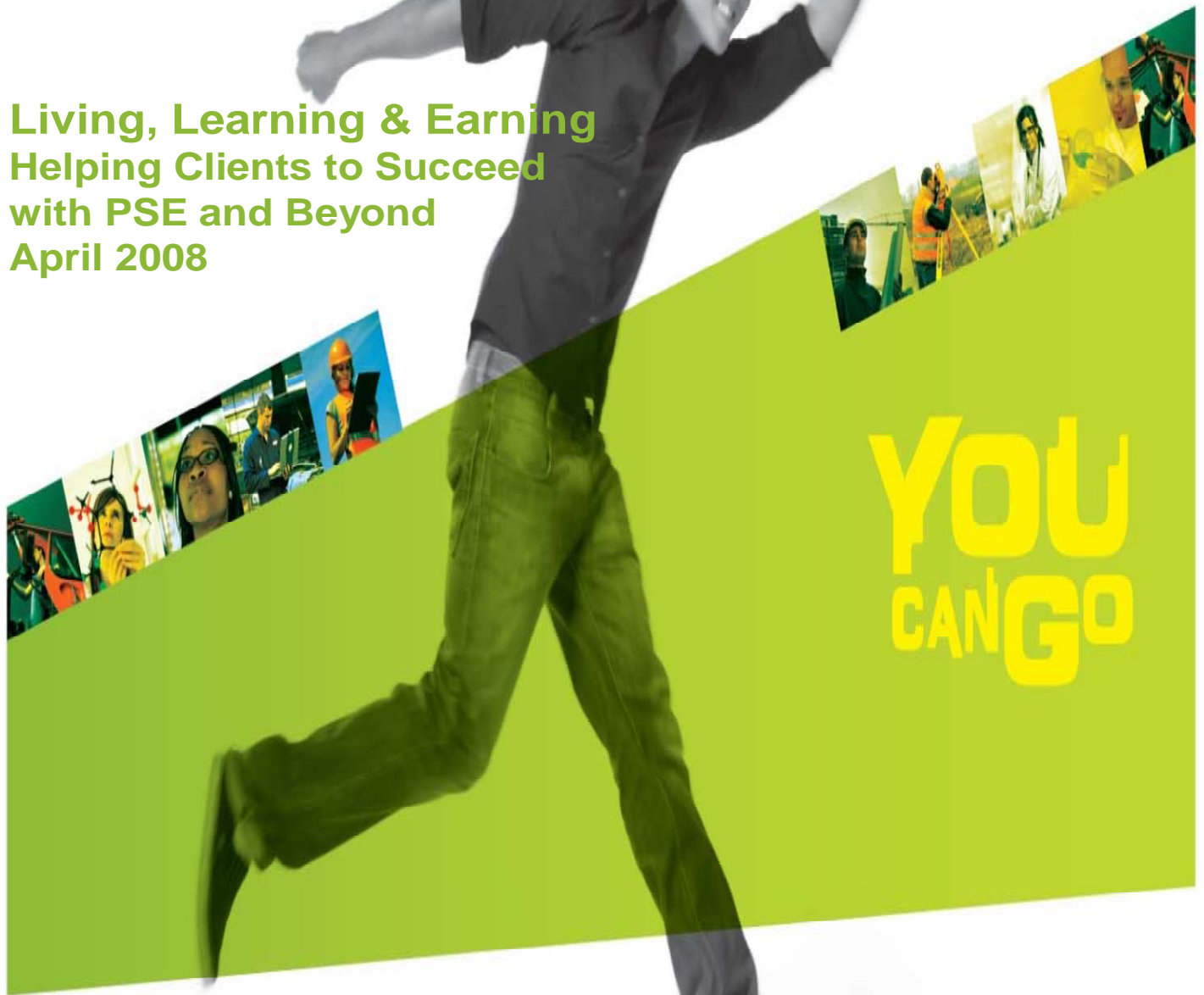


**Living, Learning & Earning
Helping Clients to Succeed
with PSE and Beyond
April 2008**





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 & Supports for Living, Learning & Earning ▪ Circuit Coach – Interventions Focused on Building Skills and Support
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

Welcome to Living, Learning and Earning!

You are part of a brand new project and we hope this training supports you in this role.

Your project is focused on increasing access to and retention in post-secondary education. You'll notice, however, that the title of this training is "Living, Learning and Earning" – not just Learning.

That's because learning doesn't happen in a vacuum and, if learning is to be meaningful, motivating and sustainable, it needs to fit with the person's life and their dreams for the future.

These next days are a learning opportunity for you and we'll do all we can to make it a positive and relevant one. We invite you to participate actively, ask questions and do what you need to in order to make the learning work for you.

Preferred Future



The best way to have the future you want is to start imagining it now.

Do you believe this is true?

Imagine yourself 10 years from now. In the best of all possible worlds, I would....

What stands out to you from your preferred future?

WHERE

Look around you. What do you see? Where are you? Are you in a particular city? Are you in the country? Where are you living? Look around. Are there any things you see that feel particularly important to you?

WHO

Who is with you? Do you have a partner? Do you have children? Are other family members nearby or far away? Do you have a circle of old friends? Do you have new friends? Who are you spending your time with? What are you doing together that matters to you?

WORK

What kind of work are you doing? What does your work day look like? Do you work alone? Do you work with others? Are you part of a team? What is your work setting like? Do you work in an office? Do you work outdoors? Are you working from your home? What are you enjoying about your work? What are you proud of?

FREE TIME

How do you spend your free time? What do you especially enjoy?

● ME AS A PERSON

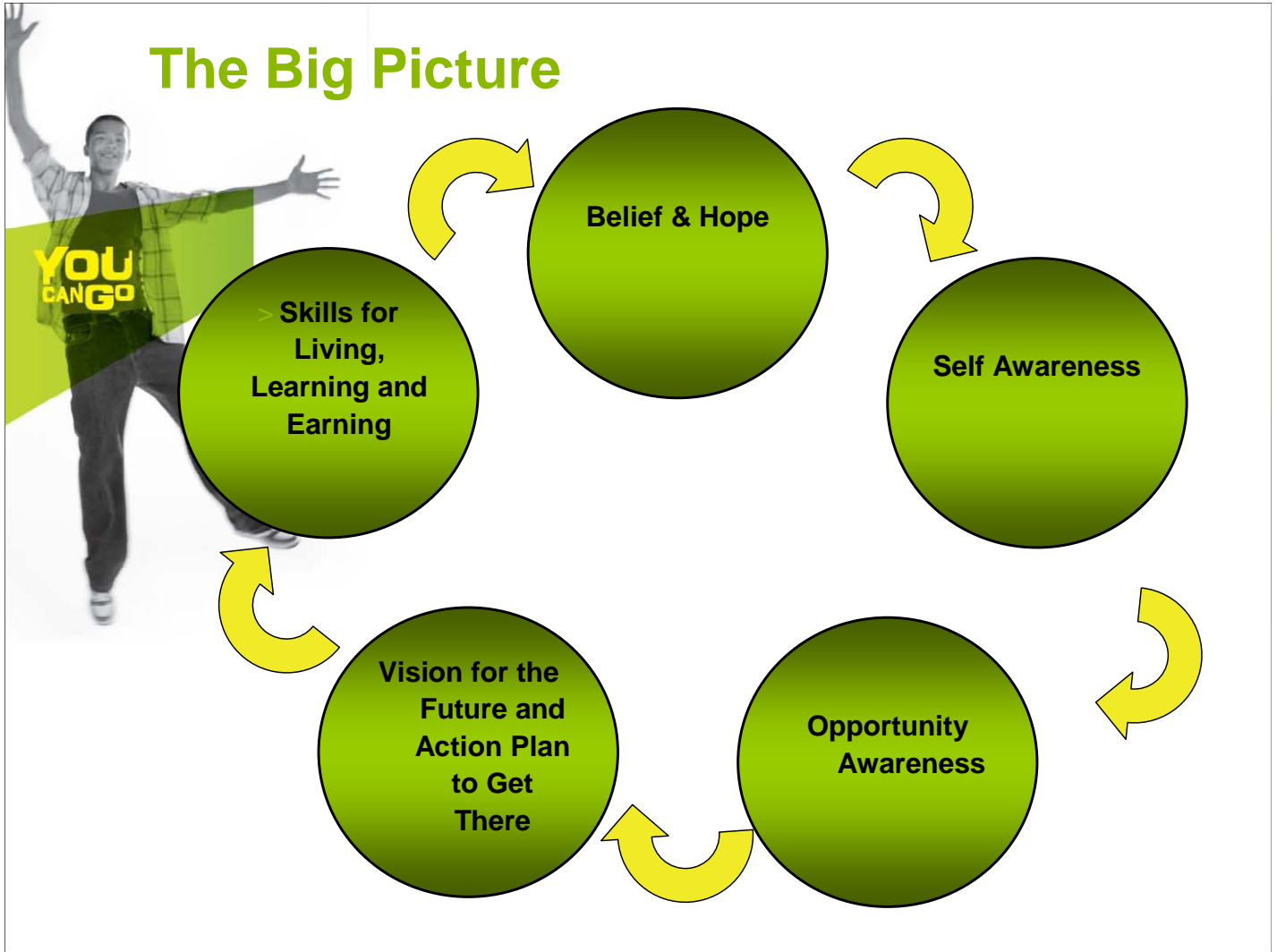
How do people see you in your community, at work and in your family? How do people describe you to others? How do you see yourself?

● WHAT I LOVE MOST

What do you love most about your life?

If you prefer, use this space to illustrate your preferred future visually, using images:

The Big Picture



In order to build the future we want...

- 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 and supports for success

This model is circular, dynamic and inter-relational. Each element potentially impacts and is impacted by the other.

