

Post-Secondary Success Workshop

How to assist high school students in accomplishing their
post-secondary dreams

Agenda

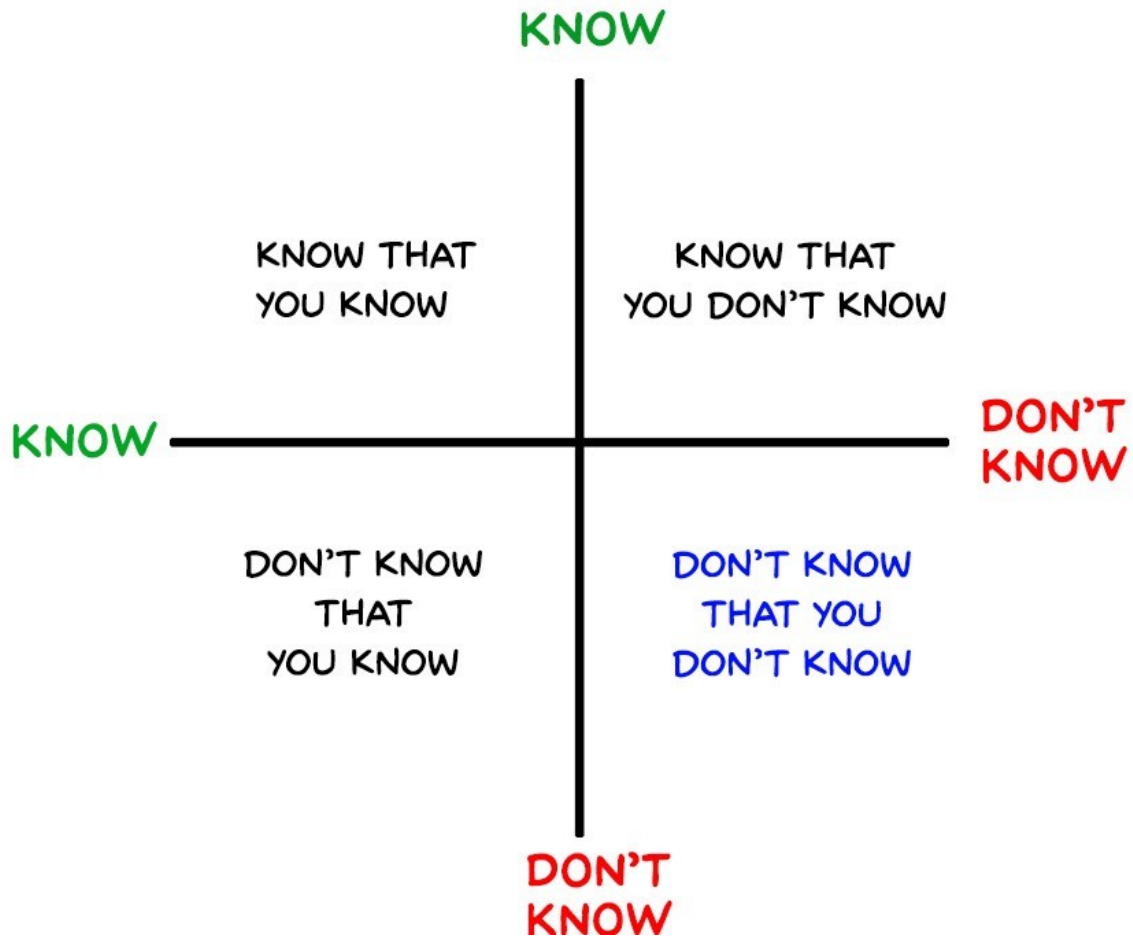
- Introductions
- Icebreakers
- Active Listening
- Dream Redirect Method
- Active Listening Activity
- Wrap Up

Last Coach Standing



Pop Quiz!

<https://create.kahoot.it/share/city-wide-gear-up-training/ca4905ee-68e1-4a7f-b281-a7f36cb6267a>



Objectives

- How to engage in meaningful conversations with high school students about their post-secondary plans
- How to have students guide the conversation without crushing their dreams or setting them up for unrealistic plans
- Understand what active listening is and how to apply it to your conversations with students
- Knowing the different components of the dream redirect method and how to apply them

What is active listening?

- L** = Look interested - get interested
- I** = Involve yourself by responding
- S** = Stay on target
- T** = Test your understanding
- E** = Evaluate the message
- N** = Neutralise your feelings

I'M ALL EARS.



Active Listening Mindset

1. Be interested and show it. Genuine concern and a lively curiosity encourage others to speak freely. Interest also sharpens your attention and builds on itself.
2. Monitor your own feelings and point of view. Each of us listens differently. Our convictions and emotions filter-- even distort-- what we hear. Be aware of your own attitudes, prejudices, cherished beliefs and emotional reaction to the message.
3. Give the other person the benefit of the doubt. We often enter conversations with our minds already made up, at least partially, on the basis of experience. Pre-judgements can shut out new messages.
4. Get feedback. Make certain you're really listening. Ask a question. Confirm with the speaker what he/she actually said.

Dream Redirect

Difficult conversations advisors must have with students to discuss their current goals/motivation and redirect them on the path to success



So why do you need this?

- Understand how to engage in conversations with high school students about their post-secondary goals without inserting your own biases and assumptions
- Allow high school students to guide the conversation and assist them in coming to their own conclusions
- Speak to high school students about their goals without setting them on a path that doesn't make sense for them and/or discouraging them from pursuing options based on what you think they can/can't achieve

Define

Have students think about their strengths and how they can apply that to their post-secondary goals.

Work with students' to understand their commitment and how they demonstrate that in different aspects of their lives



Awareness

Hone in on their commitment. Allow students to think about what they are willing to stay committed to and what that would look like for them.

Affirmations are important! Affirm the strengths students convey to you and encourage them to go deeper into others areas they have strengths



Moving Forward

Thinking ahead to the future- how can students use their current strengths to attain the goals they set for themselves?

How much effort are students willing to put into working on their strengths and weaknesses to get to the major/career they want?

Practice Active Listening!

1. Find a partner
 2. Person A will have 1 min to talk about a goal they have for their future while person B listens
 3. Person B will then have 2 min to discuss the goal with Person A using strategies we covered
 4. Switch!
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Debrief

- How did it feel as a Coach to listen and provide feedback?
 - What was the most difficult part of the activity?
 - What do you think worked well?
 - How did it feel as the role of the student? What worked well?
 - What do you think might be done differently and why?
 - Any final thoughts/comments?
 - Questions?
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