

PART 4

SAMPLE WORKSHOP SERIES

This section provides a series of sample workshops. They can be used as examples to assist with designing your own workshops or as an “off the shelf” series to try out. The series is designed to work together to address the core elements and primary outcomes that have been described in the workbook. Each sample workshop includes a workshop agenda which describes the exercises and activities of the workshop and also includes sample worksheets.

WORKSHOP NAME: Introduction, Dreams and Skills

Core Element(s): Team and Dream/Self-Esteem

Primary Outcome(s): The youth will be inspired and confident about going to college and/or pursuing a rewarding career path.

SPECIFIC OUTCOMES OF THE WORKSHOP:

- The youth understand the workshop goals and are inspired to complete the workshops.
- The participants identify their skills and personal qualities and experience increased sense of self-esteem and self-confidence.
- The participants each identify their dream and ideal career.

AGENDA

Time	Who	What
		PREPARATION: (set up space, materials, etc)
15 minutes		<p>ARRIVAL, SNACK, INTRODUCTION Arrive, snack, get settled. Intro to workshop: Workshop leaders introduce themselves, and say they are going to do the first workshop of the college/career workshops. Explain what the workshop series will be about and what the goals are. Ask for questions or comments.</p>
15 minutes		<p>ICEBREAKER/ENERGIZER: Concentric Circles Form two concentric circles of participants. Circles rotate in opposite directions. When they stop, participant on inside circle asks question of person across from him/her on outside circle. Then change with outside asking inside. The questions are: what's your favorite activity?; what would you do with a million dollars?; what do you think you are best at?; what do you think you will be in ten years?; whats your dream job?</p>
35 minutes		<p>MAIN ACTIVITY: Skills And Personal Qualities Exercise Personal skills and qualities worksheet (participants complete). The youth share their skills and qualities.</p>
30 minutes		<p>MAIN ACTIVITY: Who am I ? – My dreams Who am I? (diagram) – what is my dream for the future? (participants complete the diagram). <i>Contract:</i> Group brainstorms and draws or writes individual goals and commitments on big sheet and all group members sign.</p>
15 minutes		<p>REFLECTION, EVALUATION <i>Reflection:</i> each person says most important thing/s he/she learned. <i>Workshop evaluation:</i> each person says what worked best, what did not work well for them and how they would make it better.</p>
10 minutes		<p>PORTFOLIO, DOCUMENTATION, CLEAN UP Collect materials for portfolios, and documentation. Clean up space and collect all workshop materials and supplies.</p>

WORKSHEET: Introduction, Dreams and Skills

SKILLS AND PERSONAL QUALITIES

Name: _____ Date: _____

1. What kinds of things do you do.....

With your family?

With your friends?

By yourself?

At home?

At school?

At your program?

Other?

Circle the things above that you like doing best.

2. What skills and personal qualities have you learned from what you do?

Circle the ones on the list on the next page.

3. What do you think are the most important skills and qualities for your ideal job or career?

Put a star sign (*) next to the ones on the list.

WORKSHEET: Introduction, Dreams and Skills

MY SKILLS AND PERSONAL QUALITIES

Problem Solving

Team Work

Cooperating

Communicating

Leadership

Decision Making

Working Hard

Fixing Things (Mechanics)

Sports

Writing - Stories and Poetry

Creative - Art, Drawing, Theater,
Photography, Dance, Music

Cleaning Up, Organizing

Mentoring (Peer Leader)

Competitive (Like To Win)

Making Things

Designing Things

Evaluating - Criticizing

Getting Along With People

Computer Skills - Video Games

Working With Animals

Reading

Helping Others

Other - fill in below:

Presenting In Public

Patience

Perseverance (Don't Give Up)

Funny

Honest

Reliable (Do What You Say)

Planning Events and Projects

Citizenship - Make Community Better

Playing

Teaching Other Youth

Acting as a Peer Leader

On Time

Disciplined (Stick With A Task)

Can Follow Directions

Community Service

Math

Science

History and Culture

Making Posters and Signs (Graphics)

Working With Plants

Taking Care of Little Kids

Internet

Other - fill in below:

WORKSHEET: Introduction, Dreams and Skills

WHO AM I? – PERSONAL PORTRAIT

Name: _____ Date: _____

Pairs photograph each other.

