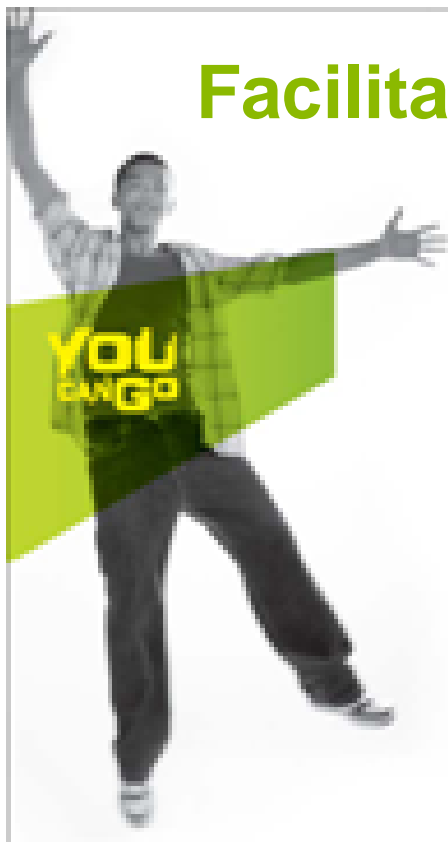


Facilitator Guide



Your Child's Career: A Family Affair

Workshop for Parents of Children (Grades 5-8)

Checklist of Material Required for the Workshop

- ✓ Flipchart stands
- ✓ Felt pens
- ✓ Flipchart paper
- ✓ LCD projector and computer
- ✓ Resource Booklets for Parents/Significant Adults
- ✓ Tape
- ✓ Workshop Evaluation Form
- ✓ Participant tent cards
- ✓ Handouts on Financial Planning for post-secondary education
- ✓ Snacks (optional)



Developed by the Canadian Career Development Foundation

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Your Child's Career: A Family Affair – Workshop for Parents of Children (Grades 5-8)

Goal

The goal of this parent workshop is to provide practical career development supports and strategies for parents whose children are in grades 5-8. This workshop recognizes that, at this age, children are beginning to think more seriously about their educational and working futures. They may also be making choices regarding future secondary school courses which may affect the post-secondary options they will have further along in their schooling and, therefore, their future career possibilities.

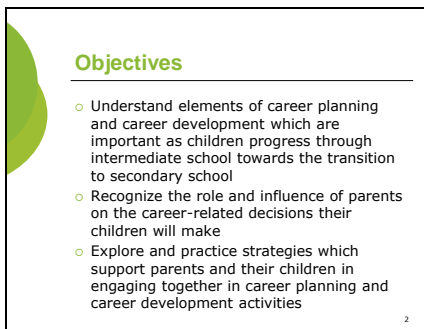
Duration

The workshop consists of one 3-hour session.

Learning Objectives

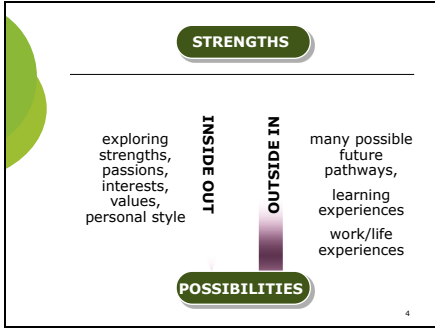
The objectives of this workshop are to:

1. understand elements of career planning and career development which are important as children progress through intermediate school towards the transition to secondary school
2. recognize the role and influence of parents on the career-related decisions their children will make
3. explore and practice strategies which support parents and their children in engaging together in career planning and career development activities

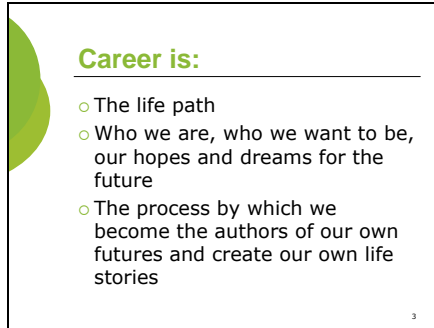
TIME	ACTIVITY	MATERIAL NEEDED
5 min	<p>Welcome:</p> <p>Welcome parents/adults to the workshop and express appreciation for their participation.</p> <p>Point out that the involvement of parents with children in grades 5-8 is very important as their children are at an exploratory stage, starting to think about their futures and may be required to make decisions about what secondary school subjects they will take and at what levels. These decisions can make future post-secondary options easier or more difficult. The more parents are involved and connected with their children as they navigate these transitions, the better for their children.</p>	
	<p>Objectives:</p> <p>Review the objectives for the workshop.</p> <p><u>Slide 2: Workshop Objectives:</u></p> <div data-bbox="821 850 1241 1177" data-label="Complex-Block">  <p>Objectives</p> <ul style="list-style-type: none"> ○ Understand elements of career planning and career development which are important as children progress through intermediate school towards the transition to secondary school ○ Recognize the role and influence of parents on the career-related decisions their children will make ○ Explore and practice strategies which support parents and their children in engaging together in career planning and career development activities </div> <p>Emphasize that the workshop will focus on career planning and career development as well as provide some information and tips about navigating subject choices. It will also suggest ways to be involved and connected as helpful allies and coaches with their children as they navigate these transitions.</p> <p>Clarify that this workshop will not cover financial planning for their children's post-secondary education. There are specific workshops which cover this (if you have specific information on such a workshop, provide it; otherwise provide</p>	Slide 2

TIME	ACTIVITY	MATERIAL NEEDED
	<p>information on where they can find out about such workshops). Point out that there are handouts on financial planning available to get them started.</p> <p>(This is important to clarify as some parents may come expecting financial planning information, regardless of how clear the marketing of the workshop content has been – better to clarify immediately and allow parents to leave if the content of this workshop is not what they expected or want at this time.)</p>	
20 min	<p>INTRODUCTORY ACTIVITY</p> <p>Objective:</p> <ul style="list-style-type: none"> • To introduce the Career Wheel as a practical tool for self and career exploration. <p>Invite parents to look in their purse or wallet or anything they have on their person and pick one thing that they think says something about them. Once they have selected it, have them take it out.</p> <p>Ask them to consider 2 questions:</p> <ul style="list-style-type: none"> • Out of all the things I could have picked, why did I pick this? • What does this “thing” say about me? <p>Give a few seconds for participants to think about this and then invite them to speak to someone sitting beside them (can be someone they came with or a stranger – a good chance to meet another parent). Each person is asked to give their name, show the object they selected to the other person and say a few words about why they picked this and what it says about them.</p> <p><u>Slide 3: Career Wheel</u></p>	

