recall Patrice and note that this is exactly the same process that they used to create plans for our made up character. This time, their ingredients are their own real ones.</li> <li>○ Once the time is up, ask participants to slide all of their paper tabs into an envelope. (<i>Note: The envelopes should be prepared in advance by the facilitator, each with a different letter of the alphabet or coloured dot on the upper left hand corner and three blank future cards already inserted.</i>) Be sure each participant takes note of the distinguishing mark on the upper left hand corner. They will need to remember this in order to retrieve their envelope later.</li> </ul>	<p><i>SW 14-15: My Profile</i></p> <p><i>SW 16: Future Plans</i></p> <p><i>Envelopes for each participants with distinguishing mark in upper left hand corner and 3 future cards inside</i></p>
1	15 min	<ul style="list-style-type: none"> <li>▪ <b>Giving and Receiving</b> <ul style="list-style-type: none"> <li>○ Invite participants to move into pairs. Using the envelopes you just collected, randomly distribute 2 envelopes to each pair. Have pairs check the symbol on the upper left hand corner to be sure they do not have their own envelope.</li> <li>○ Explain that our options can sometimes be limited by how we see things and that other people can often suggest new possibilities we wouldn't have imagined. With this in mind, the goal of this next step is to work in pairs to create future plans for two other people in the group.</li> <li>○ Give about 5 minutes per envelope for pairs to create 2-3 new</li> </ul> </li> </ul>	



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>plans (10 minutes total for 4-6 new plans). Each plan is to be recorded on one of the three future cards in each envelope. Since time is short, encourage pairs to be creative and spontaneous.</p> <ul style="list-style-type: none"> <li>○ Once 10 minutes has elapsed, collect all envelopes on a desk and invite each participant to retrieve their own envelope.</li> </ul>	
1	10 min	<ul style="list-style-type: none"> <li>▪ <b>Imagine Your Plan A... and B</b> <ul style="list-style-type: none"> <li>○ Emphasize that sometimes it is possible to get into a rut with respect to how we see the world. It can be difficult to get outside our own frame of reference. In these cases, it can be helpful to see the fresh perspectives of others. If the ideas of others match our own, it can confirm our position. If they are different, they can serve to either shake up our thinking or reinforce our certainty.</li> <li>○ Allow 2 minutes for participants to work individually, reading the plans created by their classmates and comparing these with those they created themselves. Invite them to record the plans given to them on page 17 of their Student Workbook.</li> <li>○ Referring to page 18 in their Student Workbook, invite participants to go back to their Focus Statement and works options from Grade 10. Ask them to consider to what extent their Focus Statement and work options are similar or different than the plans just created. Invite 2-3 students to share their responses.</li> <li>○ Note that many things can change in two years – while other things may stay the same. Their Focus Statement and work options are no exception. Some participants may find that their plans are very consistent and in line with the Grade 10 Focus Statement and work options. Others may find that they are at a new place in their development and much has shifted. This is</li> </ul> </li> </ul>	<p><i>SW 17: Future Plans from Others</i></p> <p><i>SW 18: Focus Statement and Work Options from Grade 10</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>natural and will no doubt continue throughout their lives. We can't predict what life will bring in terms of new challenges and unexpected discoveries. This is why it is so important to explore more than one future plan... or in other words, to have a plan B.</p> <ul style="list-style-type: none"> <li>○ Ask participants to number their future cards (those on page 16 of their workbook and those developed by their classmates) in order of preference/priority (#1 is the plan that attracts them most; #2 is their second choice, etc.).</li> <li>○ Invite participants to turn to a partner to share their reactions to this activity. How do they feel about their top two plans? What was the experience of looking at other plans? What are they taking with them from this activity?</li> <li>○ In plenary, invite comments. Note that given that each plan was built from their most important characteristics, they should, at least in principle, naturally find ones that attract them. If not, their challenge is to continue building plans until they find at least two others that strongly appeal to them.</li> <li>○ Encourage participants to use their tabs or pages 14-15 of their Workbook to get other perspectives, particularly if they feel unsure or unclear. They may wish to ask a parent, guardian, adult or friend to put their interests, values, abilities and personality traits together to suggest possible future plans. These could provide a starting point for further discussion and reflection.</li> <li>○ Note that Workshop 1 is almost complete. Quickly review the activities and tools from Workshop 1. Give and/or elicit a few concrete examples of what participants may be adding to their backpacks as a result of Workshop 1.</li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Possible examples include: <ul style="list-style-type: none"> <li>▪ A belief that there is more than one future plan possible for me</li> <li>▪ A confirmation or changing of my focus and work options</li> <li>▪ A better sense of who I am and what's important to me now</li> <li>▪ The skill of looking inward and reflection</li> <li>▪ Greater self-awareness</li> <li>▪ The skill of creative thinking</li> <li>▪ The skill of receiving and accepting new ideas and perspectives</li> </ul> </li> <li>○ Invite participants to take a few minutes to reflect on any new pieces they feel they now have in their backpack. Have them record them on page 19 of their Student Workbook.</li> </ul>	<p><i>SW 19: My Backpack</i></p>
1	10 min	<ul style="list-style-type: none"> <li>▪ <b>The Decision Triangle</b></li> <li>○ Prepare three flip charts in advance and have them posted in different corners of the room. Draw participants' attention to the three flip charts. Invite participants to think about their own sense of direction and ask each participant to move to the flip chart that best reflects their current position.</li> <li>○ Note that many students in grade 12 find themselves in each of these three positions. There are advantages and opportunities, as well as disadvantages and challenges in each position.</li> </ul>	<p><i>Flip charts:</i></p> <ol style="list-style-type: none"> <li>1. <i>My sense of direction is unclear now</i></li> <li>2. <i>My sense of direction is strong, but needs some work</i></li> <li>3. <i>My sense of direction is solid for now</i></li> </ol>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL																																																																																								
		<ul style="list-style-type: none"> <li>○ Invite the groups at each flip chart to brainstorm a few of the challenges and opportunities that could be associated with their position. Have groups share their perspectives in plenary and invite comments/observations from other groups.</li> <li>○ Note that even if their sense of direction is solid, their plan to get there needs attention. Whatever their spot, it's important that they take steps that will move them closer to their preferred future.</li> </ul>																																																																																									
1	15 min	<ul style="list-style-type: none"> <li>▪ <b>A Few Steps to Consider</b> <ul style="list-style-type: none"> <li>○ Note that participants' workbooks map out a series of possible next steps for each position. Show OH 1-9: Action Plan Steps Example.</li> </ul> </li> </ul> <div data-bbox="842 831 1346 1211" data-label="Table"> <table border="1"> <thead> <tr> <th>Steps</th> <th>Done</th> <th>Not Necessary</th> <th>To Do</th> <th>Allies*</th> <th>How?</th> <th>When?</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>01. Decide what experiences might help you narrow focus</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>02. Consider volunteering in fields of interest</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>03. Select courses to keep options open</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>04. See a guidance counselor re: my focus and action plan</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>05. Discuss my uncertainty with people I trust</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>06. Find out about the types of program/programs available</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>07. Confirm courses associated with the different programs</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>08. Verify where training/programs are offered</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>09. Research prerequisites/admission requirements</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10. Find out about average acceptance rates. Call the Registrar's office!</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* parent, guardian, F2D facilitator, guidance counselor, teacher, friends, other</p> <p>Future in Focus June 2007 1-9</p> </div> <li>○ Reinforce that completing these plans is a way for them to take charge and invest in themselves. It is key to managing their transition successfully.</li> <li>○ Ask participants to turn to pages 21 to 30 in their Student Workbook to find the plan that's relevant to them. Give them 10 minutes to review it and begin to think through how they will</li>	Steps	Done	Not Necessary	To Do	Allies*	How?	When?	Progress	01. Decide what experiences might help you narrow focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					02. Consider volunteering in fields of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					03. Select courses to keep options open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					04. See a guidance counselor re: my focus and action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					05. Discuss my uncertainty with people I trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					06. Find out about the types of program/programs available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					07. Confirm courses associated with the different programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					08. Verify where training/programs are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					09. Research prerequisites/admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					10. Find out about average acceptance rates. Call the Registrar's office!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<p><i>OH 1-9: Action Plan Steps Example</i></p> <p><i>SW 21-30: Action Plan Steps</i></p>
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SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>proceed. Make yourself available to participants as they work individually. Invite questions and comments.</p> <ul style="list-style-type: none"> <li>○ Between this session and Workshop 2, ask each participant to: <ul style="list-style-type: none"> <li>▪ Review the action plan steps suggested for their current position in the decision triangle</li> <li>▪ Consider each step, deciding whether it would help in their case</li> <li>▪ Actually do 2-3 steps</li> </ul> </li> <li>○ These actions plans can be followed as is or can be adapted and tailored to better meet their needs. While they are ultimately responsible for their own action plan and its execution, they may wish to discuss their plan one-on-one with some allies – the facilitator, their guidance counsellor, a teacher, parent, guardian, friend and/or trusted adult.</li> </ul> <p>▪ <b>Wrap Up</b></p> <ul style="list-style-type: none"> <li>○ Thank participants for their participation and give them the date for Workshop 2.</li> </ul>	

