

Job Exploration Workshop

Welcome Back
Day Two



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The Transition Career Exploration Workshop is a product of the Maine Department of Labor. The ND Division of Vocational Rehabilitation has permission to add the ND DVR brand to all information.

Ice-Breaker

- Who has a favorite winter sport?
- Who has a favorite video game?
- Who has brothers and/or sisters?
- Who is a Red Sox fan?
- Who is a Yankees fan?
- Who has a favorite music group?
- Who has a favorite food?

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Facilitator Notes:

Estimated Time: 10 minutes

You can pick and choose which questions you wish to ask of participants.

ACTIVITY: Ice Breaker

What Are My Strengths?

Suppose the owner of a restaurant needs someone to wash dishes at his restaurant.

He says that he'll hire the person who has the best strengths or skills for that job.

What would you tell him about your strengths? What strengths would be important for you to have on this job?

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Facilitator Notes:

Estimated Time: 15 minutes

You may want to prompt them to think about their strengths by asking them the questions on the slide.

Refer to the "What Are My Strengths?" activity and have them take a few minutes to fill in as many of the "clouds" as they can. If they need help, refer to the completed "I Am Someone Who" activity sheet.

After they have finished, go around the group and have each of them read one "cloud" that they have filled in.

ACTIVITY: What Are My Strengths?

How Do I Learn Best?



And why is it important to know?

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Facilitator Notes:

Estimated Time: 15 minutes

LEARNING OBJECTIVE: Participants will understand the importance of their individual learning styles and how it can help them choose a work goal and be successful on the job.

This is the part of the workshop when participants will begin to understand how they may learn best. For example, seeing, hearing, doing, etc.

Learning Style

How we learn best is called
our **“learning style”**!

Word You Need to Know: Learning Style

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Facilitator Notes:

Stress the role of “life-long learning”. Help participants realize how they learn everyday. Ask for examples and/or provide examples if they need assistance starting the conversation.

How Do I Learn Best?

- We gather and use information in a variety of ways....called **learning styles!**
- We usually have a **preferred** learning style:
here are four possible styles

We see

We hear

We touch

We move

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Facilitator Notes:

This will be a brief introduction to the four learning styles.

Note: Throughout the workshop, facilitators will be able to observe and identify the participant's preferred learning style. Facilitators are encouraged to note these observations for future reference.

Encourage participants to identify what they believe their preferred learning style is; facilitators can assist by offering what they have seen, which demonstrates the participant's learning style.

So, What Is My Preferred Learning Style?

- Seeing
- Hearing
- Touching
- Moving



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Facilitator Notes:

Inform participants that we will be discussing and learning about Learning Styles so that they can better understand what their own style is. This will assist them in knowing how they best learn job tasks.



S (Seeing) Learning Style

- I learn best if I:
 - **SEE** what I'm learning
 - **READ** what I'm learning
 - Use charts, maps, videos, written notes, pictures
 - **WRITE** out items for quick visual review

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Facilitator Notes:

Go over each of the next four slides to highlight and describe each of the four learning styles.



H (Hearing) Learning Style

- I learn best if I:
 - **LISTEN** carefully
 - Sit or stand where I can **HEAR CLEARLY & LISTEN**
 - **TAPE** what is being said so I can learn and remember
 - Talk with another person about the information I have heard

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Facilitator Notes:

Spend some time reviewing and giving examples of this learning style.



Hands on Learning Style

- I learn best when I:
 - Work with something that can be **TOUCHED**
 - **TRACE** words as I say them
 - **WRITE** it several times
 - Take notes

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Facilitator Notes:

Spend some time reviewing and giving examples of this learning style.



M (Moving) Learning Style

- I learn best if I:
 - Learn **hands-on** – physical, building, mechanical, sports, dancing, moving, doing
 - Use **physical** objects; i.e., make or use models
 - Use **flash cards**
 - Use **role-playing** – act out what I’m learning
 - Use hand gestures or “**body language**”
 - **Move** around while I think

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Facilitator Notes:

Spend some time reviewing and giving examples of this learning style.

So, What is Your Preferred Learning Style?