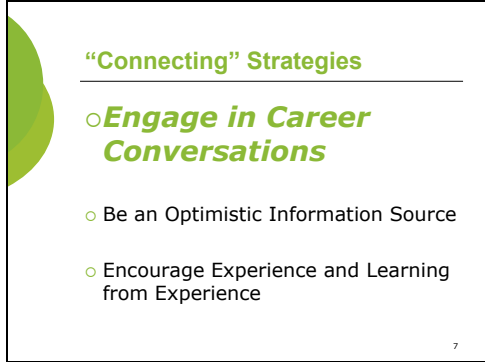
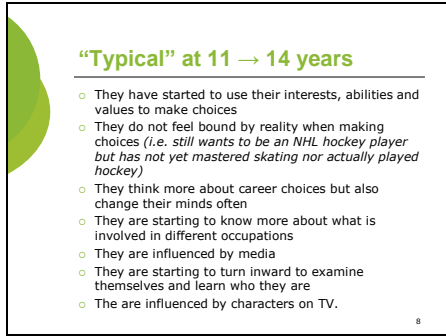
TIME	ACTIVITY	MATERIAL NEEDED
	<p>Point out a couple of concrete examples:</p> <ul style="list-style-type: none"> • Many would say that the key to a contented work future is to find something you love to do; it is important to use what we love to do to help shape our decisions (point to <i>Interests</i>). • Sometimes we can think we would love something, but trying it out is a sure way to find out! It is important to use what we learn from our life/work experiences to shape and inform our career decisions (point to <i>Important learning experiences so far</i>). <p>Note that the Career Wheel will be a kind of guidepost we will refer to throughout the workshop.</p> <p>Activity:</p> <p>Ensure that all participants have paper and a pen/pencil.</p> <p>Invite parents to think about their child in the context of the categories of the wheel. Their task is to write down as many positive aspects of their child as they can in the time given and place them in the most appropriate pie segment of the wheel. This time, use the terminology in the inner circle. They may write down a personality trait, for example a good sense of humor, (place this in the “I am” segment); it may be an interest or talent that they think their child has, for example excellent balance as a skate-boarder (placed in both the “I am really good at” and “I really like” segments); it may be a value that they think their child has, for example, honesty; reliability; being a good friend (placed in the “I really care about” segment).</p> <p>Give them approximately 3 minutes.</p> <p>After 3 minutes, invite any comments. Were they surprised at how many areas they were or were not able to identify? Was this a new or familiar way of thinking about their child? (if unfamiliar, it is probably the format of thinking using a wheel rather than their regular ways of observing their child). Did anything stand out or surprise them in thinking about their child in these categories?</p> <p>Ask them what they think would happen if they were to ask their child to do this for themselves. Odds are that they would likely have difficulty. We ourselves are often not very good at recognizing or acknowledging our strengths and this certainly seems to get passed down to children who, when asked what they are good at, will often say, “I don’t know” or worse still, “Nothing”.</p>	

TIME	ACTIVITY	MATERIAL NEEDED
	<p>And yet we know that whether it is getting into training or an educational program of choice or getting a job you want, the expectation is that we will be able to talk about and prove our strengths. So it is important to find ways to encourage, recognize and talk about strengths we see in our children.</p> <p>Point out that they only had 3 minutes to complete this exercise (scarcely enough!). Suggest the metaphor of baking and/or building. If one only has 3 minutes or perhaps 3 ingredients one is quite limited in terms of what one can create. Very few recipes or blueprints ask for 3 ingredients only or can be done in 3 minutes!</p> <p>The more ingredients one has, the more possible wonderful creations can appear on the dining room table. They have only touched the tip of the iceberg. As their children grow, each segment of the wheel will expand, change and grow as well.</p> <p><u>Slide 4: Inside Out/Outside In</u></p>  <p>Exploration can be done both from the “inside out”, that is exploring/discovering/uncovering their strengths, interests, values and personal style and at the same time, discovering and from the “outside in”, that is seeing many possible future pathways, acquiring learning and life experience. The more children can do both, the greater likelihood that they will navigate toward a career path which will be engaging and satisfying. The strategies we will explore in this workshop will focus on how parents can help their children to explore from both the inside out and the outside in.</p>	Slide 4

TIME	ACTIVITY	MATERIAL NEEDED
10 min	<p>WHAT IS “CAREER” AND WHAT RESEARCH SAYS ABOUT PARENTAL INFLUENCE</p> <p>Objectives:</p> <ul style="list-style-type: none"> To present a holistic perspective on career as a basis for parental engagement with their children; To present the research on parental influence to better inform parents of their influence on career decision making <p>Invite participants to give their understanding of “Career”. Record their ideas on flipchart. The following ideas may emerge. Use their ideas and the following ideas to make the points listed below:</p> <ul style="list-style-type: none"> What we do to make a living: those who see career as what we do to make a living tend to see it as the same as an occupation. Our work history: those who see it as a work history see it as all the work done over a lifetime-past, present and future. Having a professional status such as a doctor, lawyer, teacher, accountant. This is seeing career as reserved for the professions, thus giving it an elitist definition. Who I am, who I want to be, hopes and dreams for the future: Those who see career as dreams for the future see it as a kind of life path. What matters most to us, including but also beyond employment: Examples of this would be stay-at-home parents for whom parenting is their “career” or a wealthy individual who does not have to work for pay but who devotes him/herself to charitable work throughout their lives. His/her career is in the voluntary sector and many work full-time in a volunteer capacity. <p>Make the point that there is no single agreed upon definition of “career”. It is in fact a very flexible and elastic term which is used in many different contexts to convey quite different meanings. Participants will be wondering what definition comes closest to the ideas that this workshop will present. It is the <i>Who I am, who I want to be, hopes and dreams for the future</i> which is a big picture view of “career”, one which is very relevant for children. Invite parents to consider the following very “big picture” view of career for this workshop and how they think about their children’s careers.</p>	

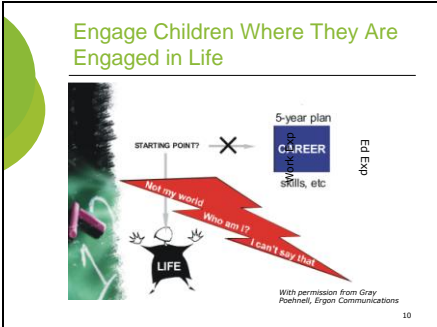
TIME	ACTIVITY	MATERIAL NEEDED
	<p><u>Slide 5 What is Career?</u></p> <div data-bbox="816 362 1247 688">  <p>Career is:</p> <ul style="list-style-type: none"> ○ The life path ○ Who we are, who we want to be, our hopes and dreams for the future ○ The process by which we become the authors of our own futures and create our own life stories </div> <p>Activity:</p> <p>Invite participants to find one other person and talk briefly about these ideas about career. Is this how they thought about “career”? Do they see any disadvantages/advantages in thinking about career in these terms?</p> <p>Invite comments on any disadvantages/advantages they discussed.</p> <p>In concluding this activity, invite parents to keep in mind the idea of career as helping their child to create their own life story – and how, as a parent, we all want the life stories of our children to be meaningful and satisfying to them.</p>	Slide 5
10 min	<p>Activity:</p> <p>With their child’s life story in mind, note that they’ll have a chance to reflect on what kind of influence parents have on how this story gets written, on the educational and work choices their children will make.</p> <p>Invite participants to form into triads and share their ideas on how much influence they think they actually have. How much did their own parents influence them? How much do they think they have over their children’s career decision making? Provide about 3 minutes for discussion.</p> <p>Suggest that now we’ll look at what the research actually says. Research suggests strongly that at least up to the age of 18, children’s life stories are very powerfully influenced by parental relationships, views and expectations.</p>	