Make a personal portrait of your self.

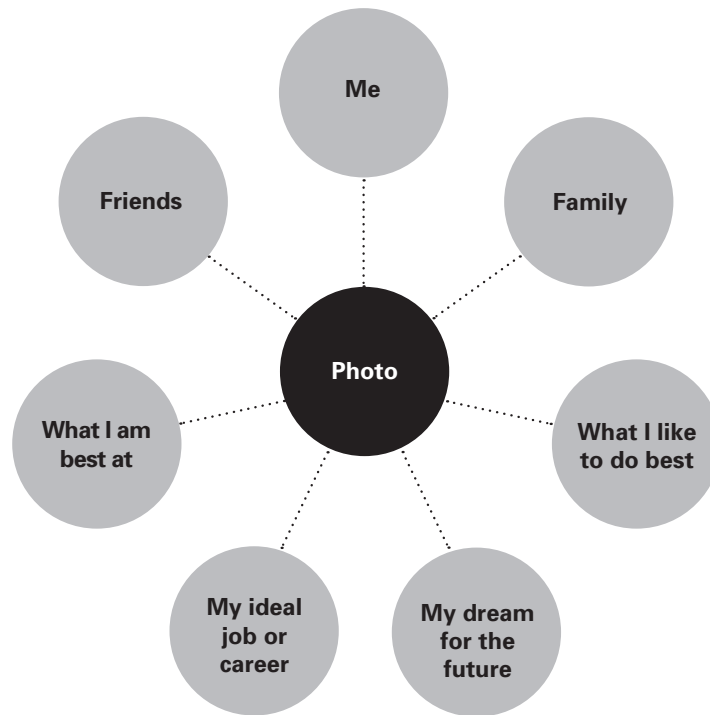
Around the space for your photograph on your personal page sheet, write or draw:

- How I describe myself
- What my favorite things to do are
- What I am best at
- My family
- My friends
- My dream for my future
- If I could be or do anything, my ideal job or career would be

Write your pledge to succeed. (see following page)

WORKSHEET: Introduction, Dreams and Skills

WHO AM I? – PERSONAL PORTRAIT



MY PLEDGE TO SUCCEED IN ACHIEVING MY GOALS:

WORKSHOP NAME: Starting the Journey

Core Element(s): Team, challenges, network of support

Primary Outcome(s): There will be a network of support of peers, college students, program staff and other adults to provide encouragement, support and guidance.

The youth will be inspired and confident about going to college and pursuing a rewarding career.

SPECIFIC OUTCOMES OF THE WORKSHOP:

- Ground rules are created and reinforced.
- Youth get to know college students and are inspired by their stories.
- Youth have opportunity to express their fears and challenges and to come up with ideas on how to overcome them.

AGENDA

Time	Who	What
		PREPARATION: (set up space, materials, etc)
10 minutes		ARRIVAL, SNACK, INTRODUCTION Arrive, snack, get settled. Intro to workshop.
10 minutes		ICEBREAKER/ENERGIZER: Ground rules – beach ball game. Form circle. Talk about team and ground rules. Brainstorm ground rules and write on beach ball. Throw beach ball around the circle. Person who catches reads ground rule on beach ball where they catch with their right hand.
35 minutes		MAIN ACTIVITY: How I got to college. College students each tell their story – who they are, what their dreams are, about their community, how they got to college, fears and challenges they had to overcome, who and what helped them most. Participants ask questions.
40 minutes		MAIN ACTIVITY: Fears, challenges and strategies to overcome them. <i>Group activity:</i> Create a collage of fears and challenges. (Participants put up stickies with their fears and challenges on them.) College students can help by offering suggestion for areas such as homework, tests, getting along in school, fear of leaving community, money, complex process, etc. Someone reads the fears and challenges and the group brainstorms ideas for overcoming them: support network (parents, friends, mentors, program staff, teachers, school counselors, etc.), resources, and personal action. Write down the strategies next to the fears and challenges. (College students can add their ideas, but let participants add first.) Each participant fills out form for overcoming their own challenges.
10 minutes		REFLECTION, EVALUATION <i>Reflection:</i> each person says most important thing/s he/she learned. <i>Workshop evaluation:</i> each person says what worked best, what did not work well for them and how they would make it better.
		PORTFOLIO, DOCUMENTATION, CLEAN UP Collect materials for portfolios, and documentation. Clean up space and collect all workshop materials and supplies.

