

# Academic Innovations

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*Publishers of the Career Choices curriculum*

## **Sample Plan: Parent/Student Workshop**

This activity can be accomplished during a weekend workshop – for instance, Saturday and Sunday, 9 a.m. to 4 p.m. each day. Or, maybe in five weekly 2-hour sessions held in the evening from 7 p.m. to 9 p.m.

### **Texts:**

For parents—*Career Choices & Changes: A Workbook for Discovering Who You Are, What You Want and How To Get It* by Bingham & Stryker (Academic Innovations)

For students—*Career Choices: A Guide for Teens and Young Adults, Who Am I? What Do I Want? How Do I Get It?* by Bingham & Stryker (Academic Innovations)

For instructors—*Instructor's and Counselor's Guide for Career Choices* (6<sup>th</sup> Edition)

### **Lectures:**

In the following lessons the students are the teachers/lecturers. It is assumed here that the students have completed *Career Choices* and are now introducing their parents to the process of career and life planning. Perhaps teams of students can be assigned different lectures to prepare ahead of time.

### **Small Group Discussions:**

These will be pre-assigned groups that stay together for the whole 10 hours. We recommend that each group consist of three or four parent-student pairs.

## **Hours One and Two**

**Lecture:** Introduction to class, goals and personal benefits of comprehensive career planning. Assignment to discussion groups of six individuals.

**Small Group Discussion:** Begin with an introduction activity. Have the individuals in each group use the “Getting Acquainted” activity described on p. 4/30 of the *Instructor's and Counselor's Guide*. Hand out whistles to be used when a person describes themselves in relation to what they do or their roles.

Then, ask the parents and students read the definitions on p. 26 of *Career Choices* and individually complete the Bulls Eye Chart (*Career Choices*, p. 27).

With this information, go around the group one more time (using the Bulls Eye Chart as a reference) and have each person re-introduce themselves to their group.

*Note: In many of the activities/discussion, the students will re-visit activities they have already completed in their Career Choices class. This will demonstrate how this self-discovery information is fluid and changeable and how they need to continually re-evaluate their goals.*

**Lecture:** Do what you love and you will never work a day in your life.

**Small Group Discussion:** Individually have each person in the group complete p. 29 in *Career Choices and Changes*. As a group, discuss each person's findings. Review suggestions in *Instructor's and Counselor's Guide* on p. 4/18-19.

Have each participant add the information to their Bulls Eye Chart.

### **Hours Three and Four**

**Lecture:** Before you can choose what you want to do you first have to know who you are.

**Activity:** Have each participant take and score the Work Values Survey on pp. 31-37.

**Small Group Discussion:** Share each person's findings in their group.

**Small Group Discussion:** Individually, complete and score the Personal Profile Assessment instrument (approx. 30 minutes: 10 to take and 20 to score). Share results with members of discussion group.

**Lecture:** Interpretations of profiles as it relates to career choice. (*Career Choices and Changes*, pp. 162-165)

See *Instructor's and Counselor's Guide* for a variety of activities that you might want to adapt.

Complete chart on p. 27 of *Career Choices and Changes* with new data and make six copies, one for each member of the group.

### **Hours Five and Six**

**Opening Activity:** Complete pp. 44-45 in *Career Choices and Changes*. Share findings in small group discussion.

**Lecture:** Messages of expectation or limitation. How the messages we receive from parents, teachers, peers and society impact our choices. Have students arrange for a guest speaker (counselor or psychologist).

Have each group member share their work on pp. 52-53 of *Career Choices and Changes* and then as a group brainstorm additional messages for each person to counteract the negative or limiting messages they are getting.

**Small Group Discussion:** One more time, ask each discussion group to come together and share their new, expanded Bulls Eye Chart, giving a copy to each other member of the group.

**First Career Brainstorm:** Given each person's Bulls Eye Chart, the group will brainstorm for each member of the group a list of 10 to 20 careers that match that person's profile.

**Activity:** Looking Into the Future (*Instructor's and Counselor's Guide*, p. 4/41)

**Optional Guest Speakers:** Invite two individuals with contrasting lifestyles to speak about how they made their choices.

**Small Group Debate:** Which should come first, lifestyle choice or career choices? Divide each discussion group in two. One side takes the position that lifestyle choice should come first; the other group defends the position of career choice first.

Individuals share their desired lifestyles with others in group by completing and handing out a copy of p. 63 from *Career Choices*.

**Second Career Brainstorm:** Now, adding information from p. 63 of *Career Choices*, continue brainstorming possible careers for each member of the group. Adding or deleting from the previous list.

### **Hours Seven and Eight**

**Lecture:** What Cost this Lifestyle? The impact of earning power on lifestyle (pros and cons).

**Optional Guest Speaker:** Career counselor or financial planner.

**Small Group Discussion:** Each member of the group share the description of their ideal house and costs. Next, have the group discuss the following question: “Do you want to own your house or have your house own you?” As a small group brainstorm strategies for sensible home ownership.

**Total Group Discussion:** Have each group share their strategies for sensible home ownership with the other small groups.

**Small Group Discussion:** As a group, complete the budget exercise on pp. 77-93 of *Career Choices and Changes*. See pp. 4/47-64 of the *Instructor’s and Counselor’s Guide*. Students will facilitate the groups. The task: for parents to come up with the a budget for their *ideal* lifestyle looking ahead five years.

**Lecture:** Planning for hard times. The role of savings and being financially conservative.

**Optional Guest Speaker:** Financial planner.

### **Hour Nine and Ten**

**Activity:** Ask each participant to complete p. 126-134 of *Career Choices*.

**Lecture:** Knowing what you want in a job.

**Optional Guest Speaker:** Someone from the career counseling staff.

**Third Career Brainstorm:** Now, adding information from p. 134 of *Career Choices and Changes* and their budget expectation, brainstorm possible careers for each member of the group, adding or deleting from the previous list.

**Reporting Out:** Ask each participant to report out the most exciting career opportunity they have come up with so far and tell why it sounds to interesting to them.

**Celebrate:** Allow time for everyone to mingle and share their findings over refreshments.