

**Living, Learning & Earning
Helping Clients to Succeed
with PSE and Beyond
April 2008**



Checklist of Material Required

- ✓ Flipchart stands;
- ✓ Felt pens;
- ✓ Flipchart paper
- ✓ LCD projector and computer
- ✓ Tape
- ✓ Bowls (for Little Known Facts & Resilience demo)
- ✓ Rubber ball
- ✓ Gift Bags
- ✓ Journals
- ✓ Pens, Crayons, Stickers
- ✓ Training Evaluation Form
- ✓ Small pieces of paper for Little Known Facts
- ✓ Thick nylon rope for Closing Activity



Developed by the Canadian Career Development Foundation

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Schedule: Day 1

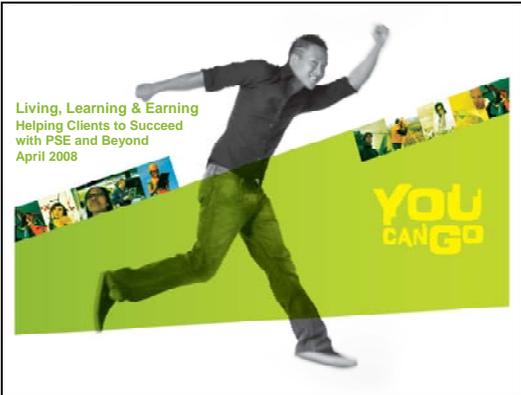
Day	Time	Activity
1	11:00 a.m. – Noon	<ul style="list-style-type: none"> ▪ Welcome & Introductions ▪ Icebreaker activity ▪ Little Known Facts ▪ Training environment - norms ▪ Housekeeping details ▪ Introduction to Participant Workbook ▪ Preview of afternoon
1	Noon – 1:00 p.m.	Lunch
1	1:00 p.m. – 2:30 p.m.	<ul style="list-style-type: none"> ▪ Preferred Future ▪ Educational Planning Model ▪ Session Objectives
1	2:30 p.m. – 2:45 p.m.	Break
1	2:45 p.m. – 3:30 p.m.	<ul style="list-style-type: none"> ▪ Little Known Facts ▪ Foundation of Hope – Mattering
1	3:30 p.m. – 4:00 p.m.	<ul style="list-style-type: none"> ▪ Introduction to Circuit Coach ▪ Interventions Focused on Preferred Future, Building Hope, Vision and Motivation for Learning
1	4:00 p.m. – 4:30 p.m.	<ul style="list-style-type: none"> ▪ Questions ▪ Little Known Facts ▪ Preview & Closure
1	4:30 p.m.	End of the day

Schedule: Day 2

Day	Time	Activity
2	9:30 a.m. – 9:45 a.m.	<ul style="list-style-type: none"> ▪ Welcome Back ▪ Check in – Review ▪ Little Known Facts
2	9:45 a.m. – 10:45 a.m.	<ul style="list-style-type: none"> ▪ Self Awareness – The Wheel
2	10:45 a.m. – 11:00 a.m.	Break
2	11:00 a.m. – 11:15 a.m.	<ul style="list-style-type: none"> ▪ Circuit Coach – Interventions Focused on Self-Awareness
2	11:15 a.m. – 12:15 p.m.	<ul style="list-style-type: none"> ▪ Little Known Facts ▪ Opportunity Awareness
2	12:15 p.m. – 12:30 p.m.	<ul style="list-style-type: none"> ▪ Circuit Coach – Interventions Focused on Opportunity Awareness
2	12:30 p.m. – 1:30 p.m.	Lunch
2	1:30 p.m. – 2:15 p.m.	<ul style="list-style-type: none"> ▪ Little Known Facts ▪ Putting the Pieces Together – Goal Setting -- Action Planning ▪ Circuit Coach – Interventions Focused on Action Planning
2	2:15 p.m. – 2:30 p.m.	Break
2	2:30 p.m. – 3:35 p.m.	<ul style="list-style-type: none"> ▪ Little Known Facts ▪ Skills and Supports for Living, Learning & Earning ▪ Circuit Coach – Interventions Focused on Building Skills & Supports
2	3:35 p.m. – 4:00 p.m.	<ul style="list-style-type: none"> ▪ Closing Activity: Ball of Rope
2	4:00 p.m. – 4:30 p.m.	<ul style="list-style-type: none"> ▪ Consolidation: Return to The Big Picture ▪ Evaluation
2	4:30 p.m.	End of the session

Detailed Facilitator Notes

Day 1

Day	Time	Activities	Material required
1	11:00 – Noon	<p>Welcome & Introductions</p> <ul style="list-style-type: none"> Welcome participants to this session and introduce yourself. <p>Slide 1:</p>  <p>The image shows a man in a dark shirt and pants running up a green ramp. On the ramp, there is text that reads "Living, Learning & Earning Helping Clients to Succeed with PSE and Beyond April 2008" and a logo that says "YOU CAN GO".</p> <ul style="list-style-type: none"> Note that this project is a brand new one and they will have the incredible experience of building it together. Point out that, while this project is focused on increasing access to and retention in the four streams of post-secondary education, the title for this training is “Living, Learning and Earning” – not just learning. Plant the seed that learning doesn’t happen in a vacuum and, if learning is to be 	<p>Slide 1 <i>Living, Learning & Earning</i></p>

Day	Time	Activities	Material required
		<p>meaningful, motivating and sustainable, it needs to fit with the client’s life and their dreams for their future working life.</p> <ul style="list-style-type: none"> ▪ Note that we’ll be returning to this point but that the first priority is to get to know one another. ▪ Make the point that there will be many opportunities over the next two days to connect with each other and build bridges that will support them once they’re back at work. Note that some participants already know each other well. We hope that these participants will get to know each other better – in new and different ways. Other participants are brand new and this will be an opportunity to become part of a collaborative, supportive team. <p>Icebreaker Activity</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> ▪ <i>To begin to get to know each other, exchanging information about ourselves and our preferences</i> ▪ <i>To recognize the uniqueness of each person’s interests, values, abilities, personality and – therefore – motivations</i> <ul style="list-style-type: none"> ▪ Invite participants to stand up and huddle together against one wall. Stand in front of them as though you were going to take their photo and be sure they are all together as one group. ▪ Note that you’ll be asking them a series of “forced-choice” questions about themselves and their preferences – in other words, we’ll be asking them to decide between one option and another. ▪ Ask: “Would you rather work in an art gallery or own your own coffee shop?” ▪ Instruct participants who would rather work in an art gallery to move to the left and those who would rather own a coffee shop to move to the right. ▪ Invite all those in the sub-group on the left to take a couple of minutes to introduce 	

Day	Time	Activities	Material required
		<p>themselves to anyone they don't yet know and to discuss with others in their sub-group what attracts them to the idea of working in an art gallery.</p> <ul style="list-style-type: none"> ▪ Likewise, at the same time, the sub-group on the right will do introductions and discuss with others in their group what attracts them to the idea of running a coffee shop. ▪ After about 3-4 minutes, ask the whole group to come back together in the centre. Repeat the steps above for the following questions: <ul style="list-style-type: none"> ○ Would you rather fix a car or race a car? ○ Would you prefer to take a week-long course in ancient history or learn to fix electrical problems by helping a certified electrician for a week on the job? ▪ After participants have chosen their response to each question and moved either to the left or right, give them a few minutes to make any necessary introductions and connect with several people in their sub-group around what attracts them to that option. ▪ Following sub-group discussion after the last question, ask participants to return to their seats. <p>Debrief</p> <ul style="list-style-type: none"> ▪ Invite comments/observations. <ul style="list-style-type: none"> ○ Did they learn anything new about other participants? ○ Did they discover anything about themselves? ○ Within sub-groups, was everyone there for the same reasons? ▪ Make the point that we are all unique and carry with us unique preferences. These preferences are grounded in our interests, our values, our abilities and our personality traits. ▪ Note that the more we can find activities in our lives that are congruent with us – with our interests, values, abilities and personality – the more likely we'll enjoy and succeed with 	