WORKSHEET: Starting the Journey

MY STRATEGY FOR OVERCOMING MY CHALLENGES TO SUCCESS

CHALLENGES	STRATEGY FOR OVERCOMING THEM
	<p>People who can help and support me:</p> <p>Resources I can use:</p> <p>Actions I can take:</p>
	<p>People who can help and support me:</p> <p>Resources I can use:</p> <p>Actions I can take:</p>
	<p>People who can help and support me:</p> <p>Resources I can use:</p> <p>Actions I can take:</p>
	<p>People who can help and support me:</p> <p>Resources I can use:</p> <p>Actions I can take:</p>

WORKSHOP NAME: Careers and Community

Core Element(s): Dream and Community

Primary Outcome(s): The youth will be inspired and confident about going to college and/or pursuing a rewarding career path. The youth will also identify the challenges they face and know what strategies and resources they can utilize to overcome the challenges. He/she will know how to access their network of support of peers, college students, program staff and other adults who can provide encouragement, support and guidance.

SPECIFIC OUTCOMES OF THE WORKSHOP:

- The youth identify careers they are interested in which can be used for career fair.
- The youth create a community map that shows the community challenges and assets that can challenge and/or support them in realizing their goals.

AGENDA

Time	Who	What
		PREPARATION: Tables for main activities. Materials for main activity: big sheets of paper, collage material (photos representing parts of community, drawing supplies, glue sticks, scissors.)
10 minutes		ARRIVAL, SNACK, INTRODUCTION, GROUND RULES
15 minutes		ICEBREAKER/ENERGIZER: Team build and careers Pairs interview each other: what is your favorite career(s)/job? Why? What do you need to do to obtain that career? Each person introduces other and says what answers to questions were. (Use answers to careers to identify careers for the career fair.)
45 minutes		MAIN ACTIVITY: Community – challenges and opportunities Two teams create community maps (collage with photos, words, drawings, symbols). They identify and describe different parts of their community such as: their friends and peers, their family, their neighborhood, places they like to hang out, places they don't like, the schools, businesses and jobs, community programs and organizations, government, etc. They use color code and write how these are challenges and/or how they are assets. Each team presents their map and discusses how same or different. Each person fills out "my community" form.
10 minutes		REFLECTION, EVALUATION <i>Reflection:</i> each person says most important thing/s he/she learned. <i>Workshop evaluation:</i> each person says what worked best, what did not work well for them and how they would make it better.
		PORTFOLIO, DOCUMENTATION, CLEAN UP Collect materials for portfolios, and documentation. Clean up space and collect all workshop materials and supplies.

WORKSHEET: Careers and Community

Please answer the following questions with a partner.

1. What type of job/career would you like to pursue?

2. What job will help your community the most?

3. How much money do you think each of the above jobs makes?

4. What are the steps that you have to take in order to achieve the above careers?

WORKSHEET: Careers and Community

COMMUNITY “MAP”

Make a community portrait or “map” of your community. You can use words, pictures or symbols to make your map. You can use the questions below to help you create your map. Use green marker to show which are good and use red marker to show which are bad. Work together as a team to create your map. Everyone should have a chance to contribute to the map. When you are done your team will present your map to the other team(s).

- What are the best and worst places in your community?
- What kinds of things are there for young people to do in your community? (such as youth programs, movie theaters, museums, stores, malls, churches, etc.) Where are they? Can you get to them?
- What kind of jobs are in your community? (such as hospital, banks, lawyers, auto repair, social programs, etc.)
- Which ones do you think offer the best future?
- Which ones do you think are “dead end” jobs?
- Which ones make your community better?
- Any other ways you would describe your community?

Compare your community map with the maps made by other group(s) and discuss the following questions.

What are some similarities?

What are some differences?

What things are most positive and can help you to achieve your dream?

What things are most negative and are barriers to achieving your dream?

What did you learn from this activity?

WORKSHEET: Careers and Community

MY COMMUNITY FORM

Name: _____ Date: _____

What is best about my community?

What is worst about my community?

What kind of future is there for me in my community?

What in my community might be a barrier to achieving my dream?

What in my community can help me achieve my dream?