TIME	ACTIVITY	MATERIAL NEEDED
	<p>Consider the following points taken from the research:</p> <p><u>Slide 6: What the Research Says</u></p>	Slide 6
	<p>Invite parents to consider the implications of the research for their own role with respect to future career hopes and achievement of their children. Does this fit with what they thought about the extent of their influence? Invite comments.</p> <p>Point out that sometimes, as parents, we can become discouraged about our influence partly because as our children get older, they often do not make it obvious that we do have influence. As parents, it may be very helpful to remember that what you see is not necessarily what is!</p> <p>Emphasize that, given the important influence of parents as indicated in the research, parents will naturally want their influence to be a positive one. What can parents do to support their children's career development at this stage in their lives?</p> <p>Three strategies are suggested and the rest of the workshop will be organized around these strategies as follows:</p> <p><u>Slide 7: "Connecting" Strategies</u></p>	

TIME	ACTIVITY	MATERIAL NEEDED
	 <p>“Connecting” Strategies</p> <ul style="list-style-type: none"> Engage in Career Conversations Be an Optimistic Information Source Encourage Experience and Learning from Experience 	Slide 7
5 min	<p>Before moving explicitly to these strategies, suggest first looking briefly at where most 11-14 year olds are developmentally with respect to career decision-making.</p> <p>Children mature at different rates but, generally speaking, between the ages of 11-14, they are still very much in an Exploration Stage with respect to their career futures. At this stage, the following characteristics are to be expected:</p> <p><u>Slide 8: “Typical at 11→14 years</u></p>  <p>Ask if this describes their child. What other characteristics would they add?</p>	Slide 8

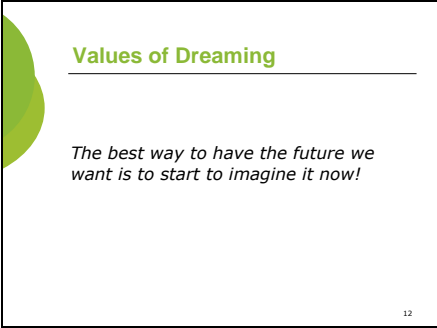
TIME	ACTIVITY	MATERIAL NEEDED
	Given career readiness at ages 11-14 in several areas, this is a very good time for parents and children to engage in some activities with a focus on career development. As a parent you can be most helpful by encouraging them to keep exploring, yet at the same time helping make sure that the decisions they need to make at this stage keep the right doors open for them. So how to do this? Suggest beginning with: Engaging in Career Conversations.	
20 min	<p>CONNECTING: ENGAGING IN CAREER CONVERSATIONS</p> <p>Objective:</p> <ul style="list-style-type: none"> To experience three activities designed to facilitate career conversations with their children and to consider how they would actually apply these strategies with their own children. <p>Activity:</p> <p>Ten Things You Love to Do</p> <p>Objective:</p> <ul style="list-style-type: none"> To demonstrate one method of beginning a career conversation based on interests and passions. <p>Invite parents to experience an activity which they can do with their children but first they will be asked to do the exercise for themselves.</p> <p><u>Show Slide 9: 10 Things You Love To Do</u></p>	

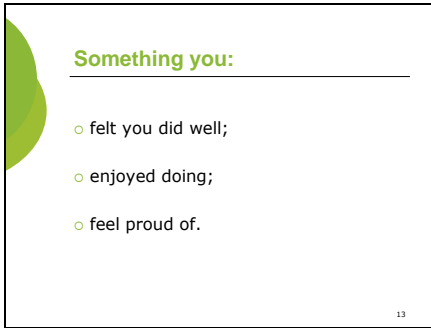
TIME	ACTIVITY	MATERIAL NEEDED
	 <p>Direct parents to handout #1: 10 Things I Love To Do and ensure they each have a pencil. Invite them to list 10 things they love to do. Note that they need not limit themselves to work-related activities AND that they will not be required to share their responses. They should feel unrestricted in making their list.</p> <p>Give about 2 minutes for completion. When the list is complete, ask participants to:</p> <ul style="list-style-type: none"> • Put a \$ beside anything that costs more than <u>\$10.00</u> to do; • Put an A beside anything they prefer to do <u>Alone</u>; • Put a P beside anything they need to <u>Plan</u> in order to do, that is they cannot do it spontaneously; • Put a check (✓) beside anything <u>Actually Done</u> in the last two weeks. <p>Invite participants to find a partner and discuss together what doing this exercise was like for them . Are they happy about their lists and answers? Surprised? Anything they would want to change? Give only 3 minutes for this activity.</p> <p>Very likely when they turned to a partner, the noise and energy levels in the room went up. If so, point this out, emphasizing how we all love to talk about what we love to do. What we love to do energizes us and can be powerful motivators for action.</p> <p>(If it is a more quiet group and the noise level did not change, simply ask them to comment on how important they think it is to not only know what we love to do but to make time to actually do them!)</p> <ul style="list-style-type: none"> • Invite them to look again at their own lists and suggest anything they love to do that they (or someone else) could possibly make a living doing. How could they do this? Write these ideas on a flipchart. 	<p>Slide 9</p> <p>Handout #1: 10 Things I Love To Do</p>

TIME	ACTIVITY	MATERIAL NEEDED
	<p>If answers are not forthcoming, ask someone to provide one thing they love to do and brainstorm with the group all the ways one could make a living doing this loved activity.</p> <p>Make the point that while some ideas may be a bit outrageous, all are certainly not and they may even suggest potential avenues to explore further. The things we love to do can be powerful motivators in our lives.</p> <p>Activity:</p> <p>We now turn to your children and what they love to do. Invite participants to turn to handout #2 and quickly write down at least 5 things that they know their child loves to do. Invite them to consider how their child in the future could possibly use what they love to do to make money. Give a couple of minutes for this. Invite some ideas to be shared. How easy or difficult was it to identify things your children love to do?</p> <p>Reinforce again the point that the things our children love to do are very strong motivators for their actions and that if our children can make their future living by doing things they love, then this would be the best possible career outcome. As parents, we see every day things our children love to do, but we may not register them as giving us clues about what motivates and energizes them.</p> <p>Point out that one of the worst ways to start a career conversation is “So have you decided what you want to be when you grow up?”</p> <p><u>Slide 10: Engage Children Where They Are Engaged in Life</u></p> 	<p>Handout #2: 10 Things My Child Loves To Do</p> <p>Slide 10</p>

