

Academic Innovations

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* (6th 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* 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.