



Future to Discover

FUTURE in FOCUS



Parent/Adult Reference Guide

**Future to Discover Pilot Project
Canada Millennium Scholarship Foundation**

Canadian Career Development Foundation



2007

FUTURE TO DISCOVER PROGRAM



Grade 12

Grade 10 – Career Focusing

Grade 11 – Lasting Gifts

Grade 12 – Future in Focus



A transition is a big change in your life. We all go through them. Your teen is preparing for a major transition as they get ready to leave high school and start something new next year.

Getting ready for a big transition is a bit like preparing for a trip. You need to be sure to pack all the right things. In Future in Focus, your teen will be packing an imaginary backpack with the skills, attitudes, strategies, resources and supports they need for their journey from high school to whatever lies beyond.

Topics in the 4 Future in Focus workshops for grade 12 students:

Workshop 1 – Revisits their grade 10 focus statement to see if it still fits.

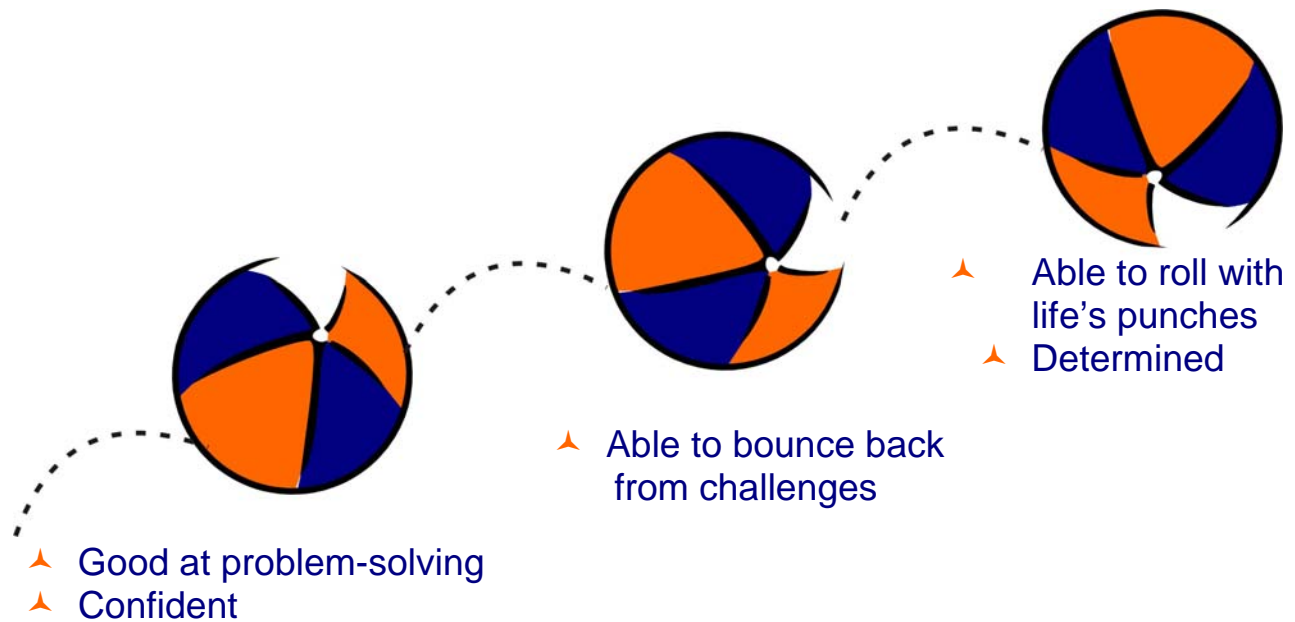
Workshop 2 – Teaches practical skills and strategies that support success.

Workshop 3 – Teaches how to be prepared for life after high school and find allies.

Workshop 4 – Includes a final check on their backpack to be sure they have what they need to make a successful transition to life after high school.

You will receive an invitation to join the students for the last half hour of Workshop 4. It is an opportunity for them to present to you what they have learned and what is in their backpack.