## FUTURE IN FOCUS WORKSHOP SERIES

### Workshop 2: Coping Skills & Strategies

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
2	20 min	<p><b>Note to Facilitator:</b> As participants arrive, take the opportunity to check in with them re: progress, questions or concerns with respect to their action plans. Reinforce your availability if students want to discuss their plans individually after the session.</p> <ul style="list-style-type: none"> <li>▪ <b>Welcome participants to Workshop 2</b></li> <li>▪ <b>Briefly review norms</b></li> </ul> <div data-bbox="800 716 1297 1089" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> </div> <ul style="list-style-type: none"> <li>▪ <b>Briefly revisit Workshop 1.</b> Take the time to answer any questions that participants may have. Acknowledge progress participants may have made with their action plans between sessions. Reinforce the importance of this investment in themselves and remind the full group of your availability to support them individually with their plans either immediately after the session or at other agreed upon times between sessions.</li> <li>▪ <b>Overview Workshop 2.</b> Remind participants that the focus of this session is on coping skills and strategies.</li> </ul>	OH 2-1: Norms

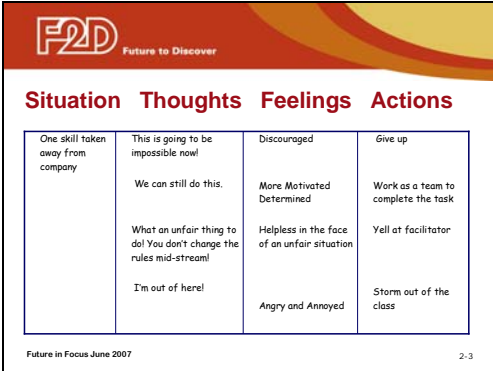


SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>a positive direction while others get discouraged and give up. There are skills and strategies that help us bounce back – and others that weigh us down and make us sink. In this workshop, we'll be exploring what helps us and what doesn't.</p>	
2	30 min	<ul style="list-style-type: none"> <li>▪ <b>The Bounce-Back Challenge Activity</b> <ul style="list-style-type: none"> <li>○ In preparation, cut coloured paper into small squares (large enough to write one word). Use different colours so you end up with approximately equal numbers of squares in each of the colours. Pass out one small coloured piece of paper to each participant. On their paper, ask each participant to write down one skill they know they have. It can be anything from boarding to baking, from problem solving to planning. Once everyone has their skill recorded, divide participants into groups according to the colour of their paper (i.e. all the reds go together; all the blues go together). <i>Note to facilitator: The ideal group size for this activity is five. Choose the number of colours you use accordingly.</i></li> <li>○ Tell groups that their mission is to create a company using the skills in their group. They should begin by having each participant read their skill aloud. They then have to find a way to put all the skills together to create something that is marketable (a product or service).</li> <li>○ Provide the following example (or one from your own experience/imagination). A group of students did this activity. Their skills were: <ul style="list-style-type: none"> <li>▪ Good in math</li> <li>▪ Rapper</li> <li>▪ Can teach others</li> <li>▪ Creative</li> </ul> </li> </ul> </li> </ul>	<p><i>Coloured paper, cut into squares</i></p> <p><i>Scissors</i></p>



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
2	15 min	<p>They formed a company called "Arythmatic" which used rap music to teach children how to count and do basic math. Note that each skill was used to form a new and creative service.</p> <ul style="list-style-type: none"> <li>○ Emphasize that participants will have ten minutes to decide on the focus of their company and its name. In that time, they also have to prepare a one minute advertisement for their company, using whatever media they choose (a paper ad using flip chart, a radio ad with a jingle... the only limitation is their own creativity).</li> <li>○ After five minutes has passed, go to each group and randomly take away one of their skills. Note that you are taking away the skill, not the team member. Take time to ensure each group thinks through the consequences of losing the skill. They must adjust their company accordingly, but still meet the deadline of having their ad ready in five minutes.</li> <li>○ Invite each group to present their company and its ad. Celebrate the creativity and diversity.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Invite participants to reflect on the capacity of a group to overcome challenges and get the job done. Have them think about the contributions of each individual that allowed that to happen.</li> <li>○ Ask participants what skills, attitudes and/or strategies they needed to do this activity and, particularly, to overcome the challenge of losing one of their company's skills halfway through. Examples may include: <ul style="list-style-type: none"> <li>▪ Problem solving</li> <li>▪ Teamwork</li> <li>▪ Good communication</li> <li>▪ Flexibility</li> <li>▪ Creativity</li> </ul> </li> </ul> </li> </ul>	<p><i>Art supplies: Flip chart paper, markers, tape, glue, stickers, coloured paper</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>▪ Persistence</li> <li>▪ Humour</li> <li>▪ Getting help from the facilitator</li> </ul> <ul style="list-style-type: none"> <li>○ Refer to the list of positive coping skills, attitudes and strategies on page 33 of the Student Workbook. Ask each participant to circle all the skills they felt they personally used to help them complete this challenge, adding any other ones that don't appear on the list in the space provided. Remind participants that you can provide definitions for any words that are not familiar to them.</li> <li>○ Reinforce how some skills and strategies help us overcome difficult times. Sometimes, however, we end up actually making a situation worse. We don't usually do this on purpose. Rather, we just sometimes have bad habits and get into a rut of non-productive behaviour. What are some things you might have done (or maybe did do) that got in the way of completing the challenge? Examples might include: <ul style="list-style-type: none"> <li>▪ Get discouraged</li> <li>▪ Get angry</li> <li>▪ Give up</li> <li>▪ Worry about not being able to do it</li> <li>▪ Wish it would just be over</li> <li>▪ Blame the facilitator for screwing up the company</li> <li>▪ Ignore the problem</li> </ul> </li> <li>○ Have a brief discussion about whether or not we can control how we respond to situations. Ask for participants' perspectives and experiences with respect to choosing to cope positively with situations.</li> <li>○ Make the point that our thoughts, feelings and actions are all inter-related. When faced with a situation, we all respond with different thoughts and feelings. Ask what participants were thinking/feeling in this last activity when you took away the skill from their group. Invite examples and show the 1<sup>st</sup> and 2<sup>nd</sup></li> </ul>	<p><i>SW 33: Positive Coping Skills, Attitudes and Strategies</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>columns of OH 2-3.</p>  <ul style="list-style-type: none"> <li>○ Examples may include: <ul style="list-style-type: none"> <li>▪ This is going to be impossible now!</li> <li>▪ We can still do this!</li> <li>▪ What an unfair thing to do. You don't change the rules mid-stream!</li> <li>▪ I'm out of here!</li> </ul> </li> <li>○ Each thought has a corresponding feeling. Ask for examples of what participants were feeling and show the 3<sup>rd</sup> column of OH 2-3. Examples may include: <ul style="list-style-type: none"> <li>▪ Discouraged</li> <li>▪ More motivated, determined</li> <li>▪ Victimized (or helpless in the face something unfair)</li> <li>▪ Angry and Defeated</li> </ul> </li> <li>○ Work though the possible actions associated with each thought/feeling, showing the fourth column of OH 2-3. Note that every action has a consequence. Briefly brainstorm likely consequences for the different actions on 2-3 and/or those generated by the group.</li> <li>○ Make the point that everything you think and feel will shape how</li> </ul>	<p><i>OH 2-3: Situation-Thoughts-Feelings-Actions</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>you react to a situation.</p> <ul style="list-style-type: none"> <li>▪ Introduce STAC               <ul style="list-style-type: none"> <li>○ Have a discussion about the extent to which we each have the capacity to control our thoughts and/or feelings and, therefore, influence our actions and their consequences.</li> <li>○ Introduce STAC. Note that STAC stands for: <b>S</b>ituation, <b>T</b>houghts/<b>F</b>eelings/<b>A</b>ctions and <b>C</b>onsequences. Make that point that the "S" in STAC also stands for <b>Stop</b>. Show OH 2-4.</li> </ul> </li> </ul> <div data-bbox="808 613 1291 971" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Make the point that STAC is all about taking a step back from our initial thoughts/feelings and finding a way to react differently in order to move to the eventual outcomes we want. Encourage participants to use STAC as a way to remember that they have a choice, can take charge of their reactions and can thereby influence the likely consequences of situations.</li> </ul>	<p><i>OH 2-4/SW 39: STAC Means Stop</i></p>
2	25 min	<ul style="list-style-type: none"> <li>▪ <b>Real Life Scenarios</b> <ul style="list-style-type: none"> <li>○ Introduce the idea that every participant, no matter what they are planning to do next year, will encounter challenges, barriers and obstacles. Some will be moving away from home and many will be trying out independent living for the first time. Recall the real life experiences shared by the PSA Ambassadors.</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ This next activity will introduce them to some other real life scenarios. These have been taken from young people in their first year after high school who chose a variety of paths – college, apprenticeship, PVI, work or university. They are common situations that people often experience.</li> <li>○ Read scenario #4 (or any one of your choosing) aloud. Note that all scenarios appear on pages 36-37 of the Student Workbook. Have a brief discussion in plenary about how participants might react to and act in that situation. Summarize by highlighting some of the thoughts, feelings and actions discussed. Explore possible consequences of different actions. As time allows, explore one or two other scenarios in plenary.</li> <li>○ Divide participants into groups of 4-5. Allow each group to choose two of the remaining scenarios: <ul style="list-style-type: none"> <li>▪ You have been really excited about leaving home and finally being on your own in a new city. You get started in your apprenticeship program and love it. Much to your surprise, however, you find you're incredibly homesick and lonely.</li> <li>▪ You've read the brochures and talked to the recruiters. The university you've chosen seems really friendly and welcoming. When you get there, you're in classes with over 300 students and you're treated like a number. You hate it.</li> <li>▪ You've been accepted to the college program of your choice and can't wait to get started. You expect it to be tough, but are up for the challenge. When you get there, it's exactly like high school and you're not learning anything new.</li> <li>▪ You have moved into your own apartment and are so happy to be sharing your place with a good friend from your home town. At first, everything is going really well. Over time,</li> </ul> </li> </ul>	<p><i>SW 36-37: Real Life Scenarios</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>however, your friend is really irritating you. She/he never picks up her/his dirty clothes, doesn't do dishes and is always late with her/his share of the rent.</p> <ul style="list-style-type: none"> <li>▪ You have your first full time job and love it. It feels amazing to have money and to be on your own. As the first couple of months go by, you realize you're always coming up short and never have enough money to pay your rent, all your bills, get groceries and go out with friends.</li> <li>▪ You thought you knew what you were in for with university, but when you get there it's totally different. No one cares whether you show up for class and there's so much reading. You find yourself sleeping in, missing class and getting further and further behind.</li> <li>▪ You have a part-time job to help with costs and, for the most part, you like it alright. Your boss keeps changing your shifts, though. One week, when you're really busy at school, she books you in for three extra shifts and the next week gives you none.</li> </ul> <ul style="list-style-type: none"> <li>○ Ask each group to work through at least three possible reactions, actions and consequences for their chosen scenario using the STAC Worksheet on page 38 of their Workbook. The first should be non-productive and the next two should be productive.</li> <li>○ Invite a couple of examples of non-productive coping. For each, invite the whole group to come up with more productive reactions, actions and consequences.</li> <li>○ Allow a couple of groups to share productive examples.</li> </ul>	<p><i>SW 38: STAC Worksheet</i></p>
		<ul style="list-style-type: none"> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Invite participants to talk about what stood out for them in this last activity. Revisit the question: "Do we really have choices</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>about how we react to situations?" <i>Note to Facilitators: This question may lead to a discussion about the extent to which our reactions are learned (ex. from observing parents/guardians) and/or the role of self-talk in taking charge of reactions.</i></p> <ul style="list-style-type: none"> <li>○ Revisit OH 2-4.</li> </ul> <div data-bbox="800 492 1302 867" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Emphasize that STAC is a reminder to them that when faced with a situation, their first step must be to <i>stop</i>, take a breath and take stock of their initial thoughts and feelings. They then have an opportunity to assess whether those thoughts/feelings will move them in the direction they want to go. If not, they can take control and create a more positive thought/feeling-action-consequence sequence.</li> <li>○ Note that STAC – the capacity to stop and remember that, “I have a choice” – is another way we can bounce back from challenges and it is a key success strategy to add to your backpack.</li> <li>○ Encourage participants to work either on their own, with a classmate, their parent, guardian or a trusted adult to complete other scenarios in their workbook.</li> </ul>	<p><i>OH 2-4/SW 39: STAC Means STOP</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
2	15 min	<ul style="list-style-type: none"> <li>▪ <b>Are You a Rubber Ball?</b> <ul style="list-style-type: none"> <li>○ Come back to the image of the rubber ball and all the qualities it had (able to bounce back, rolled along smoothly and wouldn't sink). Link this to the idea of being "well rounded" – in other words, having balance in your life.</li> <li>○ Note that there are lots of different sources of stress. Sometimes stress is caused by too much of something (school work, pressure from parents, partying). Sometimes, stress is caused by too little of something (time for sports, caring relationships, sleep).</li> <li>○ Note that this next activity is one for participants to do on their own, but they might want to talk about it with someone they trust afterwards. Show OH 2-5: The Wheel.</li> </ul> </li> </ul> <div data-bbox="802 768 1295 1136" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Note that the categories are very broad and can be interpreted in whatever way makes most sense to them. The wheel is meant to help them think about different parts of their lives and where they may have too much or too little of something.</li> <li>○ Walk through each section of the wheel, providing examples either from your own life or from a fictional Grade 12 student. For example:</li> </ul>	<p><i>OH 2-5/SW 40: The Wheel</i></p>