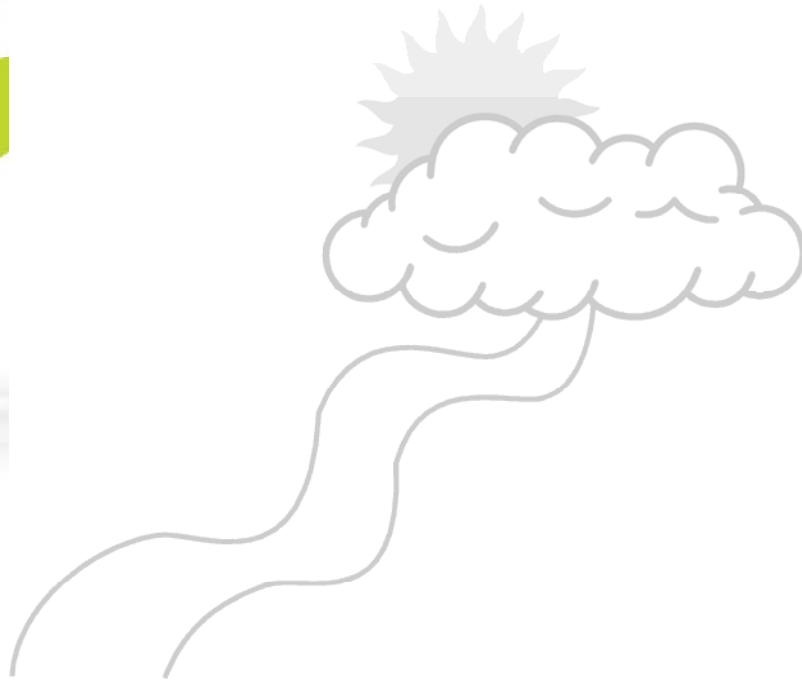
Think of the last time you engaged in independent learning – learning that was not required by your employer, but rather that you chose to pursue for your own reasons.

So... what were your reasons? What motivated you to pursue this learning? Why did you engage in this learning?

Can you make any connections between your last independent learning project and your vision of your preferred future? How does it “fit”?



Preferred Future



Every decision we makes can be seen as moving us either one step closer to or one step further away from our preferred future.

When clients see this connection – that their learning is moving them closer to the future they want – they are much more likely to be motivated, intentional and determined learners.



Objectives of this Session

- > 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:
 - **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**

Foundations of Hope: Mattering

Factors which contribute to hope include....

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)

Mattering makes a significant difference in client engagement and action.

Think of a time when you were a recipient of service (ex. patient in doctor's office, customer in a store, training participant, client receiving financial planning services). Identify a time when you feel you were particularly well served – when you were extremely satisfied with the service.

What was it about the service delivery that made it so positive for you?

Now think of a time when you received extremely poor service – when you were very dissatisfied. What was it about the service that made it so negative for you?

Levels of Mattering

- > Being visible
- > Being valued
- > Contributing
- > Being part of a personal/professional relationship

First Level of Mattering– Being Visible:

At its most basic level, people need to be **visible**—to feel that their presence is recognized and that they are welcome. The simplest gestures make all the difference at this level of mattering—making eye contact, greeting you by name with a smile, offering a hot or cold drink while you wait and apologizing for any delays. Things we often take for granted can make or break initial engagement.

Second Level of Mattering – 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.

Third Level of Mattering – 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.

Fourth Level of Mattering – Having a Personal/Professional Relationship:

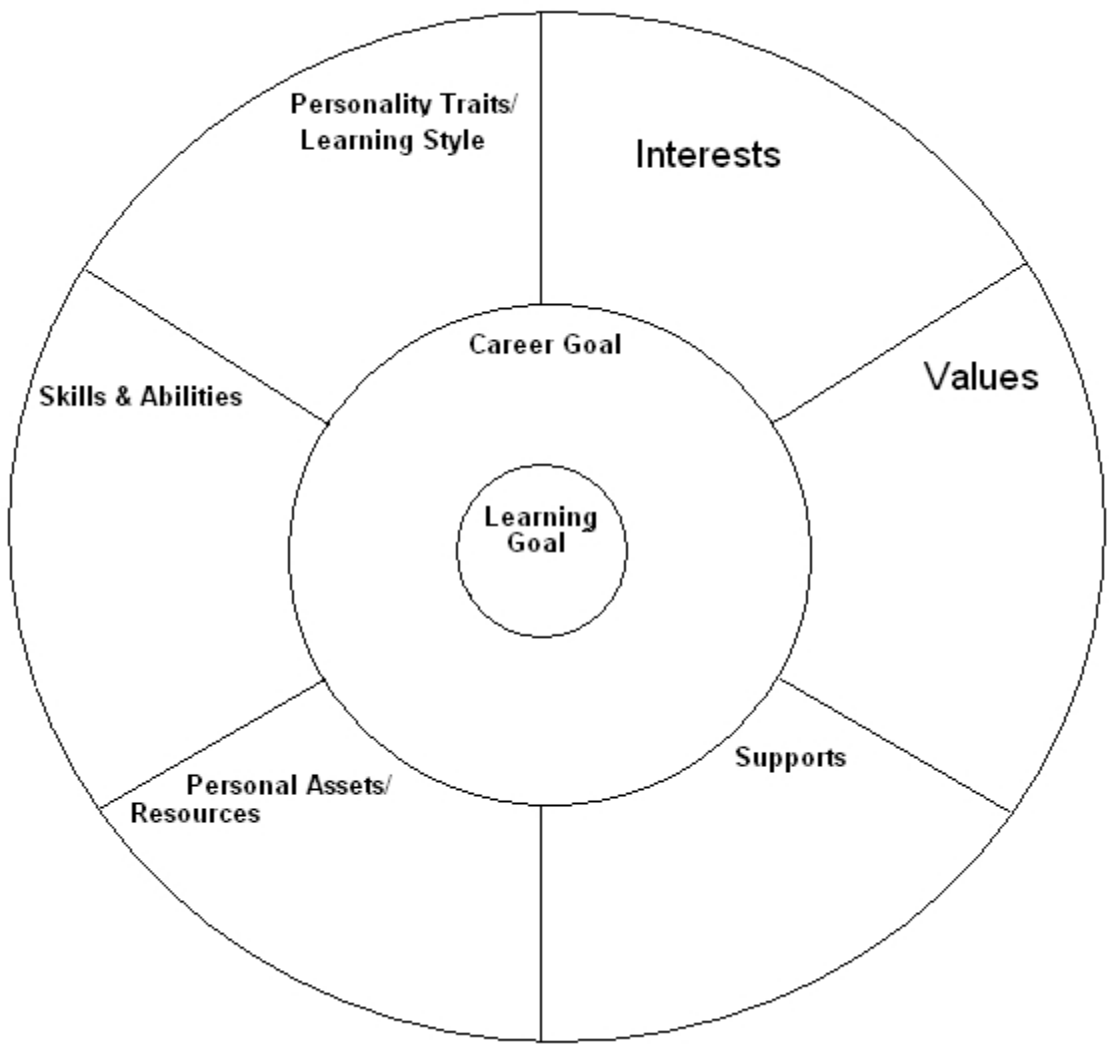
Finally, the fourth level of mattering occurs in service delivery when a **personal and professional relationship** is established. This is not a personal friendship between client and practitioner, but a connection grounded in personal caring and genuine concern. Following up with clients—demonstrating an interest in what happens to them over time—serves to reinforce this fourth and final level of mattering.

Self-Awareness

The #1 reason for youth leaving PSE or switching programs is a perceived lack of “fit” between oneself and their 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/0607-5/d060705a.htm>).

How can “fit” be checked?

The Self-Awareness Wheel



Adapted from: The Wheel developed by Dr. Norm Amundson and Gray Poehnell.

The Self-Awareness Wheel: Interests

Here are some examples of interests. They are all words or phrases that could be used to complete the sentence: “I really like....”

▪ The Arts	▪ Working with my hands	▪ Directing a group
▪ Theatre	▪ Helping others	▪ Reading
▪ Being in a group	▪ Meeting people	▪ Dancing
▪ Music	▪ Outdoors/Nature	▪ Travelling
▪ Public speaking	▪ Surfing the internet	▪ Shopping
▪ Writing	▪ Working with numbers	▪ Cooking
▪ Classifying things	▪ Having new experiences	▪ Politics
▪ Math	▪ Giving directions	▪ Discussing
▪ Fashion	▪ Planning activities	▪ Geography
▪ Animals	▪ Physical activities	▪ Literature
▪ History	▪ Scientific reports	▪ Cultural diversity
▪ International development	▪ Finding information	▪ Learning new things
▪ Selling	▪ Giving explanations	▪ Assembling things
▪ Biology	▪ Talking on the phone	▪ Meeting challenges
▪ Talking/Discussing with people	▪ Psychology	▪
▪ Chemistry	▪ Physics	▪
▪	▪	▪

The Self-Awareness Wheel: Values

Here are some examples of values. They are all words or phrases that could be used to complete the sentence: “I value....”

▪ Love/Friendship	▪ Harmony	▪ Prestige/Recognition
▪ Money	▪ Honesty/Sincerity	▪ Progress/Innovation
▪ Autonomy/Independence	▪ Humour	▪ Promoting Peace
▪ Beauty	▪ Integrity	▪ Human Relations
▪ Competition	▪ Justice	▪ Respect for self and others
▪ Physical comfort	▪ Freedom (to act and express views)	▪ Personal achievement
▪ Contributing to society	▪ Leisure/Having fun	▪ Health
▪ Creativity	▪ Loyalty	▪ Personal satisfaction
▪ Culture/Language	▪ Modesty	▪ Career security
▪ Reaching my full potential	▪ Optimism	▪ Belonging
▪ Education/Knowledge	▪ Order	▪ Social status
▪ Cooperation	▪ Openness	▪ Work
▪ The Environment	▪ Perseverance	▪ Variety/Change
▪ Excellence	▪ Punctuality	▪
▪ Family	▪ Power	▪
▪	▪	▪
▪	▪	▪

The Self-Awareness Wheel: Personality Traits/Style

Here are some words that describe personal style. They are all words or phrases that could be used to complete the sentence: “I am....”

▪ Hospitable/ Welcoming	▪ Curious	▪ Intuitive	▪ Realistic
▪ Active	▪ Determined	▪ Cheerful	▪ Reflective/ Thoughtful
▪ Ambitious	▪ Disciplined	▪ Loyal	▪ Reserved/Shy
▪ Likable	▪ Discrete	▪ Methodical	▪ Respectful
▪ Attentive	▪ Dynamic	▪ Careful	▪ Responsible
▪ Independent	▪ Emotional	▪ Optimistic	▪ A Dreamer
▪ Leading edge	▪ Energetic/ Enthusiastic	▪ Organized	▪ Sensible
▪ Adventurous	▪ Reliable	▪ Original	▪ Serious
▪ A Joker	▪ Demanding	▪ Open	▪ Helpful
▪ Calm	▪ Expressive	▪ Passionate	▪ Sociable
▪ Holistic	▪ Entrepreneurial	▪ Persevering	▪ A Loner
▪ Competitive	▪ Flexible	▪ Perceptive	▪ Spontaneous
▪ Confident	▪ Generous	▪ A Perfectionist	▪ Sympathetic
▪ Convincing	▪ Honest	▪ Patient	▪ Tolerant
▪ Courageous	▪ Innovative	▪ Positive	▪ Brave
▪ Creative	▪ Honourable	▪ Practical	▪
▪ Critical	▪ A Planner	▪	▪

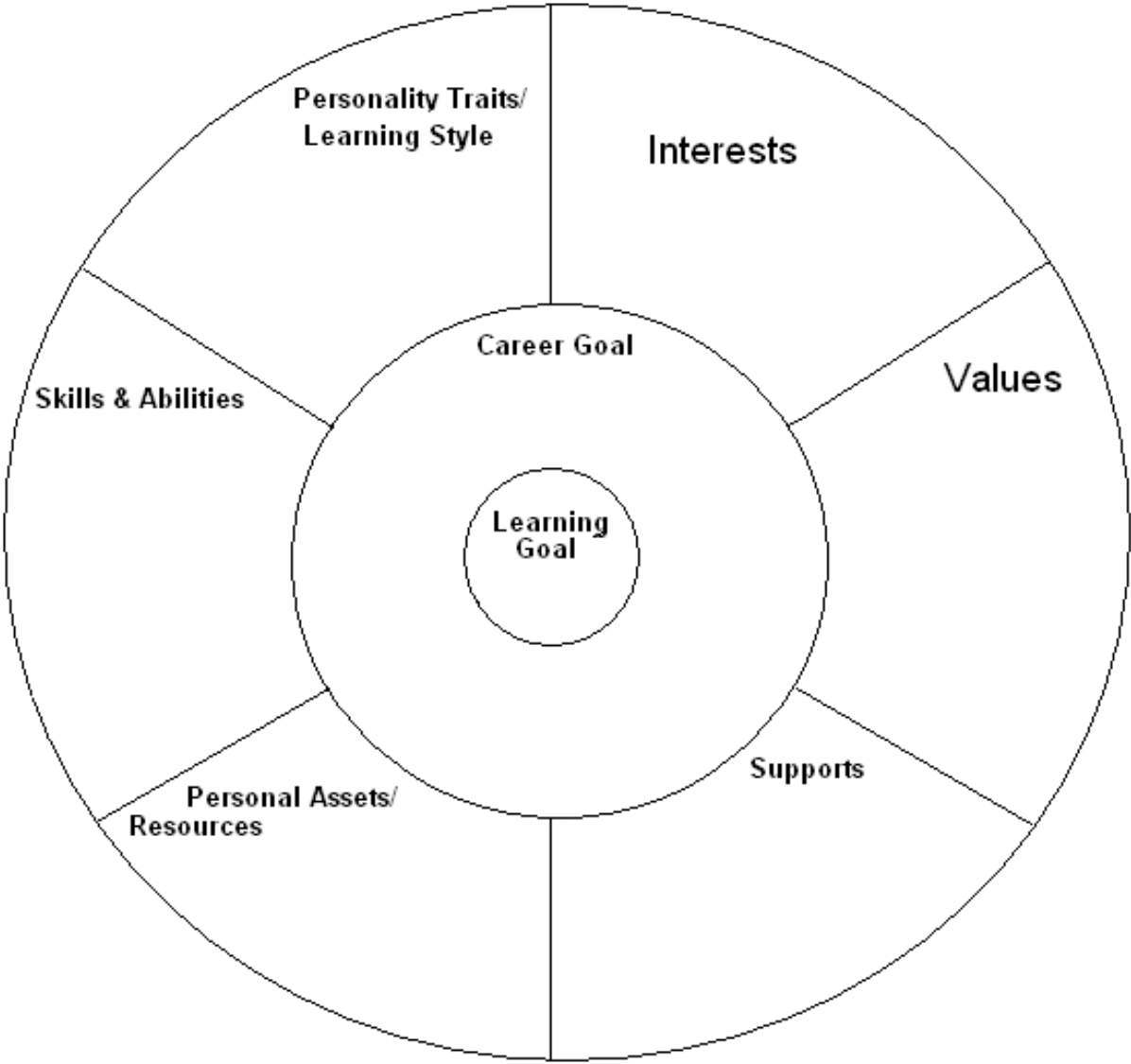
The Self-Awareness Wheel: Skills & Abilities

Adapted from Careerscope, Norman E. Amundson, Gray Poehnell & Mark Pattern

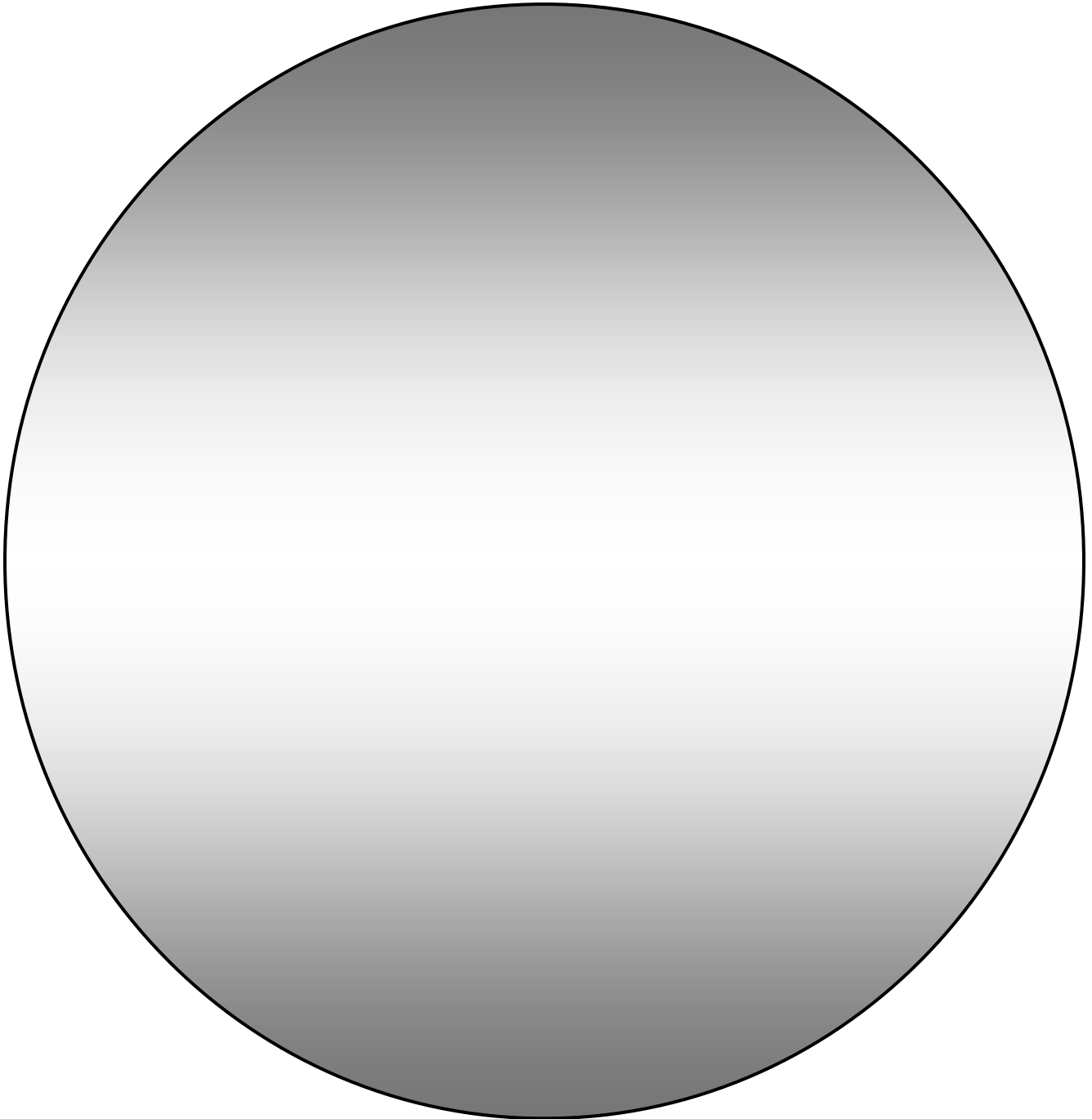
Here are some words that describe personal style. They are all words or phrases that could be used to complete the sentence: “I am good at...”

<p>▪ Administrative Skills</p> <p>Approving Arranging Cataloguing Classifying Compiling Filing Inspecting Organizing Recording Sending Sorting Tabulating</p>	<p>▪ Financial Skills</p> <p>Allocating Analyzing Appraising Auditing Budgeting Calculating Computing Estimating Evaluating Forecasting Managing Planning</p>	<p>▪ Physical Skills</p> <p>Assembling Building Cleaning Cultivating Cutting Driving Installing Lifting Measuring Operating Painting Repairing</p>
<p>▪ Teaching Skills</p> <p>Adapting Clarifying Coaching Communicating Coordinating Encouraging Evaluating Explaining Facilitating Informing Planning Stimulating</p>	<p>▪ Creative Skills</p> <p>Acting/performing Carving Cooking Decorating Designing Directing Generating Illustrating Inventing Painting Sewing Writing</p>	<p>▪ Service Skills</p> <p>Advising Answering Arranging Assisting Cleaning Collecting Delivering Explaining Preparing Selling Serving Showing</p>
<p>▪ Helping Skills</p> <p>Advocating Assessing Assisting Clarifying Coaching Counselling Demonstrating Educating Empathizing Facilitating Guiding Listening Mediating Nursing</p>	<p>▪ Research Skills</p> <p>Assessing Clarifying Collecting Diagnosing Evaluating Examining Extracting Inspecting Interpreting Interviewing Investigating Organizing Summarizing Theorizing</p>	<p>▪ Communication Skills</p> <p>Addressing Debating Drafting Editing Formulating Influencing Interpreting Moderating Motivating Negotiating Promoting Publicizing Speaking Translating</p>
<p>▪ Leadership/Management Skills</p> <p>Administer Analyze Assign Commit Coordinate Delegate Direct Evaluate Initiate Prioritize Risk Supervise Strategize Problem-solving</p>	<p>▪ Technical Skills</p> <p>Assemble Build Calculate Compute Design Devise Engineer Examine Maintain Navigate Operate Program Repair Solve Test Upgrade</p>	<p>▪ Other Skills/Abilities</p>

The Self-Awareness Wheel: Personal Inventory



The Self-Awareness Wheel: Blank Wheel



The Self-Awareness Wheel: Client Application

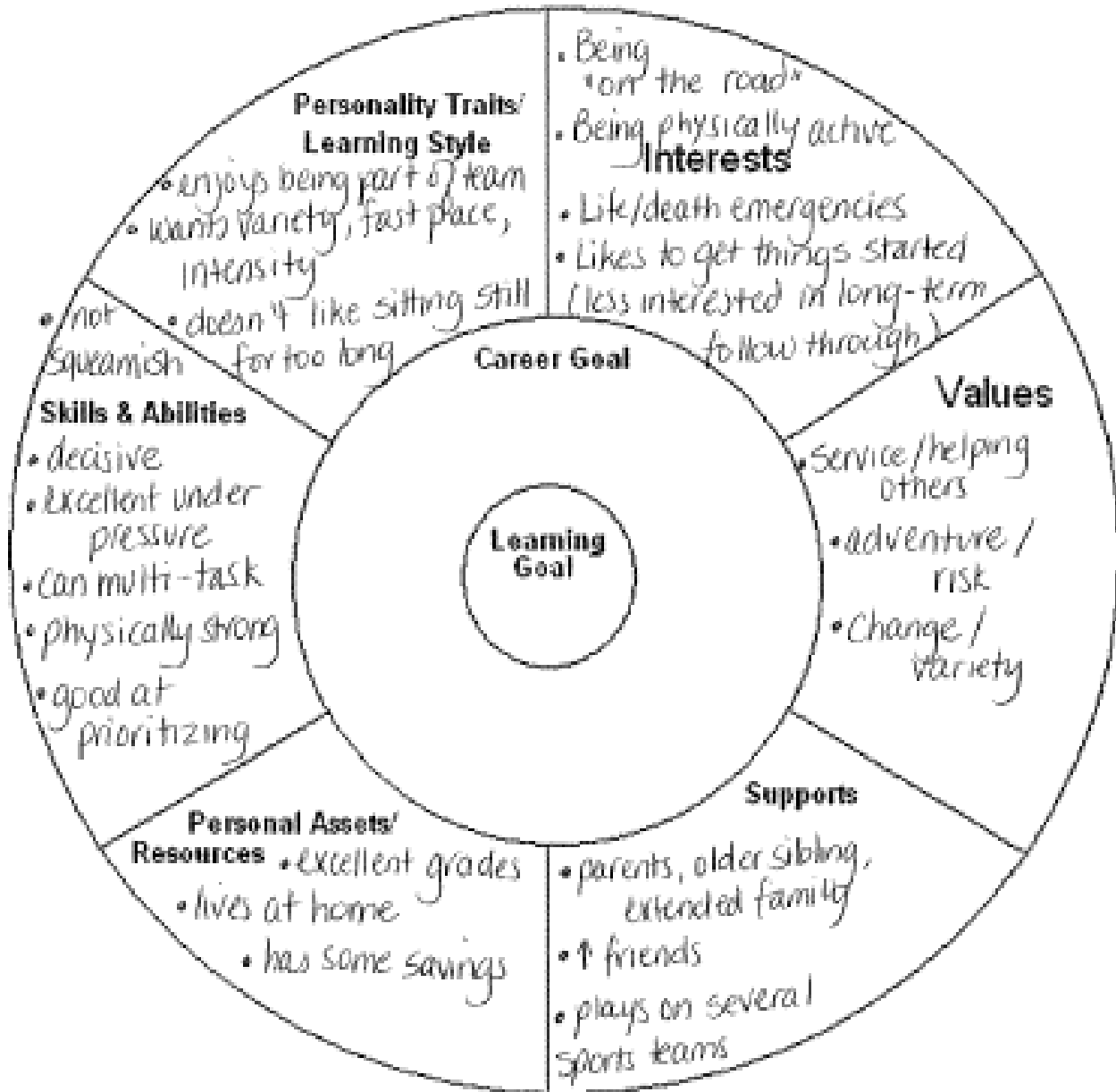
How could you use this activity and/or variations of it to help clients assess the “fit” between their longer term career goals, their shorter term learning goals and their internal motors (what is most important to them)?

- What adaptations (if any) would you make to this activity in order to apply it with your clients?
- 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 (ex. handout, flip chart)?

Opportunity Awareness

We only know what we know... In other words, 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 – or to role models who have been in PSE – then the scope of what they consider as possible for themselves may likewise be very limited.

Opportunity Awareness: Case Study – Rowan



Rowan is a young woman 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. She is interested in health care, but doesn't want to work in a hospital or doctor's office.

Opportunity Awareness: Case Study – Rowan

What other possibilities within health care might make sense for Rowan?

Choose one promising possibility. If you were Rowan, what are some sources of information you could turn to in your community in order to find out more about this prospect?

Opportunity Awareness: The 3 Ps

Print

Hard copy (telephone book, directories) and/or electronic media (internet sites, databases)

People

People who are in a position to provide information about your area of interest (ex. someone doing the job, employer, someone who has completed the academic program, faculty)

Participation

Experiences you can have that provide you with information about your area of interest (ex. coop, job shadowing, volunteering, campus visit, sitting in on a class)

Each of the 3 Ps provides different kinds of information at different levels of depth.

Opportunity Awareness: Sample Research Plan

	Steps for building awareness of opportunities	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
01	Decide what experiences might help give me more focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02	Consider volunteering in fields of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03	Select courses to keep options open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04	See a guidance counsellor re: my focus and action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05	Discuss my uncertainty with people I trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06	Find out about the types of training/programs available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07	Confirm courses associated with the different programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08	Verify where training/programs are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09	Research prerequisites/admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10	Find out about average acceptance rates (Call the institution or Apprenticeship Board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* parent, guardian, guidance counsellor, teacher, friends, other

	Steps for building awareness of opportunities	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
11	Research costs (tuition, housing, fees, books, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12	Research scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13	Research financial aid/assistance (student loans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14	Prepare a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15	Find out about orientation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16	Talk to people already in the program/at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17	Visit the campuses/institutions or apprenticeship sites that are of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18	Research services offered by the institutions/in the communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19	Research housing options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* parent, guardian, guidance counsellor, teacher, friends, other

Putting the Pieces Together – Action Planning

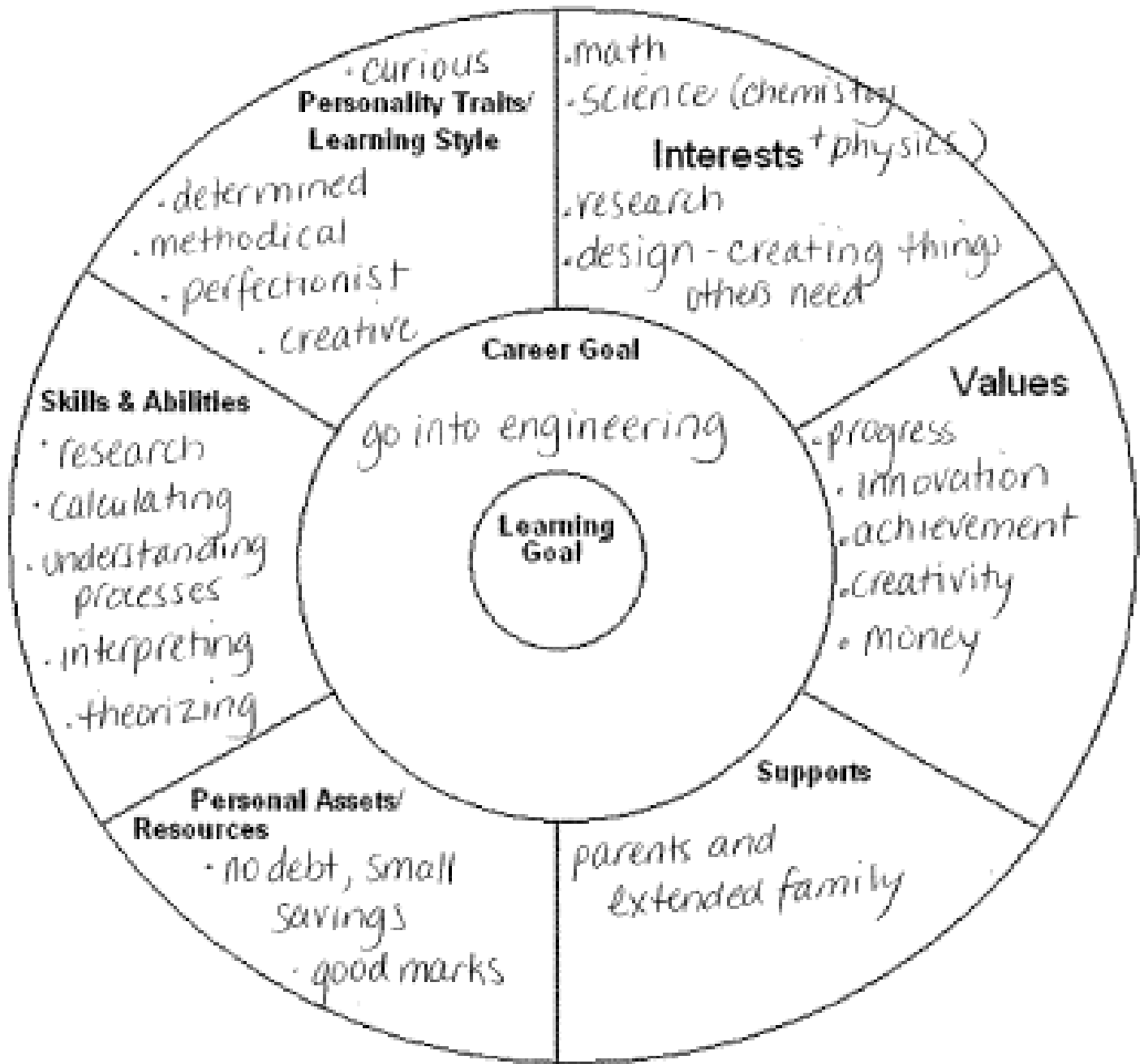
What are some characteristics of a strong goal statement?

SMART goals are:

- Specific
- Measurable
- Attainable
- Realistic
- Timely

Example: *To successfully complete the Construction & Maintenance Electrician Apprenticeship Program offered by Sheridan College (Level 1) by June 2010.*

Action Planning: Case Study: Alex



Action Planning: Case Study: Amir

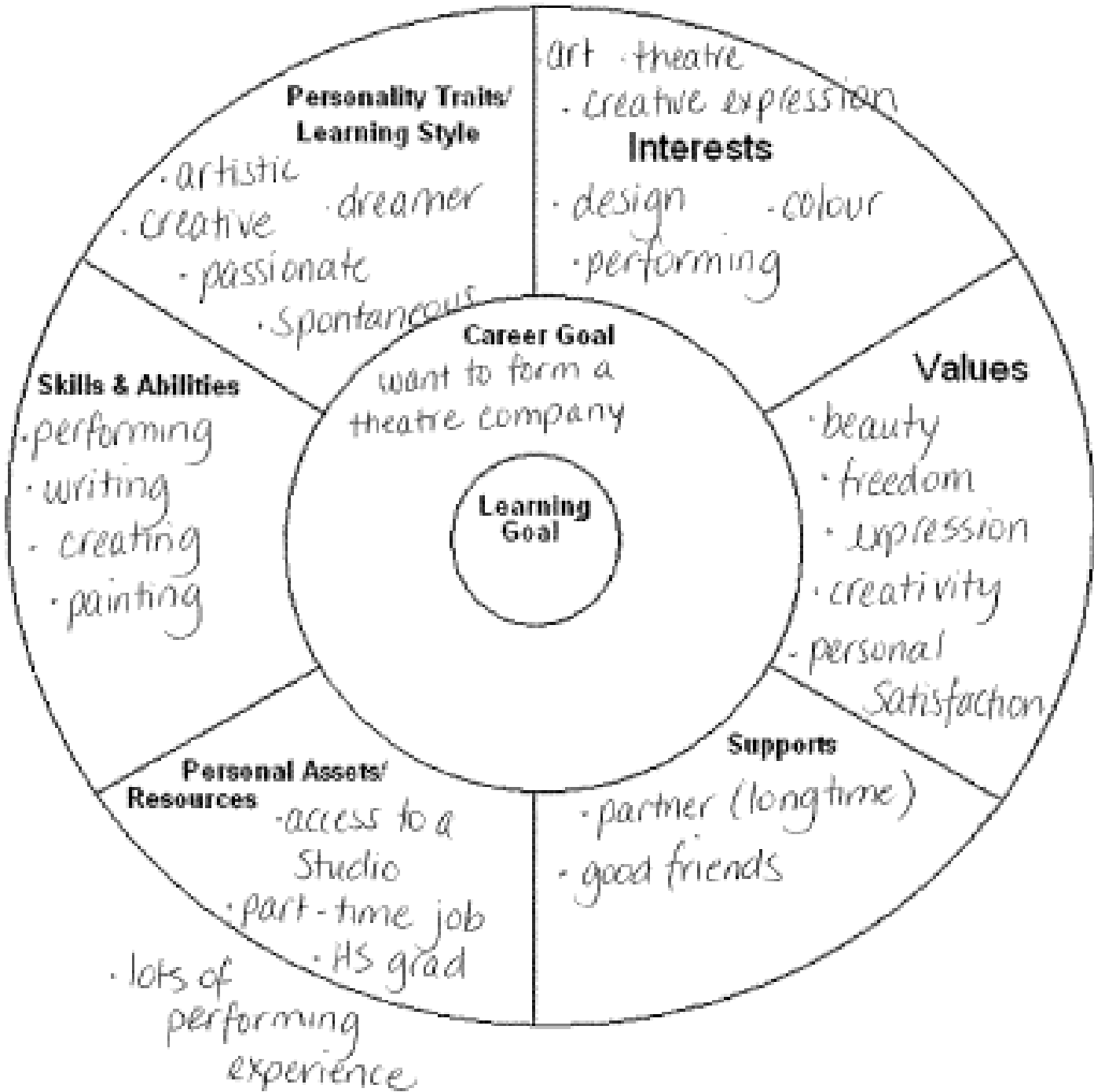


Note: "Shop" refers to high school class focused on technical/vocational skills

Action Planning: Case Study: Lela



Action Planning: Case Study: Mario



Action Planning: Sample Action Plan

	Steps for achieving goal	Done	Not Necessary	To Do				
					Supports*	How?	When?	Progress
01	Have a Plan B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02	Verify where training/program is offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03	Confirm prerequisites/requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04	Find out about average acceptance rates (phone the institution or Apprenticeship Board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05	Research costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06	Research scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07	Submit application forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08	Submit application for financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09	Research housing options, application processes and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10	Do a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* parent, guardian, guidance counsellor, teacher, friends, other

	Steps for achieving goal	Done	Not Necessary	To Do				
					Allies*	How?	When?	Progress
11	Talk to someone already in the program/at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12	Visit the campus/institution or apprenticeship site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13	Find out about services offered on campus/in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14	Secure housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					* parent, guardian, guidance counsellor, teacher, friends, other			

Action Planning: Blank Action Plan

GOAL: _____

	Steps for achieving goal	Done	Not Necessary	To Do				
					Supports*	How?	When?	Progress
01		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
02		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
03		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
04		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
05		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
06		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
07		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
08		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
09		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					* parent, guardian, guidance counsellor, teacher, friends, other			

Steps for achieving goal	Done	Not	To Do	
--------------------------	------	-----	-------	--

			Necessary		Allies*	How?	When?	Progress
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
					* parent, guardian, guidance counsellor, teacher, friends, other			

Action Planning: Instructions for Groups

1. Once you have your case study, review it as a group. Have a brief discussion about what stands out to you about your client.
2. Take the goal articulated in the case study and refine it. Since the real client isn't with you, you'll have to agree as a group what would be a reasonable SMART career goal.
3. In each case, in order to achieve their career goal, the client will need to complete some form of PSE program. As a group, agree on a learning goal for the client.
4. Once you have a SMART learning goal, use the blank action plan to build a tailored plan for your client. You may get some ideas of possible steps from the sample action plan provided.
5. Be prepared to present a brief summary of your case study, your SMART goals and your action plan.

Skills & Supports for Living, Learning and Earning – Resilience

Resilience is the capacity to “bounce back” from setbacks, challenges and disappointments and to keep moving in a positive direction toward your preferred future.



Resilience

- 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)

Resilience – Protective Factors

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
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 competence ▪ Consistent expression of community values and norms regarding “proper” behaviour ▪ Formal social support through school/religious affiliations

Study Skills

What are some of the learning issues (skills gaps, bad study habits) that can get in the way of academic success?

Study Skills – Time Management

Time management is about working smarter, not harder. Use the following chart to organize, prioritize and plan your time:

Task	Importance/Priority	Length of Time Required

Study Skills – Time Management

It sounds obvious, but many people don't sit down and organize their time using an agenda. Use the following to plan your time, being sure enough time is reserved to achieve your priority tasks from the previous page. Don't forget to allow for time not directly related to studying (ex. sleeping, meals, exercise, family/friends, personal care/grooming, transportation, relaxing, socializing).

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 AM							
9 AM							
10 AM							
11 AM							
NOON							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							
11 PM							

Study Skills – Time Management

Time Scheduling Suggestions (from <http://www.ucc.vt.edu/stdysk/htimesug.html>)

Time scheduling will not make you a perfectly efficient person. Very few people can rigorously keep a detailed schedule day after day over a long period of time. In fact, many students who draw up a study schedule and find themselves unable to stick to it become impatient and often give up the scheduling idea completely.

The following method of organizing time has been helpful to many students and does not take much time. It is more flexible than many methods and helps the student to establish long term, intermediate, and short term time goals.

1. Long Term Schedule

Construct a schedule of your fixed commitments only. These include only obligations you are required to meet every week, e.g., job hours, classes, church, organization meetings, etc.

2. Intermediate Schedule - One per week

Now make a short list of MAJOR EVENTS and AMOUNT OF WORK to be accomplished in each subject this week. This may include non-study activities. For example:

Quiz Wednesday
Paper Tuesday
Ball game Tuesday night
Finish 40 pages in English by Friday
Finish 150 pages in History by Friday

These events will change from week to week and it is important to make a NEW LIST FOR EACH WEEK. Sunday night may be the most convenient time to do this.

3. Short Term Schedule - One per day

On a small note card each evening before retiring or early in the morning make out a specific daily schedule. Write down specifically WHAT is to be accomplished. Such a schedule might include:

Wednesday

8:00 - 8:30 Review History
9:30 - 10:30 Preview Math and prepare for Quiz
4:45 Pick up cleaning on way home
7:00 - 10:15 Chpt. 5, 6 (History)
10:30 Phone calls

CARRY THIS CARD WITH YOU and cross out each item as you accomplish it. Writing down things in this manner not only forces you to plan your time but in effect causes you to make a promise to yourself to do what you have written down.

Study Skills – Listening to Instructions

Good Listening In Class (From <http://www.how-to-study.com/GoodListeningInClass.htm>)

It is important for you to be a good listener. In many learning situations, much of what you will have to learn will be presented verbally by your instructors. Just hearing what they say is not the same as listening to what they say. Listening is a cognitive act that requires you to pay attention, think about and mentally process what you hear.

Here are some tips to help you be a good listener in class.