Resilient teens are:



Resiliency is a key factor in your teen's successful transition!

Resilient teens have:

- ▲ Caring supportive adults in their lives
- ▲ Opportunities to participate in school and community
- ▲ Parents/adults who believe they will succeed

Your teen is about to make a big transition with many changes, exciting experiences and challenges. Being resilient will help now and in every transition throughout their lives. There are many ways you can support your teen to be more resilient.

This book contains tips, tools and resources to help you.

1. Supporting Choices



Having a plan is critical, as long as you have more than one. It is important to have a Plan B.



*What in the world will she do with a certificate in Dance?
Why did she choose to major in Science when she loves English?
Why is he working at a retail store instead of taking the
apprenticeship he talked about?*



It may be comforting to know that many people carve out a well-paying, meaningful career that seems, at first glance, to be unconnected to their study or first job choice.

NOT-TO-WORRY TOOL

The left column is a list of the degrees/diplomas obtained by real, young Canadians. The column on the right is a list of jobs these people ended up in, but not lined up with their backgrounds. Guess which degree/diploma the job holder started out with.

BACKGROUND	JOB
▲ Physics Degree	▲ Private web design business
▲ Public Relations Diploma	▲ Translator
▲ Autobody Apprenticeship	▲ Automotive Sales Manager
▲ Sociology Degree	▲ Art Buyer for Advertising Firm
▲ Fashion Degree	▲ National Trainer
▲ Hospitality/Tourism Diploma	▲ Mine Manager
▲ Aerospace Engineer	▲ Professional Photographer
▲ Fine Arts Degree	▲ Investment Advisor
▲ Electrical Apprenticeship	▲ Computer Database Specialist
▲ Native Studies Diploma	▲ Communications Consultant for National Biking Association

See the last page for answers... But don't peek until you have tried to guess!

Sometimes young people have to add some training or more education to their original degree to get their jobs. In these cases, however, they apply the skills they already have from their education, work experience, volunteering and hobbies to succeed in a different field.



Your teen will find an easier path in today's labour market if s/he thinks about what s/he wants to DO in the future – not what s/he wants to be.

A Time for Action

Grade 12 is a time for action. Your teen will be encouraged in the workshops to have a concrete action plan with specific steps to help them reach their goals. Here are some of the steps that might be on your teen's plan:

ACTIONS FOR GOING TO POST SECONDARY	ACTIONS FOR GOING TO WORK
⤴ Research the types of training/programs that are available	⤴ Research tasks/responsibilities associated with work options
⤴ Verify where training/programs are offered	⤴ Verify training/skills needed
⤴ Confirm prerequisites/requirements	⤴ Research work in my region
⤴ Confirm courses associated with the program	⤴ Research work elsewhere
⤴ Find out the average acceptance rate	⤴ Verify if a minimum of experience is required
⤴ Research costs	⤴ Find out about employment prospects in the field
⤴ Research scholarships	⤴ Talk to people actually working in the area
⤴ Find out about orientation programs	⤴ Find out about work conditions, retention rates, etc.
⤴ Talk to someone already in the program/at the institution	⤴ Find out about benefits, advancement, training, etc
⤴ Visit the campus/institution or apprenticeship site	⤴ Conduct info interviews with managers
⤴ Find out about services offered on campus/in the community	⤴ Gather key information about the field/company needed for an interview
⤴ Research housing options	⤴ Practice job interviewing

ACTIONS FOR GOING TO POST SECONDARY	ACTIONS FOR GOING TO WORK
▲ Submit applications forms	▲ Inventory my skills/attributes and my potential contribution
▲ Submit application for financial aid	▲ Prepare my resume
▲ Do a budget	▲ Adapt my resume for different possibilities
▲ Secure housing	▲ Prepare business cards
▲ Have a Plan B	▲ Submit resume/portfolio/proposal
<i>If still unclear:</i>	▲ Research housing options
▲ Discuss my uncertainty with people I trust	▲ Prepare a budget
▲ Decide what experiences might give me more focus	▲ Start a savings plan
▲ Consider volunteering in the fields of interest	▲ Have a Plan B
▲ See a guidance counsellor re: my focus and action plan	<i>If still unclear:</i>
▲ Select courses to keep options open	▲ Decide what experience might give me more focus
	▲ Work shadow people in different roles/companies
	▲ See guidance counsellor re: my focus and action plan