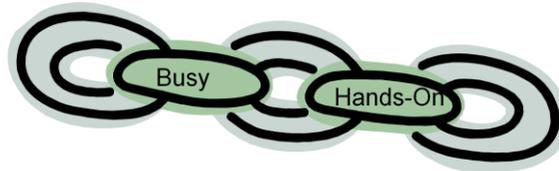
- What do you think is your preferred learning style? Give an example of how you best learn.

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Facilitator Notes:

Facilitators could disclose their own learning style and examples of how they learn best.

Strengths Chain



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Facilitator Notes:

Estimated Time: 20 minutes

Materials Needed: strips of paper, staplers or Scotch tape

- Each participant is to list his/her strengths on strips of paper and make a chain of strengths. The goal is to get at least 10 links in your chain. In order to come up with these strengths, have participants refer to the “I am Someone Who” activity and the “What are my Strengths” activity.
- The initial goal of this game is to see how many strengths you can identify about yourself – one strength per piece of paper.

Reminder: Strengths can be skills, abilities, personal characteristics, experience, etc.

- Give them an adequate amount of time to complete 3-5 strengths and assemble their strengths chain.
- Indicate that their chain is what they can do or accomplish by themselves. Promote the idea that people usually work in teams at work.
- Have them now connect all of their chains together; this becomes a visual tool of what they can do as a work team.
- Have everyone tape/staple their links together. Then staple the groups’ links together to see how many strengths the group has as a whole!
- It is very important that each of them focus on their strengths when exploring job opportunities and what they can add to a team’s skills, as this is what employers will focus on to see if your strengths match the task of the job and enhance what the team can do in the workplace. By this time, others in the group may be able to assist in offering strengths to those participants who can’t think of any. This is a powerful process for the group!

Coat of Arms Preparation

- **Values Exercises**

Create Your Own Coat of Arms

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Facilitator Notes:

You may want to decide beforehand which exercise you'll want to use.

If you choose one of the internet-based exercises, you should preview it before the session, because participants would need computers and access to the Internet.

An optional activity for this workshop is listed below:

<http://www.imaginon.org/fun/whippingboy/createacoatofarms.asp?themeid=2&activityid=8>

ACTIVITY: Coat of Arms

Coat of Arms Questions

BALL AT TOP: Fill in your name

In each of the sections of the Coat of Arms, draw a picture, design or symbol that represents the following:

SECTION 1: Your greatest PERSONAL achievement

SECTION 2: Your greatest achievement at SCHOOL or WORK

SECTION 3: How friends would describe you as a person

SECTION 4: One thing you would like to do by the time you are 65, in terms of work or your personal life

SECTION 5: What you most enjoy doing

WRITE OR PRINT:

SECTION 6: One thing you would most like to be said about you

OPTIONAL

Band at the bottom: A value or phrase that is important to you

Adapted from "Values Clarification" by Sidney Simon, Leland W. Howe & Howard Kirschenbaum, Hart Publishing Co., (1972)

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Facilitator Notes:

Estimated time: 30 minutes

Materials Needed: Colored pencils, crayons, stickers, magic markers (encourage them to use them).

If interested, prep ahead. Facilitators can write down a number of different mottos on paper strips and place them in a container. If participants are having trouble coming up with a motto, they can pull from the "Motto Can" for ideas.

This is a creative exercise!

- Ask or explain the origin and purpose of a coat of arms.
- Go to the Coat of Arms activity.
- Read the instructions on the slide or exercise paper; explain clearly what is expected in each section. Draw on the knowledge of the participants' previous experiences; i.e. Special Olympics, volunteering experience, working with pets, helping around the house, enjoying hobbies, in order to complete this activity.
- Give them about 20 minutes to complete their coat of arms.
- Facilitator will share their Coat of Arms as an example; have each of them explain their coat of arms.

Remind them that this is a values (what's important to them) exercise.

Give examples of a motto or phrase they live by such as: "Treat others as you would like to be treated," "Stuff happens, Let it go," "Don't worry, Be happy," the importance of "Love Laugh Work."

ACTIVITY: Coat of Arms

Job Exploration Workshop

Awesome work today!

End of Day Two