

A horizontal green bar with a white border, containing the title 'Facilitator Guide' in white text.

Facilitator Guide

The main title of the workshop is centered on the page in a large, black, sans-serif font.

Oh, the Places You'll Go! (with apologies to Dr. Seuss)

Workshop for Parents of Children (K to Grade 4)

Checklist of Material Required for the Workshop

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



Developed by the Canadian Career Development Foundation

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Oh, the Places You'll Go! – Workshop for Parents of Children (K to Grade 4)

Goal

The goal of this workshop is to introduce parents of young children (K – Grade 4) to thinking expansively about the idea of career development for their children and to suggest age-appropriate and fun ways that they can engage in career-related learning activities with their children.

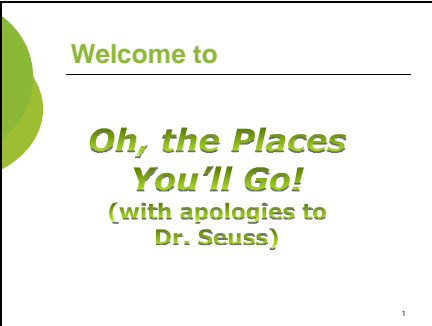
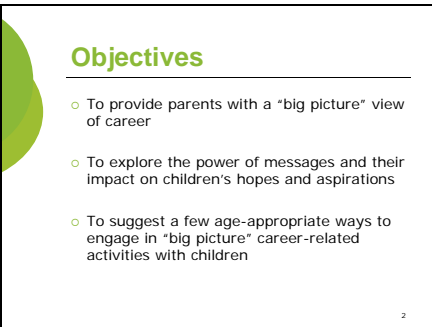
Duration

The workshop is 2 hours in duration.

Learning Objectives

The objectives of the workshops are to:

1. Provide parents with the “big picture” of career;
2. Explore the power of messages and their impact on children’s hopes and aspirations; and
3. Suggest age-appropriate and fun ways to engage in “big picture” career activities with children.

Time	Activity	Material Needed
5	<p>Welcome</p> <p>Welcome parents/adults to the workshop and express appreciation for their participation.</p> <p><u>Slide 1: Welcome</u></p> 	Slide 1
	<p>Objectives</p> <ul style="list-style-type: none"> • Review the objectives for the workshop. <p><u>Slide 2: Objectives</u></p> 	Slide 2

Time	Activity	Material Needed
	<p>Emphasize that the workshop will focus on big picture issues related to what “career” is and what attitudes and messages and activities can be helpful to very young children. Reinforce that it is much too early to even think about career planning and decision-making. That is years down the developmental road.</p> <p>Clarify that this workshop will not cover financial planning for their children’s post-secondary education. There are specific workshops which cover this (if you have specific information on such a workshop, provide it; otherwise provide information on where they can find out about such workshops). Point out that there are handouts on financial planning available to get them started.</p> <p>(This is important to clarify as some parents may come expecting financial planning information, regardless of how clear the marketing of the workshop content has been – better to clarify immediately and allow parents to leave if the content of this workshop is not what they expected or want at this time.)</p>	
10	<p>Introductory Activity</p> <p>Objective:</p> <ul style="list-style-type: none"> To provide parents with a “big picture” view of career. <p>Invite parents to do two activities as introductions to the workshop. Promise them they will not hurt and they will set the stage for the workshop by hopefully putting us all on the same page with respect to what is a career. Emphasize that they will also be fun and will help them to get acquainted with some other parents.</p> <p>Activity: Who am I?</p> <p>Direct parents to handout #1 and ensure each participant has a pencil/pen. Ask each person to take 2 minutes only and to quickly write down at least 5 answers to the question: “Who am I?”</p> <p>When they have finished their answers, ask them to find someone they do not know and to exchange their lists with the other person. They will spend the next 6 minutes (3 minutes each) asking each other questions and gathering a bit more information on the answers provided.</p> <p>When 6 minutes are up, ask them to return to their places (there is no debrief) so the next activity can begin.</p>	Handout #1: Who Am I

