

Indigenous Life Design

Indigenous Life Design

BRIAN MALOTT

FANSHAWE COLLEGE PRESSBOOKS
LONDON ONTARIO



Indigenous Life Design Copyright © 2023 by Brian Malott is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Contents

Acknowledgements	vii
Course Introduction	1
Course Structure	3
Design Mindsets	vii
Module 1: Designing Your Life	
Be Curious: Design Thinking	11
Reframe Problems: Five Steps to Designing Your Life	14
Going Deeper: Design Thinking Toolkit	16
Try Stuff: Balanced Dashboard	17
Radical Collaboration: Design Your Life	19
Module 2: Empathize	
Be Curious: Empathy	23
Try Stuff: Self Empathy Map	25
Reframe Problems: Understanding Yourself	28
Try Stuff: Guiding Circles	30
Try Stuff: Life-Work-College View	31
Try Stuff: Wellness Cards	33
Going Deeper - Enjoyable Accomplishments	35
Going Deeper -Starting A Conversation About Mental Health	37
Radical Collaboration: Empathize	39
Module 3: Define Your Challenge	
Know it's a Process: Define Your Challenge	43
Be Curious: Learning Preferences	45
Try Stuff: Discover Your Learning Style & Exam Prep Methods	47
Reframe Problems: What Challenges Do You Want to Solve?	49
Try Stuff: Challenge Cards	51
Be Curious: Life Sketch	53
Radical Collaboration: Define	54

Module 4: Ideas

Know it's a Process: Ideas	57
Be Curious: Labour Market Information (LMI)	59
Be Curious: LMI Step 1: Self-Assessment	61
Be Curious: LMI Step 2: Labour Market Research	63
Be Curious: LMI Step 3: Skills and Qualifications	65
Be Curious: LMI Step 4: Job Search	67
Be Curious: LMI Step 5: Employment Maintenance	69
Try Stuff: Career Exploration	71
Radical Collaboration: Ideas	73

Module 5: Prototype and Test

Be Curious: Prototype and Test	77
Try Stuff: Career Experiences to Explore	79
Try Stuff: Career Mind Mapping	80
Radical Collaboration: Prototype and Test	84

Module 6: Implementation

Know it's a Process: Implementation	87
Try Stuff: Education Plan	88
Try Stuff: College & University Program Information	89
Know it's a Process: Funding	90
Radical Collaboration: Implementation	93
References	95
Appendix 1: Using Text-To-Speech Tools To Listen To Your Textbook	96

Acknowledgements

This open guide has been compiled and adapted by Brian Malott in partnership with the OER Design Studio and the Library Learning Commons at Fanshawe College in London, Ontario. This work is part of the FanshaweOpen learning initiative and is made available through a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License unless otherwise noted.

Design is a collaborative process, and many of the best ideas are going to come from other people. What's radical is that you want a diverse team with different experiences, perspectives, points of view, and even beliefs. We would like to acknowledge the Stanford Life Design Lab and the Stanford d.school for good communal sharing practices and collaborations.



Attribution

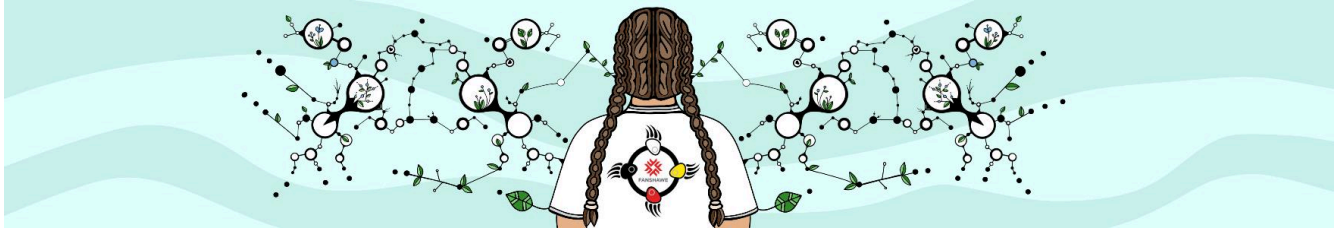
We want to acknowledge and thank the authors/entities who have graciously made their work available for the remixing, reusing, and adapting this text. Specific attributions can be found at the bottom of each section.

The cover art is by Hawlii Pichette (Instagram account urbaniskwew) and is made available through a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Collaborators

- Shauna Roch, *Project Lead, Editor*
- Jason Benoit, *Instructional Design Student*
- Freddy Vale, *Graphic Design Student*
- Wilson Poulter, *Copyright Officer*

Course Introduction



Through this 9-hour self-paced micro-credential, you will be guided through a reflective journey to identify your interests and strengths and select a career journey that aligns with your identity.

1. Identify the challenge to be solved.
2. Use the Design Thinking process to design your life plan
3. Identify education and experience to be successful in a career.
4. Apply for school

Learning Outcomes

- Identify your career goal and why you have chosen it.
- Describe your plan for completing your education program.
- Plan your career journey beyond college and identify other programming and training needed to be successful.
- Research education program requirements and success strategies.
- Apply for Schooling and Funding.



At Fanshawe, we welcome all walks of life on Turtle Island. We understand how impactful post-secondary education can be in a person's life. We are here to help First Nations, Métis and Inuit students from the beginning and throughout their academic endeavours. We proudly offer a community where students can be authentic and receive culturally enriching support while studying.

The Institute of Indigenous Learning at Fanshawe is waiting to welcome you. We are a team of dedicated staff from across Turtle Island and provide student support to all our Indigenous students. We are your home away from home.

Complete this form to sign up for communications

Course Structure

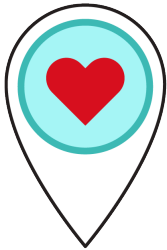


An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/illlivedesign/?p=25#h5p-1>

Click on the hotspots (purple plus signs) for links to the sections in the career journey map.

This guide follows a design thinking process to map your career journey. Design Thinking will be explored more in Module 1. Each section will contain the following content.