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>▪ <b>Work:</b> Pat has a part-time job that is really interfering with school and time with friends (too much)</li> <li>▪ <b>Friends:</b> Between this job and school, Pat is missing time with her friends (too little)</li> <li>▪ <b>Family:</b> Pat wants to have more independence in preparation for next year, but her parents aren't keen (too much)</li> <li>▪ <b>Physical:</b> Pat has had to give up team sports in order to make money and keep up her marks at school (too little)</li> <li>▪ <b>Relaxation/Hobbies:</b> There is still time at home for Pat to just relax and read, which is her favourite hobby (just right)</li> <li>▪ <b>Spirituality/Beliefs:</b> Pat isn't a church-goer, but takes time to read and reflect on her values and beliefs (just right)</li> <li>▪ <b>Community/Volunteering:</b> Although Pat doesn't volunteer in the community, she does volunteer on school committees and really likes this (just right)</li> <li>▪ <b>Education/Training:</b> School is pretty intense this year and Pat is feeling a bit overwhelmed (too much)</li> </ul> <ul style="list-style-type: none"> <li>○ Ask participants to assess how much of their life is taken up by each part of the wheel, marking an "x" in one of the three areas (too little, just right or too much) on page 40 of their Workbook.</li> <li>○ Have participants connect their "x's". Do they end up with a "well rounded circle" that will roll along smoothly in the "just right" area? Give participants some time to reflect on their wheel.</li> <li>○ Make the point that probably no one is ever perfectly well rounded and has all elements in the "just right" area. Reinforce that there also may be times in their lives when they are particularly out of balance due to circumstances beyond their control or because they are prepared to sacrifice in the short term in order to achieve a</li> </ul>	

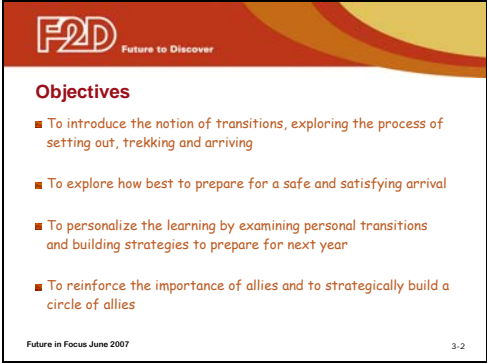
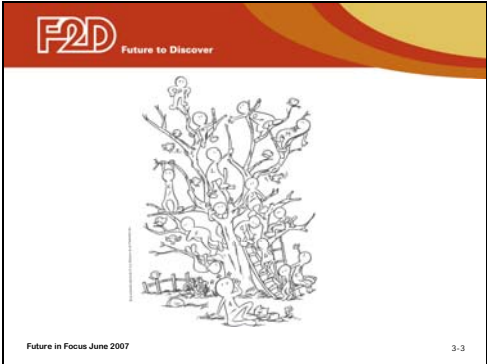
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>longer term goal. This activity isn't about perfection, rather it's about reflecting on where they want to be in each of these areas.</p> <ul style="list-style-type: none"> <li>○ Note that research shows that people who have different kinds of meaningful involvements with friends, family and in their community (involvement in sports, social clubs, church groups, school committees, volunteering, etc) tend to be more resilient, or able to bounce back after challenges. Invite comments – Have they found this to be true in their own lives?</li> <li>○ Encourage them to share their wheel with their parents, guardians or trusted friends. Discussing their wheel with others may help them to pinpoint where they feel most out of balance and help them to consider how they might move closer to their ideal mix.</li> <li>○ Note that we'll return to the wheel in the next workshop.</li> </ul>	
2	15 min	<ul style="list-style-type: none"> <li>▪ <b>Wrap up</b> <ul style="list-style-type: none"> <li>○ Briefly revisit the objectives for this workshop and take some time to review the key activities/tools. Invite participants to share the most important thing they are taking away with them from the session. Use this opportunity to reinforce the key underlying messages: <ul style="list-style-type: none"> <li>▪ They each already have positive coping skills;</li> <li>▪ There are both productive and non-productive coping skills and strategies;</li> <li>▪ We all can control how we think about situations and this will influence our feelings, our actions and the likely consequences;</li> <li>▪ Being well-rounded implies a balance among the different</li> </ul> </li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>elements of our life.</p> <ul style="list-style-type: none"> <li>○ Give participant a few minutes to turn to page 42 of their Workbook to record any new pieces they're adding to their backpack as a result of this workshop.</li> <li>○ Invite participants to recall the decision triangle from Workshop 1. Ask participants to think about where they are now, noting that they may be exactly where they were at the last session or they may have moved. Ask participants to walk over to the flip chart that best represents them now.</li> <li>○ In small groups at each flip chart, have participants return to their action plans. Encourage group members to share strategies that have worked and to support each other with respect to challenges encountered. Have participants take this opportunity to update their own plans, noting any actions that have been completed, new steps to add or research to undertake. Circulate among the groups, providing support as needed.</li> <li>○ Reinforce the importance of these plans. The work they do on them is as an investment in themselves.</li> <li>○ Thank participants for their active participation. Encourage them to work through section 2 of their workbook and involve their parents, guardians or trusted friends.</li> <li>○ Remind participants of the date/time of Workshop 3 and that you will be available after the session to answer questions and/or to provide support with action plans.</li> </ul>	<p><i>SW 42: My Backpack</i></p> <p><i>Flip charts:</i></p> <ol style="list-style-type: none"> <li><i>4. My sense of direction is unclear now</i></li> <li><i>5. My sense of direction is strong, but needs some work</i></li> <li><i>6. My sense of direction is solid for now</i></li> </ol>