How You Can Help

- ▲ Listen, listen, listen;
- ▲ Ask your friends and relatives if they will talk to your teen about their work or education (if your teen asks for leads);
- ▲ Check out whether your work has bursaries or scholarships to offer students of employees;
- ▲ Share your own experience of your workplace, its benefits, training offered, etc.;
- ▲ Listen to your teen when s/he talks about his/her investigation;

- ▲ Go with your teen to see high school guidance counsellors, if s/he wants you to;
- ▲ Find out what your teen hopes for in terms of family contribution to her/his work or education;
- ▲ Ask to see college, university or private vocational college (PVI) calendars;
- ▲ Listen, listen, listen;
- ▲ Ask the teen to show you the website of the school s/he is interested in;
- ▲ Go to the parent/visitor tour of the campus or workplace;
- ▲ Go with your teen to post-secondary information nights (information about locations and dates is available at your teen's high school)
- ▲ Ask your teen to find out about any special events offered by colleges or universities;
- ▲ Ask your teen what you can do to help her/him;
- ▲ Believe that your teen can succeed;
- ▲ Listen, listen, listen.

RESOURCES



The Internet is not the only place to find information. You can ask people in your own network to talk to your teen about different kinds of work. Ask a teacher or guidance counsellor for brochures and information sheets. You and your teen can go to career fairs and talk to people about their work and their workplaces and/or pick up information to take home.

Where to Find Out About Occupations

- ▲ Job Futures www.jobfutures.ca. Find duties, wages, education/training needed for occupations; find college/university programs, length, prerequisites; what kind of work you can do with specific degrees/diplomas/certificates.
- ▲ Manitoba Job Futures <http://mb.jobfutures.org>. Find 203 occupations that are important to the MB labour market; their duties, wages and employment outlook.
- ▲ workopolis <http://workopolis.com>. Find jobs by sector and province.

- ▲ CHOICES Planner www.portfolio.bridges.ca or Career Cruising <http://careercruising.com>. Find career profiles, post-secondary programs, career videos and more. If you've forgotten it, ask your guidance counsellor or teacher for your password.
- ▲ Career Directions www.careerccc.org/careerdirections. Details on occupations that do not require a university degree.

Where to Find Out About Post-Secondary Institutions, Programs and Financial Aid

- ▲ Apprenticeship <http://www.gov.mb.ca/tce/apprent/index.html>. Find information on apprenticeship, application forms, scholarships, awards and training wages.
- ▲ Canlearn www.canlearn.ca. Find career, financial and education planning resources. Information on how to pay for education; profiles of every university and college program, fees, student supports, housing and social activities.
- ▲ Future to Discover <http://futuretodiscover.ca>. Look in "PSE Options" for brief, clear descriptions of options in education and training after high school. If your daughter/son no longer has their password, just call us (1-866-381-5994)!

HOT TIPS ON FINANCING EDUCATION

- 1. RESOURCES IN YOUR COMMUNITY:** Look for information on Financial Resources from the high school guidance office, in the F2D magazine, the local library or career/employment centres.
- 2. CHECK IN WITH YOUR BANK:** Your bank can also be a great resource. Pick up pamphlets or talk to one of the staff about financing education.

3. TUITION FEE INCOME TAX REBATE: This rebate will be available to Manitoba taxpayers who graduate after January 1, 2007 from an eligible post-secondary institution and stay and work in the province. The tuition fee income tax rebate is for 60% of eligible tuition costs from January 1, 2004 with a lifetime maximum of \$25,000 (<http://www.gov.mb.ca/finance/tuition.html>).