- **Be Cognitively Ready to Listen When You Come to Class.** Make sure you complete all assigned work and readings. Review your notes from previous class sessions. Think about what you know about the topic that will be covered in class that day.
- **Be Emotionally Ready to Listen When You Come to Class.** Your attitude is important. Make a conscious choice to be committed to learning all that you can.
- **Listen with a Purpose.** Identify what you expect and hope to learn from the class session. Listen for these things as your instructor talks.
- **Listen with an Open Mind.** Be receptive to what your instructor says. It is good to question what is said as long as you remain open to points of view other than your own.
- **Be Attentive.** Focus on what your instructor is saying. Try not to daydream and let your mind wander to other things. It helps to sit in the front and center of the class, and to maintain eye contact with your instructor.
- **Be an Active Listener.** You can think faster than your instructor can speak. Use this to your advantage by evaluating what is being said and trying to anticipate what will be said next. Take good written notes about what your instructor says. While you can think faster than your instructor can speak, you cannot write faster than they can speak. Taking notes requires you to make decisions about what to write, and you have to be an active listener to do this.
- **Meet the Challenge.** Don't give up and stop listening when you find the information being presented difficult to understand. Listen even more carefully at these times and work hard to understand what is being said. Don't be reluctant to ask questions.
- **Triumph Over the Environment.** The classroom may too noisy, too hot, too cold, too bright, or too dark. Don't give in to these inconveniences. Stay focused on the big picture - LEARNING.

Study Skills – Note Taking

Note Taking Tips (From <http://www.how-to-study.com/taking-notes-in-class.htm>)

Taking good notes is a three-stage process in which there are certain things you should do **before** class, **during** class, and **after** class. Here are the three stages of note-taking and what you should do during each stage.

1. Get Ready to Take Notes (Before Class)

- Review your notes from the previous class session before you come to class. This will help you remember what was covered and get you ready to understand new information your instructor provides.
- Complete all assigned readings before you come to class. Your instructor will expect that you have done this and will use and build upon this information.
- Bring all note-taking materials with you to class. Have several pens and pencils as well as your notebook.

2. Take Notes (During Class)

- Keep your attention focused on what your instructor is saying. Listen for “signal statements” that tell you that what your instructor is about to say is important to write in your notes. Examples of signal statements are “The most important point...” and “Remember that . . . “ Be sure to include in your notes information that your instructor repeats or writes on the chalkboard.
- Write quickly so that you can include all the important information in your notes. Do this by writing abbreviated words such as med for medicine, using symbols such as % for percent, and writing short sentences.
- Place a “?” next to information you write in your notes, but about whose meaning you are not sure.

3. Rewrite Your Notes (After Class)

- Rewrite your notes to make them more complete by changing abbreviated words into whole words, symbols into words, and shortened sentences into longer sentences.
- Make your notes more accurate by answering any questions you had when writing your notes in class. Use your [textbook](#) and [reference sources](#) to obtain the information you need to answer your questions. If necessary, ask your instructor or other students for help.
- Check with other students to be sure you did not leave out important information.

Study Skills – Memory/Concentration

Using Memory Effectively (From <http://www.studygs.net/memory/>)

The following techniques and exercises use associations with letters, images, maps, etc to help you remember. As you proceed through this list of techniques, try to think of strategies that would be useful to you! Some people use letters, some images, even songs. Each depends on how comfortable you are with, or how useful they are to, your way of thinking!

1. **Acronyms: An acronym** is an invented combination of letters. Each letter is a cue to, or suggests, an item you need to remember.

PEMDAS, sequence in solving or evaluating math equations
Parenthesis | Exponents | Multiplication | Division | Addition | Subtraction

ROY G. BIV, the colors of the visible spectrum
Red, Orange, Yellow, Green, Blue, Indigo, Violet

IPMAT, the stages of cell division
Interphase, Prophase, Metaphase, Anaphase, Telephase

2. **An acrostic** is an invented sentence or poem with a first letter cue:
The first letter of each word is a cue to an idea you need to remember.

Please Excuse My Dear Aunt Sally (PEMDAS, above)
Sequence in solving or evaluating math equations
Parenthesis | Exponents | Multiplication | Division | Addition | Subtraction

Every Good Boy Deserves Fun
An acrostic for remembering a sequence of musical notes (G-clef notes on sheet music)-
-E, G, B, D, F

3. **Rhyme-Keys: (for ordered or unordered lists):** First, memorize key words that can be associated with numbers.

Example: bun = one; shoe = two, tree = three, door = four, hive = five, etc.
Create an image of the items you need to remember with key words.

Four basic food groups-- dairy products; meat, fish, and poultry; grains; and fruit and vegetables

Think of cheese on a bun (one), livestock with shoes on (two),
a sack of grain suspended in a tree (three), a door to a room stocked with fruits and vegetables (four)

Study Skills – Memory/Concentration

Using Memory Effectively – continued (From <http://www.studygs.net/memory/>)

- 4. The Method of Loci: (for approximately twenty items):** Select any location that you have spent a lot of time in and know well. This is good for kinesthetic learners!

Imagine yourself walking through the location, selecting clearly defined places--the door, sofa, refrigerator, shelf, etc. Imagine yourself putting objects that you need to remember into each of these places by walking through this location in a direct path.

Again, you need a standard direct path and clearly defined locations for objects to facilitate the retrieval of these objects.

George Washington, Thomas Jefferson, and Richard Nixon, you could imagine walking up to the door of your location and seeing a dollar bill stuck in the door; when you open the door Jefferson is reclining on the sofa and Nixon is eating out of the refrigerator.

- 5. The Keyword Method: (for foreign language vocabulary)**

First, after considering the foreign word you need to remember, select a key word in English that sounds like the foreign word.

Next, imagine an image which involves the key word with the English meaning of the foreign word.

For example, consider the Spanish word "cabina" which means "phone booth." For the English keyword, you might think of "cab in a" You could then invent an image of a cab trying to fit in a phone booth. When you see the word "cabina" on the test, you should be able to recall the image of the cab and you should be able to retrieve the definition "phone booth."

- 6. The Image-Name Technique: (for remembering names)**

Simply invent any relationship between the name and the physical characteristics of the person. For example, if you had to remember Shirley Temple's name, you might ingrain the name in memory by noticing that she has "curly" (rhymes with Shirley) hair around her temples.

- 7. Chaining: (for ordered or unordered lists)**

Create a story where each word or idea you have to remember cues the next idea you need to recall. If you had to remember the words Napoleon, ear, door, and Germany, you could invent a story of Napoleon with his ear to a door listening to people speak in German.

Study Skills – Memory/Concentration

Tips for Concentrating When Studying (From <http://www.studygs.net/concen.htm>)

Concentration is the ability to direct your thinking. **The art or practice of concentration**, no matter if studying biology or playing pool, is to focus on the task at hand and eliminate distraction. We all have the ability to concentrate -- sometimes. Think of the times when you were "lost" in something you enjoy: a sport, playing music, a good game, a movie – total concentration. **But at other times,**

- Your mind wanders from one thing to another
- Your worries distract you
- Outside distractions take you away before you know it
- The material is boring, difficult, and/or not interesting to you.

These tips may help:

What you can control in your studies:

- **"Here I study"**
 - Get a dedicated space, chair, table, lighting and environment
 - Avoid your cellphone or telephone
 - Put up a sign to avoid being disturbed or interrupted
 - If you like music in the background, OK, but don't let it be a distraction. (Research on productivity with music versus without music is inconclusive)
- **Stick to a routine, efficient study schedule**
 - Accommodate your day/night-time energy levels
 - Set goals and manage your time
- **Focus**
 - Before you begin studying, take a few minutes to summarize a few objectives, gather what you will need, and think of a general strategy of accomplishment
- **Incentives**
 - Create an incentive if necessary for successfully completing a task, such as calling a friend, a food treat, a walk, etc.
 - For special projects such as term papers, design projects, long book reviews, set up a special incentive
- **Change topics**
 - Changing the subject you study every one to two hours for variety
- **Vary your study activities**
 - Alternate reading with more active learning exercises
 - If you have a lot of reading, try the [SQ3R method](#) (more on this available in this website)
 - Ask yourself how you could increase your activity level while studying? Perhaps a group will be best? Creating study questions? Ask your instructor for alternative strategies for learning. The more active your learning, the better.
- **Take regular, scheduled breaks that fit you**
 - Do something different from what you've been doing (e.g., walk around if you've been sitting), and in a different area
- **Rewards**
 - Give yourself a reward when you've completed a task

Study Skills – Memory/Concentration

Tips for Concentrating When Studying (From <http://www.studygs.net/concen.htm>)

Best Practices:

You should notice improvement in a few days - But like any practice, there will be ups, levels, and downs. **It will benefit other activities you do!**

Be Here Now

This deceptively simple strategy is probably the most effective. When you notice your thoughts wandering astray, say to yourself "*Be here now*" and gently bring your attention back to where you want it. **For example:** You're studying and your attention strays to all the other homework you have, to a date, to the fact that you're hungry. Say to yourself "*Be here now*" Focus back on subject and maintain your attention there as long as possible. When it wanders again, repeat "*Be here now*" and gently bring your attention back, and continue this practise, repeatedly. It will work!

Do not try to keep particular thoughts out of your mind. For example, as you sit there, close your eyes and think about anything you want to for the next three minutes except cookies. Try not to think about cookies...When you try not to think about something, it keeps coming back. ("I'm not going to think about cookies. I'm not going to think about cookies.")

You might do this hundreds of times a week. Gradually, you'll find that the period of time between your straying thoughts gets a little longer every few days. So be patient and keep at it. You'll see some improvement!

Worry or Think Time

Research has proven that people who use a worry time find themselves worrying 35 percent less of the time within four weeks.

1. **Set aside a specific time each day to think about** the things that keep entering your mind and interfering with your concentration.
2. **When you become aware of a distracting thought**, remind yourself that you have a special time to think about them,
3. **Let the thought go**, perhaps with "*Be here now*,"
4. **Keep your appointment** to worry or think about those distracting issues

For example, set 4:30 to 5 p.m. as your worry/think time. When your mind is side-tracked into worrying during the day, remind yourself that you have a special time for worrying. Then, let the thought go for the present, and return your focus to your immediate activity.

Tallying your mental wanderings.

Have a 3 x 5 inch card handy. Draw two lines dividing the card into three sections. Label them "morning," "afternoon," and "evening."

Each time your mind wanders, make a tally in the appropriate section. Keep a card for each day. As your skills build, you'll see the number of tallies decrease

Study Skills – Memory/Concentration

Tips for Concentrating When Studying (From <http://www.studygs.net/concen.htm>)

Maximize your energy level

When is your energy level at its highest? When are your low energy times? Study your most difficult courses at your high energy times. Sharpest early in the evening? Study your most difficult course then. Later in the evening? Work on your easier courses or the ones you enjoy the most.

Most students put off the tough studies until later in the evening when they become tired, and it is more difficult to concentrate. Reverse that. Study hard subjects at peak energy times; easier ones later. This alone can help to improve your concentration

Visualize

As an exercise before you begin studying, think of those times when concentration is not a problem for you--no matter what situation. Now try to feel or image yourself in that situation. Recapture that experience immediately before your studies by placing yourself in that moment. Repeat before each study session.

Portions adapted with permission from

Help Yourself. <http://www.k-state.edu/counseling/concentr.html> University Counseling Services, Kansas State University.

Study Skills – Writing

Ten Steps to Writing a Good Paper (From <http://www.how-to-study.com/writing-a-research-paper.htm>).

To write a good research paper, you must be specific about your topic, know what you want to say, and say it effectively. Following these ten steps will help you write a good research paper.

- **Step 1.** Choose Your Topic. When choosing a topic, choose one in which you are interested, and for which there is enough information. If your topic is too broad, you will have difficulty completing your paper. “The Effects of Pollution” is too broad because there are so many effects of pollution. “The Effects of Pollution on Geese in the Northeast Section of Duluth, Minnesota” is too narrow. You are not likely to find much information that is this specific. “The Effects of Pollution in Yosemite National Park” is just about right as a topic.

- **Step 2.** Locate Information. Use information from a variety of reference sources. These sources include encyclopedias, almanacs, scholarly journals, books, magazines, and newspapers. Find these sources in print form, on CD-ROMS, and on the Internet.

- **Step 3.** Prepare Bibliography Cards. Prepare bibliography cards to document the sources of information you use when writing your paper. Your library will have style manuals to illustrate how to prepare bibliography cards for various sources of information.

- **Step 4.** Prepare Note Cards. Use note cards to record notes from each source you use when writing your paper. Number your note cards to keep track of them.

- **Step 5.** Prepare an Outline. Write an outline for your paper by organizing your notes from the note cards into topics, subtopics, details, and sub-details. Use an organization such as:
 - **Topic**
 - **Subtopic**
 - **detail**
 - **subdetail**

- **Step 6.** Write A Rough Draft. Use your note cards and outline to write a rough draft of your paper. As you write your draft, use numbered footnotes to credit sources from which you take quotations or major ideas.

Study Skills – Writing

- **Step 7.** Revise Your Rough Draft. Make any changes needed to be sure your ideas are clearly expressed and your writing has accurate spelling and grammar.

- **Step 8.** Prepare Your Bibliography. At the end of your paper, provide a list of all the sources you used to gather information for the paper. Your bibliography cards will provide this information. List your sources in alphabetical order by the first word on each of your bibliography cards.

- **Step 9.** Prepare a Title Page and Table of Contents. The title page is the first page of the paper. It should include the title of your paper, your name, and the date on which the paper is due. The table of contents is the second page. It should list the main topics, important subtopics, and the page on which each is introduced in your paper.

- **Step 10.** Final Checklist. Before handing in your paper, be sure you can answer “Yes” to each of the following questions.
 - Did I include a title page?
 - Did I include a table of contents?
 - Did I number all pages correctly?
 - Did I provide footnotes for quotations and major sources of information?
 - Did I include a bibliography?
 - Did I keep a second copy for my files?

Study Skills – Managing Anxiety

From: <http://www.how-to-study.com/testanxiety.htm>.

WHAT IS TEST ANXIETY?

Too much anxiety about a test is commonly referred to as test anxiety. It is perfectly natural to feel some anxiety when preparing for and taking a test. In fact, a little anxiety can jump start your studying and keep you motivated. However, too much anxiety can interfere with your studying. You may have difficulty learning and remembering what you need to know for the test. Further, too much anxiety may block your performance during the test. You may have difficulty demonstrating what you know during the test.

HOW DO I KNOW IF I HAVE TEST ANXIETY?

You probably have test anxiety if you answer YES to four or more of the following:

1. I have a hard time getting started studying for a test.
2. When studying for a test, I find many things that distract me.
3. I expect to do poorly on a test no matter how much or how hard I study.
4. When taking a test, I experience physical discomfort such as sweaty palms, an upset stomach, a headache, difficulty breathing, and tension in my muscles.
5. When taking a test, I find it difficult to understand the directions and questions.
6. When taking a test, I have difficulty organizing my thoughts.
7. When taking a test, I often “draw a blank.”
8. When taking a test, I find my mind wandering to other things.
9. I usually score lower on a test than I do on assignments and papers.
10. After a test, I remember information I couldn’t recall during the test.

WHAT CAN I DO ABOUT TEST ANXIETY?

Here are some things you can do *before*, *during*, and *after* a test to reduce your test anxiety.

1. Use good study techniques to gain cognitive mastery of the material that will be covered on the test. This mastery will help you to approach the test with confidence rather than have excessive anxiety. Employ the tips we provide at [Preparing to Study](#).
2. Maintain a positive attitude as you study. Think about doing well, not failing. Think of the test as an opportunity to show how much you have learned.
3. Go into the test well rested and well fed. Get enough sleep the night before the test. Eat a light and nutritious meal before the test. Stay away from junk foods.
4. Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self-statements such as “I can do this.”
5. Follow a plan for taking the test such as the DETER strategy we describe at [A Strategy for Taking Tests](#). Don’t panic even if you find the test difficult. Stay with your plan!
6. Don’t worry about other students finishing the test before you do. Take the time that you need to do your best.
7. Once you finish the test and hand it in, forget about it temporarily. There is nothing more you can do until the graded test is returned to you. Turn your attention and effort to new assignments and tests.
8. When the graded test is returned to you, analyze it to see how you could have done better. Learn from your mistakes and from what you did well. Apply this knowledge when you take the next test. You have to know the material to do well on a test. You have to control test anxiety to show what you know.

Study Skills – Reading

The SQRW Strategy for Reading Textbooks Effectively (From <http://www.how-to-study.com/pqr.htm0>)

SQRW is a four-step strategy for reading and taking notes from chapters in a textbook. Each letter stands for one step in the strategy. Using SQRW will help you to understand what you read and to prepare a written record of what you learned. The written record will be valuable when you have to participate in a class discussion and again when you study for a test. Read to learn what to do for each step in SQRW.

Survey. Surveying brings to mind what you already know about the topic of a chapter and prepares you for learning more. To survey a chapter, read the title, introduction, headings, and the summary or conclusion. Also, examine all visuals such as pictures, tables, maps, and/or graphs and read the caption that goes with each. By surveying a chapter, you will quickly learn what the chapter is about.

Question. You need to have questions in your mind as you read. Questions give you a purpose for reading and help you stay focused on the reading assignment. Form questions by changing each chapter heading into a question. Use the words *who*, *what*, *when*, *where*, *why*, or *how* to form questions. For example, for the heading "Uses of Electricity" in a chapter about how science improves lives, you might form the question "What are some uses of electricity?" If a heading is stated as a question, use that question. When a heading contains more than one idea, form a question for each idea. Do not form questions for the Introduction, Summary, or Conclusion.

Read. Read the information that follows each heading to find the answer to each question you formed. As you do this, you may decide you need to change a question or turn it into several questions to be answered. Stay focused and flexible so you can gather as much information as you need to answer each question.

Write. Write each question and its answer in your notebook. Reread each of your written answers to be sure each answer is legible and contains all the important information needed to answer the question.

As you practice using SQRW, you will find you learn more and have good study notes to use to prepare for class participation and tests.

HINT: Once you complete the Survey step for the entire chapter, complete the Question, Read, and Write steps for the first heading. Then complete the Question, Read, and Write steps for the second heading, and so on for the remaining headings in the chapter.

Study Skills – Useful Websites

<http://www.ucc.vt.edu>

<http://www.student-affairs.buffalo.edu>

<http://www.nwlincs.org>

<http://www.trcc.commnet.edu>

<http://www.educationplanner.com>

<http://www.how-to-study.com>

<http://www.studyqs.net>

<http://gwired.gwu.edu>

<http://www.coping.org>

<http://www.marin.cc.ca.us>

<http://www.siue.edu>

<http://www.bucks.edu>

<http://www.athabasca.ca>

<http://www.canadaonline.about.com>

<http://dc37.dawsoncollege.qc.ca>

Study Skills – Learning Styles

Note that we all learn differently. Knowing your dominant learning style can help you to create learning environments that facilitate maximum learning for you. There are many internet sites devoted to helping you to determine your learning style and providing tips to support different styles. Some useful sites include:

- <http://www.ldpride.net/learningstyles.MI.htm>
- <http://www.chaminade.org/inspire/learnstl.htm>
- http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html
- <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
- <http://www.learning-styles-online.com/>
- http://www.support4learning.org.uk/education/learning_styles.cfm
- <http://www.d.umn.edu/kmc/student/loon/acad/strat/lrnsty.html>
- <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>
- http://www.funderstanding.com/learning_styles.cfm
- <http://www.learningstyles.org/>

Supports for Success

We can boil resilience down to three key protective factors:

- Caring and supportive relationships
- Opportunities for meaningful student participation in school and community
- Having an adult in your life who believes in your capacity to succeed

Supports for Success – Circle of Supports (Client Application)

One challenge that many people face when entering PSE is having and maintaining a strong circle of supports. Whether you move away or stay in your community, you will want people who can give you support around you.