## FUTURE IN FOCUS WORKSHOP SERIES


### Workshop 3: Managing Transitions

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
3	20 min	<p><b>Note to Facilitator:</b> As participants arrive, take the opportunity to check in with them re: progress, questions or concerns with respect to their action plans. Reinforce your availability if students want to discuss their plans individually after the session.</p> <ul style="list-style-type: none"> <li>▪ <b>Welcome participants to Workshop 3</b></li> <li>▪ <b>Briefly review norms</b></li> </ul> <div data-bbox="804 712 1293 1081" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> </div> <ul style="list-style-type: none"> <li>▪ <b>Revisit Workshop 2.</b> Take the time to answer any questions that participants may have. Acknowledge progress participants may have made with their action plans between sessions. Reinforce the importance of this investment in themselves and remind the full group of your availability to support them individually with their plans either immediately after the session or at other agreed upon times between sessions.</li> <li>▪ <b>Overview Workshop 3.</b> Note that the focus of this session is on managing transitions.</li> </ul>	OH 3-1: Norms

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>▪ <b>Present objectives for Workshop 3</b>  </li> <li>▪ <b>Introduce Transitions</b> <ul style="list-style-type: none"> <li>○ Recall the image of the tree and where they saw themselves on it (from Workshop 1). Show OH 3-3.</li>  <li>○ Have a brief discussion about whether their position on the tree has moved and what they now have in their backpack to help them on their journey.</li> <li>○ Set the tone by talking about transitions in terms of setting out, trekking and arriving. Note that when planning a trip to somewhere you've never been before or a challenging hike in uncharted terrain, there are things we need to do in preparation</li> </ul> </li> </ul>	<p><i>OH 3-2: Objectives Workshop 3</i></p> <p><i>OH: 3-3/SW 44: The Tree</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>(as we're setting out) and skills and strategies that will help us along the way (as we're trekking) to ensure a safe and satisfying arrival. This is true as they think about their transition from high school to what awaits them next year.</p> <ul style="list-style-type: none"> <li>○ Take some time to explore each part of the transition journey. Show OH 3-4.</li> </ul> <div data-bbox="806 509 1293 875" data-label="Image"> </div> <ul style="list-style-type: none"> <li>○ Ask participants what they see as some of the challenges and opportunities associated with setting out? Examples may include: <ul style="list-style-type: none"> <li>▪ Anxiety/fear about the unknown</li> <li>▪ Loss/letting go/saying goodbye</li> <li>▪ Finding out about where you're going/researching</li> <li>▪ Excitement about starting fresh</li> </ul> </li> <li>○ Have participants imagine they have arrived where they want to be next year.</li> <li>○ Show OH 3-6.</li> </ul>	<p><i>OH 3-4/SW 45: Setting Out</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<div data-bbox="808 267 1291 625" data-label="Image"> </div> <ul style="list-style-type: none"> <li>○ Ask for some examples of what they anticipate might be the challenges and opportunities of arriving. Examples may include: <ul style="list-style-type: none"> <li>▪ Taking on new identities</li> <li>▪ Making a fresh start</li> <li>▪ Faced with different values, world views</li> <li>▪ Exposed to different attitudes</li> <li>▪ Opportunities for new experiences and relationships</li> </ul> </li> <li>○ Recall how when we were little and heading out on a bus trip or family drive, we always wanted to know: “Are we there yet?” It is common to want to move directly from setting out to arriving, but we all need to make the trek from setting out to arriving. Recall the Lasting Gift message: “Focus on the Journey”. Ask participants what that message means to them.</li> <li>○ Show OH 3-5.</li> </ul>	<p><i>OH 3-6/SW 47: Arriving</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		 <ul style="list-style-type: none"> <li>○ Discuss the trekking period – the time after you've set out but before you feel you've arrived. This period is the heart of transition and can be characterized by confusion, chaos, exploration, discovery, creativity and new ideas.</li> <li>○ Note that in the last session, we talked about many of the skills and strategies they'll want as they're trekking. This session will focus on thinking through what needs to be in their backpack as they're setting out so that they're prepared for their trek and arrive successfully.</li> </ul>	<p><i>OH 3-5/SW 46: Trekking</i></p>
3	25 min	<ul style="list-style-type: none"> <li>▪ <b>The Obstacle Course</b> <ul style="list-style-type: none"> <li>○ In preparation, set out an obstacle course as follows:           <ul style="list-style-type: none"> <li>▪ There are three stations, each with a cue card sign, a clue and a task. Set up all three stations in a relatively open area (ex. front of classroom near blackboard) so there is less risk of desks or chairs getting in the way. In a typical classroom if facing the blackboard, Station #1 would be on the left hand wall, Station #2 on the right hand wall and Station #3 on the blackboard wall.</li> <li>▪ At Station #1, there is a cue card taped to the wall. It reads: "Station #1: Marker Here. It includes a yellow</li> </ul> </li> </ul> </li> </ul>	<p><i>Cue cards, tape, marker that works, marker without felt tip, shoe box, large key or regular key with distinctive key ring, blindfold, flip chart paper</i></p>



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>caution sign and "Caution" written in red. Beside the sign, a marker with the felt tip pushed down or cut off is taped to the wall. Taped a few inches below it is a second cue card with a large yellow caution sign. Taped under this is a third cue card that says, "Station #1 Continued: Marker That Works Here!" A working marker is taped under this sign.</p> <ul style="list-style-type: none"> <li>▪ At Station #2, the sign reads: "Station #2: Box with Key to the Future". A small box with a lid that lifts off is at this station. Inside the box is a large key (or a regular sized key with large key ring with a distinctive shape).</li> <li>▪ At Station #3, there is a flip chart with a large door drawn on it. The cue card sign reads: "Station #3: Leave Drawing of Key to the Future for Next Trekker".</li> </ul> <ul style="list-style-type: none"> <li>○ Do not draw anyone's attention to the obstacle course or its three stations in advance. Ask for two volunteers who are willing to be blindfolded for the next activity. One volunteer will be asked to leave the room for several minutes. Once the first person has left the room, blindfold the second volunteer. Ask the group how many people noticed signs around the room. It is possible that a few did. Ask the blindfolded volunteer if (s)he noticed the signs. If (s)he did, note that this will help them significantly along their trek.</li> <li>○ Tell the blindfolded volunteer that they will be going on a trek. There are three stations, each with a clue and a task. Their goal will be to complete the tasks at all three stations as quickly as they can. Note that your role will be only to ensure they do not hurt themselves.</li> <li>○ Invite the full group to watch the volunteer's progress and to assist by calling out "hot" or "cold" when the participant is getting closer or farther away from their goal.</li> <li>○ Tell the blindfolded volunteer that their challenge at the first station is to find a working marker. Gently orient them so they are facing in the right direction to move toward Station #1. Walk near the volunteer throughout to ensure safety, but do not physically guide them. Allow</li> </ul>	