4. FINANCIAL AID: For information on financial aid, including loans and grants, go to http://www.edu.gov.mb.ca/ael/learners/financial_assist.html.

There are also a range of scholarships. For example, beginning in 2006, twenty-five scholarships of \$2,005 will be allocated to **each province and territory** to encourage students in financial need to pursue post-secondary education anywhere in Canada.

<http://www.advancededucation.gov.ab.ca/scholarships/centennial/>

5. STUDENT AWARDS: Go to www.studentawards.com to find out about scholarships, grants and cash awards across Canada.

6. A BURSARY is given out to students in need. Marks are not the important thing in awarding bursaries.

Check whether service clubs, organizations, your employer, local newspaper, your teen's faculty, sport team, etc. offers bursaries or awards. The guidance office is also an excellent resource for information on bursaries.

Many post-secondary institutions offer bursaries as well. It is usually recommended to apply for these bursaries at the beginning of the PSE school year. Application dates may vary, however, so it is wise to inquire about application dates when applying for admission.

For more details go to: www.canlearn.ca. Click on: the **Parents** tab, then select **Pay** then **Pay for School**. Information on Bursaries and other financial information is on the right.

7. THE 2006 FEDERAL BUDGET included help for financing. Ask your teen's teacher or guidance counsellor about the following:

- ▲ A new tax credit for the cost of textbooks, which will provide a tax reduction of about \$80 per year for a typical full-time post-secondary student
- ▲ A new \$1,000 grant for first and second year apprenticeships
- ▲ A new \$500 tax deduction for tradespeople for costs in excess of \$1,000 for tools they must acquire as a condition of employment
- ▲ An increased limit (\$500) on the cost of tools eligible for the 100 percent capital cost allowance



Size up the “fit.” It’s not about finding the one perfect fit – the best wardrobes have choices for mixing and matching. Help your teen connect with a range of experiences that fit their interests.

2. Coping with Transitions



Give your teen some room to ramble. Resist the urge to worry out loud. BUT take care of your worries with the strategy below.

“STAC” EXAMPLE

SITUATION # 1	THOUGHTS	FEELINGS	ACTION	CONSEQUENCE
Your teen announces that college is not giving her the education she wants and she will be dropping out to become a self-taught artist.	Is she crazy! Did we teach her nothing about planning? Doesn't she know she needs a day job to feed her while she tries to become an artist?	FEAR!!!	What do you mean an artist? Don't you know they live in basements and die poor and starving?	Teen is more determined to do what she wants. She focuses on proving you wrong instead of discussing her situation.
	Wow! I wonder what she expected from her program that isn't happening.	Curiosity, concern, desire to guide her to see several options.	What is it you wish you were learning? (just listen) Do you want to look at what it would take to make your new plan work?	Teen is not threatened. She will be more open to discussing options and plans to get where she wants to be.
SITUATION # 2	THOUGHTS	FEELINGS	ACTION	CONSEQUENCE
Your teen phones home after three months living on his own and says he has no money for groceries and can't pay for transportation home.	How can he be so irresponsible? We taught him to budget with his allowance when he was home. We made a budget with him before he left. He'll be in debt for the rest of his life.	FEAR!!!	What have you been doing with your money? Are you out drinking? Are you buying expensive frozen dinners? What happened to the budget we made?	Son becomes defensive, stops talking to you or turns the tables and accuses you of not trusting him.
	I remember several times when I overspent my budget. It's a hard lesson to learn. But I learned it.	Trust – that your son can figure out a way to solve his problem.	I'm sorry you ran out of money this month. It's not easy to stick to a budget. Do you have any plans for how you'll handle this?	Responsibility is handed back to your teen with the message that you believe he can handle this himself. He comes up with several ideas.