TIME	ACTIVITY	MATERIAL NEEDED
	<p>This slide is an illustration of what can happen when we try to engage a child where they are not engaged. Note the LIFE in the child figure. If the child's LIFE at the moment does not include a 5 year plan, a decision about a future career etc. (as illustrated in the box), which it usually does not, there is not likely to be any engagement. The ideas are just too far removed from what the child is currently involved in and thinking about and enjoying. If we try to engage with our children around what they want to be when they grow up, what their 5 year plan is, what they want to study after graduation, we will likely have no conversation. They might make something up but it will likely be a short question/answer exchange more than a conversation.</p> <p>The best way to engage children is to connect with where they already are engaged in life, what they love to do and, from that, explore what they are becoming.</p> <p>Slide 11: <u>Engage Children Where They Are Engaged in Life</u></p> <div data-bbox="821 729 1241 1052" data-label="Diagram"> </div> <p>If we engage where they already are, we have a conversation key. “What is it you love about...”; What is the most exciting thing you are doing in.....?” “What really impresses you about ...?” Any of the things they are involved in gives us a window into them and their world. Just like one single object/artifact said a lot about each of us, what our children are engaged in says a lot about them. This begins to give us a little insight into who they are, and maybe into some of their dreams and hopes for the future, even at such young ages.</p> <p>Mention that they can take conversations further by thinking and talking about what it is <i>about</i> the activity that they love (the why). For example, what is it about (gaming) that you love? ... What is it about (skateboarding, Harry Potter books, soccer, art, chess) that you love? This will be different for each person. These conversations will often uncover</p>	<p>Slide 11</p>

TIME	ACTIVITY	MATERIAL NEEDED
	<p>key motivations and values in your child’s life.</p> <p>Emphasize that what we love to do (and the “why”) points to what is in our hearts and our dreams. The heart is quite stable – it represents a set of core interests and values which provide meaning and motivation.</p> <p>They can go even further and see if there are patterns in what they love to do. Examples could be:</p> <ul style="list-style-type: none"> • Activities which are energetic; • Activities which are creative; • Activities which involve helping or entertaining others. <p>Do they see any patterns in what their children love to do? Patterns can tell us a great deal about the question “<i>what is it about x that I love</i>” – in the patterns will often be evidence of “<i>why</i>”.</p> <p>Note that there are many ways to tap into what we love to do. One way is the activity just completed. A second way is to notice the things that grab our attention and make us curious. What do you/your child like to read about? What topics are most exciting for you/your child to discuss? What kinds of TV shows attract you/your child the most? Reinforce the importance of asking why these things are so interesting.</p> <p>This exercise also raises the importance of “dreaming” as an important tool to help our children build the kind of futures they want. It is not coincidental that professional athletes are taught to visualize their competition and visualize their performance, including winning. Businesses use visualizing (they call it “visioning”) to set goals. There is often a tendency to encourage children to be “realistic” and of course there is both a time and a need for that. But there is also a need to encourage them to dream. Good things can happen when you let yourself and your children dream about their possible futures.</p> <p><u>Slide 12: Values of Dreaming</u></p>	

TIME	ACTIVITY	MATERIAL NEEDED
	 <p>It is suggested that another useful strategy is to put the reality test on hold for now. Children will be exposed to plenty of reality just by living. For now, focus on encouraging the dreaming.</p> <p>Invite parents to add any other ideas about how to have conversations with their children about what they love to do.</p> <p>Let's continue with another strategy to engage in career conversations.</p>	Slide 12
25 min	<p>Activity:</p> <p>Introduce Telling a Life Experience as a Story</p> <p>Objective:</p> <ul style="list-style-type: none"> To demonstrate how a story about a proud life experience can uncover natural strengths and skills and contribute to self awareness. <p>Recall that as parents, we have likely been creating, reading and telling stories to our children since they were very young. And no matter how old we are, we all still love to hear and tell stories. This next activity introduces telling a story based on a real life experience as another way to connect through career conversations.</p> <p>Note that the story-telling activity we are about to do has many applications; one is as a way to identify strengths and skills.</p>	

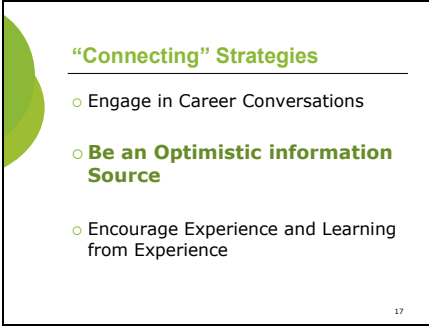
TIME	ACTIVITY	MATERIAL NEEDED
	<p>Reinforce that some skills are developed to perform a specific task. Having “technical” skills can be a real asset in the labour market. For example, it is very useful to know how to fix a car engine. With technology, however, techniques are changing rapidly.</p> <p>More and more, employers are also recognizing the value of “transferable” skills -- skills that can be applied to performing many different tasks. For example, it is increasingly important to have the <u>flexibility</u> to learn new techniques and to be <u>adaptable</u> to change. Flexibility and adaptability are examples of transferable skills that are important in many sectors of the economy. These are skills that most employers want.</p> <p>Emphasize that we all carry around “transferable” skills that we draw on to perform all kinds of activities. Often, they are so much a part of who we are that we take them for granted. These are the kinds of skills which we can discover through telling a life experience.</p> <p>Ask parents to think of an accomplishment they have experienced at some point in their lives. Explain that it is not the importance or magnitude of the accomplishment that matters. It can be related to the work they do outside or inside the home; it may relate to a hobby or interest or a single event. What matters is that whatever it is, it has these three characteristics.</p>	
	<p><u>Slide 13: Story-Telling</u></p> <div data-bbox="823 972 1251 1297">  <p>Something you:</p> <ul style="list-style-type: none"> o felt you did well; o enjoyed doing; o feel proud of. </div>	Slide 13