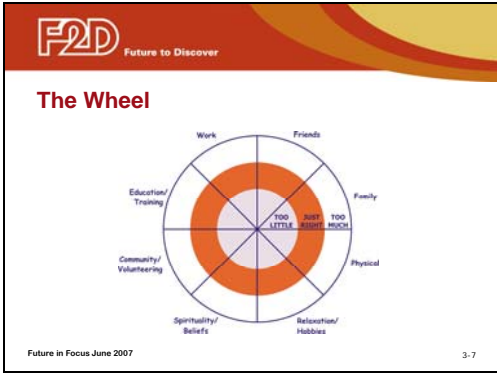
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>them to be guided only by the “hot” and “cold” directions of the class.</p> <ul style="list-style-type: none"> <li>○ Once they arrive at Station #1, they will likely feel around for the marker and may successfully find the one taped to the wall. Have them open the marker so the class can see that it has no felt tip for writing. Ask if the volunteer is ready to move to Station #2. They will likely say “Yes.” Point to the caution sign and ask the rest of the class whether the trekker has completed their challenge at this station. The class will then direct the volunteer to the yellow caution sign (using their “hot/cold” signals). Assist only as necessary so that the sign reading “Station #1 Continued: Marker that Works Here” is made visible and the trekker finds the second marker.</li> <li>○ <i>Note to Facilitator: Do not intervene more than necessary in this activity. If the blindfolded volunteer does find the working marker on their own at Station #1, simply confirm that they are ready to proceed to Station #2. If they do not, and the group cannot/doesn't assist them enough to find it, simply let them move on when they think they are ready.</i></li> <li>○ Tell the volunteer that their challenge at Station #2 is to find a box with an important clue inside. Gently orient them in the correct direction and then let them trek with the assistance of the “hot” and “cold” directions from the class. Assist only as necessary so that the volunteer opens the box and finds the key inside. Inform them that this is the key to the future.</li> <li>○ Tell the volunteer that their challenge at Station #3 is to leave a drawing of the key to the future for the next trekker. Gently orient them in the correct direction and then let them trek with the assistance of the class. Assist only as necessary so that the volunteer finds the flip chart and begins to draw. The obstacle course is successfully completed when the participant draws the shape of the key on it.</li> <li>○ Briefly debrief the experience with the volunteer. Ask how the</li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>volunteer felt during the experience. They may report feeling extremely frustrated, vulnerable, unsure and/or scared. Thank them for volunteering in this difficult role.</p> <ul style="list-style-type: none"> <li>○ Now invite the second volunteer into the room and blindfold them. Ask them if they noticed any signs around the room before they were asked to leave. If so, this will help them.</li> <li>○ Explain that the first volunteer was asked to go on a trek. Now the second volunteer will be asked to go on exactly the same trek. There are three stations, each with a clue and a task. Their goal will be to complete the tasks at all three stations as quickly as they can. Note that your role will be only to ensure they do not hurt themselves.</li> <li>○ Explain that the big difference between the first trekker and the second trekker will be that the second volunteer has 3 wishes. Before they set out, they are allowed to ask for 3 things they think will help them complete their trek quickly and successfully. Note that they cannot ask that someone do the tasks for them AND they must actually do the trek with their blindfold on. Apart from these two limitations, the sky is the limit in terms of what they can ask for.</li> <li>○ <i>Note to Facilitator: The second volunteer may ask to remove their blindfold in order to inspect the obstacle course, but they must put it back on to actually complete their trek. They may ask for an ally to go with them, to guide them and/or to talk to them throughout, as long as that ally doesn't actually do the tasks for them. They may also ask for tools (ex. a working marker) that would enable them to skip a station/move more quickly.</i></li> <li>○ When the second volunteer has had her/his 3 wishes granted, allow them to move through the obstacle course with the supports/tools requested.</li> <li>○ <i>Note to Facilitator: If the second volunteer has been wise in their 3 wishes, they will likely move through the course much more</i></li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p><i>quickly and the drawing they leave for the next trekker will no doubt be more accurate.</i></p> <ul style="list-style-type: none"> <li>○ Ask the second volunteer how she/he felt during the experience.</li> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Ask participants what differences they noted between the progress and experience of the first volunteer and the second volunteer. Ask what strategies, skills, or supports seemed to help the second volunteer. If the second volunteer's wishes did not help them, ask them and others in the group what they might have wished for that would have resulted in more success.</li> <li>○ Highlight how skills, strategies, tools/resources and allies are important elements for any backpack. Make the point that while different people may approach new challenges differently, being prepared (doing research about where you're going) and bringing the right tools/supports in your backpack can make an enormous difference – reducing anxiety and increasing the chances of success.</li> <li>○ Note that all the signs were there for all to see. In the same way, as they prepare for next year, there are all kinds of sources of information that they can tap into now. Have some discussion about what information people have already tapped into and what information they are still missing. Examples of information that is right under their noses might include brochures, posters and information sheets available in the guidance office, websites and/or people in their community doing the kind of work that interests them.</li> <li>○ Reinforce that their action plans (pages 21-30 in the Student Workbook) are a key tool that can help them be prepared and ready for whatever obstacle course they'll be facing next year. Make links between strategies used by the second trekker and steps on their action plans. Note that they will have time at the</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>end of this session to revisit their own plans.</p> <ul style="list-style-type: none"> <li>○ Revisit the theme of “setting out”, recalling the challenges and opportunities associated with it. Setting out has practical elements to it. Note that they’ll want to make sure they have researched where they are going and have packed their backpack with the skills, resources and supports they’ll most likely need. Setting out also has emotional elements. They may be letting go of some things (e.g. classmates, living at home), carrying others with them (e.g. support of key friends and family) and preparing to embrace some new (e.g. relationships, experiences). Ask participants to think about their own preparation for next year and have a brief plenary discussion using the questions on page 48 of their Workbook as your guide.</li> <li>○ Encourage participants to come back to their reflective questions after the session and discuss their own answers with their parents, guardians or trusted friend.</li> </ul>	<p><i>SW 48: Transition – Reflective Questions</i></p>
3	25 min	<ul style="list-style-type: none"> <li>▪ <b>The Wheel Revisited</b> <ul style="list-style-type: none"> <li>○ Show OH 3-7.</li> </ul> </li> </ul> <div data-bbox="795 1027 1299 1406" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Recall that at the end of Workshop 2 participants completed a</li> </ul>	<p><i>OH 3-7/SW 50: The Wheel</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>wheel, examining different elements of their life and reflecting on whether they were “well rounded”.</p> <ul style="list-style-type: none"> <li>○ In this activity, participants are asked to revisit that wheel. This time, they are asked to look at it in light of what they have planned for next year. As they imagine themselves in that reality, whatever it is, have them identify any challenges they anticipate in any sections of the wheel. They may want to revisit some of the real life scenarios from Workshop 2 (pages 36-37 of the Student Workbook) to warm up their thinking. Draw on these or other examples as needed: <ul style="list-style-type: none"> <li>▪ A student planning on going away to school may anticipate feeling lonely due to a loss of contact with friends. (Too little Friends)</li> <li>▪ Someone who was counting on income from a part-time job may struggle to make ends meet when they’re let go. (Too little Work)</li> <li>▪ Someone who will be working full-time in a new city may feel unsure how to get involved in their community. (Too little Community/Volunteering)</li> <li>▪ A student may find the workload significantly heavier than high school and the professors/instructors less helpful than their current teachers. (Too much Education/Training)</li> <li>▪ Someone who plans to continue living at home may anticipate clashes with their parents as they seek to assert greater independence. (Too much Family)</li> </ul> </li> <li>○ Give participants 5-6 minutes to reflect on the challenges they personally anticipate next year. Using pages 50-51 in their Student Workbook, have them record key challenges. Ask them to choose</li> </ul>	<p><i>SW 50-51: Key Challenges</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>their top 3 most pressing/significant challenges.</p> <ul style="list-style-type: none"> <li>○ Show OH 3-7 again.</li> </ul>  <ul style="list-style-type: none"> <li>○ Go around the wheel, asking for a show of hands for how many students had one of their top three challenges in each element. Tabulate the results to determine the three elements of the wheel representing participants' most significant concerns.</li> <li>○ Choose from the top three elements the one that had the fewest hands raised. Ask for a volunteer who is willing to share a specific challenge they anticipate in that area. Have them briefly describe the challenge to the group. In plenary, brainstorm how the student could overcome this challenge, mapping out in as much detail as possible the first steps they could take.</li> <li>○ Divide the group into two (one for each of the two remaining elements). Invite participants to self-select the group they most want to join or assign people if you are concerned the groups will not be appropriately balanced. One facilitator should go with each group and repeat the above process. (Ask for a volunteer to share a specific challenge in that area. Have them briefly describe their challenge. Work with the group to brainstorm strategies and steps to overcome it).</li> </ul>	<p><i>OH 3-7: The Wheel</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Ask participants to use page 51 in their Workbook to record strategies and steps they'd like to add to their backpack.</li> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Have a discussion about the importance of being prepared – of gathering as much information about where you're going and of packing your backpack with strategies that can help you overcome anticipated challenges. Note that many may have overcome similar situations already and have many of the skills they need.</li> <li>○ Recall the research presented at the end of Workshop 2 suggesting that the more students can be meaningfully active in areas of the wheel, the more they will be able to overcome challenges and succeed. This is a backpack strategy!</li> <li>○ Recall also the guided imagery activity participants did in Lasting Gifts to imagine their preferred future and the research that shows how imagining something vividly can enhance performance once they get there. Encourage participants to complete this activity for themselves, working through strategies and initial steps that will help them to address the specific challenges they anticipate this coming year. This is like a "dress rehearsal" for them!</li> <li>○ Invite them to talk to their parents, guardians or a trusted friend to assist in brainstorming ways to address their challenges.</li> </ul> </li> </ul>	<p><i>SW 51: Overcoming Challenges</i></p>



