### **Who I Am, Who I Am Becoming**

The goal of Module 1 is for each participant to develop a vision of a vocational identity that is defined by personal strengths and empowering messages (rather than by past circumstances, actual/perceived limitations, and disempowering messages). Through constructing a meaningful vision for their work lives that incorporates strengths, values, and interests, participants build hope, self-confidence, and self-understanding that they need in order to move forward in the journey of finding satisfying work.

By the end of this session, participants will be able to state in their own words the goals of Module 1; name skills that they would like to build into their future career identity; and describe a preliminary vision that will inform their goal-setting process.

**TIPS FOR FACILITATORS**

* + To further orient students to the purpose of this module, show concrete examples of the finished products that they will have at the conclusion of the module. This includes a vision board and a summary profile.
  + During this session, facilitators should focus on the process of participants getting in touch with their own passions and hopes for the future. Facilitators should anticipate and be sensitive to negative emotions that come up for participants, as past failures may serve as a barrier to “dreaming”. In this case, the facilitator’s role is to meet participants where

they’re at, “hold the hope”, and encourage them to use this as a safe space to consider the possibility of a positive work future.

* + Anticipate and be sensitive to participants’ feelings of ambivalence around embarking on the career exploration process. Actively listen for opportunities to normalize those feelings.
  + Connect activities to goals of session and program. Example:

*“You were likely attracted to this program because you wanted to find a path that would lead to fulfilling opportunities – not “just any job”. In this session, we begin to explore what meaningful work might look like for you.”*

**AGENDA**

* + 1. Orient to Module 1 (15 mins)
    2. Warm Up: People I Admire (20 mins)
    3. Break (10 mins)
    4. Visualization Exercise (60 mins)
    5. Evaluations (5 mins)

**ORIENT TO MODULE 1**

* + Provide a brief description of the goals of Module 1 and the activities that students will engage in to achieve those goals.
  + Explain that after most activities in Module 1, students will be asked to capture their work in their “summary profiles”. Show the students a sample summary profile and briefly describe it. (It’s most helpful to show the profile of an actual person – peer instructor, for example.)
  + Show students where summary profiles are located. Request that students keep these on hand every session.

**PEOPLE I ADMIRE**

* + Model activity by having a peer instructor share. Instructor should give a brief (2 minute) response that covers these points:
    - Who they chose to write about (the person they admire)
    - What the person did that was admirable/inspirational
    - What identified skills they want to incorporate and why
  + Break up into groups of three – one facilitator/group. Ask participants to share their responses.
  + Come back together as a large group to reflect on activity

Instruct participants to record one to three identified skills in their “Summary Portrait” (found at the end of Module 1). Conclude by explaining that this activity is one of many structured approaches participants will use to develop their summary portraits.

**MIRACLE QUESTION ACTIVITY**

* + Give rational for activity. Example: one of the primary goals of this program is to help participants identify meaningful work possibilities. Over time, we may have unintentionally limited our possibilities by ruling out of options. Perhaps we thought certain dreams would be too difficult to achieve or that we weren’t capable of achieving them. Maybe someone else told us they were unrealistic. The following exercise is designed to help you bypass those negative messages and access your intuitive knowing.

**AT HOME**

Briefly give instructions for **My Vocational Experiences Brainstorm** (handout).

### **Visualization**

Suppose that tonight, while you are asleep, a miracle happens, and all of your career problems have been resolved. When you wake up in the morning, you don’t know a miracle has occurred, because you were asleep. But, you know that something is radically different – that your life has radically changed. Picture yourself getting out of bed and getting ready for the day.

* + How do you feel?
  + What do you hear?
  + How do you see yourself dressing?
  + Where do you see yourself going?
  + What do you picture yourself doing when you get there?
  + Who, if anyone, do you picture interacting with?

### **Reflection: Visualization**

|  |
| --- |
| What specific improvements to your working life did you picture? |
|  |
|  |
|  |
|  |
| What would these improvements do for you? In other words, what value would they bring to your life? |
|  |
|  |
|  |
|  |
| What does your vision suggest about what is important to you? |

Shape

Shape

Shape

Shape

**Vocational Experiences Brainstorm**

Use the attached worksheet to make a list of your past vocational experiences. In this case, “vocational” describes experiences that helped you develop skills and knowledge -about your interests and talents, your likes and dislikes, and your beliefs about work. Experiences can include:

* Past and present educational experience
* Paid and unpaid work experience (including work done for friends & family)
* Community involvement/volunteering
* Hobbies or extracurricular activities
* Experiences with mentors and role models
* Familial or cultural experiences related to work beliefs or values

**Example: Jaimie’s Vocational Experiences Brainstorm**

**Educational Experiences**

* + Central High School
  + University of Massachusetts
  + Boston Adult Community Education
  + Bunker Hill Community College

**Work Experiences**

* + Waitress
  + Dog Walker
  + Cashier at CVS
  + Taking care of my father
  + Helping friend move
  + Helping uncle run yard sale
  + Caring for my nephew
  + Helping landlord with landscaping

..................Column Break..................**Community Involvement**

* + Hyde Park Youth Center
  + Red Cross
  + Walk for Hunger

**Hobbies**

* + Blogging
  + Basketball (playing and watching)

**Memories/Significant Life Experiences**

* + Story of my family coming to U.S.A.
  + Growing up w/ single working mom
  + Senior Year English Teacher as a mentor
  + Hospitalization

### **My Vocational Experiences**

|  |
| --- |
| **Educational Experiences** (formal school, community education, trips, etc.) |
| **Work Experiences** (paid and unpaid work, internships, apprenticeships, work done for friends and family, etc.) |

|  |
| --- |
| **Community Involvement** (volunteering) |
| **Hobbies** (arts, sports, leisure, etc.) |
| **Memories/Life Experiences** (cultural heritage, influential relationships, vacations, illness, etc.) |