SITUATION	THOUGHTS/ FEELINGS	ACTIONS	CONSEQUENCES
STOP	Take stock of my initial thoughts and feelings. Remember "I have a choice".	Choose an action that will move me in the direction of my preferred future.	Move a step closer to my preferred future.

When you feel boxed in or stuck when facing a situation with your teen, try filling in the tool. See if you can find a way to move to the consequence you want.

"STAC"

SITUATION →	T HOUGHTS →	F EELINGS →	A CTION →	C ONSEQUENCE



Let your teen negotiate, make decisions and live with the consequences.

RESOURCES

- ▲ Seek out counseling/support services in your community or at the post-secondary institution.
- ▲ Future to Discover <http://futuretodiscover.ca>. The F2D Resources section has a PSE dayplanner for a student to design his/her own PSE life: schedule, travel, study, work, etc. There is also a budget form for the student.
- ▲ The University of Waterloo offers a Career Development eManual to support students in planning and managing their learning and work. <http://www.cdm.uwaterloo.ca/index2.asp>.
- ▲ Canadian Mental Health Association has a good general site on coping with stress. www.cmha.ca/english/coping_with_stress/. Includes stages, effects, prevention and tips for dealing with stress.
- ▲ www.uottawa.ca/health/information/stress-coping.html includes a good list of techniques to recognize and deal with stress.
- ▲ Students First Counseling Services University of Buffalo <http://ub-counseling.buffalo.edu>. Choose “**Self-Help Materials**” and then choose “**stress and anxiety**” and the “**stress management.**” Excellent list of symptoms, causes and ways to reduce stress.



Whether your teen leaves home or not, your role will no doubt change after they leave high school. Your teen’s transition is also a transition for you.

3. Being a Transitions Ally

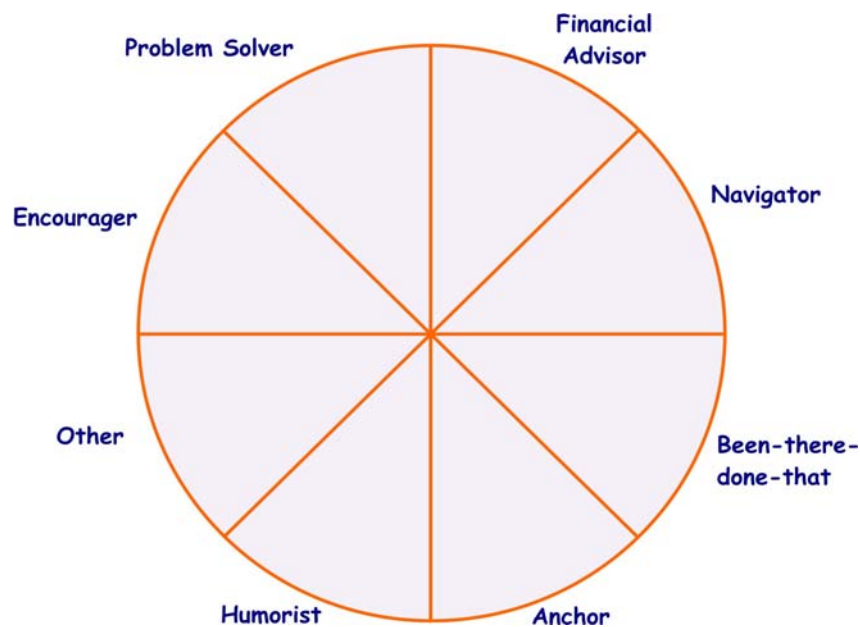


Very few of us have all the answers for our teens who are in transition. Just as we try to encourage our teens to have a circle of allies, it is smart to have our own.

