

Everyday Career Development

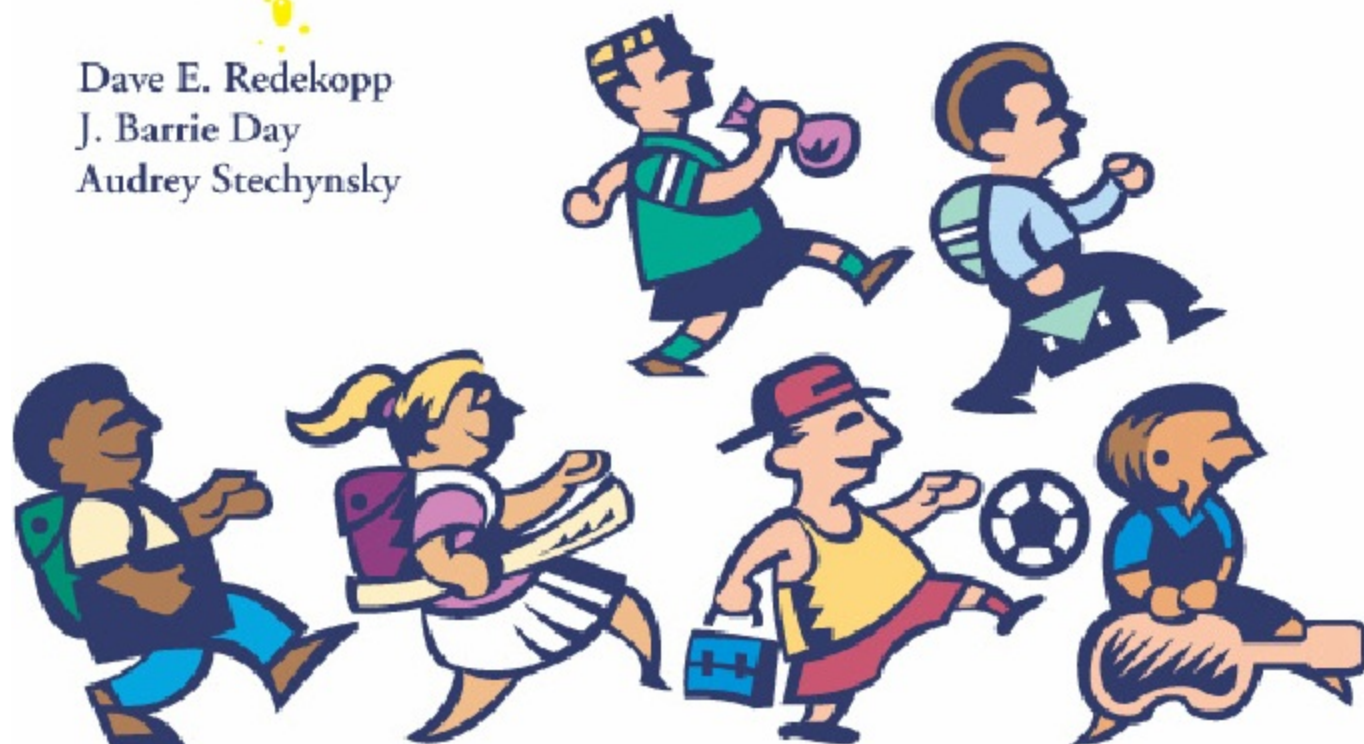


Elementary Version

Concepts and Practices
A Guidebook for Elementary School Educators

Facilitator's Guide

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Introduction

Please do not read a word following
this box before reading
*Everyday Career Development:
Concepts and Practices
(Participant Guide - Elementary Version)*

You have read the *Everyday Career Development—Elementary Version* guidebook, you are reassured that it contains virtually all the course content needed by participants. Your job as a facilitator is to bring this content to life through examples, activities, discussions and practice sessions. This *Facilitator's Guide* is designed to help you structure your course, provide you with some of the props that you need (*e.g.*, transparency masters) and give you some tips regarding course delivery. The only hard and fast rule for delivery is:

There are no rules!

Please make this course your own so that it meets your style and needs. Although the course is designed to be delivered over two 1 day sessions, you may have to follow a different format. This will require some adaptability on your part.

A word of caution:
Self-reflection activities are prominent
in this course. Repeatedly remind
participants that their students may be
justifiably uncomfortable with reflecting on
themselves in the presence
of a teacher.