Time	Activity	Material Needed
15	<p>Activity: The Times They Are-A- Changin’</p> <p>Ask participants to form groups of 3 or 4. Direct participants to handout #2: The Times They Are-A-Changin’.</p> <p>Ask each group to quickly review the occupations listed on the handout and choose any one that appeals to them as a group. (e.g. auto mechanic, farmer, secretary, doctor, music recording technician, bank teller).</p> <p>Explain that their task is to think about their chosen worker, their duties and how they worked 20 years ago. They will then be asked to think about this worker now – What do they do and how do they work? Finally, they will project into the future to imagine what this worker will be doing and how they might be working 20 years in the future. Ask them to spend just a couple of minutes on each “era” and capture just a few ideas.</p> <p>Debrief:</p> <p>Ask participants to share some of the answers to the “Who am I” exercise. Record these on flipchart. Answers will include many life roles – a parent, a partner/husband/wife, a (job title), a coach, a volunteer, a good cook, a sailor, a dancer etc.</p> <p>Point out that the sum total of all of their roles is part of their “career”. One’s career is much bigger than the paid work we do; it is the unpaid work we do as volunteers; it is the work we do to parent and to contribute to our communities.</p> <p><u>Slide 3: Career is:</u></p>	<p>Handout #2: Times They Are-A- Changin’</p> <p>Slide 3</p>

Time	Activity	Material Needed
	<div data-bbox="789 321 1226 652" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Career is:</p> <ul style="list-style-type: none"> ○ Our life path ○ The many roles we play along our life path ○ The process by which we become the authors of our own futures and become the creators of our own life stories </div> <p>Invite participants to comment on thinking about career in this “big picture” way. Do they see any disadvantages/advantages to thinking about career in these terms? Use this as an opportunity to invite parents to take a holistic view of career.</p> <p>Ask participants to share some of their reactions and responses to the Times They Are-A-Changin’ activity. What does this activity suggest to them about work in the future?</p> <p>Share the reasoning behind asking parents to participate in these two activities. Point out that the 2 ideas which tend to get in the way of positive career development for individuals of any age are:</p> <p><u>Slide 4: Ideas that get in the way</u></p>	<p>Slide 4</p> <p>Slide 5</p>

Time	Activity	Material Needed
	<div data-bbox="793 321 1222 646" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>Ideas that get in the way....</p> <ul style="list-style-type: none"> ○ Thinking narrowly about career as only what we are paid to do; and ○ Thinking that the future of work can be predicted and as a result people should know and be able to decide on a definite career goal and plan. <p style="text-align: right; font-size: small;">4</p> </div> <p>Note that, by contrast, the following ideas support positive career development for individuals of any age:</p> <p><u>Slide 5: Ideas that pave the way</u></p> <div data-bbox="793 789 1222 1114" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>Ideas that pave the way</p> <ul style="list-style-type: none"> ○ Thinking about career as the process of creating our own life story in which paid work is one component; and ○ Accepting that no one can predict what the world of work will look like by the time our children are ready to enter the work world and that is OK. <p style="font-size: small;">A useful attitude is <i>Positive Uncertainty</i>: knowing the future is uncertain and being optimistic and positive about it at the same time</p> <p style="text-align: right; font-size: small;">5</p> </div> <p>Emphasize that if parents have these kinds of ideas and attitudes (or close to them), they are off to a very good start in being positive influencers of the futures of their children. Suggest that we'll now get a little more specific.</p>	
10	Activity: Who am I? Focus on My Child	

Time	Activity	Material Needed
	<p>Objective:</p> <ul style="list-style-type: none"> To introduce the Career Wheel, showing the building blocks of career development, and the importance of lasting gift messages to support positive development of children. <p>Direct participants to handout #3 titled “Who is my child?” Ask parents to repeat the “Who am I” exercise – this time on their child (or one of their children). Have them write down at least 5 answers to this question, but this time describing characteristics of their child.</p> <p><u>Slide 6: Career Wheel</u></p> <div data-bbox="793 646 1220 967" data-label="Image"> </div> <p>Explain that the Career Wheel is one way to show the important components of ourselves which shape our career goals and career alternatives. Quickly walk through each pie segment briefly explaining what each includes. Invite parents to share one thing they wrote down about their child that would fit into this segment. Do this for each segment of the wheel:</p> <ul style="list-style-type: none"> Strengths: “I am really good at”: abilities, skills and gifts your child seems to naturally have (i.e. artistic ability; good coordination; great imagination) Interests: “I really like”: what your child likes and loves to do (i.e. build things; play with anything mechanical) Values: “I really care about”: what seems to be really important to your child; small children would not articulate this segment in this way but already you can see values that are shaping them (i.e. caring for others; showing other children how to do things; competitive) 	<p>Handout #3</p> <p>Slide 6</p>