CIRCLE OF ALLIES TOOL

Here are a few of the kinds of allies you might want in your network:

- Problem Solver (When my teen asks for help with a problem and I am not sure what to suggest, who could help me think it through?)
- Money Manager (Who can help me make sure my teen is getting all the financial help that is available AND make sure I know about tax deductions, exemptions and loans?)
- Navigator (When neither I nor my teen can figure out the system, confusing forms, and deadlines, who can help us?)
- Been-there-done-that (Who has already seen their teens successfully through this transition and could give advice based on their experience?)
- Encourager (Who can I talk to when I'm worried about how my teen is doing?)
- Anchor (When I am not sure of my own judgment, who do I trust to hear my ideas and give me their honest opinion?)
- Humorist (Who helps me keep my sense of humour even under pressure?)



RESOURCES

“

Where can my teen get help or advice when they are away from home?

”

Many post-secondary institutions' websites have a section just for adults/parents. Check your teen's school website.

Many campuses and/or communities include a wide range of specialists to advise students:

- ▲ Academic Counsellor (help with study skills, choosing courses, choosing a major etc.)
- ▲ Career Counsellor (finding a job now, planning for jobs later)
- ▲ Financial Counsellor (budgeting, bursaries, loans, etc.)
- ▲ Personal Counsellor (help with concerns about relationships, family, competency, future direction, mood, health, habits, and choices)
- ▲ International Advisor (cultural adjustment, visa issues, racism problems)
- ▲ Nurse educator (for health matters)
- ▲ Sexual Harassment Advisor (in the case of sexual harassment or assault)
- ▲ Chaplain (for spirituality issues including grief)
- ▲ Dean of Students (for “quality of campus life” issues)
- ▲ Peer Tutors (other students to help with studies)



How can your teen find these advisors? Go to the orientation, ask older students or ask at the student services office. Look on the school's website for addresses, phone numbers and email addresses.