Module 1: Design Your Life

- **Be Curious: Design Thinking** – Overview of what design thinking is
 - **Reframe Problems: Five Steps to Designing Your Life** – Overview of using design thinking with life planning
 - **Try Stuff: Balanced Dashboard** – Check Where you are currently are
 - **Know it's a Process!: Design Thinking Toolkit** – additional tools and methods to come up with solutions to challenges
 - **Story Telling and Radical Collaboration** – Reflect on Learning, Share your experiences and get feedback and coaching
 - **Going Deeper** – Additional resources if you want to explore more areas
-



Module 2: Empathize

- **Be Curious: Empathy** – Overview of what Empathy is
 - **Reframe Problems: Understand Yourself** – explore five areas about yourself
 - **Try Stuff** – Try out some activities to reflect on yourself
 - **Balanced Dashboard** – Check Where you are currently in 4 areas
 - **Life, Work, & College Views**– Reflect on what each means to you
 - **Wellness Cards** – Take some time to sort different wellness areas and prioritize what is important to you at the moment
 - **Story Telling and Radical Collaboration** – Reflect on Learning, Share your experiences and get feedback and coaching
 - **Going Deeper** – Additional resources if you want to explore more areas
-



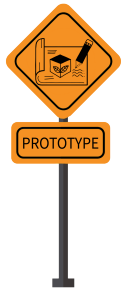
Module 3: Define Your Challenge

- **Know it's a Process:** Define Your Challenge
 - **Be Curious:** Learning Preferences
 - **Try Stuff:** Discover Your Learning Style & Exam Prep Methods
 - **Reframe Problems:** What Challenges Do You Want to Solve?
 - **Try Stuff:** Challenge Cards
 - **Be Curious:** Life Sketch
 - **Radical Collaboration:** Define
-



Module 4: Ideas

- **Know it's a Process: Ideas** – Overview of creating ideas and brainstorming
 - **Be Curious:** Labour Market Information (LMI) – Overview of what research needs to be done about jobs
 - **Be Curious:** LMI Step 1: Self-Assessment
 - **Be Curious:** LMI Step 2: Labour Market Research
 - **Be Curious:** LMI Step 3: Skills and Qualifications
 - **Be Curious:** LMI Sep 4: Job Search
 - **Be Curious:** LMI Step 5: Employment Maintenance
 - **Try Stuff:** Career Exploration – A starting point of ideas to try and be curious about
-



Module 5: Prototype & Test



- **Introduction:** Explore what Prototyping and Testing are
 - **Try Stuff:** Select Career Experiences to Explore different Careers from over 2000 ideas
 - **Try Stuff:** Career Mind Mapping steps to help you on your journey
 - **Going Deeper:** Prototype & Test
 - **Radical Collaboration:** Prototype and Test
-



Module 6: Implementation

- **Know it's a Process:** Implementation
- **Try Stuff:** Create an **Education Plan** that will help guide you on your journey.
- **Try Stuff:** Research **College/University Program Information** that will equip you to fill out application forms.
- **Try Stuff:** Understand the different options for **Funding** your education
- **Going Deeper:** Implementation
- **Radical Collaboration:** Implementation

Design Mindsets

We have all been asked, What do you want to be when you grow up? Whether you are fifteen or fifty, figuring out what you're going to do with your life remains a fundamental challenge. There's more to it than just having that One True Plan; after all, life is all about GROWTH and CHANGE. We can't expect things always to work out how we think they will. What we need is a process – a design process – for figuring out where we are, what we want, and how we can build our way to a life we love.

Design Thinking Mindsets



Be Curious

Curiosity makes everything new. It invites exploration. It's an open approach to learning more. Designers look through the lens of curiosity not judgment or rushing to solution. You will hear designer say “tell me more..” or ask open questions to get at needs and wants, what works, what doesn't and what's missing.



Reframe Problems

Thinking about something differently is how designers get unstuck. It also makes sure that we are working on the right problem. Key reframes help you step back, examine your biases, and open up new solution spaces. Reframing enables designers to examine ways to look at problems differently or through a new lens in order to increase the opportunity for innovation.



Try Stuff

When you have a bias to action, rather than sitting on the bench just thinking about what you are going to do, get in the game and commit to building your way forward. Designers are always trying things and testing them out. They test out ideas, failing often until they find what works and what solves the problem. Designers embrace change. They are not attached to one particular outcome.



Know It's A Process

To think like a designer, you have to understand that life gets messy. For every step forward, it can sometimes seem you are moving two steps back. An important part of the process is letting go – of your first idea and of a good-but-not-great solution.

And it's also important to be aware of your own process. Are you rushing to a solution? Are you blocked? Are you energized by certain activities and drained by others. Being mindful of the process is key to the journey of life design.



Radical Collaboration

The last mindset of design thinking is perhaps the most important. **You are not alone; it takes a team.** The best

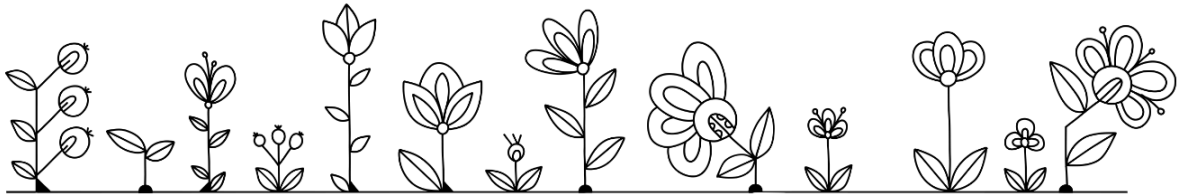
designers know that great design requires radical collaboration. Design is a collaborative process, and many of the best ideas are going to come from other people. What's radical is that you want a diverse team with different experiences, perspectives, points of view, and even beliefs.



Story Telling

Telling and hearing others' stories helps us to create narrative resonance and connect the dots in our own lives

MODULE 1: DESIGNING YOUR LIFE



In this module, you will:

- **Be Curious:** Design Thinking – Overview of what design thinking is
- **Reframe Problems:** Five Steps to Designing Your Life – Overview of using design thinking with life planning
- **Going Deeper:** Design Thinking Toolkit– Problem-solving technique using design thinking
- **Try Stuff:** Balanced Dashboard – Check Where you are currently are
- **Radical Collaboration:** Design Thinking Toolkit – additional tools and methods to come up with solutions to challenges

Be Curious: Design Thinking



Design thinking is a human-centric approach to solving problems by creating new ideas. Design thinking is an iterative process in which we seek to understand the user, challenge assumptions, and redefine problems to identify alternative strategies and solutions that might not be instantly apparent with our initial understanding. At the same time, Design Thinking provides a solution-based approach to solving problems. It is a way of thinking and working and a collection of hands-on methods (Dam & Siang, 2020).

Design Thinking Process: Six Steps

Step 1: Empathize

Empathy: is the ability to understand and share the feelings of another person. Self-empathy involves having compassion for oneself. It is treating yourself with the same kindness and understanding that you would offer to a friend or loved one when they are going through a challenging or emotional experience.

The best way to solve a problem is first to understand the problem and your feelings about the problem. Empathizing enables you to learn about your needs, desires and goals. Empathy for yourself is essential to gathering insight into what is most important to you. Where a solution exists but the problem persists, we have an “empathy gap” – the gap between what people do and what people say they do. These gaps are the design opportunities.

Step 2: Define

Define: begin to highlight opportunities for change.

When defining a problem, we have to look beyond the apparent issue and think about the deeper root of the issue. The define stage is assessing the information gathered in the empathy phase to define the problem accurately. At the end of this phase, you should have a clearly defined problem statement which will guide you on your career path.

Step 3: Ideate

Ideate: brainstorm creative ideas that address the unmet needs.

Some people make the mistake of starting their design journey at the ideate stage. They may have a fantastic idea, but it does not solve their need. You clearly understand the needs and challenges that will drive your solution so you can develop workable ideas. This stage requires open-mindedness and can be facilitated through brainstorming activities. This might involve brainstorming different paths, strategies, and approaches to having a fulfilling career. Additionally, you can consider which of these ideas are feasible.

Step 4: Prototype

Prototype: The goal of this phase is to understand what components of your ideas work

Prototyping involves creating tangible or experiential representations of your ideas and strategies. This can take various forms:

- *Experimental Changes:* You might prototype by making small, temporary changes in your life to test out new habits, interests, or career paths. For example, if you're considering a career change, you might take on a part-time internship or volunteer role in that field to see if it aligns with your aspirations.
- *Visualization and Mind Mapping:* Creating vision boards, mind maps, or visual representations of your life goals and plans can serve as prototypes. These visual aids help you clarify your thoughts and visualize the future you want to create.
- *Role Playing and Scenario Testing:* You can prototype by mentally or physically role-playing various life scenarios. Imagine yourself in different situations and assess how they align with your goals and values.

Step 5: Test

Test: ask yourself, 'Does this solution solve the problem?'

Testing is an ongoing process that involves implementing changes and gathering feedback. You may have missed some key observations and need to return to the empathy stage. Alternatively, as time passes, the conditions that created the initial need for your solution may change, and you need to modify your approach or change the defined problem.

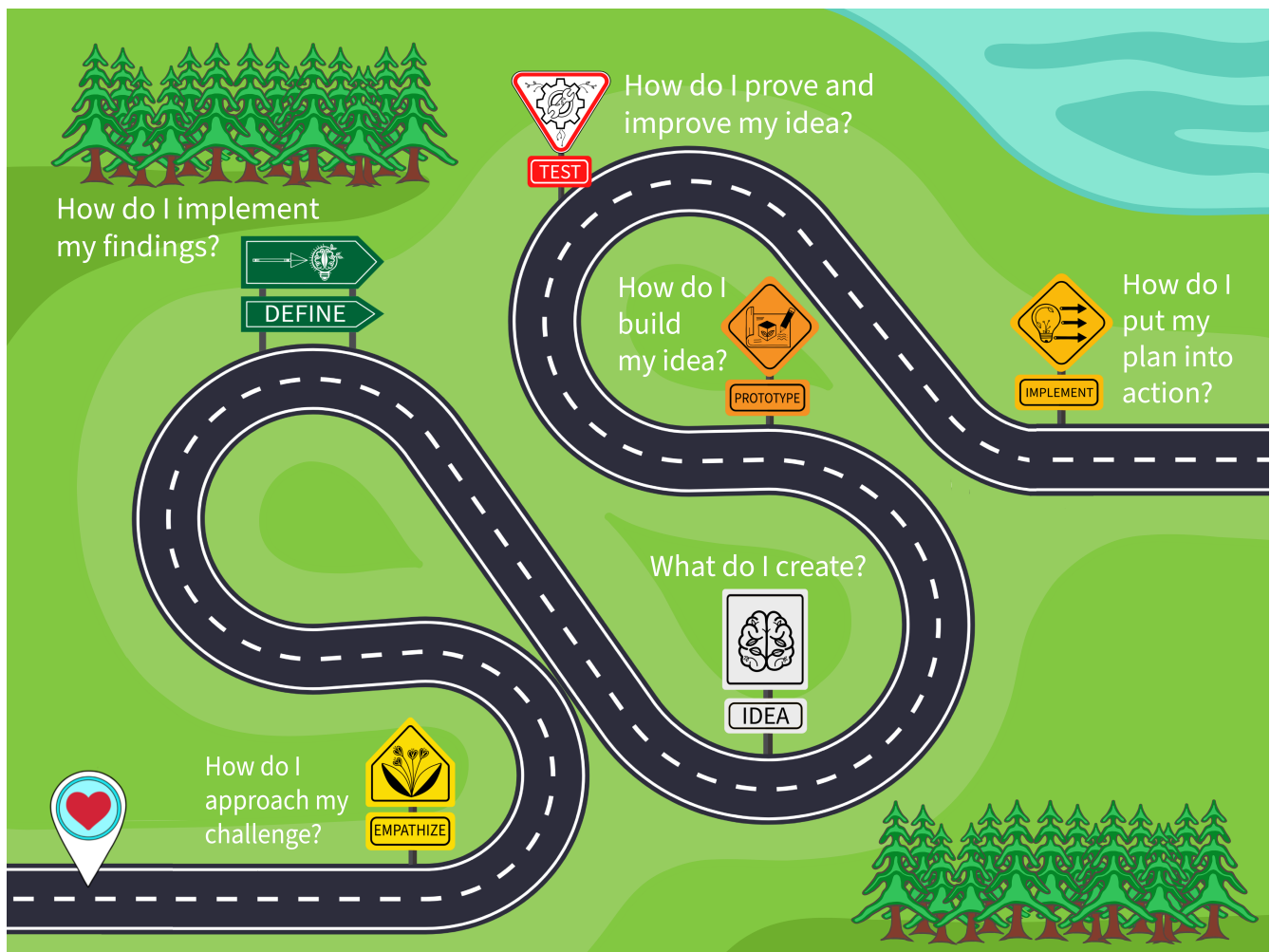
Testing will enable you to tweak and refine, discover anything you missed in the early stages of the design process, and find a successful solution.

Step 6: Implement

Implement: Put the vision into effect.

This is the most essential part of design thinking, but it is often forgotten. Design thinking does not free you from the actual design. It's not magic. As impactful as design thinking can be, it only leads to actual change if the vision is executed.

The Design Thinking process is the framework used for this workshop to guide you through the career exploration process. The following modules will help you self-empathize, define your challenge, ideate, prototype, test some possible solutions, and implement your action plan.



Attributions

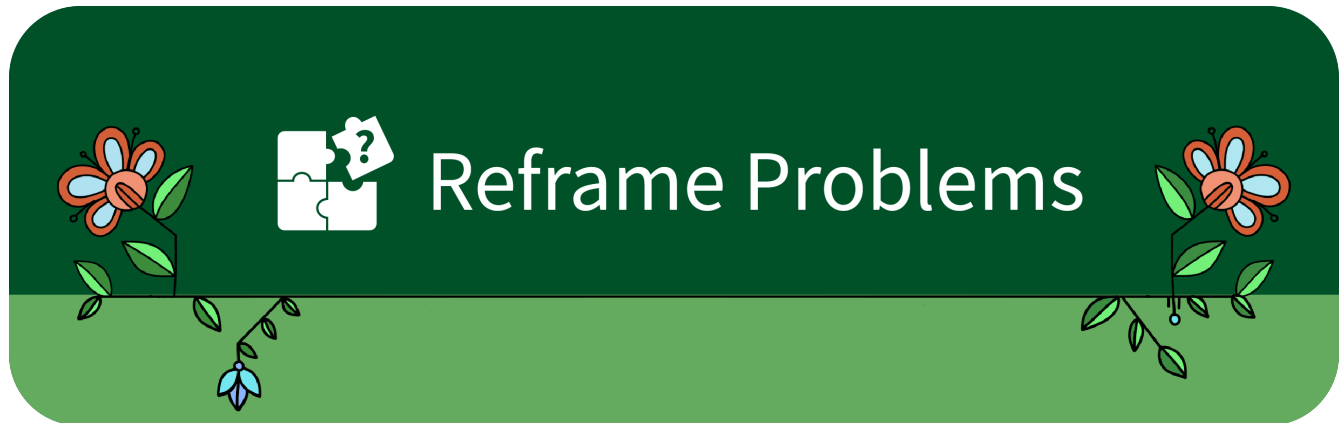
Design Thinking definition adapted from "5. Design Thinking" from Tools and Resources for Capstone Copyright © 2022 by Dr. Steve Marsh; Amanda McEachern Gaudet; and Mackenzie Collins is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, except where otherwise noted.

Design Thinking Process adapted from:

"1 What is Design Thinking" from Designing the Digital World Copyright © 2021 by NUI Galway is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

"THE DIGITAL EXPERIENCE DESIGN PROCESS: FROM IDEATING TO IMPLEMENTATION" from Applying Digital Experience Design to Teaching and Learning Environments Copyright © by Irina Ghilic is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Reframe Problems: Five Steps to Designing Your Life



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=34#oembed-1>

In the video, Bill Burnett, co-founder of the Life Design Lab at Stanford, introduces the concept of design thinking, an innovation methodology used for over 50 years in product and service development, and suggests applying it to the design of one's life. He also explores **Dysfunctional Beliefs** that hinder people:

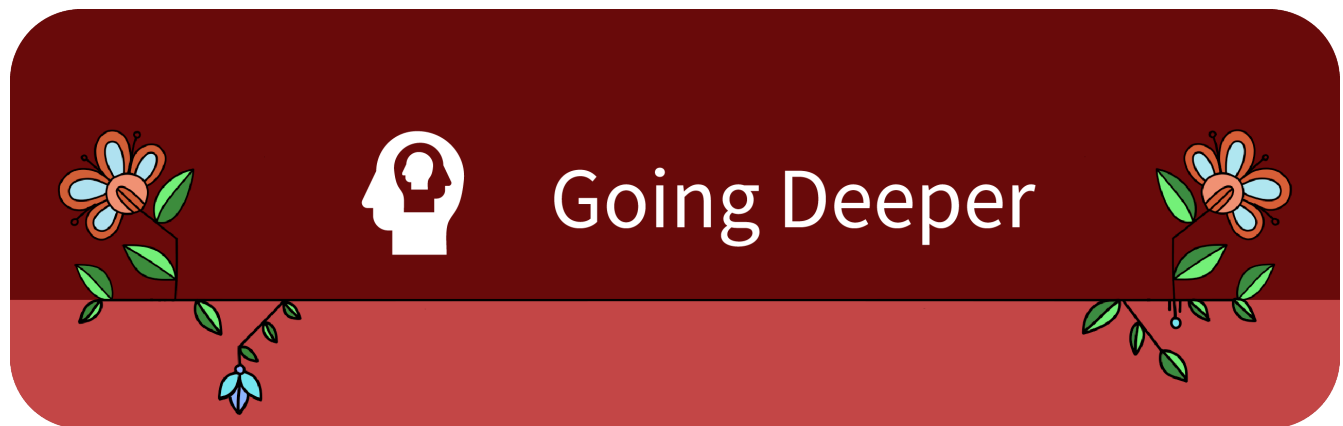
- Dysfunctional Belief 1: The idea that everyone has one true passion they should follow.
- Dysfunctional Belief 2: There is a set timeline for life's achievements.
- Dysfunctional Belief 3: The belief in a single "best" version of oneself, implying a singular and linear life trajectory

Five Tips

1. **Connect the Dots:** to create a meaningful life by aligning who you are, what you believe, and what you do.
2. **Gravity Problems:** identify problems that cannot be changed and learn to work around them.

3. **Thought Experiment:** Come up with three great five-year-from-now versions of yourself. Imagining these three different life plans can help people realize the breadth of possibilities.
4. **Prototyping Life:** test out big decisions, before making drastic changes.
5. **Decision-Making:** list options, narrow them down, choose wisely, and then move forward without looking back

Going Deeper: Design Thinking Toolkit

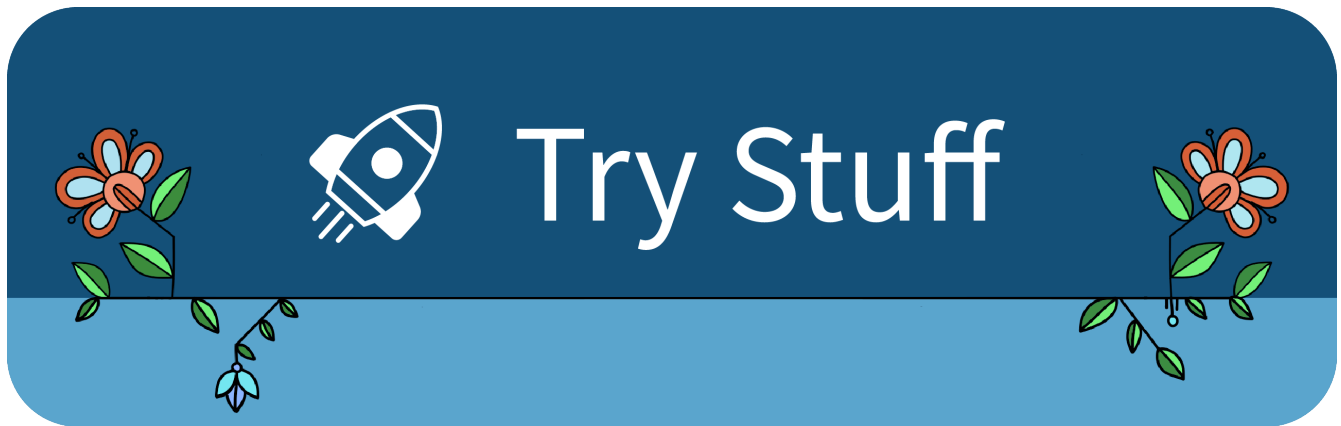


Method Cards

Are you interested in learning more problem-solving techniques using design thinking? The Design Kit website: Methodcards shows different methods you could try out. Many of the courses offered through the Institute of Indigenous Learning at Fanshawe College utilize these tools in the learning process. This compilation is an active toolkit to support your design thinking practice.

The guide is not just to read – go out and try these tools yourself. In the following pages, we outline each mode of a human-centred design process and then describe dozens of specific methods to do design work. These process modes and methods provide a tangible toolkit supporting the seven mindsets — shown on the following page – that are vital attitudes for a design thinker.

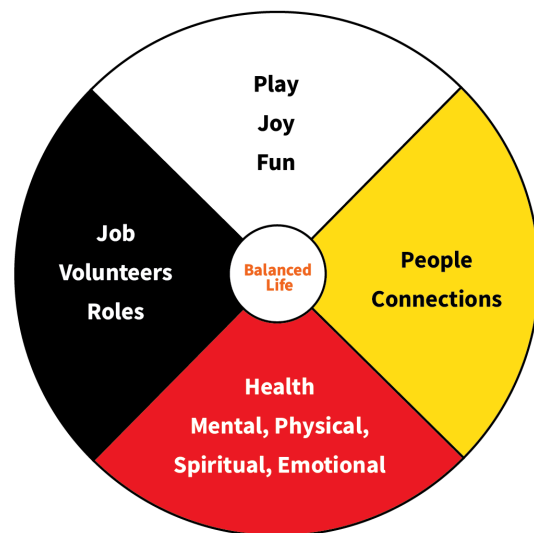
Try Stuff: Balanced Dashboard



The balanced wheel outlines the importance of considering balance in each area of your life:

1. Fun
2. People and Connections
3. Health
4. Career

The activity below asks you to reflect on each area of your life and assess how balanced you feel based on levels (empty, half-full, and full). The activity will help set the stage before your career exploration journey. Take a look at the activity below.



Activity: Balanced Dashboard

Complete the activity below by dragging and dropping the check mark to the correct area of each quadrant based on how balanced you feel you are in that area.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=37#h5p-3>

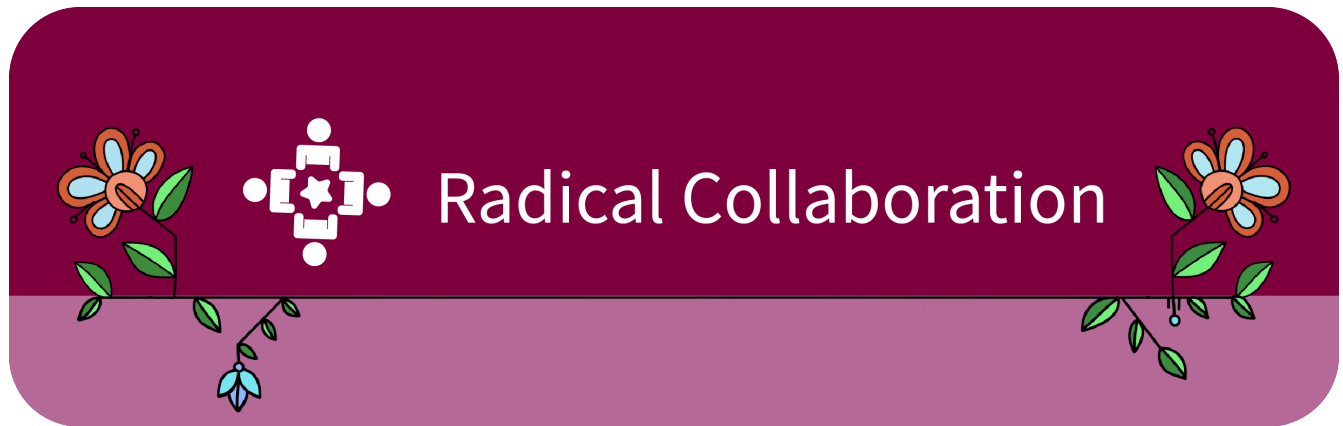
Now ask yourself the following reflective questions:

- How do you feel about your levels?
- Do they look balanced or out of balance according to your definitions?
- Are any areas full or approaching full? Does that feel good or bad?
- Are any areas empty? How do you feel about that?
- Which areas could use action, improvement, or innovation?
- What obstacles might stand in your way?

Attributions

Balanced Dashboard adapted from “Medicine Wheel” by Littlejohn657 CC BY-SA 4.0. Modifications to add text.

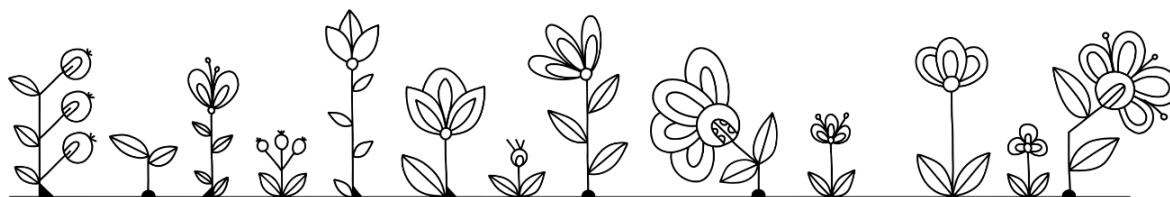
Radical Collaboration: Design Your Life



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=386#h5p-13>

Link to access this form in Google Forms.