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
3	25	<ul style="list-style-type: none"> <li>▪ <b>Access Your Allies</b> <ul style="list-style-type: none"> <li>○ Recall the Lasting Gift message “Access Your Allies and Be an Ally”. Ask what this message means to students. Reinforce the importance of having people in your life that can help you achieve your goals AND the importance of being there to support others. Note that one important way to prepare for next year is to be sure they have a network of allies supporting them along the way.</li> <li>○ Ask participants to identify one person in the group they don’t know well. In pairs, give them 5 minutes to find at least 10 things they have in common. After 5 minutes ask if any pair was unable to find at least 10. Find out which pair broke the record by having the most “matches”.</li> <li>○ Have a brief discussion about what this quick activity tells us about networks. Note that wherever we go, there will be people with whom we have things in common and with whom we can connect. For example, students may recall their first day in high school and how they may have felt alone. Likely they found friends and allies quite quickly.</li> </ul> </li> <li>▪ <b>Circle of Allies</b> <ul style="list-style-type: none"> <li>○ Ask participants to remember their first day in a new setting (ex. first day in a new school, a new community or new group). Have a brief discussion about the associated feelings. Examples may include: <ul style="list-style-type: none"> <li>▪ Anxiety</li> <li>▪ Loneliness</li> <li>▪ Fear</li> <li>▪ Excitement</li> </ul> </li> <li>○ Recall the process of setting out, trekking and arriving. Note that one of the key challenges of <i>arriving</i> is having and maintaining a strong</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>support network once you're there.</p> <ul style="list-style-type: none"> <li>○ Recall the image of the rubber ball. Note that in this activity, we're going to build a circle to help us bounce back (or be resilient) and give us practical help if/when we encounter challenges. This circle will be made up of people who can assist us, encourage us and who believe in us.</li> <li>○ Note that many organizations have a Board of Directors. Typically, these are composed of people who are chosen strategically to provide specific support to the organizations (ex. lawyer, financial advisor, content expert, etc). Effective Boards also have people who are positive and believe in the value of the organization.</li> <li>○ Make the point that individuals can also benefit greatly from having their own Board of Directors (or Circle of Allies). Give an example of your own Circle of Allies or one for a fictional Grade 12 student.</li> <li>○ Review OH 3-8: Circle of Allies.</li> </ul> <div data-bbox="808 922 1291 1282" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Walk around the circle, discussing why it is strategic to include each member and providing examples. Make links as appropriate to some of the real life scenarios presented in Workshop 2 and/or participants' own experiences. Members include: <ul style="list-style-type: none"> <li>▪ Someone who can advise/coach on how to manage money and</li> </ul> </li> </ul>	<p><i>OH 3-8/SW 53: Circle of Allies</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>make ends meet</p> <ul style="list-style-type: none"> <li>▪ Someone who can assist with academic challenges</li> <li>▪ Someone who is a really good problem solver and can help you think through messy situations to find a solution</li> <li>▪ Someone who can encourage you and help you to stay motivated</li> <li>▪ Someone who believes in you and has high expectations for you</li> <li>▪ Others you want in your Circle of Allies – These may include: <ul style="list-style-type: none"> <li>• Someone you can call at 2 am when you're in trouble or questioning your choices</li> <li>• Someone you can call when you realize you're broke and the rent is due</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>○ Note that often an ally is someone we know well. Other times, however, they can be a stranger – someone with information and/or expertise we need.</li> <li>○ Encourage participants to reflect on their anticipated challenges from the last activity and consider who might help them with these. Ask each participant to fill in as many categories as they can around their own Circle of Allies. Have them record the names of allies in each category using page 54 in their Student Workbook. Encourage them to be as specific as possible about why they are including others, recording in some detail in what way they hope they can support.</li> <li>○ Reinforce that this activity can be challenging. Circulate around the room and provide support to any participants who seem to be struggling.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Invite comments on the experience of building a Circle of Allies. How easy/difficult was it? What are the benefits of doing it?</li> </ul> </li> </ul>	<p><i>SW 54: My Circle of Allies</i></p>

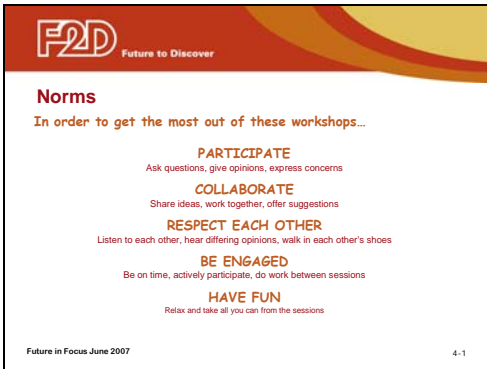
SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Note that allies can only help if they know that they are needed and have some idea of the kind of help being sought. In plenary, talk about how easy/difficult it might be to talk to allies in this way.</li> <li>○ Brainstorm ways that they might approach their allies. Make the point that they may actually ask allies to play this role, or they may simply position themselves to have supportive people around them. The more people know what they want, however, the more likely they'll get it. Reinforce that people are typically honoured to be asked for this kind of support.</li> <li>○ Reinforce that participants have already worked on developing their networks and their networking skills. These will serve them well. They are backpack strategies!</li> <li>○ Reinforce that our Circle of Allies changes over time as our needs change. Encourage participants to revisit their Circle from time to time.</li> </ul>	
3	10 min	<ul style="list-style-type: none"> <li>▪ <b>Ball of Rope</b> <ul style="list-style-type: none"> <li>○ This activity provides closure for this session and reinforces that they are surrounded by allies AND that they too are allies for others.</li> <li>○ Ask participants to form a large circle (standing). Holding a ball of nylon rope (thick), note that each participant will benefit from a strong circle of allies, but will also no doubt contribute to others' support networks. Invite each participant to think about what they have to offer as an ally – it can be anything from their sense of humour, to knowing how to do a budget, from strong time management skills to a positive outlook.</li> <li>○ Begin by stating one thing you know you have to offer as an ally. Ask if anyone standing across the circle from you is ready to catch the ball of rope and say one thing they have to offer. When someone has agreed, throw the ball of rope to them, but hold onto the end so there is a rope connecting you and them. They in turn will state one thing</li> </ul> </li> </ul>	<i>Ball of nylon rope</i>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>they have to offer as an ally and then ask who is ready from across the circle to catch the ball next. Holding onto their end of the rope, they will throw the ball to the next person. This continues until everyone has had a chance to state one way they can contribute as an ally. At this point, there will be a spider web of rope connecting every person in the circle. Note that this is a physical reminder that we are all connected, all benefit from allies and are all allies to others.</p> <ul style="list-style-type: none"> <li>○ Ask participants to carefully lay the spider web on the floor. Ask for a volunteer who is willing to lie down on the spider web to test its strength. Once the volunteer is in place, make sure all the ends of the rope are being held (including the one the volunteer had been holding). On the count of three, have the group lift the spider web (along with the volunteer).</li> <li>○ Invite comments. Note how easy it was to lift the person. The spider web looks quite fragile, but it is deceptively strong. This is true of networks too. We often under-estimate the strength of our allies and their capacity to support us through challenging times. Invite comments and reflections. Reinforce how having allies, being an ally and believing in the capacity of allies to help are all critical pieces of their backpacks.</li> </ul>	
3	15 min	<ul style="list-style-type: none"> <li>▪ <b>Wrap up</b> <ul style="list-style-type: none"> <li>○ Briefly revisit the objectives for this workshop. Invite participants to talk about what they are taking away with them from the session. Use this opportunity to reinforce the key underlying messages: The more we can know about where we're going, the less anxious and more successful we'll likely be; Anticipating challenges allows us to strategize in advance and be sure we have what we need in our backpack; A vital component of any backpack is a circle of allies, strategically chosen and prepared to assist along the journey.</li> <li>○ Give participants a few minutes to use page 55 in their Student</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>Workbook to record any new contents of their backpack they are now taking with them as a result of this workshop. You may want to use props to reinforce key elements of their backpack (ex. flashlight, binoculars, mirror, rubber ball or a raincoat to represent action plans, focus statement, self-knowledge, skills, strategies or allies).</p> <ul style="list-style-type: none"> <li>○ Invite participants to recall the decision triangle from Workshops 1 and 2. Ask participants to think about where they are now, noting that they may be exactly where they were at the last session or they may have moved. Ask participants to walk over to the flip chart that best represents them now.</li> <li>○ In small groups at each flip chart, have participants return to their action plans. Encourage group members to share strategies that have worked and to support each other with respect to challenges encountered. Have participants take this opportunity to update their own plans, noting any actions that have been completed, new steps to add or research to undertake. Circulate among the groups, providing support as needed.</li> <li>○ Reinforce the importance of these plans. The work they do on them is as an investment in themselves. Have a brief discussion about the steps they're taking now to prepare for next year.</li> <li>○ Thank participants for their active participation. Encourage them to work through Section 3 of their Workbook and involve their parents, guardians or trusted friends.</li> <li>○ Remind participants of the date/time of Workshop 4. Note that parents/adults will be invited to join for the last half hour of this final workshop.</li> </ul>	<p><i>SW 55: My Backpack</i></p> <p><i>Flip charts:</i></p> <p><i>7. My sense of direction is unclear now</i></p> <p><i>8. My sense of direction is strong, but needs some work</i></p> <p><i>9. My sense of direction is solid for now</i></p>