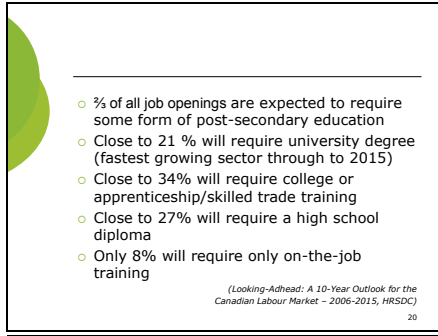
TIME	ACTIVITY	MATERIAL NEEDED
	<p>Reinforce that it can be <u>anything</u> - big or small. Provide a couple of examples, such as the following (or create your own):</p> <ul style="list-style-type: none"> • Refinishing a piece of furniture for the first time; • Creating a birthday party on a very limited budget; • Speaking in public on a community issue. <p>Give participants a minute to get an accomplishment in their minds. Once they all have an accomplishment, ask them to try to think of as much detail as they can about the incident.</p> <p>Direct parents to handout #3: Storytelling Sheet. Guide them in thinking through the details as follows:</p> <ul style="list-style-type: none"> • What did you do? Try to think about all the details about what you did. • How did you do it? What steps did you take? Did anyone help you? • Were there challenges? What did you do about them? • What did you enjoy? What are you proud of? <p>Invite them to jot down the details of their story. Reinforce that this is just for them.</p> <p>Once a few minutes have elapsed, ask if one person would be willing to share their accomplishment in front of the group. Tell them that you will be asking the volunteer to share his/her story and will ask questions as needed to make sure the details of the story emerge.</p> <p>Secure a volunteer (try to have a co-trainer or back-up if possible).</p> <p>Explain that as the volunteer tells his/her story, everyone else in the audience will be listening for strengths. Each time the story implies a strength that the volunteer has, they'll be asked to record that strength on handout #4. Emphasize that we are talking about strengths broadly here – so they may include positive attitudes (like enthusiasm), talents (like artistic abilities), technical skills, transferable employability skills (like teamwork) or knowledge.</p> <p>Ask the volunteer to share their story from wherever they are already seated. As needed, ask clarifying questions to draw out as much detail as possible. Questions may include:</p>	<p>Handout #3: Storytelling Sheet</p> <p>Handout #4: Strengths</p>

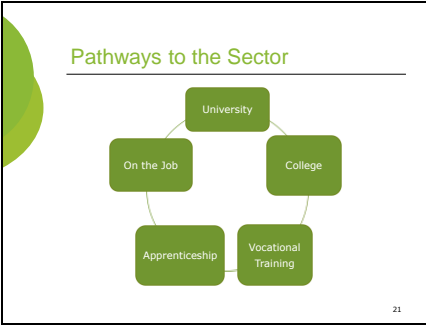





TIME	ACTIVITY	MATERIAL NEEDED
	<p>Ex: <i>How did you do that?</i> <i>Take me back and walk me through the steps involved?</i> <i>Where did you begin? How did you get from here to there to actually achieving it?</i> <i>Looking back, what do you feel most proud of?</i></p> <p>After 5-6 minutes of storytelling, ask the group for examples of strengths they heard. Record on flip chart all the strengths identified by participants.</p> <p>Check in with the volunteer. Do they recognize the strengths as their own? Reinforce that the list of strengths is <u>theirs</u> to accept or reject – not all may be accurate from their point of view; but certainly many will be. Give the list to the volunteer to keep and thank the volunteer very much for their cooperation.</p>	
	<p>Debrief</p> <p><u>Slide 14: The Career Wheel</u></p> <div data-bbox="814 828 1245 1156" data-label="Diagram"> </div> <p>Invite the participants to consider how many skills could be added to the wheel from this one story. Go around the wheel and invite additions to other areas of the Wheel which emerged in the story.</p> <p>Emphasize that this is one of the powerful things about telling positive stories to another – we discover more about our own strengths and skills.</p>	Slide 14

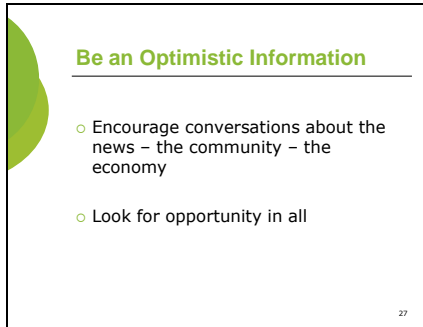
TIME	ACTIVITY	MATERIAL NEEDED
	<p>Invite them to recall the opening exercise where they were asked to take something (an object or artifact) out of their purse or pocket and indicate what the artifact says about them. This is another way of encouraging “connecting” with their children in relation to career planning through story-telling. What object/artifact might their child select if asked to pick something important to him/her and talk about it? Could this be turned into a family game in which each member of the family talks about his/her artifact and each completes a wheel both for themselves and for each member of the family. Family members could be asked to comment or write, for example, their observations on the following sorts of questions:</p> <p><u>Slide 15:</u></p> <div data-bbox="823 634 1236 945" data-label="Image"> </div> <p>Emphasize that it is usually very powerful to receive feedback from another person about how they see our strengths. Others often see strengths in us that we do not recognize ourselves.</p>	Slide 15
20 min	<p>Note that we have been exploring ways to get involved with our children in understanding aspects of themselves (interests, passions, strengths, skills, values) which are very important considerations as they move towards their career futures. We have been exploring how to engage in career conversations. There are many variations on these kinds of activities and parents are encouraged to use their own imaginations to open up the dialogue and keep conversation flowing.</p> <p>At ages 11-14, children can often be reluctant to talk about what is happening in school, what their dreams are, what help they need. Each of the activities we just completed is intended to keep the conversations going and to learn more about how your child is developing and what is emerging as important for him/her. Here are a few other tips to keep the conversations going:</p>	

TIME	ACTIVITY	MATERIAL NEEDED
	<p><u>Slide 16: Tips to Connect</u></p> <div data-bbox="816 362 1245 690" data-label="Image"> <p>A presentation slide titled "Tips to 'Connect'" with a green leaf graphic on the left. It contains four bullet points: 1. Talk about your own day, share challenges/problems. 2. Make a pact with your child to use setbacks as learning opportunities. 3. Talk about past dreams and whether they were pursued. 4. Share current dreams and encourage future dreaming. The slide number 16 is in the bottom right corner.</p> </div> <p>Activity:</p> <p>Invite participants to get into groups of 3 and discuss how they might start one or more of these kinds of conversations with their child (things you love to do; telling a pride story; sharing some of your own stories). Encourage them to share other ideas they have thought about or have already tried which might be helpful to other parents. Provide 10 minutes for discussion.</p> <p>Plenary:</p> <p>Invite comments and suggestions from their discussions. Record suggestions on flipchart so all can take note of them. Emphasize how important it is that they rely on their own wisdom and experience about what will engage their children. They know their children best!</p>	Slide 16

TIME	ACTIVITY	MATERIAL NEEDED
20 min	<p data-bbox="321 310 764 337">Be an Optimistic Information Source</p> <p data-bbox="321 370 716 397"><u>Slide 17: “Connecting” Strategies</u></p> <div data-bbox="825 423 1251 747">  <p data-bbox="894 467 1140 492">“Connecting” Strategies</p> <ul data-bbox="894 513 1218 683" style="list-style-type: none"> ○ Engage in Career Conversations ○ Be an Optimistic information Source ○ Encourage Experience and Learning from Experience <p data-bbox="1213 727 1224 735">17</p> </div> <p data-bbox="321 776 1478 803">Note that we will now move to the second strategy which is Be an Optimistic Information Source</p> <p data-bbox="321 836 1734 971">Another very important aspect of career development while children are at the exploration stage is to expose them to many possible futures, not to decide (much too early for that!) but to increase their knowledge of what is possible. We do not want them to limit themselves and their possibilities because they cannot see or imagine the scope of what is possible and available.</p> <p data-bbox="321 1003 1749 1101">Suggest spending a little time on the importance of having current information on future work and career opportunities. Emphasize that while we would all like to be the source of all important knowledge so we can predict the future for our children and ensure that they make good career choices, it is just not possible. Consider the following:</p>	Slide 17

TIME	ACTIVITY	MATERIAL NEEDED
	<p><u>Slide 20:</u></p> <div data-bbox="816 362 1251 695">  <ul style="list-style-type: none"> ○ % of all job openings are expected to require some form of post-secondary education ○ Close to 21 % will require university degree (fastest growing sector through to 2015) ○ Close to 34% will require college or apprenticeship/skilled trade training ○ Close to 27% will require a high school diploma ○ Only 8% will require only on-the-job training <p><small>(Looking Ahead: A 10-Year Outlook for the Canadian Labour Market – 2006-2015, HRSDC) 20</small></p> </div> <p>Ask participants if anything surprised them about the percentages. Invite comments.</p> <p>What are the implications? Invite contributions. Emphasize that, even if we cannot predict where the future work will specifically be, we can be sure that staying learning and staying in school and completing some form of post-secondary education will be critical.</p> <p>Point out that for a very long time in Canada, there has been an assumption that the best and indeed sometimes the only route to success is through university. Thankfully that is now finally changing as it is being increasingly recognized that skills from all pathways are necessary and that there are many pathways to success.</p> <p>To demonstrate this, let's look at a few real life examples of how a number of young people created a pathway to their current work in the automotive sector. Each of these was motivated principally by a love of cars and being attracted to the automotive industry. Each took very different paths but has ended up in a sector which they love and in which they are being successful.</p> <p>Walk through the examples, quickly emphasizing the many routes to finding meaningful and satisfying work in one sector.</p>	Slide 20

TIME	ACTIVITY	MATERIAL NEEDED
	<p>Slides 21-26:</p> <div> <div> <p>Pathways to the Sector</p>  <p>21</p> </div> <div> <p>Example 1</p>  <p>Maryanna and Jim: Automotive Journalists</p> <p>Maryanna: Consumer Alert Columnist, Chatelaine & the Toronto Sun Pathway: University Degree in Journalism</p> <p>Jim: Editor, Tire and Wheels Canada (circulation: 31,000) Pathway: University Degree in Material Services</p>  <p>22</p> </div> <div> <p>Example 2</p> <p>Jeff: Senior Claims Adjuster</p> <p>Manitoba Public Insurance</p> <p>Pathway:</p> <ul style="list-style-type: none"> University Degree in Arts; 12 on-the-job courses totally paid for by employer  <p>23</p> </div> <div> <p>Example 3</p> <p>Ray: Frame Alignment Technician</p> <p>Dlawri Collision Centre, Regina</p> <p>Pathway:</p> <ul style="list-style-type: none"> College Diploma: (Saskatchewan Institute of Technology); On-the-job apprentice – Journeyman Certificate  <p>24</p> </div> <div> <p>Example 4</p> <p>Michelle: Warranty Administrator</p> <p>Northland Ford, The Pas, Manitoba</p> <p>Pathway:</p> <ul style="list-style-type: none"> College Diploma: Natural Resource Management Technology; "Work hard and be prepared to learn each day" <p>25</p> </div> <div> <p>Example 5</p> <p>Alan: Engine Rebuilder & Owner</p> <p>Ateliers Mécanique Champion (Family business), Boucherville, Québec</p> <p>Pathway:</p> <ul style="list-style-type: none"> College Diploma: Accounting; On-the-job training; Government sponsored entrepreneurship training.  <p>26</p> </div> </div>	Slides 21-26

TIME	ACTIVITY	MATERIAL NEEDED
	<p>Invite comments on what they noticed about the pathways. Among comments include:</p> <ul style="list-style-type: none"> • Unexpected connections, for example : <ul style="list-style-type: none"> ▪ journalism degree leading to editing an auto magazine in the automotive sector; ▪ diploma in natural resources management leading to a warranty administrator ▪ diploma in accounting leading to owning and operating own business • All education opens doors but not necessarily directly related to the subjects studied. • Many educational and training pathways can lead to different work in the same sector. This applies to all major sectors of which Automotive is only one; examples of others include Tourism, Arts and Culture, Health, International Trade, Information Technology etc. 	
	<p>Make the point that one of the worst messages we can give to children is to give them a pessimistic view of their possible futures – (i.e. there will be no jobs left; if you don't have a degree, you will not be successful; you'll be lucky the way the economy is going if you will ever be able to own your own car etc.). There is no way of knowing if any of these is true. In all likelihood and based on the experience of many generations, they are most likely not true at all and they do a real disservice to the hopes and optimism of children and youth.</p> <p>As engaged parents, you will want to help your children approach their futures with a sense of optimism and opportunity. Let's look at one way to do this:</p> <p><u>Slide 27: Be An Optimistic Information Source</u></p> <div data-bbox="821 1057 1241 1382">  <p>Be an Optimistic Information</p> <ul style="list-style-type: none"> ○ Encourage conversations about the news – the community – the economy ○ Look for opportunity in all <p>27</p> </div>	Slide 27