MODULE 2: EMPATHIZE



In this module, you will:



- **Be Curious:** Empathy – Overview of what Empathy is
- **Try Stuff:** Self Empathy Map – Try a visual tool to gain deeper insight
- **Reframe Problems:** Understand Yourself – explore five areas about yourself
- **Try Stuff** – Try out some activities to reflect on yourself
 - Guiding Circles – Explore your life experiences as a guide for career assessment
 - Life, Work, & College Views– Reflect on what each means to you
 - Wellness Cards – Take some time to sort different wellness areas and prioritize what is important to you at the moment
- **Going Deeper:** Enjoyable Accomplishments – Reflect on times proud of yourself and were at your best.
- **Going Deeper:** Starting A Conversation About Mental Health – Explore mental health and well-

being topics

- **Radical Collaboration:** Empathize – Reflect on Learning, Share your experiences and get feedback and coaching

Be Curious: Empathy



Empathy is feeling with someone or perspective-taking. Compassion involves an action of some kind. Empathy and compassion are intertwined, but they are different. ***Empathy is often the gateway to compassion,*** which motivates and moves us to take action to make a difference. Many of us find it easier to offer compassion to others than to extend it to ourselves. Yet research indicates that those who practice self-compassion have a greater sense of well-being, resiliency, and more robust mental health.

Self-compassion is about extending compassion to oneself in instances of suffering, perceived inadequacy, or failure. As humans, we tend to ignore our pain and discomfort. However, unprocessed pain festers and grows, impacting our perceptions and interactions with the world. In essence, ignoring the pain has the opposite effect of what we want. Alternatively, when we treat ourselves with self-compassion, we create space to normalize and process pain. We are better able to learn from the pain and move past it.

Many of us have learned to speak unkindly to ourselves when we struggle or make mistakes. Sometimes, we even have an unspoken belief that being hard on ourselves will motivate us to change or improve. The opposite is true. Speaking unkindly to ourselves has to do with our “Inner Critic.” We have all been on the receiving end of negative, critical comments. Our subconscious remembers and holds these critical comments, even if our conscious mind forgets. These negative comments can show up in the form of our “Inner Critic,” which is that tape that plays critical comments in your head when you mess up.



Inner Critic Reflection

- What kinds of messages does your Inner Critic give you?
- Have you discovered any effective ways to quiet your Inner Critic?

We can learn to practice self-kindness to shift power away from our Inner Critic. Instead of just listening to the negative tapes that play in our heads, we can choose to change the tone of our self-talk. Instead of speaking like your Inner critic, decide to speak in the tone of your Inner Coach.

Inner Coach Reflection

- How would your Inner Coach speak to you?
- Can you think of some positive, encouraging things others have said to you in the past?
- How can you remind yourself to speak with the tone of an Inner Coach, instead of the Critic?

When considering your future, it is important to practice empathy, quiet your inner critic, and channel your inner coach.



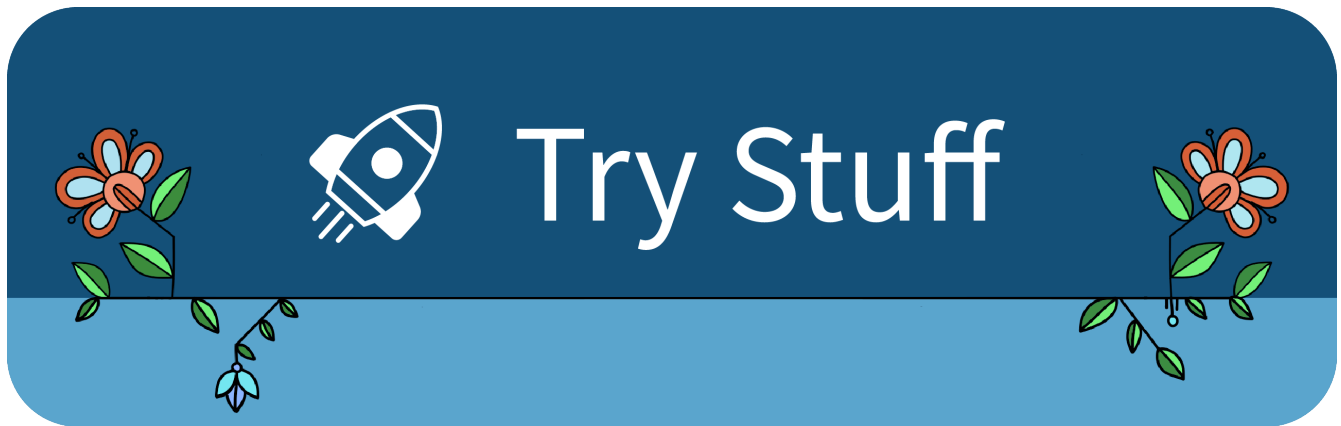
One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=45#oembed-1>

Video: Empathy by IDEO.org [1:25] Standard YouTube License *transcripts available at YouTube*

Attribution

“Self-Compassion – An Overview” from Post-Secondary Peer Support Training Curriculum by Jenn Cusick is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. *Modifications: excerpts taken and summarized.*

Try Stuff: Self Empathy Map

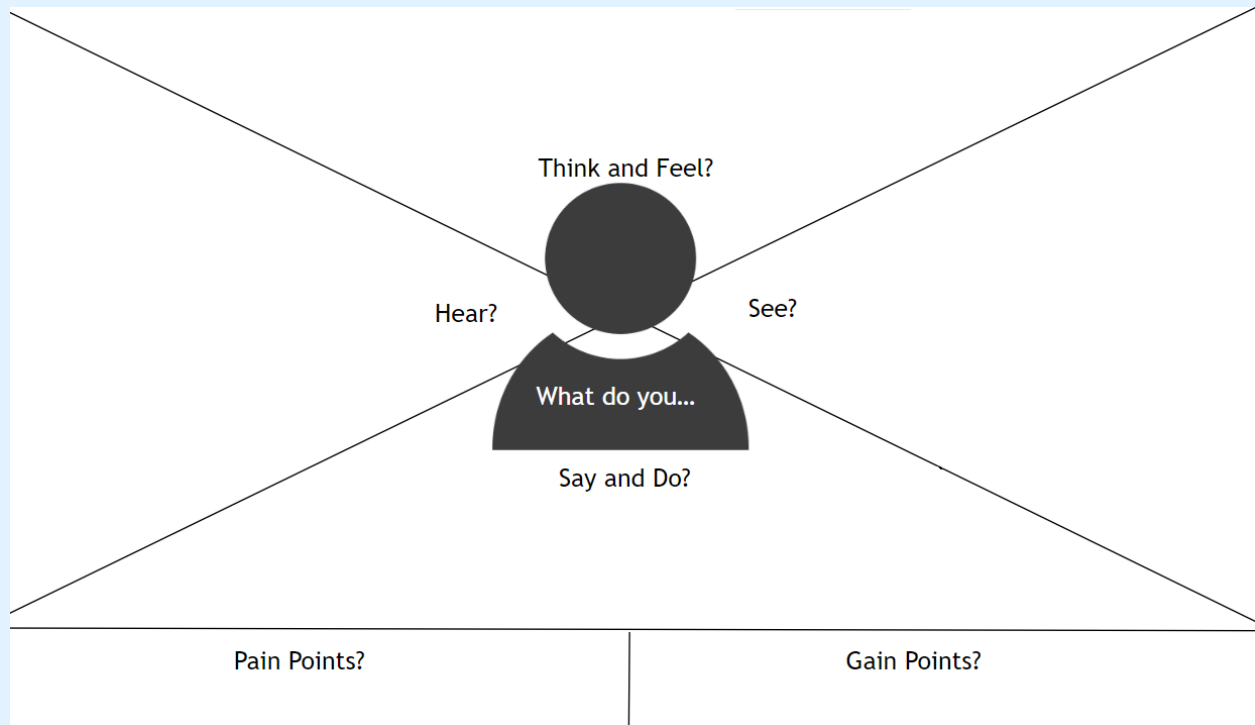


An **empathy map** is a visual tool to gain deeper insights about a person or a group. It helps to understand a person's experiences and is often used in improving the design of products and services. An empathy map consists of quadrants reflecting key traits the user demonstrates during observation or research.

Since the tool can be used to learn about others, it can also be used for self-reflection and awareness.

Activity: Self Empathy Map

Reflect on the following prompts while considering your future, and enter your responses into the empathy map template .



Think & Feel:

- What are you thinking and feeling about your future?
- What are some of your worries?
- What are your motivations, goals, and aspirations?
- When you consider your future, are you feeling stressed? Relaxed?

See:

- What problems do you see that need fixing around you?
- Where do you see yourself in five years?

Say & Do:

- What do you tell people about your interests?
- What do you say about your future?
- What are some of the things you do for fun?
- What activities or hobbies do you have?

Hear:

- What “self-talk” may go through your mind when considering the future?
- What is your inner critic and inner coach telling you?

Pain:

- What are some of your fears or pain points?
- What frustrates you about your current situation?
- What are you trying to change?

Gain:

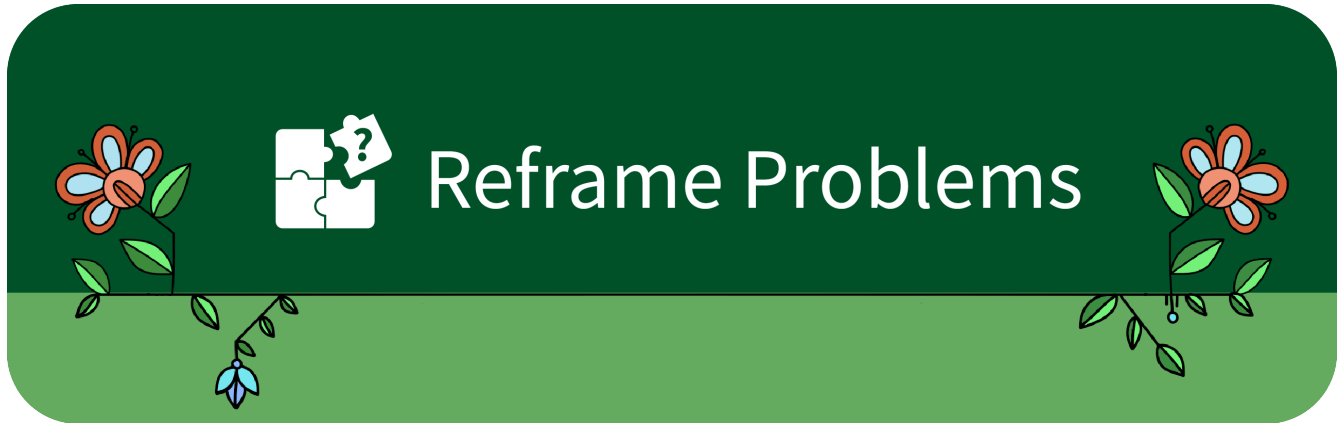
- What gains are you hoping for?
- Where would you like to be?

Attributions

Description of the empathy map adapted from “Empathy Map” by the Government of Ontario is licensed under a Creative Commons Attribution 4.0 license. *Modifications: re-written for self-awareness*

“Empathy Map Activity” by eCampus Ontario- Ontario Extend is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International

Reframe Problems: Understanding Yourself



The standard advice we often hear is ‘follow your passion.’ However, this is not helpful if you’re unsure of your passion. Rather than focusing on finding a ‘passion,’ naming and understanding what you’re good at (strengths) and gaining a better understanding of your personality, characteristics, values, and interests can help you make decisions that lead towards education and a career that fits. Finding your passion may happen over time by trying and reflecting on things. It isn’t something we can discover through one simple online test or quick self-reflection.

Self-awareness typically involves exploring five personal characteristics: personality, interests, values, skills, and strengths.

Personality

Your personality traits are your habitual patterns of behaviour, thought, and emotion. They are relatively stable over time. Some examples of personality traits are extraverted, agreeable, and conscientious. You can learn more about personality traits in this book: *Introduction to Psychology – Personality Traits*.

Interests

These are the things you enjoy learning about and/or doing. For example, interests could include cooking, creating apps, playing basketball, fashion and/or learning about history. Other terms that you’ll see used for career interests are realistic, investigative, artistic, social, intriguing, and conventional. You can learn more about career interests at this Indeed article: [How To Identify Your Career Interests](#).