Time	Activity	Material Needed
	<ul style="list-style-type: none"> • Personal Style: “I am”: how your child goes about doing things (i.e. energetic, cautious, independent , cooperative) • Learning Experiences: what your child has already learned and seems attracted to learn; how your child seems to learn best (favourite subjects at school; school projects; participation in sports; lessons in any of the arts); responsibilities your child is learning at home or at school • People who are important to me: family members or friends who are significant to your child and with whom he/she has a positive and nurturing relationship. <p>Note that participants’ children are still very young, but no doubt they can already see their development in most if not all segments of the wheel. And there is so much more to come! Ask participants to think about their child and his/her life path as being in the centre of the circle. As children grow and develop, gain knowledge and acquire life and work experience, they will become more aware of who they are, what they are good at, what they love to do, and their path will gradually become clearer. The segments of the wheel are the building blocks of their career development.</p> <p>Attention to these many areas of development is the focus this workshop and is most suited for career development of young children. Emphasize that if parents focus on helping their child to develop in all these areas, they will be putting the building blocks of future career development in place.</p> <p>Invite questions and comments.</p>	
10	<p>Discussion: What is the influence of parents?</p> <p>Make the point that research is very clear that up to the age of 18 (at least), parents are the single most important influence on the educational and work choices their children will make. This research is however for another time – a later time – as their children’s educational and work decisions are still a long way off.</p> <p>Suggest that we take a moment and look more holistically at what parental influence is on all areas of the Career Wheel. Brainstorm with participants how they think they are influencing the development of their children in each area of the wheel. Focus not just on what the influences are but <i>how</i> they influence. Record ideas on flipchart.</p> <p>Participants may already have covered the content of Slide 7 (and probably gone beyond). Use this therefore only as a reinforcement.</p>	Slide 7

Time	Activity	Material Needed
	<p>These areas of development in your child will be strongly influenced by:</p> <p><u>Slide 7: How Parents Influence</u></p> <div data-bbox="793 431 1222 756" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">How Parents Influence</p> <ul style="list-style-type: none"> ○ The attitudes and behaviours you reward or punish, approve or disapprove of ○ The expectations you have for them ○ The examples you set ○ The influence you exert on who is around them and who will be significant others in their lives ○ The opportunities you provide for them to learn and develop ○ The quality of the relationship you develop and sustain </div> <p>Acknowledge that none of this will surprise parents. Note that we would like to focus on one area of influence important to career development and that is the examples parents set, especially through the messages parents pass on to their children. Make the point that messages are very powerful (as anyone in marketing or advertising well knows).</p> <p>Suggest that we'll play with a few messages that are all around us. Conduct a short brainstorming session and record on flipchart the messages that participants contribute on the following 5 themes (add others as you choose). What messages are "out and about" concerning:</p> <ul style="list-style-type: none"> ● The ideal weight for girls and women ● Skilled trades versus the professions ● What education you need to succeed ● The value of work as opposed to having fun ● The fitness levels of children <p>Invite participants to be critical thinkers about these messages. What messages are positive? What messages are negative? How influential do they think messages like these are?</p> <p>Introduce the idea of another kind of message called a "Lasting Gift" message. Make the point that a Lasting Gift</p>	