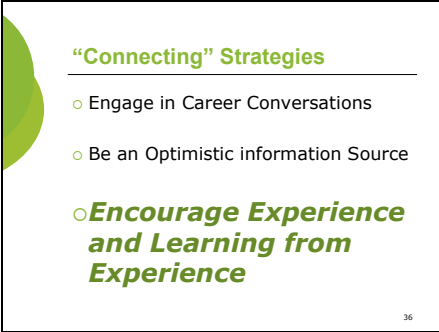
TIME	ACTIVITY	MATERIAL NEEDED																		
	As we watch the news and read newspapers (especially the career and business sections) and magazines, we find evidence of trends which are occurring and are creating change (not always positive initially) but are also creating new opportunities. Suggest looking at a couple of examples and then try your own hand at trend spotting.																			
15 min	<p><u>Slides 28 and 29: Trends... and Forecasters of Opportunity</u></p> <div><div><p>Trends... and Forecasters of Opportunity</p><table><thead><tr><th>EXAMPLES</th><th>RESULTS- OPPORTUNITIES</th></tr></thead><tbody><tr><td>Growth in environmental consciousness</td><td><ul style="list-style-type: none">▪ New recycling technologies▪ New silicone lightbulb▪ Etc.</td></tr><tr><td>Drinking-water concerns</td><td><ul style="list-style-type: none">▪ New water treatment technologies▪ Decrease in bottled water sales▪ Etc.</td></tr></tbody></table><p>28</p></div><div><p>Trends... and Forecasters of Opportunity</p><table><thead><tr><th>EXAMPLES</th><th>RESULTS- OPPORTUNITIES</th></tr></thead><tbody><tr><td>Explosion of information technology</td><td><ul style="list-style-type: none">▪ E-commerce boom▪ Shoppers on-line▪ Etc.</td></tr><tr><td>Growth in e-commerce</td><td><ul style="list-style-type: none">▪ Increased in logistics, shipping and transportation▪ Etc.</td></tr></tbody></table><p>29</p></div></div> <p>Walk through slides 28 and 29 pointing out how a trend has resulted in opportunity. Invite any questions.</p> <p><u>Slide 30: Trends... and Forecasters of Opportunity</u></p> <div><p>Trends... and Forecasters of Opportunity</p><table><thead><tr><th>EXAMPLES</th><th>RESULTS- OPPORTUNITIES</th></tr></thead><tbody><tr><td>Hollywood moves north (movies filmed in Canada)</td><td></td></tr><tr><td>The 100 mile diet (Don't eat anything your grandmother would not recognize! – ie. can be grown locally)</td><td></td></tr></tbody></table><p>30</p></div> <p>Invite their ideas on what opportunities they see which are emerging as a result of Hollywood North and the 100 Mile Diet. Do this in plenary.</p>	EXAMPLES	RESULTS- OPPORTUNITIES	Growth in environmental consciousness	<ul style="list-style-type: none">▪ New recycling technologies▪ New silicone lightbulb▪ Etc.	Drinking-water concerns	<ul style="list-style-type: none">▪ New water treatment technologies▪ Decrease in bottled water sales▪ Etc.	EXAMPLES	RESULTS- OPPORTUNITIES	Explosion of information technology	<ul style="list-style-type: none">▪ E-commerce boom▪ Shoppers on-line▪ Etc.	Growth in e-commerce	<ul style="list-style-type: none">▪ Increased in logistics, shipping and transportation▪ Etc.	EXAMPLES	RESULTS- OPPORTUNITIES	Hollywood moves north (movies filmed in Canada)		The 100 mile diet (Don't eat anything your grandmother would not recognize! – ie. can be grown locally)		Slides 28-29
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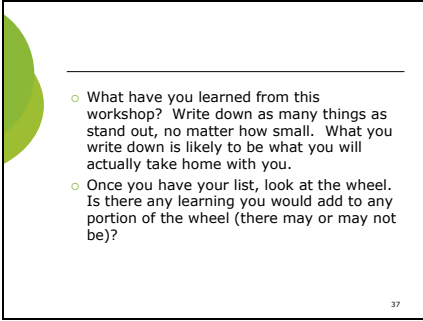
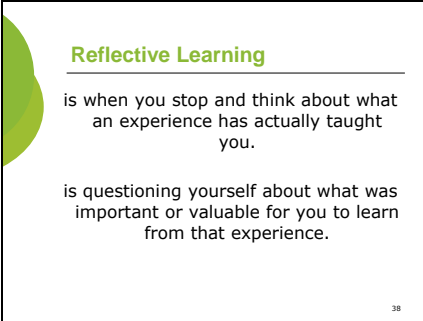
TIME	ACTIVITY	MATERIAL NEEDED
	<p>Activity:</p> <p>Invite participants to get into groups of 3. Their task is to think of a current trend of which they are aware. It may be anywhere – in their own community, in their province, the country or international.</p> <p>Have groups identify the trend they see and consider what opportunities are already evident or that they can predict as a result of this trend.</p> <p>Provide 5-7 minutes for this activity.</p> <p>Debrief:</p> <p>Get a few examples from their triad work.</p> <p>Invite their consideration of what this kind of activity (and these kinds of conversations in the home) contributes and how they might influence their children.</p> <p>You may want to ensure that the following kinds of points are raised or raise them yourself if they are not:</p> <ul style="list-style-type: none"> • They introduce an optimistic approach to looking at work opportunities; • They use a creative approach and look at what is happening in the world of work with a creative lens. This is a very good example to provide to children; • They model being informed and curious which are traits which children will want to have as they explore their futures; • They bring the world of work into regular conversations in the home which is very desirable. <p>Emphasize that it is much more important that parents set the attitudes of optimism and exploration and the importance of children creating their own futures – “writing their own life stories”, than it is to try to know (you cannot in reality) what will happen in 10 years time. Anything that parents can do to model these attitudes and skills is very helpful for their children.</p> <p>At the same time it is very helpful if parents know and can access some published labour market and educational information and can also guide their children to explore these sources.</p>	Slide 31


TIME	ACTIVITY	MATERIAL NEEDED
	<p><u>Slide 31 Helpful Research Tools</u></p> <div data-bbox="827 362 1234 670" data-label="Image"> <p>Helpful Research Tools</p> <ul style="list-style-type: none"> ◦ www.jobfutures.ca : a national career and education planning tool ◦ www.CanLearn.ca : resources for planning for post-secondary education and financial planning ◦ www.councils.org : information on 37 sector councils each of which represents a broad sector of the labour market ◦ www.hrsdc.gc.ca : the encyclopedia of information on national education and employment related programs </div> <p>(N.B. Provincial government websites: each province has its own equivalent of the hrsdc site with more provincial, regional and local information. Find out what the provincial website is in your province and post it on flipchart.)</p> <p>Reinforce that being an optimistic information source does not mean being an information expert. Demonstrating curiosity, being involved and interested, encouraging research, being open to possibilities, and staying current are important behaviors to model so children learn to become their own researchers.</p>	

TIME	ACTIVITY	MATERIAL NEEDED
10 min	<p>Being an optimistic information source also applies very much to being on top of the decisions your children will be taking in both intermediate school (transition from grade 5 to 6) and especially secondary school (transition from grade 8 to 9). Here are a few important DO's:</p> <p><u>Slides 32 and 33: Do's</u></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Do's</p> <ul style="list-style-type: none"> Whenever your child is making course choices, get informed with him/her. Ask to see any course selection materials which the school has provided; Attend any information sessions offered by the school – you will get important information; Know that course choices, especially in grade 8, can make future choices easier or more difficult. Usually there are courses which qualify for any kind of post-secondary education, other courses which qualify for college, apprenticeship, vocational post-secondary education, and some courses which do not qualify for post-secondary. Make sure both of you understand these differences. Terminology changes; requirements change; stay up to date; In addition, there are compulsory courses and levels in certain subjects required both for graduation and for admission to some post-secondary choices; <p style="text-align: right;">32</p> </div> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Do's</p> <ul style="list-style-type: none"> Discuss and consider choices with your child, taking into consideration his/her goals and aspirations; Rule of thumb is to try to keep as many future choices open as possible in accordance with the needs of the child Call the Guidance Office of the school and speak to a counsellor if you have any unanswered questions. Ask for an appointment with your child if you need more information and help than can be given on the telephone. Guidance counsellors are there to help you Trust your own instincts as parents Nurture your good relationship with your child <p style="text-align: right;">33</p> </div> </div> <p>Here are a few important DON'TS:</p> <p><u>Slide 34: Don'ts</u></p> <div style="border: 1px solid black; padding: 10px; width: 45%; margin: 20px auto;"> <p>Don'ts</p> <ul style="list-style-type: none"> be intimidated by edu-babble – acronyms and codes which make sense to those in the system but not to parents – ask questions and get understandable answers assume your children know more about these areas than you do and let them decide on their own assume the school is helping your child select the courses they need and want keep the school uninformed if you have concerns about your child – include them as helpers let anything destroy your good relationship with your child <p style="text-align: right;">34</p> </div> <p>Invite any comments on additional do's and don'ts from participants.</p>	<p>Slides 32-33</p> <p>Slide 34</p>