Day	Time	Activities	Material required
		<p>these activities.</p> <ul style="list-style-type: none"> ▪ As they are working with clients helping them to choose PSE options (including community college, university, private vocational and apprenticeship), it will be critical to help them check the extent to which the option “fits” with their interests, values, abilities and personality. Note that we’ll come back to this tomorrow. <p>Little Known Facts</p> <ul style="list-style-type: none"> ▪ Make the point that we’re hoping to provide ongoing opportunities for them to learn unexpected and interesting things about each other throughout the two days. To this end, distribute small pieces of paper and ask each participant to write down one “Little Known Fact” about themselves on the paper. ▪ Emphasize that it can be anything that they’re willing to share with the group. Provide a few examples: <ul style="list-style-type: none"> ○ I have performed in front of an audience. ○ I’ve travelled to every province and territory in Canada. ○ I was a competitive rower in university. ▪ Ask participants to fold their paper and drop it into a bowl you’ll pass around. ▪ Draw one “Little Known Fact” from the bowl. Note that you’ll read it and the group’s job is to guess to whom it belongs. Whoever owns the “Little Known Fact” can also pretend to guess, but must “fess up” if someone guesses them. ▪ When the identity of the person is determined, ask for a few more details about their Fact as appropriate. ▪ Note that we’ll draw “Little Known Facts” from time to time throughout the next two days so that, by the end, all identities have been uncovered! 	<p><i>Bowl</i></p>

Day	Time	Activities	Material required
		<p>Training Environment – Norms</p> <ul style="list-style-type: none"> ▪ Briefly describe the atmosphere we want to develop during this session. We want to create an open learning environment that puts into practice the principles of adult education (valuing participants’ experience, recognizing the characteristics of adults in a learning situation, etc.), is respectful and judges its success based on engagement, relevance and application. ▪ Invite participants to think back to training experiences they’ve had in the past. No doubt they can recall both really positive experiences and, perhaps, some not-so-positive ones too. What conditions helped and what conditions hindered their learning? Ask participants to turn to a partner and briefly discuss the norms they’d like to see in place for this session in order to maximize their learning. ▪ Take up responses, recording them on a flipchart page and posting them on the wall where they will be visible for the whole session. Also stress that these norms are not static and that if for any reason they do not allow participants to attain the objectives of this session they can be readjusted at any time... it’s an evolving process. ▪ Reinforce that we have a very short amount of time together and, therefore, the importance of respecting time. Acknowledge that some participants work in the building and it may be a particular challenge for them to resist being drawn into day-to-day work demands. Ask participants to respect each other by returning from small group discussions, breaks and lunch on time. <p>Introduction of the Participant Workbook and Gift Bags</p> <ul style="list-style-type: none"> ▪ Note that the time has finally arrived when they can open their gift bags. In it they will find a notebook, some practical things (like pens) and some frivolous things just for the fun of them. ▪ Encourage participants to use the notebook to jot down insights, questions, ideas that appeal to them or any ah-has they might experience over the next couple of days. It 	

Day	Time	Activities	Material required
		<p>belongs to them and them alone so they can use it in any way that will support their learning both during and after this session.</p> <ul style="list-style-type: none"> ▪ Introduce the Participant Workbook. Note that it includes information and handouts related to this session, as well as information and resources they may find useful when they're back on the job with clients. Reinforce that participants may use their journal and/or this Participant Workbook for taking notes throughout the session. <p>Housekeeping details</p> <ul style="list-style-type: none"> ▪ Quickly review the following details: <ul style="list-style-type: none"> ○ The session will go until 4:30 p.m. today. Tomorrow will run from 9:30 a.m. to 4:30 p.m. ○ We'll have 15 minute breaks mid-morning and mid-afternoon and stop for 1-hour for lunch. ○ Snacks at break-time and lunches will be brought in and set up in the room. ○ The washrooms are..... <p>Preview of Afternoon</p> <ul style="list-style-type: none"> ▪ Note that this afternoon we'll be moving into the "meat" (i.e. the important content) of the session. Participants will have an opportunity to see the "big picture" of what we're trying to achieve in the next day and a half, begin to solidify their role on this project and be exposed to a range of practical strategies and tools they can use with clients. ▪ Ask if there are any questions or concerns before we break for lunch. Reinforce the norm of returning on time this afternoon. 	
1	Noon – 1:00	LUNCH	

Day	Time	Activities	Material required
		<div data-bbox="919 329 1444 724" data-label="Image"> </div> <ul style="list-style-type: none"> <li data-bbox="562 760 1209 789">▪ Ask for reactions. Do they believe this is true? <li data-bbox="562 808 1801 873">▪ Ask for examples from other areas (i.e. sports, medicine) where daydreams are used in exactly this way – to start to bring about the future we have in our dreams? <li data-bbox="562 893 1801 1123">▪ If they do not know of areas, briefly discuss how often competitive athletes from all kinds of sports “visualize” the outcome they want as part of their training regimen. The more they can visualize it, the closer they come to achieving it. Another example is health care, where sick people are helped to vision being well. Again, in many cases, the more they vision somehow the body begins to respond by using the energy of the visualization to start to heal. While this does not, of course, work in all cases it is accepted as a very serious part of a treatment plan. <li data-bbox="562 1143 1801 1273">▪ Recall that many of us “fall into” our futures – what we choose to take at school and what we choose as our paid work. The chances of building the future you actually want, however, are much greater if you know what it is you want and why you want it. This gives you both the direction and motivation to build your future. <li data-bbox="562 1292 1801 1357">▪ Invite participants to do a short visualization exercise. Explain that you’ll be asking them to imagine their futures 10 years down the road. Emphasize that they will want to imagine 	

Day	Time	Activities	Material required
	(20)	<p>their future as positively and realistically as possible.</p> <ul style="list-style-type: none"> ▪ Explain that this activity will have several parts. The first part will be asking them to just listen to a series of questions and quietly reflect on their own answers. Note that they will want to get comfortable, put away their papers/pens and, if they want, close their eyes. They may not have visions for each of the questions and some may find this easier than others. Emphasize that they should not worry if they are unable to find something in each of the areas as that is not the point. The point is to begin to get a glimpse of what matters to them in their futures and to grab hold of whatever emerges. ▪ Ensure that participants are comfortable and relaxed. Alert them that you are about to begin the visualization. ▪ Begin the visualization using the following script to guide the visioning activity: <p><i>Imagine that you have gone to sleep and have had the most wonderful, restful sleep. You awake to a glorious morning and you feel on top of the world and full of energy. You get up and look in the mirror. It is no longer 2008 – You have awoken to your future... your preferred future. It is now 2018 and you are in exactly the future you wish for. Take a moment and go there – go to your future.</i></p> <p><i>Look around you. What do you see? Where are you? Are you in a particular city? In the country? Where are you living? Look around. Are there any things you see that feel particularly important to you?</i></p> <p><i>Who is with you? Do you have a partner? Children? Are other family members nearby or far away? Do you have a circle of old friends? Of new friends? Who are you spending your time with? What are you doing together that matters to you?</i></p> <p><i>You're getting ready for work. What are you looking forward to the most about your time at work? What kind of work are you doing? What does your work day look like? Are you alone? With others? Part of a team? What is your work setting like? An office? Outdoors?</i></p>	

Day	Time	Activities	Material required
		<p><i>The home? What are you enjoying about your work? What are you proud of?</i></p> <p><i>Your work day is over. How are you spending your free time? Are you alone or with others? If you're with others, who are they? What are you especially enjoying?</i></p> <p><i>As you're getting ready for bed that night, you look in the mirror and reflect on the person you have become. How do people see you in your community, at work and in your family? How do people describe you to others? How do you see yourself?</i></p> <p><i>As you reflect back on your day, what stands out to you the most about your life now? Grab those things that stand out to you, that you love the most, that give you the most satisfaction and take them all in. Take a final look around and again, take all those important things into your picture.</i></p> <ul style="list-style-type: none"> ▪ Invite them to come back to 2008 and give some quiet time (30 seconds) to do so. Ask people who have closed their eyes to open them now. ▪ Have a prepared flipchart with the major categories in the visualization listed as follows: <ul style="list-style-type: none"> ○ Where - What stands out? ○ Who - What relationships? Who matters? ○ Work - What is enjoyable? What matters? ○ Free Time - What is enjoyable? What matters? ○ Me as a person - What qualities? ○ My big picture - What I love most. ▪ Invite participants to turn to page 8 in their Participant Workbook and take a few moments to just jot down words, images or things that stood out in any of the categories. This is for only them but it is important to get ideas down on paper when they are still very fresh. Ask that all participants do this reflectively and individually for about 2 minutes. 	<p><i>PW page 8</i></p>

Day	Time	Activities	Material required
	(25)	<p>helped them to create a vision for their own future?</p> <ul style="list-style-type: none"> ▪ As participants share ideas, record on flip chart their responses. If they don't independently provide these, add the following: <ul style="list-style-type: none"> ○ Belief in self or hope for the future – if we don't believe in our future, it's hard to visualize it; ○ Self awareness – we need to understand our own internal motors (our interests, values, skills and personality traits/style) to build a picture of our preferred future; ○ Opportunity awareness – if we don't know very much about what's possible in terms of where we might live, where we might work or what we might study, then our vision of the future will be likewise limited; ○ Having a plan for the future – you need to have some vision of your future to build a plan to get there. But, as you actually get into action planning – figuring out the steps you'll need to take to get to your preferred future – often the vision itself gets more concrete, more real and clearer; ○ Skillfulness – as you develop more and more skills for living, learning and working, you start to gather more experiences, more insights and greater clarity about what you want (and don't want) in your future. <p>Slide 3</p>	<p>Slide 3: <i>The Big Picture</i></p>

Day	Time	Activities	Material required
		<div data-bbox="913 329 1444 732" data-label="Diagram"> <p>The diagram, titled "The Big Picture", illustrates a cyclical process of personal development. It features five interconnected green circles arranged in a circle, connected by yellow arrows pointing clockwise. The components are: "Skills for Living, Learning and Earning" (top-left), "Belief & Hope" (top), "Self Awareness" (top-right), "Opportunity Awareness" (bottom-right), and "Vision for the Future and Action Plan to Get There" (bottom-left). In the background, a person is shown with arms raised in a celebratory gesture, and a logo on the left reads "YOU can Go".</p> </div> <ul style="list-style-type: none"> ▪ Make the point that we need all these things to build the future we want. <ul style="list-style-type: none"> ○ We need to believe that there could be a positive future for us ○ We need to know ourselves well enough that we can look at options and consider if they are congruent with who we are and what's important to us ○ We need to know about what's out there and possible in terms of viable options for learning and working ○ We need to articulate our vision – in as much detail as possible – and have a plan (with as much detail as possible) about how to get there ○ We need skills to implement our plan ○ Succeeding in moving closer to our preferred future, in turn, builds our confidence and our belief that we can succeed again ○ This, in turn, increases our self-knowledge – becoming more aware of our strengths/weaknesses, likes/dislikes etc ○ Experience builds our awareness of the world of possibilities.... And so on... 	

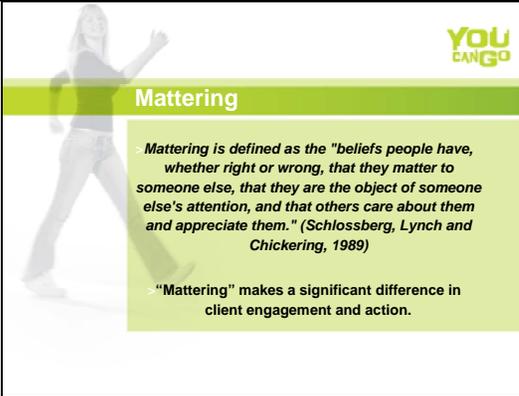
Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Draw participants' attention to the fact that the model is circular. Make the point that the model is dynamic and inter-relational, with each element potentially impacting and being impacted by the other. ▪ Ask participants to reflect on the last time they engaged in any independent learning – learning that was not required by their employer, but rather that they chose to undertake themselves. ▪ Invite participants to think about what motivated them – why did they engage in this learning. Give them a few minutes to record their reflections on page 15 of their Participant Workbook. ▪ Ask participants to have their preferred future (in whatever form they recorded it) in front of them. Ask them to consider to what extent their last independent learning project was consistent with their preferred future. Can they make any connections between this learning and the future they envision for themselves? ▪ Invite participants to turn to a partner to discuss what they see. ▪ After a few minutes, ask for comments. Facilitate a discussion re: the link between our preferred futures and the learning we undertake. Ask: In a perfect world, what linkages would exist between the learning we undertake and our preferred future? <p>Slide 4</p>	<p><i>PW page 15</i></p> <p><i>Slide 4 Preferred Future</i></p>

Day	Time	Activities	Material required
		<div data-bbox="915 329 1444 727" data-label="Image"> </div> <ul style="list-style-type: none"> <li data-bbox="562 797 1797 959">▪ Note that our preferred future is the “raison d’être” for most of our actions – including the learning we undertake. On a flip chart, draw a cloud and, in it, write the words “Preferred Future”. Draw a winding path leading up to the cloud and use this as a visual aid to reinforce how everything we do can be seen as moving us one step closer or one step further away from the future we want. <li data-bbox="562 979 1766 1076">▪ Make the point that if clients can see that learning is actually moving them toward a future which they have chosen – one that is meaningful and attractive to them – then they will likely be much more motivated to embark on and stick with that learning. <li data-bbox="562 1096 1797 1226">▪ Reinforce that PSE is the first time for most learners when their learning is not mandated – they can choose whether to pursue learning at all and, if so, what kind of learning they want to undertake. Accordingly, this may be the first time that this link between their learning and their preferred future is so critical. <li data-bbox="562 1245 1759 1343">▪ Have a brief discussion about the importance of tapping into their “raison d’être”, drawing out their rationale for learning and ensuring it is linked strongly enough to their preferred future to be motivating and sustaining. 	

Day	Time	Activities	Material required
		<p>Objectives for This Session</p> <ul style="list-style-type: none"> ▪ Make the connection that this training session is all about helping them to work with their ACCESS clients around just this – helping their clients to: <ul style="list-style-type: none"> ○ Believe in themselves and the possibility of a positive future; ○ Know enough about themselves (their interests, values, abilities and personality) and about possible options to articulate a preferred future which is congruent, meaningful and motivating; ○ Become aware of a range of options and then choose a learning option which “fits” and helps to move them closer to this preferred future; ○ Build an action plan which is clear and realistic; and ○ Build the skills they need to succeed in their learning and, thereby, move a step closer to their preferred future. <p>Slide 5</p> <div data-bbox="919 924 1436 1313" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  <p>Objectives of this Session</p> <ul style="list-style-type: none"> >To frame your role as helping clients to build their preferred futures >To situate educational planning within this broader context of future planning >To introduce you to a range of practical tools and strategies you can use to help your clients to: <ul style="list-style-type: none"> ▪ Feel more motivated and engaged when it comes to planning their future ▪ Become more self-aware ▪ Explore a range of possible options ▪ Articulate a preferred future and a PSE learning option which will lead them toward that future ▪ Develop a clear, realistic and meaningful action plan to achieve this learning ▪ Build the skills they need to succeed in PSE learning and move closer to their preferred future </div> <ul style="list-style-type: none"> ▪ Review the session objectives. 	<p>Slide 5: <i>Session Objectives</i></p>

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Note that, in this session, we'll be working through each of these critical pieces (building hope, self-awareness, opportunity awareness, vision for the future, action planning and skill building). In each case, they'll have an opportunity to actually experience a strategy or tool intended to address the issue, have a chance to talk about its application in their work with clients and then be introduced to a number of other strategies/tools that they can use with clients once they're back on the job. ▪ Invite comments, questions and discussion. 	
1	2:30 – 2:45	BREAK	
1	2:45 – 3:30	<p>Little Known Fact</p> <ul style="list-style-type: none"> ▪ Do 1-2 additional “Little Known Facts”. <p>Foundation of Hope: Mattering</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> ▪ <i>To reinforce the importance of hopefulness in our capacity to articulate and move toward a preferred future</i> ▪ <i>To recognize the complexity of hope in our lives</i> ▪ <i>To introduce strategies that can help clients to build their sense of optimism and hopefulness about the future</i> <ul style="list-style-type: none"> ▪ Return to the debrief discussion after the “Preferred Future” visioning activity. Recall that one of the conditions identified for being able to articulate a preferred future was having a belief in self or hope for the future – if we don't believe in our future, it's hard to visualize it. Conversely, if we have no vision for our future, it's hard to feel hopeful about it. Our 	

Day	Time	Activities	Material required
		<p>preferred future and our sense of hopefulness about the future are inextricably linked.</p> <ul style="list-style-type: none"> ▪ Reinforce that there are no “quick fix” solutions for a lack of hopefulness – no single intervention is likely to create hope. Facilitate a discussion about the factors participants see as contributing to hope in themselves and in their clients. ▪ Record key factors identified. Add the following if they are missing: <ul style="list-style-type: none"> ○ Being treated with respect ○ Being valued ○ Having someone in your life who believes in you and your capacity to succeed ○ Having a defined vision of a preferred future ○ Experiencing success (even small successes) <p><i>Note to Facilitator: As appropriate, make linkages between the above and the 40 developmental assets for adolescents.</i></p> <ul style="list-style-type: none"> ▪ Make the point that, as practitioners, they can influence their clients’ sense of hopefulness by treating them with respect, valuing them and being one person who believes in their capacity to succeed. ▪ Introduce the concept of “Mattering”. <p>Slide</p>	<p>Slide 6: <i>Mattering</i></p>

Day	Time	Activities	Material required
		<div data-bbox="911 326 1430 722" data-label="Complex-Block">  <p>Mattering</p> <p>Mattering is defined as the "beliefs people have, whether right or wrong, that they matter to someone else, that they are the object of someone else's attention, and that others care about them and appreciate them." (Schlossberg, Lynch and Chickering, 1989)</p> <p>"Mattering" makes a significant difference in client engagement and action.</p> </div> <ul style="list-style-type: none"> ▪ Note that “mattering” has been defined by Schlossberg, Lynch and Chickering (1989) as the "beliefs people have, whether right or wrong, that they matter to someone else, that they are the object of someone else's attention, and that others care about them and appreciate them." It is the feeling of being wanted, needed, missed, depended upon, or attended to by others. ▪ Make the point that, while it may seem simplistic, research indicates that mattering makes a significant difference in client engagement and action. When clients don't feel that they matter as a recipient of service, they generally withdraw and relationships break down. Conversely, if they believe that they do matter to the practitioner, they tend to be motivated to work collaboratively and achieve positive outcomes. ▪ Ask participants to think of a time they were a recipient of service. Reinforce that it can be any service situation – a time when they were a patient in a doctor’s office, a customer in a store, a participant taking training or a client receiving financial planning services. Ask participants to identify a time when they felt particularly well served – when they were extremely satisfied with the service. ▪ Ask participants to identify what it was about the service delivery that made it so positive for them. Record a variety of responses on flip chart. 	

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Now ask participants to think of a time when they received extremely poor service – when they were very dissatisfied with the service. Again, record factors which contributed to it being particularly poor. ▪ Look at the two flip charts and contrast the positive and negative experiences. What patterns emerge which suggest what might make a client feel they “matter”? <p>Slide 7</p> <div data-bbox="919 626 1425 1008" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  <p style="text-align: right;">you CAN GO</p> <p>Levels of Mattering</p> <ul style="list-style-type: none"> > Being visible > Being valued > Contributing > Being part of a personal/professional relationship </div> <ul style="list-style-type: none"> ▪ Use the following notes to review the four levels of mattering. As appropriate, make linkages between these and participants’ positive and negative experiences: <ul style="list-style-type: none"> ○ First Level – Being Visible Schlossberg, Lasalle and Golec (1988) have suggested that mattering occurs at multiple levels. At its most basic level, people need to be visible—to feel that their presence is recognized and that they are welcome. Ask: What’s the effect of realizing that you’re just a number and that there’s no concern for you. The simplest gestures make all the difference at this level of mattering—making eye contact, greeting you by 	<p>Slide 7: <i>Levels of Mattering</i></p>

Day	Time	Activities	Material required
		<p>name with a smile, offering a hot or cold drink while you wait and apologizing for any delays. Invite other examples. Things we often take for granted can make or break initial engagement.</p> <ul style="list-style-type: none"> <li data-bbox="617 448 1787 646">○ The Second Level – Being Valued The second level of mattering moves beyond recognition to expressing your valuing of the other person. You can demonstrate that you believe your client is important by listening to their concerns and feelings—by giving your undivided attention. Brainstorm some ways they can show their client that they value them. Note that Amundson (1998) suggests using the acronym SOLER: S - Squarely facing the client O - Openness of posture L - Leaning forward (slightly) E - Eye contact R – Relaxed <li data-bbox="617 889 1787 1187">○ The Third Level – Contributing The third level of mattering occurs when a client feels not only that they are being helped, but also that they have something to offer. A sense of contribution—a pride in one's capacity to add something worthwhile—can profoundly enhance self-confidence. Group workshops and peer counselling allow people to benefit from the experience and wisdom of others who have gone through (or are going through) similar challenges. Beyond this, however, they also can be hugely beneficial as participants realize that they are helping others and integrate this sense of contribution into their own self-concept. <li data-bbox="617 1208 1787 1370">○ The Fourth Level – Being Part of a Personal and Professional Relationship Finally, the fourth level of mattering occurs in service delivery when a personal and professional relationship is established. This is not a personal friendship between client and practitioner, but a connection grounded in personal caring and genuine concern. Following up with clients—demonstrating an interest in what happens to them 	

Day	Time	Activities	Material required
		<p>over time—serves to reinforce this fourth and final level of mattering.</p> <ul style="list-style-type: none"> ○ Introduce the notion of Working Alliance which is a partnership between a client and a counselor that implies an agreement on a goal, an understanding on the tasks to be accomplished to meet that goal and an emotional bond based on trust and respect. ▪ Make the point that "Mattering" may seem simple, but it forms a critical base for everything they do with clients. Little else they do with their clients will be effective if their clients don't feel that they count. "Mattering" becomes doubly important for clients who don't matter to anyone else; in these cases, they may be the only one who is conveying that the client really does matter. Amundson suggests the following to ensure that the client feels that he/she matters : <ul style="list-style-type: none"> ○ Protecting: Providing a secure and safe haven for exploratory efforts, and ensuring that clients receive all of the benefits to which they are entitled. ○ Listening: Taking the time to hear all aspects of a person's story, and paying attention to underlying feelings while they tell the story. ○ Enquiring: Expressing interest in the story through questions and requests for clarification, being naturally curious and asking about events in the person's life. ○ Acknowledging: Noticing the other person and expressing greetings both verbally and non-verbally. ○ Supporting: Expressing encouragement and praise; identifying positive attitudes and behaviours, and providing specific feedback. ○ Exchanging: Sharing information about oneself. This self-disclosure should be genuine and appropriate to the situation. ▪ Reinforce that research on resilience – the capacity to “bounce back” from failure and keep working toward your preferred future – suggests that the most important factor supporting resilience is having someone – anyone – who values you and believes in your capacity to succeed. 	

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Invite comments/reflections on their role in supporting client hope. 	
1	3:30 – 4:00	<p>Introduction to Circuit Coach and additional strategies for preferred future, and building hope</p> <ul style="list-style-type: none"> ▪ Note that there are a multitude of things they can do – big and small – which can contribute to their clients’ sense of direction for the future and their hopefulness with respect to that future. The preferred future visioning activity and mattering are two things they can do. ▪ Introduce Circuit Coach – a free online resource which includes a wide range of strategies and tools to support clients with building their career futures. Note that it includes strategies for building: <ul style="list-style-type: none"> ○ vision and hope; ○ self awareness; ○ opportunity awareness; ○ future vision; ○ action plans; and ○ skills and supports. ▪ Make the point that, in this session, we’ll be giving them an opportunity to explore and/or experience at least one practical intervention targeted to addressing each of these areas. For building hope, we focused on “Mattering”. In each area, after exploring the one intervention in some detail, we’ll point to other interventions they can freely access and use from Circuit Coach. This way, as they’re working with clients, they’ll begin to have a real tool kit of strategies and resources to address a wide range of client issues. ▪ Use the laptop and LCD projector to show how to access Circuit Coach and walk through 	

Day	Time	Activities	Material required
		<p>the basics of navigating through it.</p> <ul style="list-style-type: none"> ▪ Refer to pages 74 –78 in their Participant Workbook for Module summaries and navigation tips. ▪ Go into Module B and show where they'll find more on Preferred Future and Mattering. Highlight related tools. ▪ Briefly walk through the other tools and strategies they can find in Module B to help clients build their vision and hope for the future. ▪ Answer any questions and reassure participants that we'll return to Circuit Coach throughout the session so they'll become more comfortable and confident with respect to navigating in order to quickly find what they need/want. 	<p><i>PW pages 74 to 78</i></p>
1	4:00 – 4:30	<p>Review</p> <ul style="list-style-type: none"> ▪ Return to the session objectives and review the educational planning model (Slide 3). ▪ Provide a preview of Day 2 and make linkages between the agenda for tomorrow, the objectives and the model. <p>Questions</p> <ul style="list-style-type: none"> ▪ Provide time for any questions, comments or concerns from participants. <p>Little Known Facts</p> <ul style="list-style-type: none"> ▪ Close the day with a couple of “Little Known Facts”. ▪ Ensure all are clear re: times and logistics for tomorrow’s session. 	

Day	Time	Activities	Material required
		End of Day	

Detailed Facilitator Notes

Day 2

Day	Time	Activities	Material required
2	9:30 – 9:45	<p>Welcome</p> <p>Check in/Review</p> <p>Little Known Facts</p>	
2	9:45 – 10:45	<p>Self Awareness</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ▪ <i>To reinforce the importance of self-awareness in career building globally and, more specifically, in choosing educational options.</i> ▪ <i>To provide a range of tools and strategies to help clients increase their self awareness</i> ▪ <i>To coach participants to help clients assess the “fit” between prospective educational options and their “internal motors”</i> <p>The Wheel</p> <ul style="list-style-type: none"> ▪ Point out that the research into PSE drop-outs indicates that the #1 reason for leaving PSE or switching programs is a perceived lack of “fit” between oneself and the current program of study (Statistics Canada, 2006. Youth in transition survey: Update of the education and labour market pathways of young adults. http://www.statscan.ca/Daily/English/060705/d060705a.htm). ▪ Note that it is quite likely that this same result would be borne out with adult drop-outs or incompletes from training programs. 	

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Note that we now want to address “How can “fit” be checked?” Make the point that one of the most useful organizers in addressing this question is the Self Awareness Wheel, originally developed for unemployed adults by Dr. Norm Amundson and Gray Poehnell. <p>Slide 8</p> <div data-bbox="907 542 1451 954" style="text-align: center;"> </div> <ul style="list-style-type: none"> ▪ Refer participants to page 23 in their Participant Handbook and briefly review the Self Awareness Wheel, explaining each category. ▪ Also refer participants to pages 24 to 29 in their Participant Workbook, where they'll find lists of Interests; Values; Personality Traits/Learning Style; Skills and Abilities and a series of questions related to Personal Assets and Supports. ▪ Explain that the exercise they'll be doing will have four parts as follows: <ul style="list-style-type: none"> ○ Part A will be an individual activity in which they will do a self-awareness inventory for themselves; ○ Part B will be a guided next step in the individual activity which will be completed in 	<p>Slide 8: <i>Self Awareness Wheel</i></p> <p><i>PW page 23</i></p> <p><i>PW pages 24 to 29</i></p>

Day	Time	Activities	Material required
		<p>large group;</p> <ul style="list-style-type: none"> ○ Part C will be a paired activity in which they will talk about components of their professional inventory and how it fits with current learning projects; and ○ Part D will be an activity in fours in which they will discuss applications of this tool with clients. <ul style="list-style-type: none"> ▪ Note that each part will be explained when they transition from one part of the exercise to the next. ▪ Refer participants again to the Self-Awareness Wheel, briefly reviewing its categories. <ul style="list-style-type: none"> ○ Part A: (10 minutes) <ul style="list-style-type: none"> ▪ Invite participants to complete the first four inventories: Interests, Values, Personality Traits/Personal Style, and Skills and Abilities (pages 24 to 29 in their Participant Workbook) on their own, circling as many items in each inventory as speak to them ▪ When all are completed, have them select their top three to five choices in each category and place these choices in the appropriate section of their Self-Awareness Wheel on page 30 of their Participant Workbook. ▪ Then have participants turn to the series of questions re: Personal Assets and Supports and record their key words on their Self-Awareness Wheel. ○ Part B: (10 minutes) <ul style="list-style-type: none"> ▪ Illustrate this step by having a blank Wheel drawn on the flipchart with 6 categories: <ul style="list-style-type: none"> ○ Interests ○ Values ○ Personality Traits/Learning Style ○ Skills and Abilities ○ Personal Assets/Resources ○ Supports ▪ Ask them to think about the learning they're currently undertaking to prepare them 	<p><i>PW pages 24 to 30</i></p>

Day	Time	Activities	Material required
		<p>for this new role with the Y (including this training session).</p> <ul style="list-style-type: none"> ▪ Emphasize that the point of this step is to individualize their own Wheels according to the factors most important to them and to determine the extent of “fit” between the learning they’re undertaking and their “inner motors”. ▪ Note that all wedges of their Wheel will not necessarily be of equal importance to them – they will most likely give more importance in their lives to some categories than others. Being true to one’s personal style may be more important than making use of favourite skills for example. Demonstrate this on the flipchart by showing a Wheel with unequal segments according to individual priorities. ▪ Ask: “What is their immediate reaction? Is the learning they’re undertaking now a perfect fit? Not perfect but quite good? Just average – fit could be better? Poor fit? Invite them as well to put their new work role in the centre of the wheel. To what extent is their new role a good “fit” with what’s important to them. (They may also look at their wheel with respect to their “fit” with other career roles they’ve held or a “wished for” job in the future). <p>○ Part C: (20 minutes: 10 minutes each)</p> <ul style="list-style-type: none"> ▪ Note that this is a chance to have a conversation with a colleague about where they are now in their learning, where they would like to be and what this exercise revealed for them. ▪ What would make their learning a better “fit” for their own characteristics? What might they do to enhance the “fit”? ▪ Note that it is also a chance to compare Wheels. Emphasize that individuals with quite different personal priorities may still be attracted to similar learning. On the other hand, they may discover many similarities between their Wheel and their partner’s Wheel even though their learning and work goals are very different. ▪ Make the point that, as they think about their own Wheel and the fit between their job, learning goal and priorities, if they discover a good fit this can be a validation for their own career situation; if they discovered a less desirable fit than they had hoped for, this can be a stimulus for them to begin to think about their own preferred career future in a more deliberate way. 	

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ○ Part D: (15 minutes) <ul style="list-style-type: none"> ▪ Invite pairs to join together in groups of four to discuss how they would/could use this activity and/or variations of it to help clients assess the fit between their longer term career goal AND, in the shorter term, the program/training “fit” before entering a PSE program. ▪ Invite groups to be creative. Ask them also to be specific and address: <ul style="list-style-type: none"> ○ How would you introduce this to a client? ○ How much would you do face-to-face with the client? How much if any would you ask the client to do themselves? How would you suggest they do the independent work? ○ What evidence would you track to check that the Self-Awareness Wheel is helping your client move forward toward their goal? ○ What “props” or aids might you get the client to use (i.e. a handout; a flipchart)? ▪ Instruct each group to select a spokesperson so that the ideas can be presented to the group as a whole. ○ Take-up and Debrief: <ul style="list-style-type: none"> ▪ Do the take-up in 2 parts, focusing on their own experience first and secondly on how they would apply this with clients. ▪ Part A: Own Experience: <ul style="list-style-type: none"> ○ In the discussion on their own experience with a colleague, have them share their wheels. Do they recognize themselves in their wheels? Have a discussion about how self-awareness can lead to better decision making around education and work options. ▪ Part B: Applications with Clients: <ul style="list-style-type: none"> ○ Collect on flipchart the ideas for client application. Invite them to write down interesting and creative ideas in their Workbooks for future reference (page 32). ○ Have a discussion about how this tool might be used with their clients to support better decision making around education and /or other life issues (such as work 	<p style="text-align: right;"><i>PW page 32</i></p>

Day	Time	Activities	Material required
		<p>options, housing, etc).</p> <ul style="list-style-type: none"> ○ Make the point that the Self-Awareness Wheel is a strategy to help clients get down onto paper the most important elements of themselves they want to consider when making decisions about their futures – be it a decision about what kind of work they'd like to ultimately pursue or what education will help them to ultimately get that work. 	
2	10:45 – 11:00	BREAK	
2	11:00 – 11:15	<p>Circuit Coach – Additional Strategies/Tools to Support Client Self Awareness</p> <ul style="list-style-type: none"> ▪ Use the laptop and LCD projector to go into Circuit Coach. ▪ Refer to pages 74 –78 in their Participant Workbook for Module summaries and navigation tips. ▪ Go into Module C and show where they'll find more on building client self-awareness. Highlight the tools – both for self application and client application. Reinforce the importance of personally applying interventions before trying them with clients. ▪ Briefly walk through the tools and strategies they can find in Circuit Coach to help clients build self awareness. ▪ Invite other ideas – strategies they've already used/experienced – that they think could be useful in their work with clients. ▪ Answer any questions. 	<i>PW pages 74 to 78</i>
2	11:15 – 12:15	<p>Opportunity Awareness</p> <p><i>Purpose</i></p>	

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ <i>To reinforce the importance of opportunity awareness – expanding clients’ horizons and ensuring a range of options are explored</i> ▪ <i>To identify a range of sources of information/strategies clients can explore, including print, people and participation.</i> <p>Slide 9</p> <div data-bbox="919 529 1442 922" data-label="Diagram"> <p>The diagram, titled "The Big Picture", illustrates a cyclical process for career building. It features five interconnected green circles arranged in a circle, connected by yellow curved arrows. The components are: "Skills for Living, Learning and Earning" (top-left), "Belief & Hope" (top), "Self Awareness" (top-right), "Opportunity Awareness" (bottom-right), and "Vision for the Future and Action Plan to Get There" (bottom-left). In the background, a person is shown holding a sign that says "YOU CAN DO IT".</p> </div> <ul style="list-style-type: none"> ▪ Return to the “Big Picture” model for career building. Highlight the importance of opportunity awareness. ▪ Make the point that we all only know what we know – i.e. we are limited by what our life experience and role models have shown us. If a client has had very little exposure in their life to different options for working and/or learning, then the scope of what they consider as possible for themselves will likewise be very limited. Give an example of this: A young person who has no adult role models who work may be interested in teaching or social work because these are the only employed adults with whom they have had meaningful interaction. ▪ Note that between now and lunch, we’ll be working with Rowan – a client who has come in for service. Participants will be asked to work together to explore opportunities for this 	<p>Slide 9: <i>The Big Picture</i></p>

Day	Time	Activities	Material required
		<p>fictional client.</p> <p>Slide 10</p> <div data-bbox="911 427 1446 831" data-label="Diagram"> </div> <ul style="list-style-type: none"> Present Case Study #1 (Rowan). Point out that Rowan is in her last year of high school. When she first came in for service, her parents came with her. Her parents stated that her goal was to study medicine in order to become a doctor. While Rowan had done very well in school, it became clear that she did not want to be a doctor. In plenary, explore Rowan’s Self-Awareness Wheel. Emphasize that she confirmed that she did in fact want to work in the health care field, but didn’t want to work in a hospital or doctor’s office. Point out Rowan’s interest in driving/being mobile and in working as part of a team. Note her love of “getting things started” and that she doesn’t particularly like working on any one thing long-term. Brainstorm together a few occupations within health care which might be promising possibilities for Rowan. Make the point that, once a few promising prospects have been identified, it’s important to actually do some research. Research allows clients to find out more details about possibilities – everything from projected demand and income levels to work environment 	<p>Slide 10: Case Study #1 – Rowan</p>

Day	Time	Activities	Material required
		<p>and dominant values – so that some may be ruled out and others may be explored further.</p> <ul style="list-style-type: none"> ▪ Divide participants into groups of 3-4. Invite each group to choose from the brainstormed list of possibilities one they feel is promising and worth further investigation. Emphasize that in real life, the choices would of course be coming from the client but, for our purposes here, we'll assume Rowan has expressed a real interest in finding out more about the option each group chooses. Emphasize that it doesn't matter if all groups choose the same option or different ones. The purpose here is to simulate the research that clients need to undertake. ▪ Ask groups: If you were Rowan, what are some sources of information you could turn to in your community in order to find out more about the prospect (ex. becoming a first response paramedic)? ▪ Give groups 5-7 minutes to generate a list of possible sources of information. Be sure each group has a recorder. ▪ After 5-7 minutes, ask groups to share their sources. Invite the first group to share 2-3 sources, then move to the next group. Go from group to group this way, asking that they just add ones that have not been suggested yet by other groups. ▪ Have a flip chart divided into three columns. As groups suggest sources, record them on flip chart according to whether they fall into the category of Print (hard copy or electronic media), People or Participation (Do not label the columns until later). ▪ After the brainstorm, introduce the 3 P's, labeling each column. Spend some time exploring "Print" sources, emphasizing that this category includes both hard copy resources (telephone book, NOC, Job Futures, brochures, etc) and electronic media (internet sites). ▪ Make the point that there is an endless amount of information on the internet, but we have to be smart consumers of this information. Explore with participants some of the benefits of online information – ex. it is immediately accessible, there are typically multiple sources for any kind of information being sought. Spend some time exploring some of the shortfalls. Emphasize that information is often national in scope (or US rather than Canadian) and it's important to check the trustworthiness of the source – is it a recognized and trustworthy 	

Day	Time	Activities	Material required
		<p>source?</p> <ul style="list-style-type: none"> ▪ Note that the internet can provide very useful information – They have a toolkit of sources that are suggested by their employers which include excellent sites such as career cruising, job futures, the NOC, CanLearn and CICIC. Make the point that, while these are critical and will provide vital information, for most it is not enough on its own. Most people need to supplement this with local, hands-on, direct sources of information. ▪ Explore together sources of information under “People”. If the brainstormed list is not long, add to it together. Emphasize the value of human sources of information, highlighting the value of the information interview. Ask if anyone in the group has conducted an information interview or been interviewed in this way. Take time to be sure everyone understands the concept of the information interview. Note that some clients may feel they have no access to people they might interview and that, in this case, participants’ role may be more intensive around helping clients to identify and approach potential contacts. ▪ Contrast the kind of information available online with what can be discovered sitting face to face with someone actually working locally as a paramedic. Brainstorm some of the questions Rowan could ask in an information interview. ▪ Move to the “Participation” column and, once again, add to it if the list is short. Explore together the value of experiential research – actually seeing first hand the realities of life as a paramedic. What kinds of important information might Rowan find out through participation? ▪ Discuss with the group the impact of taking the time to do this kind of research before jumping into a PSE program. Recall the fact that 70% of drop outs from PSE are due to lack of “fit”. Note that the only way to ensure “fit” is to really know what you’re getting into – Does this kind of work “fit” with what I know about myself? If you’ve done the research, you can go forward with excitement, knowing it’s right for you. Without it, it’s a bit like shooting in the dark – you don’t really know what you’re getting into. ▪ Note that a client wouldn’t necessarily pursue all the sources on the brainstormed list – but that they would want a mix of Print, People and Participation as each elicits different depths 	

Day	Time	Activities	Material required
		<p>of information. Give an example of the research steps that Rowan might undertake to confirm her decision. The example may include:</p> <ul style="list-style-type: none"> ○ She interviewed a paramedic to get first hand information about what it's like. Even though she wasn't able to visit the job site due to safety reasons, she was able to ask him/her all about the day-to-day realities, the highs and lows of the job and got a good sense of whether it really was what she thought it would be. ○ She also talked to the organization locally which employs paramedics and found out about the realities of working there, including hours, pay, conditions and benefits. ○ Finally, she was able to look at job forecasts online and see that the demand for paramedics was on the increase and was projected to remain strong for the coming years. <ul style="list-style-type: none"> ▪ Make the point that this research phase doesn't need to be lengthy or cumbersome – but it is an investment by the client in themselves and their future. ▪ Note that, with this research completed, Rowan now clearly sees herself moving toward becoming a first response paramedic. She's found out about it in enough detail – the good, the bad and the ugly – and feels sure it's what she wants to pursue. While it was hard to get the support of her parents, they saw her research and could see the "fit" as well as she could. Now she's really excited about her decision and she is seeking educational options to pursue her dream of being a paramedic. ▪ Tell participants that at this stage – when the client moves to actually exploring possibilities for PSE study – the whole process now repeats itself in a mini-version. At this stage, the client wants to be sure to research what's out there in terms of PSE programs and check promising prospects against what's important to them to determine "fit". It's important to ensure the client finds out about the range of possible programs and gathers enough information (consulting the 3 Ps) to be confident that the program they choose is right for them. They may also want to return to their Self-Awareness Wheel and include more under learning style to ensure the program they choose is the best option for them. <i>Note to</i> 	