## FUTURE IN FOCUS WORKSHOP SERIES

### Workshop 4: Final Check on Your Backpack

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
4	10 min	<p><b>Note to Facilitator:</b> As participants arrive, take the opportunity to check in with them re: progress, questions or concerns with respect to their action plans.</p> <ul style="list-style-type: none"> <li>▪ <b>Welcome participants to Workshop 4</b></li> <li>▪ <b>Briefly review norms</b></li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>▪ <b>Revisit Workshop 3.</b> Take the time to answer any questions that participants may have. Acknowledge progress participants may have made with their action plans and congratulate them for making this investment in themselves.</li> <li>▪ <b>Overview Workshop 4.</b> Note that the focus of this session is completing a final check on their backpack. Reinforce that this session is not really about introducing new learning, but rather consolidating and celebrating what they already have achieved. Remind participants that significant adults will be joining for the last half hour to celebrate with them.</li> </ul>	<p><i>OH 4-1: Norms</i></p>





SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<ul style="list-style-type: none"> <li>○ Talk about how important water is on any trekking journey – It is absolutely essential for any backpacker. Show an actual backpack with a water bottle in the side pouch.</li> <li>○ Ask if anyone knows the chemical symbol for water. Write H<sub>2</sub>O on a flip chart. Note that as they leave high school, they will want to be sure they have H<sub>2</sub>O in their backpack. In this case, however, we've given H<sub>2</sub>O a different meaning. Our two "H's" are <i>Honour your Hopes</i> and <i>Heroes</i> and our "O" is <i>Opportunity</i> (Write on flip chart).</li> <li>○ Note that we'll explore this H<sub>2</sub>O now, starting with the importance of honouring our hopes.</li> </ul>	<i>Backpack, water bottle</i>
4	15 min	<ul style="list-style-type: none"> <li>▪ <b>Honour Your Hopes</b> <ul style="list-style-type: none"> <li>○ Note that participants have spent considerable time and energy these past three years thinking about and clarifying their hopes for the future. Their focus statement and work options in Grade 10 were expressions of their hopes. Their preferred futures in Grade 11 reflected their hopes. Now in Grade 12, their chosen future plans are about bringing some of their hopes to reality. Our hopes inspire us and give us vision, direction and motivation.</li> <li>○ In order to give concrete form to their hopes, ask participants to imagine that it is now ten years in the future: Homecoming 2017. Their high school reunion is tonight and the opening social is about to begin.</li> <li>○ Ask participants what people typically want to know about each other when they meet at their high school reunion. What questions do they ask each other? Examples: <ul style="list-style-type: none"> <li>▪ So... what are you doing now?</li> <li>▪ Are you married?</li> <li>▪ Do you have children?</li> </ul> </li> </ul> </li> </ul>	



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>answers. Invite comments. Explore the importance of hopes: Why does hope matter? What do our hopes give us? What role does hope play in our ability to bounce back?</p> <ul style="list-style-type: none"> <li>○ Distribute coloured post-it notes and ask participants to write down the hopes that were captured in their answers to the high school reunion questions (one per post-it). They will not need to sign them, but they will be asked to post them on the wall for their classmates, parents and other significant adults to see so they may or may not want to include all the hopes they recorded in their workbook.</li> <li>○ Have a large white cloud (made out of flip chart papers) already mounted high on the wall. Invite participants to post their hopes on the cloud.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Note the importance of honouring their hopes as they leave high school and move into the next phase of their career journey. Revisit the discussion about the importance of hope and the role it plays in our ability to bounce back. Note that many believe that “Hope is the beginning of all opportunity.” Invite reactions to this.</li> <li>○ Make the point that our hopes for the future can inspire us and keep us on track when we encounter short-term barriers or challenges along the way. The hopes they recorded in their workbook and on the wall are key ingredients of their backpack.</li> <li>○ Reinforce the importance of putting their hopes “out there”. Ask how it felt to do this by putting their hopes on the wall. Explore the benefits of doing this. Note that the more people there are who know their hopes, the more potential allies they’ll have.</li> </ul> </li> </ul>	<p><i>Coloured post-it notes</i></p> <p><i>White cloud on wall</i></p>
4	20 min	<ul style="list-style-type: none"> <li>▪ <b>The Hero Within</b> <ul style="list-style-type: none"> <li>○ Introduce the symbol of the Inukshuk. Draw an Inukshuk on</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>flipchart. Note that it is a traditional figure made by the Inuit that symbolizes “The People”. Building them took a community effort, as the rocks would be too heavy for any one person to lift. They have been used out on the land to mark hunting grounds or the spot where supplies have been left. Today, the Inukshuk is the symbol used on the Nunavut flag.</p> <ul style="list-style-type: none"> <li>○ Ask participants to think of a person they respect and admire. It may be someone they know personally (like a family member) or it may be someone they only know from a distance (like a political activist, author or community leader). It is important they choose someone who is meaningful and inspiring for them.</li> <li>○ Provide a brief personal example, identifying someone you admire. Highlight a few of the qualities you most admire about that person, recording each quality on a stone of the Inukshuk on the flip chart.</li> <li>○ Ask participants to use page 62 of the Student Workbook to record the qualities that they respect in the person they admire. They may write one word in each space of the Inukshuk, but they don't have to limit themselves to this many qualities – they can add more. Encourage them to take their time, thinking and writing the qualities they most admire in the person. If participants need help with vocabulary, they may want to refer to pages 11-13 in their Student Workbook.</li> <li>○ Invite participants to turn to a partner and each take a few minutes to describe the person they respect and the qualities they most admire.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Debrief</b> <ul style="list-style-type: none"> <li>○ Explain that a person cannot recognize a quality unless it is within them. We don't appreciate ideals, values or qualities unless we embrace them ourselves. In some cases, we may be just beginning to build these qualities in ourselves, but the seeds are</li> </ul> </li> </ul>	<p><i>Inukshuk drawn on flipchart</i></p> <p><i>SW 62: Inukshuk</i></p> <p><i>SW 11-13: Values, Abilities and Personality Traits</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>there.</p> <ul style="list-style-type: none"> <li>○ Ask participants to write “I am” at the top of their Inukshuk, claiming the qualities they admire in another as qualities they also admire in themselves.</li> <li>○ Encourage participants to reflect on how they already practice these qualities in their lives, acknowledging that in some cases, they may be beginning to grow these qualities while in others they may be well developed within them. The Inukshuk is a critical reminder of qualities that matter and it should be added to their backpack.</li> <li>○ Note that today's labour market is more complex and competitive than ever before. There are a myriad of choices and crossroads to face. Some writers make connections between navigating career transitions in today's labour market and the hero's journey. Ask what participants think this means. Emphasize that life does call on each of us to be the hero in our own life story. With this in mind, it is important for each of them to also take with them in their backpack this reminder of the hero that is already within.</li> <li>○ Distribute post-it notes. Invite participants to write down their heroic qualities (one per post-it). These will be posted near the floor under the cloud, representing their foundation.</li> <li>○ Note that honouring their hopes and the hero within leads to opportunity and that opportunity builds on itself – The more open they are to opportunity, the more opportunities emerge. This is what H<sub>2</sub>O is all about – harnessing your hopes and the hero within to be open to opportunity. These are critical ingredients that every trekker needs to have in their backpack.</li> <li>○ Note that it is now time to do a final check on their backpack.</li> </ul>	<p><i>Coloured post-it notes</i></p>
4	15 min	<ul style="list-style-type: none"> <li>▪ <b>Your Own Backpack</b> <ul style="list-style-type: none"> <li>○ Recall that a key objective of this session was to do a “final check” on</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>their backpack. Note that they will no doubt continue to check it and add to it long after this session, but this is one last check to do together.</p> <ul style="list-style-type: none"> <li>○ Make the point that now is their opportunity to think about the unique pieces they are taking on their own journey as a result of their experience with Future to Discover.</li> <li>○ Note that we'll have a chance to think about their experiences and learning over the last three years. Acknowledge that some of it is a long time ago now, but that we'll do it together.</li> <li>○ Recall the activity from Workshop 1 when they were asked to circle the interests, values, abilities and personality traits that most spoke to them. They did this quite spontaneously, by listening to their inner voice.</li> <li>○ Have the participants turn to page 65 in their Workbook, where they'll see a summary of all the activities/key messages from Future in Focus. In the same way as in the activity from Workshop 1, they'll be asked to circle anything from that list that really stands out to them as important. Encourage them to go with what naturally grabs them – What do they immediately remember? What did they like the most? What was the most important learning for them? If there is anything on the list someone thinks might have been important but they just need a reminder, encourage them to ask now. For the most part, however, if they don't remember it, it likely wasn't important learning for them.</li> <li>○ Have participants repeat the same process for Lasting Gifts (page 67 in their Workbook), Career Focusing (page 68) and Post-secondary Ambassadors (page 69). [<i>Note that for Post-secondary Ambassadors, students are asked to list anything that stands out to them as there is nothing to circle.</i>] Acknowledge that the further they go back, the more likely they'll need to ask questions to refresh their memory. As before, however, encourage students</li> </ul>	<p><i>SW 65: Future in Focus</i></p> <p><i>Coloured post-it notes</i></p> <p><i>SW 67-69</i></p>