WORKSHOP NAME: Career Fair

Core Element(s): Dream

Primary Outcome(s): The youth will be inspired and confident about going to college and/or pursuing a rewarding career path. The youth will have clear knowledge of the steps they need to take to get there.

SPECIFIC OUTCOMES OF THE WORKSHOP:

The youth are inspired and learn about different careers that interest them and what steps they need to take for those careers.

AGENDA

Time	Who	What
In advance of work-shops		PREPARATION: Recruit people to represent different careers. If possible, get people from backgrounds similar to the youth so the youth will be able to identify with how they achieved their career goals and relate to them as role models. If unable to recruit people from career, college students can act as professionals to answer questions. (They will need to research the careers.) <i>Materials:</i> forms for youth to fill out, pencils <i>Space:</i> set up stations for the career representatives to set up with their materials and to be interviewed
15 minutes		ARRIVAL, SNACK, INTRODUCTION, GROUND RULES
		ICEBREAKER/ENERGIZER: (none)
45 minutes		MAIN ACTIVITY: Career Fair People from different careers talk about their jobs or college students act as career representatives. Explain career fair process. Youth interview the people representing different careers. Group sharing/discussion. Participants share their answers to the questions.
10 minutes		REFLECTION, EVALUATION <i>Reflection:</i> each person says most important thing/s he/she learned. <i>Workshop evaluation:</i> each person says what worked best, what did not work well for them and how they would make it better.
		PORTFOLIO, DOCUMENTATION, CLEAN UP Collect materials for portfolios, and documentation. Clean up space and collect all workshop materials and supplies.

WORKSHEET: Career Fair

Name: _____ Date: _____

Instructions:

- Pick 3 careers that you are most interested in.
- When instructor directs you, move to the first presenter of your choice.
- Fill in first sheet with appropriate answers.
- Move to next career when instructed.
- Fill in second sheet with appropriate answers.
- Continue until you have completed your three careers.

Note: keep in mind the questions for group discussion when talking to presenters!

Name of presenter:

Type of career:

What are the day-to-day activities of your job?

What is the typical income range of your profession?

What are you the most proud of?

What do you like most about your job? Why?

What educational and training requirements are there for your job?

What advice do you have for someone who is interested in your career?

Ask your own questions

WORKSHEET: Careers and Community

QUESTIONS FOR GROUP DISCUSSION

What interested you the most about the different professions?

What did you learn that surprised you the most?

What were different reasons presenters chose their careers?

What level of schooling needs to be completed for the career you liked the most?

**Did you notice any pattern between income and how much schooling and training is required?
If so, what was it?**

WORKSHOP NAME: Pathway to Success

Core Element(s): Pathway to Success

Primary Outcome(s): The youth will have clear knowledge of the steps they need to achieve their college-career goals. The youth will identify the challenges they face and know what strategies and resources they can utilize to overcome the challenges.

SPECIFIC OUTCOMES OF THE WORKSHOP:

The youth create a “pathway to success” map that includes challenges and resource and support to overcome the challenges.

AGENDA

Time	Who	What
In advance of work-shops		PREPARATION: Materials: large paper for creating map, markers, large stickies Space: set up large paper for map.
15 minutes		ARRIVAL, SNACK, INTRODUCTION, GROUND RULES
10 minutes		ICEBREAKER/ENERGIZER: Group juggling Form circle. Start with one ball. Say name and throw to person across, go around circle, then add another ball, then another ball.
60 minutes		MAIN ACTIVITY: Pathway to Success Go around for people to say their ideal careers. Brainstorm with group what are steps to achieve the careers. Group creates map on large paper with each step of pathways to the careers. (The map will look like a pathway. The first part will be for high school, with paths for community college, 4-year college, graduate school, etc. The paths can connect with each other (such as community college to 4-year college) and there can be side paths such as volunteer work, summer jobs, etc.) Group brainstorms what the challenges are along the way and write them on the map. Group brainstorms ways to overcome the challenges and resources and support to help and write them on map.
10 minutes		REFLECTION, EVALUATION <i>Reflection:</i> each person says most important thing/s he/she learned. <i>Workshop evaluation:</i> each person says what worked best, what did not work well for them and how they would make it better.
		PORTFOLIO, DOCUMENTATION, CLEAN UP Collect materials for portfolios, and documentation. Clean up space and collect all workshop materials and supplies.