Day	Time	Activities	Material required
		<p><i>Facilitator: Time permitting, this may be an appropriate time to reference the Learning to Learn Portfolio which is an optional handout.</i></p> <ul style="list-style-type: none"> ▪ Make the point that there are some critical steps when researching the four streams of PSE. Give the example that if a client needs a student loan, they must be sure to verify that the institution they're considering is on the "recognized list of institutions". This information is available on the HRSDC website, by following the links to the Canada Student Loan Program and clicking on "Designated Educational Institutions". <p>URL: (http://www.hrsdc.gc.ca/en/hip/cslp/ImportantLinks/02_il_MasterListIndex.shtml).</p> <ul style="list-style-type: none"> ▪ Refer to pages 37 to 38 for a sample research plan. Walk through the suggested steps and make connections to the 3 Ps. ▪ Make the point that some clients will come in knowing exactly what they want -- they'll know their career goal and the exact program of study that will lead them there. Even in these cases, it's important to confirm they've done their research. Have they done any experiential exploration of their chosen job? Have they spoken to someone who has taken the PSE program? Have they done enough digging to know for sure it's a good fit for them? ▪ Invite comments and questions. Emphasize that the research skills their clients will develop by doing this will stay with them forever and be extremely useful as they pursue paid work or manage transitions in their lives in the future. 	<p><i>PW pages 37 - 38</i></p>
2	12:15 – 12:30	<p>Circuit Coach – Additional Strategies/Tools to Support Client Opportunity Awareness</p> <ul style="list-style-type: none"> ▪ Use the laptop and LCD projector to go into Circuit Coach. ▪ Refer to pages 74 –78 in their Participant Workbook for Module summaries and navigation tips. ▪ Go into Module B to highlight some of the resources/strategies in Circuit Coach which 	<p><i>PW pages 74 – 78</i></p>

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Return to the Big Picture and briefly review where we've been. Note that we've been working our way around the circle and now are at the stage where the client has a clear vision for their future and can articulate their goal with confidence, knowing that they've looked at options thoroughly and found a prospect which is congruent with what is most important to them. ▪ Note that the first step in action planning is to be sure the goal is well articulated. Ask: What are the elements of a strong goal statement? Answers may include: <ul style="list-style-type: none"> ○ The goal is specific, measurable, attainable, realistic and timely. (SMART) – You may want to provide an example of a SMART goal, such as: <i>To successfully complete the Construction & Maintenance Electrician Apprenticeship Program offered by Sheridan College (Level 1) by June 2010.</i> ▪ Acknowledge that for most participants, this is no doubt a review. ▪ Emphasize that the process of narrowing and goal-setting can be stressful for clients. In choosing one option, it may feel as though they are giving up others and getting “locked in” forever. Reinforce that no career decisions are fatal or irreversible – the goals we set provide direction and structure, but are not meant to trap us. Goals can be adapted, massaged or changed as we change... and it's very useful to keep our “back up” goals close at hand so that if things don't quite work out as expected, a contingency is already in place. ▪ Note that participants will now have an opportunity to work with some of Rowan's fellow clients, by helping them to articulate their goals and developing tailored action plans. ▪ Review the following material in their Participant Workbook: <ul style="list-style-type: none"> ○ Case studies (pages 40 to 43) ○ Sample action plan (pages 44 to 45) ○ Blank action plan (pages 46 to 47) ▪ Note that participants will be working in small groups. Each group will work with one case 	<p><i>PW pages 40 to 47</i></p>

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Goes in its own direction ▪ Won't sink <ul style="list-style-type: none"> ▪ Talk about how these are qualities we all want to have in life. When faced with stress or challenges, some people keep rolling in 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. Note that in the next hour or so, we'll be briefly exploring what the research tells us about resilience and looking at a few tools that support resilience in learning. ▪ Note that there is an extensive body of research on resilience, primarily from health and social work applications, dating to the 1940s. Make the point that resilience is potentially within everyone. Researchers have focused on understanding just what makes some people more resilient than others and they found a number of “protective factors” – factors that seem to buffer people and allow them to move through difficulty without being thrown off their chosen path. <p>Slide 12</p> <div data-bbox="898 902 1461 1328" style="border: 1px solid black; padding: 10px;">  <p>Resilience</p> <ul style="list-style-type: none"> Intrapersonal Factors (ex. hope, belief in self) Coping Skills (ex. problem solving, coping with anxiety) Interpersonal Factors (ex. someone who believes in you and your capacity to succeed) Institutional Factors (ex. opportunities to participate in community and school activities) </div>	<p>Slide 12: <i>Resilience</i></p>

Day	Time	Activities	Material required						
		<ul style="list-style-type: none"> ▪ Briefly walk through the following protective factors found in the research (page 50 in their Participant Workbook). <table border="1" data-bbox="562 462 1692 1357"> <thead> <tr> <th data-bbox="562 462 1144 495">INTERNAL FACTORS</th> <th data-bbox="1144 462 1692 495">EXTERNAL FACTORS</th> </tr> <tr> <th data-bbox="562 495 1144 560">Intrapersonal Factors</th> <th data-bbox="1144 495 1692 560">Interpersonal Supports</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 560 1144 1357"> <ul style="list-style-type: none"> ▪ Self-efficacy (self-worth, self-esteem, belief in self, sense of mastery, internal locus of control, self confidence, sense of identity) ▪ Autonomy ▪ Sense of purpose ▪ Achievement/goal orientation ▪ High expectations for success, optimism, hope ▪ Personal responsibility, ideology of activism ▪ Faith, morality ▪ Humour ▪ Positive temperament ▪ Trust ▪ Altruism ▪ Creativity ▪ Persistence, determination, inner will, motivation ▪ Flexibility ▪ Critical consciousness ▪ Adaptive distancing </td> <td data-bbox="1144 560 1692 1357"> <ul style="list-style-type: none"> ▪ Parents/Family (parental monitoring of out-of-school time, parenting style, parental involvement in school, high expectations for success, warmth/cohesion/stability in the family, spending time together as a family, positive communication and affirmation within the family, proactive posture and confrontation of problems at home, respectful structure and consistent rules and consequences at home, parental encouragement of autonomy) ▪ Teachers/Other Adults (high expectations for success, trusting relationships, emotional support, positive role models, network who believes in student) ▪ Peers (network of achieving peers) ▪ Network of informal relationships </td> </tr> </tbody> </table>	INTERNAL FACTORS	EXTERNAL FACTORS	Intrapersonal Factors	Interpersonal Supports	<ul style="list-style-type: none"> ▪ Self-efficacy (self-worth, self-esteem, belief in self, sense of mastery, internal locus of control, self confidence, sense of identity) ▪ Autonomy ▪ Sense of purpose ▪ Achievement/goal orientation ▪ High expectations for success, optimism, hope ▪ Personal responsibility, ideology of activism ▪ Faith, morality ▪ Humour ▪ Positive temperament ▪ Trust ▪ Altruism ▪ Creativity ▪ Persistence, determination, inner will, motivation ▪ Flexibility ▪ Critical consciousness ▪ Adaptive distancing 	<ul style="list-style-type: none"> ▪ Parents/Family (parental monitoring of out-of-school time, parenting style, parental involvement in school, high expectations for success, warmth/cohesion/stability in the family, spending time together as a family, positive communication and affirmation within the family, proactive posture and confrontation of problems at home, respectful structure and consistent rules and consequences at home, parental encouragement of autonomy) ▪ Teachers/Other Adults (high expectations for success, trusting relationships, emotional support, positive role models, network who believes in student) ▪ Peers (network of achieving peers) ▪ Network of informal relationships 	<p><i>PW page 50</i></p>
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Day	Time	Activities		Material required
		Social/Coping Skills	Institutional Supports	
		<ul style="list-style-type: none"> ▪ Active coping styles (problem solving, ability to plan, teamwork, effective communication, active emotional expression, positive self-talk, impulse control) ▪ Strong capacity to form relationships, interpersonal awareness, empathy and social responsiveness ▪ Cognitive competence, consequential thinking ▪ Appreciation of cultural diversity, sensitivity ▪ Realistic appraisal of environment, capacity to construct productive meanings for events, healthy perspective with respect to adversity ▪ Critical/reflective thinking ▪ Willingness to seek help ▪ Ability to disengage from home, engage with outside world and then re-engage with home ▪ Absence of non-productive coping (worrying, wishful thinking, tension reduction, ignoring the problem, self blame and isolation) 	<ul style="list-style-type: none"> ▪ Opportunities for youth to constructively participate in the community ▪ Strong connection between school, family and community ▪ Access to alternative programs and extracurricular activities (after school and summer) ▪ Challenging in-school curriculum ▪ Stable, supportive and respectful school environment ▪ Wide range of resources in the community (cultural, spiritual, health, educational, welfare and security) ▪ Community/School views youth as resources and rewards ▪ Consistent expression of community values and norms regarding “proper” behaviour ▪ Formal social support through school/religious affiliations 	
		<ul style="list-style-type: none"> ▪ Invite comments. Have a brief discussion about how this applies to working with clients. 		

