

Everyday Career Development

Secondary Version



Facilitator's Guide

British Columbia

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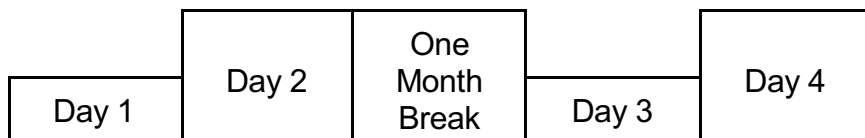
Introduction

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

You have read the *Everyday Career Development* 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 styles and needs. Although the course is designed to be delivered over two 1½ 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 (Evening) 6:00 p.m.	Welcoming Remarks Housekeeping details Introductions Course overview Expectations <i>Exercise: Case Studies—Learning Plans</i>
7:20 p.m.	Break
7:40 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 Brainstorming</i>
9:00 p.m.	End of day 1
Day 2 (Full Day) 9:00 a.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-Review</i>
10:20 a.m.	Break
10:40 a.m.	Everyday career development (cont'd) The career building process <i>Exercise: Personal Career Building Review</i>
12:00 p.m.	Lunch

Time	Activities
1:00 p.m.	Everyday work dynamic analysis Connecting the classroom to the work dynamic <i>Exercise: Competency Links to the Work Dynamic</i> <i>Exercise: Role and Sector Identification</i> Monitoring/predicting work dynamic change <i>Exercise: News Analysis</i>
2:20 p.m.	Break
2:40 p.m.	Everyday work dynamic analysis (cont'd) Curriculum integration and the work dynamic <i>Exercise: Career Paths and "Heart"</i> Mid-course assignments
4:00 p.m.	End of day 2
	<p style="text-align: center;">The length of the interval between the first session (Days 1 & 2) and the second session (Days 3 & 4) should be approximately four weeks.</p>

Time	Activities
Day 3 (Evening) 6:00 p.m.	Debrief—everyday work dynamic analysis Homework presentations Review of implementation successes & problems Career-building Helping with self-analysis/re-analysis <i>Exercise: Identifying Competencies in School Performance</i>
7:20 p.m.	Break
7:40 p.m.	Career-building (cont'd) Helping with learning and experiences <i>Exercise: Role Profiling</i> Helping with enduring visions and the world <i>Exercise: Visioning</i>
9:00 p.m.	End of day 3
Day 4 (Full Day) 9:00 a.m.	Career-building (cont'd) Helping with immediate goals and my world <i>Exercise: Questioning Role Play</i>
10:20 a.m.	Break
10:40 a.m.	Learning within, beside & beyond high school A planning-to-learn process Learning within high school <i>Exercise: Case Studies</i>
12:00 p.m.	Lunch
1:00 p.m.	Learning within, beside & beyond high school (cont'd) Learning within high school (cont'd)
2:20 p.m.	Break
2:40 p.m.	Learning within, beside & beyond high school (cont'd) Learning beside high school Learning beyond high school <i>Exercise: Teacher-student Role Play</i> 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?