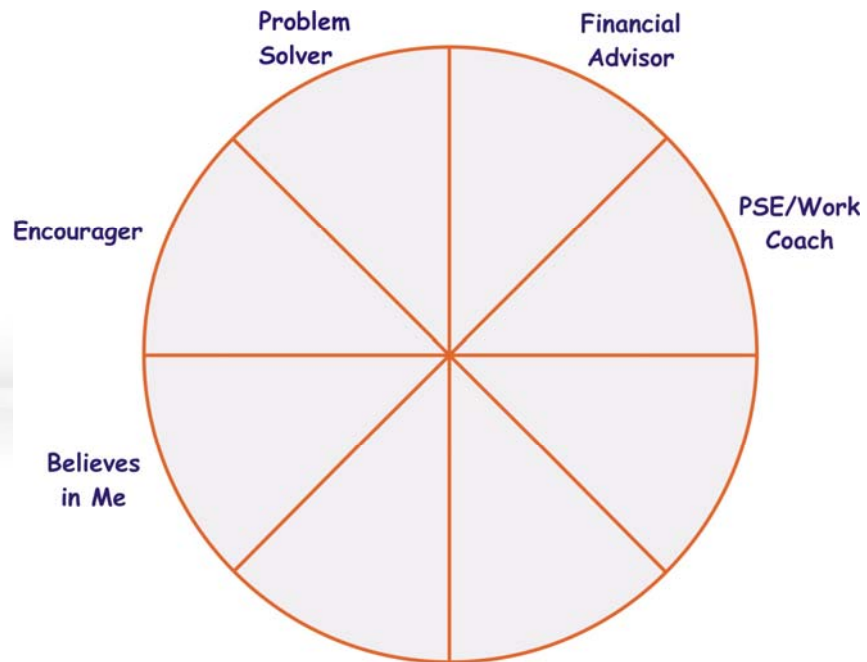
Many organizations have a Board of Directors, made up of people with specific expertise, as well as people who believe in the value of the organization.

If you were going to make up your own personal Board of Directors, who would be on it?

Here are some ideas of people you might want in your own Circle of Supports:



Circle of Supports



Notice that there are both people that can help you in practical ways (with budgeting and school/work) AND people who will encourage you and believe in you.

Now, take some time to create your own personal circle of supports (also known as your circle of allies). Think about your plan for next year and your anticipated challenges. Who do you want in your circle?

My Circle of Allies

The diagram is a large circle divided into eight equal segments by a vertical line, a horizontal line, and two diagonal lines. Each segment contains the text "Name:" followed by a blank space. Outside the circle, each segment has a corresponding "Role:" label followed by a horizontal line for writing.

Segment	Name:	Role:
Top-Left		
Top-Right		
Middle-Left		
Middle-Right		
Bottom-Left		
Bottom-Right		
Bottom-Left		
Bottom-Right		

Be sure there is someone in your circle of allies you can call in the middle of the night when you are in trouble, questioning yourself or broke! Think about actually talking to the people you have put in your circle about their role. They will be much more likely to help you if they know you want their help!

**Supports for Success – Circle of Supports
(Self Application)**

My Circle of Allies

A circular diagram divided into eight equal sectors. Each sector contains the text "Name:" and is connected to an external label "Role:" by a horizontal line. The sectors are arranged as follows:

- Top-left: Name: (connected to Role:)
- Top-right: Name: (connected to Role:)
- Middle-left: Name: (connected to Role:)
- Middle-right: Name: (connected to Role:)
- Bottom-left: Name: (connected to Role:)
- Bottom-right: Name: (connected to Role:)
- Bottom-center-left: Name: (connected to Role:)
- Bottom-center-right: Name: (connected to Role:)

Supports for Success – Circle of Supports (Self Application)

What kinds of supports do you hope to have from others in the room and/or from your organization?

What can you do to ensure you get this support?

Navigating Circuit Coach

Go to www.ccdf.ca

Click on English

Click on Training (on left)

Click on Circuit Coach (on left)

Click on Circuit Coach again (in white space)

Click on any Module (under Issues in left column) and you'll see a drop-down menu of content

Choose any section (ex. A1)

Read content and click on topics for greater depth

Once in a topic area, you can read content and can click on any of the following (buttons along top):

- Tools – actual interventions to apply to yourself and your clients
- Ponder This – issues to be aware of when working with this topic
- Refer Me – related resources/training
- Warning – what you'll likely see if you don't address this issue
- Feedback – direct link to CCDF for question/feedback
- Success – what you should see if you successfully address this issue

Circuit Coach – Content

Module A. Build Relationships/ Developing Community Support

A1 Working with Community Stakeholders

- A1.1 Rethinking Your Thinking
- A1.2 Developing Relationships
- A1.3 Finding a Partner, or Two, Or Three (How to Form Partnerships)
- A1.4 Keeping the Flame Burning and Getting the Job Done

A2 Finding Community Supports for Youth

- A2.1 Identifying Youth Needs
- A2.2 Researching, Researching, Researching; finding community supports for youth
- A2.3 Establishing Your Own Support System
- A2.4 Staying in Touch with Co-workers and Other Colleagues

A3 Working with Employers

- A3.1 Knowing the Basics of Business
- A3.2 Adding Value to Business
- A3.3 Identifying Employers' Needs
- A3.4 Profiling Roles in the Employer's Organization
- A3.5 Developing Work in the Employer's Organization
- A3.6 Coaching Youth and their Supervisors on the Worksite
- A3.7 Overcoming Employers' Negative Beliefs about Youth
- A3.8 Coaching Employers on Hiring Youth Who Face Barriers
- A3.8 Keeping Track of Successful Youth

Module B. Help Youth Get Ready

B1 Increasing Youth Initiative, Responsibility and Motivation

- B1.1 Magnusson's "5P's of Planning"
- B1.2 Amundson's "Mattering,"
- B1.3 Basics of Motivation Theory
- B1.4 Giving and Receiving Feedback
- B1.5 Negotiation Skills
- B1.6 Action Planning
- B1.7 Creating Experiential Successes

B2 Increasing Youth Hope

- B2.1 Optimism
- B2.2 Self-Defeating Beliefs
- B2.3 Repeated Defeat

B3 Help Youth Plan for a Preferred Future

- B3.1 Seeing Opportunity
- B3.2 Having a Preferred Future or Vision
- B3.3 Seeing Successes

Circuit Coach – Content

Module C. Helping Youth Get Set

C1 Making Career Development an Everyday Activity for Youth

- C1.1 Creating Self-Portraits
- C1.2 Infusion Strategies
- C1.3 Exit Strategies
- C1.4 Daily Trend Analysis

C2 Helping Youth Set Goals and Follow Through

- C2.1 Building Momentum
- C2.2 Maintaining Momentum

C3 Helping Youth Improve Workability Skills

- C3.1 Workability Attitudes
- C3.2 Workability Skills

C4 Helping Youth With Little Education

- C4.1 Career Development Is Learning and Learning Is Career Development
- C4.2 Helping Your Clients Begin Their Educational Planning
- C4.3 There Are Many Routes to Learning

Module D. Help Youth Go

D1 Helping Youth Explore Work Possibilities

- D1.1 Introduction to Meandering and Manoeuvring
- D1.2 Exploring the Work Dynamic
- D1.3 Media Exploration of the World of Work
- D1.4 Experiential Exploration of the Work Dynamic

D2 Developing Work Shadowing and Mentorship Systems

- D2.1 Preparing Youth
- D2.2 Preparing the Worksite
- D2.3 Preparing the Worksite

D3 Helping Youth with Work Search and Work Maintenance Strategies

- D3.1 Myths and Misconceptions in Looking for Work
- D3.2 Uncovering the Hidden Work Market
- D3.3 Tools of Work Search
- D3.4 Preparing for the Interview
- D3.5 Work Maintenance Strategies

D4 Helping Youth Explore Work Alternatives

- D4.1 Forces Driving Work Alternatives
- D4.2 Some Work Alternatives

Circuit Coach – Content

Module E. Find Supports

E1 Working with Youth Who Face Barriers

- E1.1 Helping Clients Discover their Strengths, Interests and Potential
- E1.2 Person-Centred Planning
- E1.3 Developing Community Awareness and Relationships

E2 Managing My Own Professional Development

- E2.1 Setting the Learning Stage
- E2.2 Managing Learning
- E2.3 Evaluating/Monitoring
- E2.4 Acting in an Ethical Way

E3 Engaging Youth/Choosing Interventions

- E3.1 First Things First —What's an Intervention?
- E3.2 Assessment —The Starting Point
- E3.3 How do You Gather Information?
- E3.4 .Matching Interventions
- E3.5 Uses of Review Results
- E3.6 Summary

E4 Understanding the Career Development Big Picture

- E4.1 Believing in Self
- E4.2 Knowing Self
- E4.3 Making Sense of Opportunities (Work & Learning)
- E4.4 Building Work Skills
- E4.5 Making Decisions and Plans
- E4.6 Finding/Creating Opportunities (Work and Learning)
- E4.7 Managing Transitions and Personal Development

Circuit Coach – Relevant Resources

1. Preferred Future

Content : B3.2. Having a Preferred Future or Vision

Tools: Client Application: B3.2. Creating A Preferred Future

2. Foundation of Hope: Mattering

Content: B1.2 Amundson's Mattering

Tools: Self Applications: B1.2 Amundson's Mattering
B1.2 Active Listening

Note: Circuit Coach B.1: Increasing Youth Initiative, Responsibility and Motivation Entire section addresses issues of building hope and motivation

3. Self Awareness

Content: C1.1 Creating Self-Portraits

Tools: Client Applications: C1.1 Self-Portraits

Note: Creating a Preferred Future is a self-awareness activity

4. Opportunity Awareness

Content: B3.1 Seeing Opportunities

Tools: Self- Application: B3.1 Building Opportunity Files

Client Application: B3.1 Building Opportunity Files

Content: C4.2 Helping Your Clients Begin Their Education Planning

C4.3 There are Many Routes to Learning

5. a) Action Planning

Content: All of C2.1: Set Goals and Follow Through: Building Momentum

Tools: Client Application: [C2.1. Setting Mid-term Goals](#)

[C2.1. Last 10 Decisions](#)

5. b) Scenario Building

Content: C2.1. Building Momentum: Strengthen the Links Through Scenario Building

Tools: Client Application: Scenario Building

6. Supports for Success

Content: C2.2 Maintaining Momentum: Relationships

Tools: Self-Application: Creating Your Own Virtual Advisory Board

Client Application: Create an Advisory Board, a Dream Team or a Success Party

7. Educational Planning is Career Planning (overview of the Career Planning Process and how it applies to and includes Education Planning)

Content: E4. Understanding the Career Development Big Picture