4. Supporting Balance

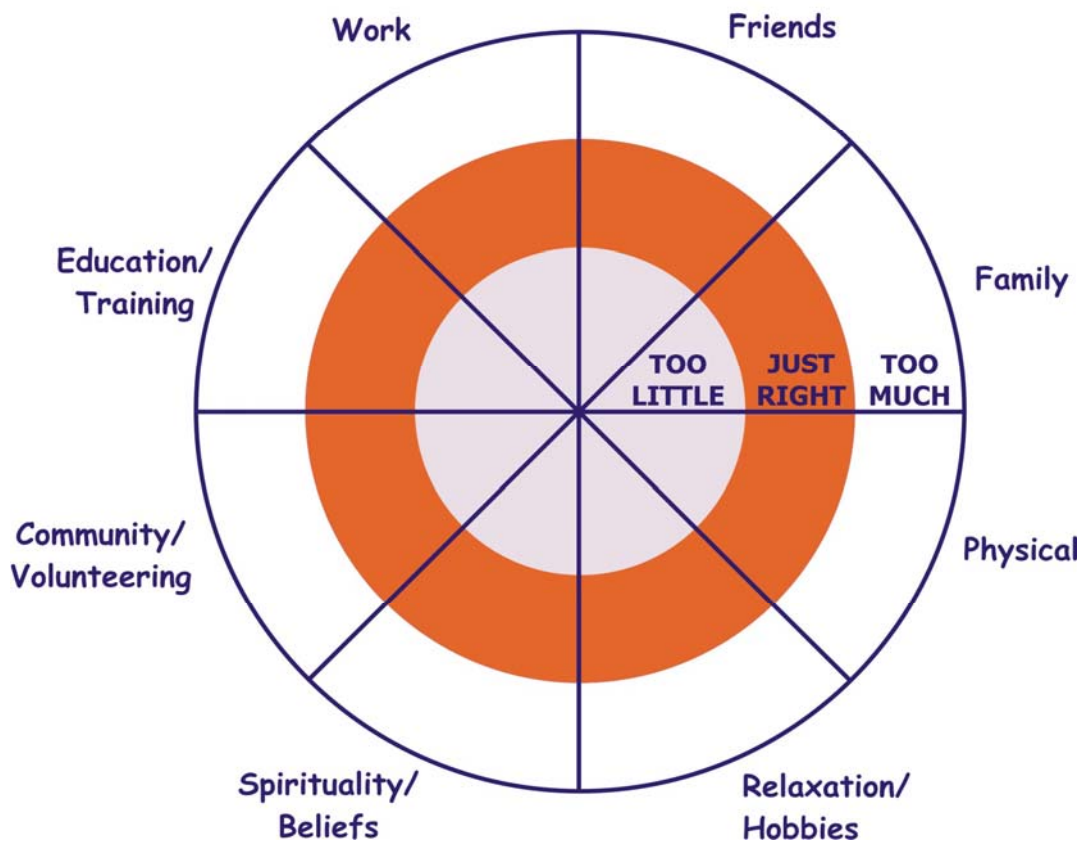


A balanced life is recommended by health professionals to reduce stress and help us feel positive about ourselves.

LIFE BALANCE TOOL

Teens who have involvement in many areas of their community – not just school and not just work – tend to be more resilient. The circle below shows areas of life that support healthy living.

THE WHEEL



From your knowledge of your teen, what areas do you think will be just right for your teen and where might she/he be out of balance?

Think of how you might help them become more balanced in these areas.



Encourage your teen to reach out to new experiences – at school, at work and in the community.

RESOURCES

- ⤴ Work Life Balance: http://quintcareers.com/work-life_balance_tips.html
- ⤴ Balancing Study and Other Aspects of Your Life: <http://www.mdx.ac.uk/www/study/timetips.htm>
- ⤴ Work Life Balance: <http://www.hip.humanities.soton.ac.uk/Personal-Support/WorkLife-Balance/>

Story of Avi

My friend had a tough time paying her way through college. She even had to miss a semester to make some more money for tuition. But she finally made it and was greatly cheered on by her family at graduation. I asked her where she found the determination to keep going. She said that her father had a favourite story he used to tell them all the time when they were kids. This is the story:

“Out of the Pit”

Author Unknown. Adapted from www.wow4u.com

A group of frogs were traveling through the woods, and two of them fell into a deep pit. All of the other frogs gathered around the pit. When they saw how deep the pit was, they told the two frogs that they would never get out.

The two frogs ignored the comments and tried to jump up out of the pit with all of their might. The other frogs kept telling them to stop, as there was no chance they would escape. Finally, one of the frogs took what the other frogs were saying to heart and gave up. He fell down and died.

The other frog, named Avi, continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just give up. He jumped even harder and finally made it out.

Just then, Avi’s brother came along. The other frogs said to Avi, “Did you not hear us?” The brother took Avi aside and there was great waving of arms. The brother turned to the frogs and explained that Avi was very hard of hearing and he thought they were encouraging him the entire time.”

Then my friend asked if I had heard her family cheering during the ceremony. I said I couldn’t miss them. She said all of her family took the story to heart and even when they had nothing else to give, they always encouraged one another. She said she would love to continue the tradition and pass the story on to her children when she has her own family.

This is a chance for you to consider a lasting gift you may want to give your teen as she or he goes off to the next stage in her or his life. It can be anything – a poem, a story or just words spoken from the heart.



My Gift for My Teen's Backpack

Your belief in your teen is one of most important gifts you can give them.

ANSWERS TO THE NOT-TO-WORRY TOOL

Degree/Diploma – Job Match-Up

These are the jobs that match the degree/diploma obtained by the young people.

BACKGROUND	JOB
▲ Physics Degree	▲ Investment Advisor
▲ Public Relations Diploma	▲ Automotive Sales Manager
▲ Autobody Apprenticeship	▲ National Trainer
▲ Sociology Degree	▲ Private web design business
▲ Fashion Degree	▲ Professional Photographer
▲ Aerospace Engineer	▲ Communications Consultant for National Biking Association
▲ Fine Arts Degree	▲ Translator
▲ Native Studies Diploma	▲ Art Buyer for Advertising Firm
▲ Electrical Apprenticeship	▲ Mine Manager
▲ Hospitality/Tourism Diploma	▲ Computer Database Specialist