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>to circle whatever spontaneously stands out to them.</p> <ul style="list-style-type: none"> <li>○ Note that if these activities left an impact on them, their challenge is to think about: “What was that impact?” What are they actually taking in their backpack as a result of each of the activities they circled?</li> <li>○ Ask participants to turn to page 70 in their Student Workbook. Encourage them to be as specific as possible, thinking about the skills/strengths, coping strategies, hopes, allies, attitudes/messages, knowledge/information and other ingredients they now have in their backpack as a result of their most meaningful experiences these past three years.</li> <li>○ Provide a couple of examples as a catalyst to students’ thinking: <ul style="list-style-type: none"> <li>▪ They may have circled “action plans” from Future in Focus because doing these plans really solidified their research <b>skills</b>;</li> <li>▪ They may have circled STAC as a strategy</li> </ul> </li> <li>○ Generate a few examples in other categories (attitudes/messages, knowledge/information, allies, hopes, other) in plenary.</li> <li>○ Ask participants to work through the activities they circled/highlighted on pages 65-69. For each, they are asked to record its impact – what they are actually taking with them as a result of that activity – on page 70. Acknowledge that this is a challenging activity. Circulate to provide assistance and support as needed.</li> <li>○ After providing time for participants to work individually, reinforce that page 70 is their personal record and reminder of all they’re taking with them. Encourage them to honour it, celebrate it and keep adding to it.</li> <li>○ Note that the last piece before preparing for the arrival of the parents/adults will be to complete the mural on the wall.</li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>Distribute coloured post-it notes and ask participants to write down the contents of their backpack (one per post-it). As before, they will not need to sign them, but they will be asked to post them on the wall for their classmates, parents and other significant adults to see so they may or may not want to include all the elements they recorded in their Workbook.</p> <ul style="list-style-type: none"> <li>○ Invite participants to post their backpack contents under the cloud of hopes. Celebrate the diversity and wealth of internal and external resources. Notes that these backpack ingredients will help them to move closer to making their dreams reality.</li> </ul>	<i>Coloured post-it notes</i>
4	10 min	<ul style="list-style-type: none"> <li>▪ <b>Wrap up</b> <ul style="list-style-type: none"> <li>○ Recall the importance of H<sub>2</sub>O. Note that each of them have hopes that will inspire them, heroic qualities to give them solid roots and a wealth of coping skills and strategies, knowledge, information, allies and links to their community that will sustain them during their transition from high school. Together, these will open opportunities to them along their career journeys. Congratulate participants for engaging in Future to Discover and for all of the qualities, resources and supports they now have as a result of that engagement.</li> <li>○ Recall the pride experience activity from Lasting Gifts. In it, participants were asked to think about something they did, enjoyed and feel proud of. Ask participants to look at the wall and their own backpack on page 70. As they consider these, ask: “What is the one thing you feel most proud of?” Have a go-around, inviting each participant to share what they feel most proud of in a word or short phrase.</li> </ul> </li> </ul>	



SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
4	20 min	<ul style="list-style-type: none"> <li>▪ <b>Preparation for Presentation to Parents/Adults</b> <ul style="list-style-type: none"> <li>○ Note that the parents/significant adults (and other allies who may have been invited) will be joining the group in 20 minutes. Invite participants to work in groups so that they can present some of the key elements they're taking from the program to their invited guests.</li> <li>○ Divide participants into three groups. The first group is asked to take approximately 2-3 minutes to present the cloud of hopes and the importance of honouring our hopes to the parents/adults. This may include a brief description of what's on the wall and why it's important, along with reading a few examples of hopes. The second group will be asked to take 2-3 minutes to talk about the metaphor of the backpack and present the wall of skills/strategies, knowledge/information, allies, attitudes/messages and other backpack ingredients. Again, the group may wish to read a few examples. The final group will talk about the image of the rubber ball and H<sub>2</sub>O. They'll have an opportunity to highlight how F2D has helped them be able to bounce back, know their hopes and heroic qualities and find opportunity. They may wish to read a few examples of heroic qualities from the wall.</li> <li>○ <i>Note to Facilitator: You'll want to have a flip chart outlining the task for the three groups.</i></li> <li>○ Each group will have the next 15 minutes to work together to discuss what they want to highlight, the key themes they want to emphasize and how they want to present it. The facilitators will be available as resources as necessary.</li> <li>○ Note that once the guests join and the presentations have been completed, participants will have some time to share their achievements with their parents/adults/allies. They can do this in a variety of ways: <ul style="list-style-type: none"> <li>▪ Walk with them to the wall of hopes and heroic qualities,</li> </ul> </li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>highlighting their own contributions to the wall</p> <ul style="list-style-type: none"> <li>▪ Show them their action plan, reviewing what they've done and how it is moving them to where they want to go</li> <li>▪ Show them pieces of their workbook – whatever is important and comfortable to share</li> <li>▪ Discuss how they can help you now</li> <li>▪ Discuss how they have already helped you</li> <li>▪ Simply talk about what has stood out for them from the F2D experience</li> </ul> <p>Emphasize that participants are in control of this time and can choose the options that are most meaningful and comfortable for them.</p>	

## Parents/Adults Join the Group

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
4	30 min	<ul style="list-style-type: none"> <li>▪ <b>Welcome parents/adults to this celebration</b> <ul style="list-style-type: none"> <li>○ Welcome parents and note that the students will be presenting the key themes from this series and will be speaking to what they are taking with them from the Future to Discover program.</li> <li>○ Point out the mosaic of colour on the walls. Orient them to the cloud honouring the students' hopes. Note that a group of students will be talking about these hopes and their importance. Briefly introduce the backpack and all the ingredients the students now have to help them move toward achieving their dreams. Note that a second group will speak to these. Briefly mention the image of the rubber ball and introduce H<sub>2</sub>O, emphasizing the heroic qualities that form the foundation of the post-it image on the wall. Note that a third group of students will present on these themes.</li> <li>○ Invite each group of students to present to the parents/adults.</li> <li>○ Invite any questions/comments from the parents.</li> <li>○ Note that this last workshop series, Future in Focus, was built on research on resilience (<i>which is the capacity to bounce back in the face of hardship or challenge</i>). Each student, no matter what their plans for next year, is on the brink of a major milestone in their lives. Whether they stay in their community or move, enter a PSE program or take a year off, go immediately to work or take some time to travel, chances are what they experience will not be exactly as they imagined it would be. In some cases, it may exceed their expectations, with pleasant surprises and unforeseen opportunities. Many will also experience challenges and disappointments that they did not and could not anticipate.</li> <li>○ Note the vital role that they, as parents and significant adults in</li> </ul> </li> </ul>	

SESSION	DURATION	ACTIVITIES & STEPS	REQUIRED MATERIAL
		<p>the students' lives, play in helping them to bounce back and overcome difficult times. The research strongly suggests that having someone that believes in you and expects you to succeed is one of the key contributors to resilience and success.</p> <ul style="list-style-type: none"> <li>○ Note that tonight is an opportunity to celebrate all that the students have achieved and all that they are taking with them in their backpack as they leave high school and move to the next stage of their career journey. Present a certificate to each student and take time to acknowledge their achievement.</li> <li>○ Note that teens and parents/adults/allies are invited to take this opportunity to share these achievements. Teens are invited to spend time with their parents/allies, sharing with them highlights from the F2D and Future in Focus experiences. Provide time and space for teens to do this in whatever way is best for them.</li> <li>○ Close the evening by acknowledging the achievements of students, affirming your belief in their future, reinforcing the important role parents/allies have in supporting and believing in their teens and thanking and congratulating all.</li> </ul>	