Time	Activity	Material Needed
	<p>message is a message which has been passed on to you and you have carried with you for a long time. Provide a Lasting Gift message that you have received as an example:</p> <ul style="list-style-type: none"> • From a father: “As long as you have tried your best, that will always be more than good enough for me”. <p>Invite participants to share Lasting Gift messages they have received.</p> <p>Invite discussion of what qualities a “Lasting Gift” message has. Identify together some of the characteristics of Lasting Gift messages. Ensure the following points are included: They are true over time; They are positive – the intention is to enhance the receiver; They are based on lived experience; They contain seeds of wisdom; They usually come from a trusted source and someone who is a significant person to the individual.</p> <p>Look together at the list of messages generated earlier around the 5 themes. Ask if any of them are Lasting Gift messages. Why or why not?</p> <p>Inform parents that one of the activities they will do before leaving the workshop is to write a Lasting Gift message they would like to give to their child now or sometime in the future. They might want to tuck that idea away for now, knowing that we will return to it.</p>	
20	<p>Lasting Gift Career Development Messages</p> <p>Introduction:</p> <p>Point out that, some years ago, a group of Canadian career development specialists came together and created a set of messages which they believed were important to motivate young people to become engaged and take control of their own career development – their own life path. The messages are what many youth, parents and career counsellors have come to believe is true about career development and career journeys today. They are hopeful messages which focus on possibilities. Make the point that these 6 messages have become principles or guideposts.</p> <p>Take time to discuss each message. Is it true to the experience of parents’ own journeys? Is it a message they would like their children to have and to integrate? Is it a Lasting Gift message? If yes, what makes it a Lasting Gift message?</p> <p><u>Slide 8: Change is Constant</u></p>	Slide 8

Time	Activity	Material Needed
	<div data-bbox="793 321 1220 643"> <p>Change is Constant</p> <ul style="list-style-type: none"> ○ We are constantly changing. Our world is constantly changing. Say goodbye to the old idea that you must pick an occupation and stick to it. Many of the jobs of the 21st century haven't been invented yet. ○ Adaptability could soon be the most important skill to have, both inside the workplace and out. </div> <p data-bbox="302 654 613 683"><u>Slide 9: Follow Your Heart</u></p> <div data-bbox="793 695 1220 1016"> <p>Follow Your Heart</p> <ul style="list-style-type: none"> ○ Find out what you want. Go after what is really important to you. Let your dreams shape your goals. ○ Use the energy of your dreams to help you learn the skills and take the risks you need to take to make those dreams — or any part of them — a reality. </div> <p data-bbox="302 1027 667 1057"><u>Slide 10: Focus on the Journey</u></p>	<p data-bbox="1736 740 1818 769">Slide 9</p> <p data-bbox="1736 1097 1833 1127">Slide 10</p>

Time	Activity	Material Needed
	<div data-bbox="800 321 1213 634" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>Focus on the Journey</p> <ul style="list-style-type: none"> Life is not a destination. Getting there is actually much more than half the fun — which is perfect, because as you evolve and life evolves around you, the place you thought you were heading may not look so enticing any more. Or, you may have decided you'd rather go off in another direction. Or to somewhere else that hasn't even shown up on your map yet! </div> <p data-bbox="302 646 583 678"><u>Slide 11: Keep Learning</u></p> <div data-bbox="800 703 1213 1016" style="border: 1px solid black; padding: 10px;"> <p>Keep Learning</p> <ul style="list-style-type: none"> You don't stop growing just because you haven't gotten any taller. You don't stop learning after you finish school. There are opportunities for learning and growth all around you. </div> <p data-bbox="302 1049 625 1081"><u>Slide 12: Access Your Allies</u></p>	<p data-bbox="1734 683 1833 716">Slide 11</p> <p data-bbox="1734 1097 1833 1130">Slide 12</p>

Time	Activity	Material Needed
	<div data-bbox="793 321 1222 646"> <p>Access Your Allies</p> <ul style="list-style-type: none"> There are people out there in your family, your school, your community who can be valuable resources. They won't make decisions for you, but they will help you figure out how to do it for yourself. <p>12</p> </div> <p data-bbox="302 673 632 703"><u>Slide 13: Believe in Yourself</u></p> <div data-bbox="793 730 1222 1055"> <p>Believe in Yourself</p> <ul style="list-style-type: none"> Finally, always believe in yourself. Believe that what's deep down inside is something really worthwhile, in both good times and bad. Trust in your abilities to make it and know that inside you're OK no matter what happens. <p>13</p> </div>	Slide 13
	<p>Activity: Career Development Messages Applied</p> <p>Objective:</p> <ul style="list-style-type: none"> To generate practical ideas about how to apply positive career development messages at home with children. <p>Do one message in plenary and then assign groups to the remaining five messages on flipcharts around the room.</p> <p>Note that this next activity is really at the heart of the workshop. Point out that we would like to give time and opportunity to reflect more deeply on these messages and how we might, as parents, actually apply these messages</p>	