TIME	ACTIVITY	MATERIAL NEEDED
15 min	<p>Encourage Experience and Learning from Experience</p> <p>Return to the wheel and focus on the upper portion of the wheel –Learning Experiences and People who are important to me.</p> <p><u>Slide 35: Career Wheel</u></p> <div data-bbox="816 516 1255 846" data-label="Diagram"> <p>The diagram is a circular 'Career Wheel' with a central circle labeled 'WRITING MY STORY'. Surrounding this are four concentric rings, each divided into four segments. The outermost ring contains the following text: 'Important learning experiences so far' (top-left), 'People who are important to me' (top-right), 'I am' (bottom-right), and 'I really like' (bottom-left). The next ring inward contains: 'I am good at' (top-left), 'I am' (top-right), 'I care a lot about' (bottom-right), and 'I really like' (bottom-left). The third ring contains: 'Skills' (top-left), 'Interests' (bottom-left), 'Values' (bottom-right), and 'Personal Style' (top-right). The innermost ring contains: 'I am good at' (top-left), 'I am' (top-right), 'I care a lot about' (bottom-right), and 'I really like' (bottom-left). A small number '35' is in the bottom right corner of the diagram.</p> </div> <p>Participants have all probably heard the very old proverb, “Experience is the best teacher”. That is the focus of the next section. The more children and youth are exposed to and experience different learning and work experiences, the more they will come to understand what they love, what they do not love, what they are naturally good at and where they are limited. The more possible future careers they are exposed to and experience, the more informed they will be about the multitude of possibilities that are in their futures. One of the most important things parents can do is encourage a breadth of experience.</p> <p><u>Slide 36: “Connecting” Strategies</u></p>	Slide 35

TIME	ACTIVITY	MATERIAL NEEDED
		Slide 36
	<p>Activity</p> <p>Objective:</p> <ul style="list-style-type: none"> To provide an experience of reflective learning for participants so that they can encourage the same for their children. <p>This is an individual exercise (make sure participants have paper).</p> <p>State that participants have been in a Learning Experience in this workshop. Ask if they would agree?</p> <p>Mention that we learn both from what we do not like and did not agree with as well as what we liked and agreed with. Emphasize that this is not a workshop evaluation and they will not share their answers.</p> <p>Ask them to answer on their own these questions using handout #5:</p> <p><u>Slide 37:</u></p>	Handout #5: Reflective Learning

TIME	ACTIVITY	MATERIAL NEEDED
	 <p>Allow approximately 3 minutes to do this.</p> <p>Note there is no take-up of this activity. They have just done an exercise in reflective learning.</p> <p><u>Slide 38: Reflective Learning</u></p>  <p>Review the definition of Reflective Learning. Explain that reflection is not an easy skill and it is often neglected but very important. If a friend were to ask them one week from now about this workshop, they would likely tell him/her something very close to what they wrote on their paper because they have stepped back from the actual experience and forced themselves to think “So what? What did I really get out of that?”</p> <p>Without doing that, odds are that they would answer in vague terms such as “It was interesting”; “I didn’t get much out of it:” or even “I don’t remember the details but it was OK”. If we do not reflect on our experiences, we do not integrate</p>	<p>Slide 37</p> <p>Slide 38</p>

TIME	ACTIVITY	MATERIAL NEEDED																																												
	<p>them into our understanding.</p> <p>Emphasize that it is the same with our children. How often do we ask them what they learned today and they say “nothing” or “how is your hobby going?” and they say “OK”?</p> <p>One of the things parents can do to help their children with their career development is to both encourage experiences and have conversations that encourage reflection on their experiences.</p> <p><u>Slide 39: Kinds of Experience</u></p> <div><table><caption>Kinds of Experience</caption><thead><tr><th></th><th>Done</th><th>Would Like To</th><th>Not Interested</th></tr></thead><tbody><tr><td>Do Volunteer Work</td><td></td><td></td><td></td></tr><tr><td>Participate in a charity run or walk</td><td></td><td></td><td></td></tr><tr><td>Job Shadow a family member or family friend</td><td></td><td></td><td></td></tr><tr><td>Keep a journal each time you travel on a family holiday</td><td></td><td></td><td></td></tr><tr><td>Enrol in Summer Camps/Programs</td><td></td><td></td><td></td></tr><tr><td>Join a new school or community club</td><td></td><td></td><td></td></tr><tr><td>Learn a new sport</td><td></td><td></td><td></td></tr><tr><td>Try out a new hobby</td><td></td><td></td><td></td></tr><tr><td>Take up a musical instrument</td><td></td><td></td><td></td></tr><tr><td>Other:</td><td></td><td></td><td></td></tr></tbody></table></div> <p>Here is one example of a list of experiences which participants may encourage their child to experience. The more children get involved in diverse experiences and reflect on them, the clearer their future direction will start to become. Point out that many of these experiences allow other people who are important in your child’s life to play a role in broadening the learning experiences for your child, both experiences which broaden their sense of future possibilities and experiences in which they learn more about themselves.</p> <p>Invite any questions, comments, additional ideas.</p>		Done	Would Like To	Not Interested	Do Volunteer Work				Participate in a charity run or walk				Job Shadow a family member or family friend				Keep a journal each time you travel on a family holiday				Enrol in Summer Camps/Programs				Join a new school or community club				Learn a new sport				Try out a new hobby				Take up a musical instrument				Other:				Slide 39
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TIME	ACTIVITY	MATERIAL NEEDED
5 min	<p>Consolidation:</p> <p>Return to the three ways parents can partner with their children at this age and stage of their lives.</p> <p><u>Slide 40: “Connecting” Strategies</u></p> <div data-bbox="816 480 1245 808" data-label="Image"> </div> <p>Emphasize again that for the 5-8 graders, they are still very much in exploratory stages and that needs to be encouraged. It is far too early to expect children to have firm ideas on their futures; it is hoped that they will explore widely so they do not make decisions based on limited knowledge about what is possible.</p> <p>Encourage participants to keep the Career Wheel in mind as a kind of organizer of career development growth and change. Suggest that it can be a very helpful career conversation to do a career wheel with their child at least once a year with the focus on the 10 things they have learned which are most important and which they consider to be important for them as they begin to plan for the future they want. It will be very interesting to see how much changes in one year and how much richer their wheel becomes.</p> <p>As a final summary of the workshop, invite participants to consider the following, always trusting their own wisdom as parents:</p>	Slide 40