Day	Time	Activities	Material required
	(15)	<p>Note that some factors are more amenable to change through interventions than others. Yesterday, we talked about hope and, while there are things they can do to promote hope and confidence, there is no “quick fix”. Likewise, it is easier to help clients build skills and develop a network of interpersonal supports than it is to radically change the learning institutions which they attend.</p> <ul style="list-style-type: none"> ▪ Note that the last hour will be devoted to tools to support targeted skill development and ensuring clients – and participants – have the supports they need to succeed. <p>Study Skills</p> <ul style="list-style-type: none"> ▪ Recall the Self-Awareness Wheel (page 23 in their Participant Workbook). Note that half the wheel focuses on the personal resources clients bring to their goal – their Personal Assets, Skills/Abilities and Supports. Take a few minutes to review each of these areas. ▪ Note that for many of their clients, they may be entering one of the four streams of PSE for the first time. Recall the discussion from Day 1 about how PSE often represents the first time they’ll be actually “choosing” whether they’re going to study and, if so, what they’re going to study. ▪ Likewise, this may be the first time in their lives when they are “independent” – whether they do their homework, wake up on time, study for exams or manage their money – may be up to them for the first time. It may also be their first time in a new socio-cultural/physical environment. This may imply the need for new skills and/or supports. ▪ Make the point that clients will have resources to draw upon – the three segments of their Self-Awareness will not be empty when they first come to see you. Part of their work, however, is to help clients fill any skill gaps and surround themselves with adequate supports for success. ▪ Make the point that all of us have likely struggled in school at one time or another. We may have gotten behind in our assignments or stayed out too late the night before a big exam. We may have found a particular class more difficult than others. Note that some sources of 	PW page 23

Day	Time	Activities	Material required
	(30)	<p>difficulty are external – an unfair teacher for example. For this activity, emphasize that the focus is on what students can control.</p> <ul style="list-style-type: none"> ▪ Invite participants to form into triads and brainstorm the kinds of academic issues (skill gaps, bad study habits) that can get in the way of academic success. ▪ After about 3-4 minutes, take up answers. Responses will likely naturally group around the following key study skills: <ul style="list-style-type: none"> ○ Time management ○ Listening ○ Note taking ○ Memory/Concentration ○ Writing ○ Managing anxiety ○ Reading ▪ Have a brief discussion about these and their impact on students and their success. Point out that these skills are critical to all four streams of PSE. ▪ Note that there are practical tools in their Participant Workbook to support clients in assessing each of these areas and developing these skills. Walk through tools found on pages 52 to 67 in their Participant Workbook. Reinforce that they can pick and choose among these tools depending on client need. ▪ Conclude with a discussion of how these tools might be integrated into their work with clients and what impact these might have on client success. <p>Supports for Success</p> <p>Emphasize that while many protective factors have been highlighted, theorists/researchers generally agree that we can boil resilience down to three key factors:</p>	<p><i>PW pages 52 to 67</i></p>

Day	Time	Activities	Material required
		<ol style="list-style-type: none"> 1. Caring and supportive relationships; 2. Opportunities for meaningful student participation in school and community; and 3. Having an adult in your life who believes in your capacity to succeed. <ul style="list-style-type: none"> ▪ Reinforce the importance of having people in your life that can support you to achieve your goals. Note that perhaps the most important way to build resilient learners is to help clients to have a network of supports helping them along the way. ▪ 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. ▪ 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. ▪ Make the point that individuals can also benefit greatly from having their own Board of Directors (or Circle of Supports). Give an example of your own Circle of Supports or one for a fictional client. <p>Slide 13</p>	<p>Slide 13: <i>Circle of Supports</i></p>

Day	Time	Activities	Material required
		<div data-bbox="898 329 1459 748" data-label="Diagram"> <p>The diagram is a circle divided into eight equal segments by four intersecting lines. The labels are positioned around the circle: 'Problem Solver' at the top, 'Financial Advisor' at the top-right, 'PSE/Work Coach' at the right, 'Encourager' at the left, and 'Believes in Me' at the bottom-left. To the left of the circle is a photograph of a woman in a black top and grey pants, with a yellow banner that says 'YOU' in large letters.</p> </div> <ul style="list-style-type: none"> ▪ Note that different people will have different categories that are important to them at different times in their lives. For a student entering one of the four streams of PSE, they might need specific supports. Walk around the circle, discussing why it is strategic to include each member and providing examples. Members may include: <ul style="list-style-type: none"> ▪ Someone who can advise/coach on how to manage money and make ends meet ▪ Someone who can assist with academic challenges ▪ Someone who is a really good problem solver and can help you think through messy situations to find a solution ▪ Someone who can encourage you and help you to stay motivated ▪ Someone who believes in you and has high expectations for you ▪ Others you want in your Circle of Supports – These may include: Someone you can call at 2 am when you're in trouble or questioning your choices; Someone you can call when you realize you're not going to pass your course. ▪ 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. 	

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Reinforce that our Circle of Supports changes over time as our needs change. Encourage participants to revisit their Circle from time to time. ▪ Reinforce that this room is filled with potential sources of support – their peers, their managers, you as a trainer... Many may already have included people in the room in their Circle of Supports. ▪ Have a discussion about the kinds of supports they hope to have from each other and what they can do to ensure these are in place for them. ▪ Encourage participants to maintain the network which has been formed here and use it to sustain them in their work. ▪ Briefly reference other resources in Circuit Coach focused on building skills and/or supports. 	
2	3:35 – 4:00	<p>Closing Activity</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> ▪ <i>To provide a strong and lasting image to reinforce the fact that they are connected as colleagues sharing a common mission;</i> ▪ <i>To reinforce that they are vital supports to one another as they move into this new role.</i> <p>Ball of Rope</p> <ul style="list-style-type: none"> ▪ Note that this activity provides closure for this session and reinforces that they are surrounded by supports AND that they too are supports for others. ▪ 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 supports, but will also no doubt contribute to others' support networks. Invite each participant to think about what they have to offer as a support – 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. 	<p><i>Thick nylon rope</i></p>

Day	Time	Activities	Material required
		<ul style="list-style-type: none"> ▪ Begin by stating one thing you know you have to offer as a support. 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 they have to offer as a support 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 a support. 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 supports and are all supports to others. ▪ 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). ▪ 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 supports and their capacity to help us through challenging times. Invite comments and reflections. Reinforce how having supports, being an supporter and believing in the capacity of others to help are all critical pieces of succeeding. 	
2	4:00 – 4:30	<p>Consolidation: Return to the Big Picture</p> <p>Slide 14:</p>	<p>Slide 14: <i>The Big Picture</i></p>

Day	Time	Activities	Material required
		<div data-bbox="913 329 1444 730" data-label="Diagram"> <p>The diagram, titled "The Big Picture", illustrates a cyclical process. It features five green circular nodes connected by yellow curved arrows in a clockwise direction. The nodes are: "Skills for Living, Learning and Earning" (top-left), "Belief & Hope" (top), "Self Awareness" (top-right), "Opportunity Awareness" (bottom-right), and "Vision for the Future and Action Plan to Get There" (bottom-left). To the left of the diagram, a person is shown in a dynamic pose holding a sign that reads "YOU can go".</p> </div> <ul style="list-style-type: none"> ▪ Return to the Big Picture and review what we've covered in the last two days, linking it to the model. ▪ Invite comments, questions. <p>Slide 15</p>	<p>Slide 15: <i>Session Objectives</i></p>

Day	Time	Activities	Material required
		<div data-bbox="898 326 1459 748" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;">  <p>Objectives of this Session</p> <ul style="list-style-type: none"> >To frame your role as helping clients to build their preferred futures >To situate educational planning within this broader context of future planning >To introduce you to a range of practical tools and strategies you can use to help your clients to: <ul style="list-style-type: none"> • Feel more motivated and engaged when it comes to planning their future • Become more self-aware • Explore a range of possible options • Articulate a preferred future and a PSE learning option which will lead them toward that future • Develop a clear, realistic and meaningful action plan to achieve this learning • Build the skills they need to succeed in PSE learning and move closer to their preferred future </div> <ul style="list-style-type: none"> ▪ Briefly return to the session objectives and review how they have been achieved. ▪ Thank participants for their active engagement during the session, for contributing to each other's learning and for the important work they are about to undertake with clients. <p>Evaluation</p> <ul style="list-style-type: none"> ▪ Distribute the session evaluation and ask participants to hand it in as they leave. ▪ Be at the door to say good bye to participants. 	<p><i>Evaluation Forms</i></p>