Time	Activity	Material Needed
	<p>in our homes and with our children so that they integrate these Lasting Gift messages (the ones participants agree with of course!).</p> <p>Suggest that we take one message, Focus on the Journey, and consider the following:</p> <p>If as a parent I really want to model this message to my child and in our home, what do I need to do?</p> <p><u>Slide 14: Focus on the Journey</u></p> <div data-bbox="787 594 1224 922" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Focus on the Journey</p> <ul style="list-style-type: none"> ○ What experiences would I want to make sure my child is exposed to? ○ What values do I want to be sure to try to model? ○ What skills/attitudes would I like to try to instill in my child? ○ What specifically could I do to start living this message with my child tomorrow? </div> <p>The following points may assist in stimulating the discussion. Parents will contribute many more:</p> <ul style="list-style-type: none"> ● Place more emphasis on what they are learning and what they are finding fascinating rather than what marks they get; ● Make every day a quality day by finding some quality time or activity to do with your child rather than waiting for the weekend or a vacation when more time is available; ● Share stories about not just your accomplishments, but the journey you took to achieve that accomplishment; ● Talk about what you learned from your experiences, both your successes and mistakes/disappointments; ● Focus on their enjoyment of a sports activity rather than who wins. <p>After the discussion, point out that there are flipcharts posted around the room on the remaining 5 messages.</p>	<p>Slide 14</p>

Time	Activity	Material Needed
20	<p>Assign at least 4 parents per message. If there are not enough parents, eliminate messages. It is important that they have a rich discussion with other parents. Give them 20 minutes for their discussion. Advise them that there will be an opportunity for each group to share the most important ideas that emerged in their working group so they will want to have one person volunteer to share these ideas. Encourage them to make notes on the flipchart of their ideas so others can benefit from them.</p> <p>(Note to Facilitator: It is important that parents work with a message they agree with. Check this with them by asking if anyone has been asked to address a message they do not feel comfortable with and invite them to join another group with a message more suited to their thinking.)</p>	<p>Prepared flipcharts – one for each of the remaining 5 messages with questions from Slide 14</p>
10	<p>Debrief</p> <p>Invite each group to present key ideas. Ensure that there is a focus on the last question – what specifically they could start to do tomorrow to live the message.</p> <p>Invite comments about the value of the exercise and what parents are taking with them from it.</p>	
10	<p>A Few Additional Ideas</p> <p>Note that, in addition to messages, there are a few other ideas that parents may find helpful. The first is to use stories as a source of career messages as well as a way to explore their child’s interests and passions.</p> <p>Introduce this section by reading the following segment from Dr. Seuss, “Oh the Places You’ll Go!” Point out that this was a valedictory address given by Dr. Seuss to a university graduation class and this is just a small excerpt. Parents may want to get the entire book from the library and read it to their children. Here is a start:</p> <p style="text-align: center;"><i>You have brains in your head. You have feet in your shoes. You can steer yourself Any direction you choose. You’re on your own. And you know what you know.</i></p>	

Time	Activity	Material Needed
	<p style="text-align: center;"><i>And YOU are the guy who'll decide where to go.</i></p> <p style="text-align: center;"><i>You'll look up and down streets. Look 'em over with care. About some you will say, "I don't choose to go there." With your head full of brains and your shoes full of feet, You're too smart to go down any not-so-good street.</i></p> <p style="text-align: center;"><i>And you may not find any You'll want to go down. In that case, of course, you'll head straight out of town.</i></p> <p style="text-align: center;"><i>It's opener there In the wide open air. Out there things can happen And frequently do To people as brainy And footsy as you.</i></p> <p style="text-align: center;"><i>And when things start to happen, don't worry. Don't stew; Just go right along. You'll start happening too. OH! The Places You'll Go!</i></p> <p>Point out that, in addition to being so delightful, this excerpt includes a number of messages. Ask parents what messages they heard.</p> <p>Make the point that children's stories are full of characters and adventures which lend themselves beautifully to pointing out and exploring the interests of children as well as the actual work that characters are doing. Curious George and the Firefighters is one example; Tin-Tin is a detective; Richard Scarry's books are full of characters in different occupations. Invite other examples from parents.</p>	