WORKSHOP NAME: Résumé and Personal Plan

Core Element(s): Dream and Personal Plan

Primary Outcome(s): The youth will have clear knowledge of the steps they need to achieve their college and career goals. The youth will know how to access their network of support of peers, college students, program staff and other adults who can provide encouragement, support and guidance.

SPECIFIC OUTCOMES OF THE WORKSHOP:

- Create a personal plan and identify network of support.
- Create a resume.

AGENDA

Time	Who	What
		PREPARATION: (set up space, materials, etc.)
10 minutes		ARRIVAL, SNACK, INTRODUCTION, GROUND RULES
10 minutes		ENERGIZER: Wind Blows
40 minutes		<p>MAIN ACTIVITY: Personal plan</p> <p><i>College student skit:</i> "What are you going to do with your life?" Participants comment on which one is best and why. College students explain personal plan.</p> <p><i>Personal Plan and Network of Support:</i> Each participant creates a personal plan and identifies their network of support using form. (Map they created in last workshop should be posted for reference.) College students assist.</p>
35 minutes		<p>MAIN ACTIVITY: Résumé workshop</p> <p>College students present what a résumé is. College students work one-on-one with participants to create future résumés for their ideal career based on their personal plan.</p>
10 minutes		<p>REFLECTION, EVALUATION</p> <p><i>Reflection:</i> each person says most important thing/s he/she learned.</p> <p><i>Workshop evaluation:</i> each person says what worked best, what did not work well for them and how they would make it better</p>
		<p>PORTFOLIO, DOCUMENTATION, CLEAN UP</p> <p>Collect materials for portfolios, and documentation. Clean up space and collect all workshop materials and supplies.</p>

WORKSHOP NAME: Résumé and Personal Plan

PERSONAL PLAN

Name: _____ Date: _____

My dream and goals:

My ideal career:

Steps I am going to take to achieve my career:

My challenges and how I am going to overcome them:

My network of support:

My commitment to success:

WORKSHOP NAME: Résumé and Personal Plan

Name: _____

Address: _____

Phone number: _____

Email address: _____

Objective: _____

Education

High School: _____

Anticipated graduation date: _____

Middle School: _____

Anticipated graduation date: _____

Elementary School: _____

Volunteer and Work Experience

- _____
- _____
- _____

Hobbies and Activities

- _____
- _____
- _____

Skills

- _____
- _____
- _____

Certificates and Awards

- _____
- _____

WORKSHOP NAME: Graduation Celebration

Core Element(s): Network of Support, Personal Plan for Success

Primary Outcome(s): Each youth will successfully complete the series and have a personal plan for success and a commitment to follow through.

SPECIFIC OUTCOMES OF THE WORKSHOP:

- The youth complete a personal statement and present at the graduation.
- The youth are recognized for completing the workshops series and experience success and support.

AGENDA

Time	Who	What
		<p>PREPARATION: <i>Materials:</i> certificates and awards for youth and college students and other people who contributed to the workshops. <i>Set up space for ceremony:</i> chairs, tables for food. Camera, video to record.</p>
5 minutes		ARRIVAL, INTRODUCTION
10 minutes		<p>ICEBREAKER/ENERGIZER: Juggling game Group in circle. Throw ball across to another person – that person says how they are feeling.</p>
45 minutes		<p>MAIN ACTIVITY <i>Preparation for graduation:</i> personal statement and commitment. College students assist participants in preparing personal statement for the graduation. Participants practice reading their statements.</p>
60 minutes		<p>MAIN ACTIVITY – GRADUATION CEREMONY <i>Presentation of certificates and personal statements:</i> Take photo of each with college student, staff and parent/guardian. <i>Recognition of network of support:</i> There is recognition of all the college students and staff who assisted with the workshops and recognition of parents, teachers, counselors and others who are there to support the youth. <i>Celebration:</i> Food and refreshments.</p>

WORKSHOP NAME: Résumé and Personal Plan

PERSONAL STATEMENT AND COMMITMENT

Name: _____ Date: _____

Hello. My name is:

My goals are:

The steps I am going to take to achieve my goals are:

My biggest challenges is:

I am going to overcome this challenge by:

I pledge to do my best and to use my support network to be all that I can be: