

Focusing My Future My Way[™]

A scoped, sequenced, developmental career decision-making program for students
in grade 7 – 12.

Students learn how to access and use their internal voice in order to make
personally satisfying decisions so that their behaviours shift ...

...from perplexed or passive to purposeful

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Focusing My Future My Way™

A scoped, sequenced, developmental career decision-making program

The goal of this career decision-making program is to engage and motivate students in grades 7 - 12 by helping them find and turn up the volume on their internal voice. They learn the basic and advanced skills they need to listen to their voice so they can identify and plan for their best fits in work, learning and life. Teachers learn how to use concrete, structured, grade-specific tools that can be implemented individually or delivered as a fully integrated program for maximum impact.

Learn Career Decision-Making Tools and Skills (green triangle below)

As students progress from grade 7 to grade 12, they learn and apply increasingly complex career decision-making tools and skills in increasingly complex situations as they make and follow personally satisfying pathway plans.

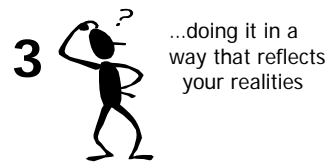
Students develop the skills to **locate**, **analyze**, **evaluate** and **integrate** information about themselves and the world of work and learning to make timely decisions. They learn how to **identify** work/learning options that make sense for them to consider. Then they learn how to **examine** these options critically in order to **refine** their list of options and **select** their "Best Fits" – options that match the definition:

The Big 3 Steps in Defining Your Zone. →→→

At each decision-making stage students are able to set a **plan** they are motivated to follow because it is their plan. They know how to **adjust** it as needed.

The Big 3 Steps in Defining Your Zone

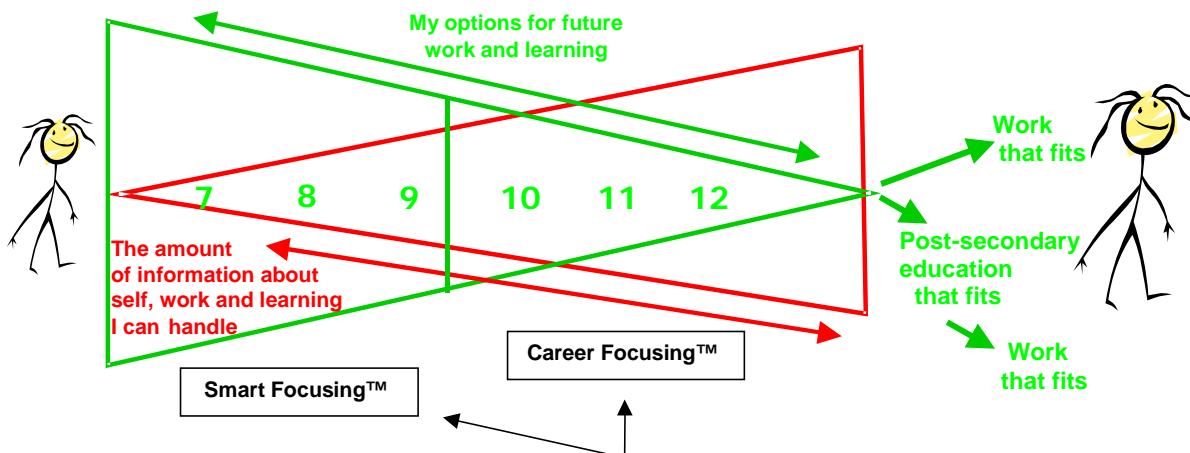
You are in your **Zone** when you are...



- ◆ Look Forward
- ◆ Plan Backwards
- ◆ Start Following Your Plan

Avoid Information and Option Overload (red triangle below)

A key strength of this program is that students learn how to **manage** all of the information that they must consider when making their decisions. At the beginning of the program in grade 7 students work with minimal information until they have learned how to hear their internal voice, and have acquired the basic skills required to establish their "Best Fits". As they progress through the program, students learn how to handle increasing amounts of work/learning information while remaining focused and motivated in their decision-making.



The Focusing My Future My Way™ program uses two unique and sequential processes

Ultimately, we see **self reliant** and **internally motivated** students emerging with the ability to apply their career decision-making know-how to work, learning and life situations characterized by constant challenge and change.

Focusing My Future My Way™

Scoped, Sequenced, Developmental – Ontario Version

The Smart Focusing™ Process

Delivered by grade 7 and grade 8 classroom teachers

Grade 7 (uses Smart Focusing™ Workbook)

Assume:

Students have minimal knowledge related to making personally satisfying career decisions.

This Year:

Students begin to define their **Zone**. They learn the basic concepts and skills related to integrating information about self and work to identify Work that Fits.

Specific Activities:

- Identify Signature Smarts.
- Expand occupational awareness.
- Learn how to find, analyse, evaluate and select work that matches Signature Smarts (Work that Fits).

Success Messages:

- *I have something to offer.*
- *I know how I am smart.*
- *I can't like everything.*
- *There is work that fits me.*

Grade 8 (uses Smart Focusing™ Workbook)

Assume:

Students have begun to define their **Zone** and use that information to identify Work that Fits.

This Year:

Students consolidate the concepts and skills related to finding Work that Fits.
 Students are introduced to the basic concepts and skills related to back-mapping where they learn to integrate information about self, work and learning by looking forward to Work that Fits and planning backward to set their grade 9/10 plan (part of this step may be enabled by back mapping software if available).

Specific Activities:

- Confirm Signature Smarts and Work that Fits.
- Learn how to find and analyse learning pathways to Work that Fits (part of this step may be enabled by back mapping software if available).
- Set my grade 9/10 plan.

Success Messages:

- *I know how to take control of my planning to make good decisions for next year and adjust for grade 10 if needed.*
- *I have work and learning options that make sense for me.*

Grade 9 (uses student worksheets)

Assume:

Student know how to use **Zone** information to evaluate work to identify good fits.
 Students know how to adjust their grade 9/10 plan.

This Year:

Students apply basic skills related to evaluating work in an unfamiliar context (e.g. Take Our Kids to Work (TOKTW)).
 Students review their grade 9/10 plan and adjust if needed.

Specific Activities:

- Apply Signature Smarts in a variety of experiential learning contexts (e.g. TOKTW, community involvement, extracurricular activities).
- Make adjustments to grade 10 plans if needed.

Success Messages:

- *I know how to make sure I am on the right path for me.*
- *I'm doing OK.*

Focusing My Future My Way™

Scoped, Sequenced, Developmental – Ontario Version Program

The Career Focusing™ Process

Delivered by classroom, guidance, experiential learning and other teachers

Grade 10 (uses Career Focusing™ Grade 10 Workbook)

Assume:

Students have developed the basic concepts and practised the basic skills needed to use **Zone** information to evaluate work, identify good fits, and back-map to set related pathway plans.

This Year:

Students learn a more sophisticated decision-making process - Career Focusing™ - and use it with more complex information to expand and enhance their ability to identify good work and learning fits.

Specific Activities:

- Add to decision-making tools.
- Use enhanced tools to critically examine a wider range of options to identify personally satisfying work and related learning pathways.
- Refine ability to set an informed, intentional grade 11/12 learning plan and a skills development plan with confidence.
- Learn the basic concepts and skills related to applying to chosen work/learning e.g. writing Focused résumé and Focused applications for learning or work options.

Success Messages:

- *I have unique gifts to give the world.*
- *My unique gifts are needed in many different kinds of work.*
- *I understand what I need to do next and why I need to do it well.*
- *I know how to adjust my plan if I need to.*

Experiential Learning job shadow, work experience, co-op, community involvement, etc. (uses Career Focusing™ Student Worksheets)

Assume:

Students have identified a small number of work options that are a really good **Zone** fit for them, and know how to apply the decision-making skills and tools they have developed to evaluate and select related experiential learning options.
Students know the basic concepts and have the skills related to applying to work.

This Year:

Students explore work choices in a real-world context, and use their career decision-making skills to analyse and evaluate their workplace experience so they can adjust their overall work/learning plans if needed.

Specific Activities:

- Identify “Best Fit” options for experiential learning.
- Work with teacher to integrate the information to refine list and make final selection.
- Learn/apply appropriate work entry skills (e.g. writing a Focused résumé and cover letter; participating in a Focused interview).
- Learn/apply appropriate work exit skills (e.g. thank you letter).

Success Messages:

- *I know how to select the best experiential learning option(s) for me.*
- *I know how to market myself to an employer.*
- *I know how and want to do well in the workplace.*
- *I know how to adjust my work/learning plans based on my workplace experience.*

Grade 11 (begins to use Career Focusing™ Transition Planning Workbook)

Assume:

Students have used their career decision-making skills to set both a grade 11/12 learning and skills development plan.

This Year:

Students will implement their grade 11/12 plans and adjust if needed. They will begin to learn additional career decision-making skills and work with more complex work/learning information in order to set a personally satisfying exit plan in grade 12.

Specific Activities:

- Work with Guidance teacher as needed to review and revise grade 11/12 plan.
- Learn additional skills required to work with very complex work/learning information in order to set the stage for finalizing exit year plan.

Success Messages:

- *I know what I am doing.*
- *I know exactly what I have to do now, and how well I have to do it.*

Grade 12 (uses Career Focusing™ Transition Planning Workbook)

Assume:

Students have been following, and adjusting as needed, their informed, intentional grade 11/12 plan.

This Year:

Students will continue to learn and apply additional decision-making skills required to work with very complex work/learning information in order to finalize and implement their exit year plan.

Specific Activities:

- Confirm specific learning/work options to pursue.
- Apply.
- Adjust decisions if needed.

Success Messages:

- *I know exactly where I am going next.*
- *I have made a good choice now.*
- *I know how to make good choices in the future.*