Time	Activity	Material Needed
	<p>Emphasize that parents can use stories as opportunities to explore if their child is attracted to whatever it is that the character is doing in the story. They can then talk about why or why not. Alternately, children may be attracted to a certain kind of book with a recurring theme and this can be explored with respect to the interests, values or characteristics it evokes. Books about machines and trucks may be one child’s passion at least for a while. For another, it may be animals or sports. What a nice opportunity to explore that a little further.</p> <p>Note that by the time children are in grades 3 and 4, they are interested in what people do as paid work. Encourage participants to talk with their children about what they themselves do, especially if they are fortunate enough to love what they do. Make the point that they can also encourage people in their circle (friends, family members) who love what they do to talk about it with their children. Reinforce that having role models early on of people who work from their hearts sends very important messages.</p> <p>Note that another idea is to get a start on helping their child to write his/her own life story by collecting and consolidating your child’s development as they grow and change. Encourage parents to be “historians”, collecting their children’s stories and art and/or journaling their own observations about what their child loves to do. Suggest that now we’ll return to the Career Wheel:</p> <p><u>Slide 15: The Career Wheel</u></p> <div data-bbox="789 1003 1224 1333" data-label="Image"> <p>The image shows a circular diagram titled "Career Wheel". In the center, it says "WHEELS OF STORY". The wheel is composed of many small, concentric circles, each containing a different career-related term or skill. The terms are arranged in a circular pattern around the center. A green leaf-like graphic is positioned to the left of the wheel. Below the wheel, there is a small text box that reads: "Adapted from Career Scope by Broadway, Editorial and Miller with permission of the authors and Ergon Communications." and the number "15" is visible in the bottom right corner of the diagram area.</p> </div>	<p>Slide 15</p>

Time	Activity	Material Needed
	<p>Make the point that, each year, participants will observe multiple developments and changes in their child in all of the segments of the Wheel. Encourage them to consider once a year (perhaps around birthday time) being a kind of archivist and recording the characteristics they have observed, the things their children were most interested in over the past year, the books they loved reading, the pastimes that they loved the most, the most important events that happened to them etc.</p> <p>Point out that this could be done with pictures, words, or by using the Wheel itself. Have parents imagine when their child is about to graduate from secondary school, and they have this wealth of material about who they are and who they are becoming. What a wonderful resource this would be for them and what a Lasting Gift this could be!</p> <p>Have a discussion on other ideas that parents have already tried or would like to try which plant the seeds of Lasting Gift messages and/or cultivate their child’s capacity to build their own path.</p> <p>Emphasize that the most important thing they can do is to nurture their children’s dreams and aspirations. This too will be a Lasting Gift.</p>	
10	<p>Closing Exercise</p> <p>Note that this is their time to write a Lasting Gift message that they would like to give to their child now or at some point in the future. Provide coloured paper so their Lasting Gift message looks “special”. Provide a few minutes for them to reflect and write their message.</p> <p>Debrief:</p> <p>Ask participants when and how they plan to give their Lasting Gift message to their child. Some may want to tuck it under a pillow; others may want to put it away until their child reaches a certain milestone; others may want to include it in a letter to their child.</p> <p>Focus the debrief on when and how and not on the messages themselves. Acknowledge that participants may want to keep their message private and between them and their child. As the facilitator, it is better to not create any expectation that participants share their message; however if certain individuals choose to do so, that is a bonus.</p>	

Time	Activity	Material Needed
	<p>Close the workshop by thanking parents for their participation and showing the closing slides:</p> <p><u>Slides 16 and 17:</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="569 443 1001 768" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>There are only two lasting gifts we can give our children:</i></p> <p><i>One is roots and the other is wings</i></p> <p><small>Author unknown</small></p> <p style="font-size: 8px;">16</p> </div> <div data-bbox="1014 443 1446 768" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Thank you for attending and for your participation!</i></p> <p style="font-size: 8px;">17</p> </div> </div> <p>Direct participants to handout #4: Session Evaluation. Note that their feedback is valued and appreciated.</p>	<p>Slides 16 and 17</p> <p>Handout #4: Session Evaluation</p>