Course Agenda

Time	Activities
Day 1 9:00 a.m.	Welcoming remarks Housekeeping details Introductions Course overview Expectations <i>Exercise: What are some of Your Challenges in Implementing the Career Development Handbook</i> <i>Exercise: Beliefs About Career Development</i>
10:20 a.m.	Break
10:40 p.m.	The new economy The nature of the information age Work within the information age The engines of the information age Implications for education <i>Exercise: Implications for Education</i>
Noon	Lunch
1:00 p.m.	Career development today Change is constant <i>Exercise: Lifeline</i> Follow your heart <i>Exercise: If I Won a Million Dollars</i> Focus on the journey Stay learning Be an ally <i>Exercise: Networking</i> Everyday career development What am I trying to achieve? <i>Exercise: Adaptability Self-Study</i>
2:20 p.m.	Break
2:40 p.m.	Everyday career development (cont'd) The career building process <i>Exercise: Personalizing Career Building</i> <i>Exercise: Self-Analysis/Re-analysis</i> <i>Exercise: Visioning</i>
	Mid-course Assignments

Time	Activities
Day 2 9:00 a.m.	Debrief Assignments Everyday work dynamic analysis Connecting the classroom to the work dynamic <i>Exercise: What Does this Have To Do with Anything?</i>
10:20 a.m.	Break
10:40 a.m.	Everyday work dynamic analysis (cont'd) Monitoring/predicting work dynamic change <i>Exercise: News Analysis</i> Curriculum integration, the work dynamic, & the five guiding principles <i>Exercise: Curriculum Carousel</i>
Noon	
1:00 p.m.	Working to Meet Individual Needs <i>Exercise: Relating Career Development Principles to My Students</i> Infusing Career Development into Existing Units of Study <i>Exercise: Small Group Unit Planning</i>
2:20 p.m.	Break
2:40 p.m.	Continue with Small Group Unit Planning
3:15 p.m.	Implementation Strategies <i>Sharing Career Development Principles and Information in my School</i> Assignments and Evaluation Wrap-up
4:00 p.m.	Session Ends

Setting Up

To get ready for delivery, follow the checklist below:

1. Do I have 10–24 participants registered?
2. Have I booked training facilities large enough for break–out activities? . . .
3. Have I arranged for an overhead projector and screen?
4. Have I arranged for two flipcharts and a set of flipchart markers?
5. Have I ordered refreshments?
6. Have I ordered enough copies of *Everyday Career Development*?
7. Have I prepared a course outline and reproduced sufficient copies?
8. Have I reproduced enough handouts, assignments and evaluation forms? .
9. Have I made the transparencies I need?
10. Have I ordered enough participant name tags?
11. Have I asked participants to bring unit plans?

Day 1

Morning: Start-to-break

Topic

Orientation

Time

40 minutes

Purposes

The orientation is designed to help participants:

- feel comfortable in the learning environment
- begin to know each other
- understand the nature of the course content
- understand the course requirements.

Props

You will need:

- name tags
- course outlines
- course guidebooks
- Handout #1: Examining Belief Systems. (See Appendix III.)

Activities

Welcoming/Housekeeping: As participants enter the room, ensure they have name tags, outlines and guidebooks. Ask them to print their name on their name tags and make themselves comfortable.

Begin the session by:

- welcoming the participants
- introducing yourself
- ensuring each participant has a name tag, outline and guidebook
- reviewing housekeeping issues such as washroom locations, smoking rules and parking restrictions.

Activities Cont'd

Introductions: Have each participant tell the group his or her:

- name
- work role (*e.g.*, English teacher)
- school/organization
- reasons for enrolling in the course.

If your group is small or if you feel it is worth the time, you may wish to use a more energizing introductory exercise of your choosing.

Course Overview: Follow the introductions with an overview of the course. Describe how the course moves from the general to the specific:

- overview of global trends, particularly economic trends (Chapter 1)
- overview of career development as a field (Chapter 2)
- overview of career development purposes and processes as they apply to elementary schools (Chapter 3)
- methods for understanding the local and global work dynamics (Chapter 4)
- structure for adapting unit plans at the elementary level

Let the participants know that the course is designed for the classroom teacher wishing to infuse career development into day-to-day teaching activities. Counsellors, administrators and others, however, will benefit from the course and will be the mobilizers and champions of the ideas back in their schools.

Review the course outline with participants so that they know how the course is structured.

Expectations: Let participants know about the between-session assignments and the post-session assignments. You do not need to say much about them at this point. Just let participants know that this is not simply an attendance-based course!

Activities Cont'd

Discussion: Challenges implementing the Objectives in the Career Development Handbook (20 min.)

Have the participants discuss what they find most challenging about implementing career development in their classroom. Note their concerns on chart paper and look for opportunities to address those concerns throughout the workshop.

Exercise: Examining Beliefs Regarding Career Development (20 min.)

Beliefs act as a filter through which we take in information. It is important to develop an awareness of our beliefs and the way they impact our actions.

Make 5 signs and put them up around the room. The signs should say *strongly agree, agree, neutral, disagree, and strongly disagree*. Have the class stand. Call out a "controversial" statement. Such statements could include "the debt is Canada's biggest problem" or "the Young Offender's Act needs to be toughened up." Get the participants to move towards the sign that best reflects how they feel about the statement. Follow this procedure for about eight statements. It is interesting for participants to notice the differences in opinion.

Have the participants complete Handout #1 (see Appendix III) and discuss it in pairs. Debrief.

**Time for a break!
Remember—good coffee
and treats are the keys
to adult education.**