Values

Your values are the ideas and beliefs you determine are important to your life. Some examples of values include status, environmental sustainability, job security, family, and helping others. Often, some of our values conflict, making our choices a bit more complicated. To read more about career values, read this article: [How to Assess Your Career Values](#).

Skills

Your skills are the specific abilities you possess because of knowledge gained, practice, and aptitude. For example, through practice and training, a person can gain skills in using Excel, working in teams, using a new language, repairing an airplane engine, or caring for young kids. Each profession has many specific skills, but

there are also more general “essential employability skills”. You can learn more about the skills required of Ontario post-secondary graduates at the Essential Employability Skills website.

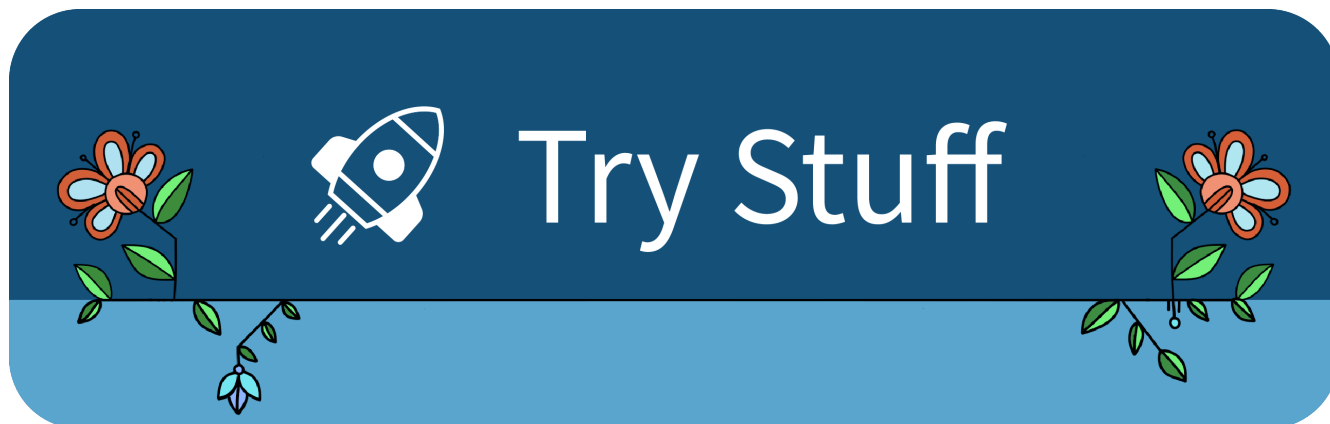
Strengths

Think of your strengths as a combination of the things you are naturally good at, that you enjoy using, and that you have put a lot of effort into improving. Finding a job that uses your strengths can lead to work that is both enjoyable and that you are good at. You can learn more about strengths by watching this Ted Talk Video by Dr. Shane Lopez, *Focusing on your Strengths*.

Attribution

Adapted from “1.3 Your Personality, Interests, Values, Skills and Strengths” from Centennial College Career Success Guide Copyright © by Career Services and Cooperative Education, Centennial College is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Try Stuff: Guiding Circles



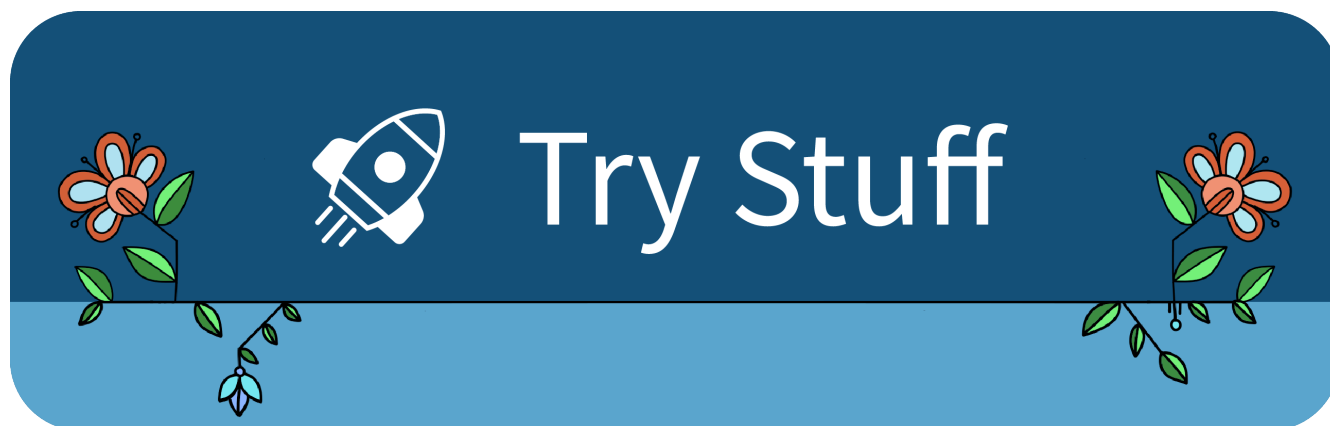
Guiding Circles challenges individuals to explore their life experiences as a guide for career assessment. Working with a career coach or teacher, individuals identify specific life stories in a positive, focused, self-reflective way, connecting their discoveries to the realm of school and work.

The Career Circle helps create a self-portrait evaluating eight elements that build a foundation for the later stages of career exploration and decision-making. Discovering one's gifts, talents and sense of self offers an incredible source of strength to walk the career journey. Guiding Circles combines the best modern career concepts with Indigenous perspectives for a comprehensive and holistic career assessment approach that works with the whole individual – mind, body, heart and spirit.

Guiding Circles

To obtain a guiding circles workbook for you to use on your career journey, attend an in-person session offered by the Institute of Indigenous Learning.

Try Stuff: Life-Work-College View



Your life is made up of various elements, and examining your life view, work view, and college view can help you as you chart your life's journey.

Life View

Your **life view** is that which provides your definition of “matters of ultimate concern.” There are many approaches to writing a life view and various prescriptions for what they need to include. The key thing is to address those critical defining values and perspectives that provide the basis for your understanding of life, that create the platform that interprets and organizes how you see and understand the world and assigns order and meaning to it.

Work View

A **work View** would address the critical issues related to what work is and means to you. It is a list of what you want from or out of work and a general statement of your view of work. What's your definition of what good work deserves to be?

College View

A **college view** is your manifesto about the purpose of college. It should help you focus on what to pursue and what to let go during your studies.

What is College for?

There are many answers to this question, including three common reasons below. The key is to recognize that all of these are valid and determine how these narratives influence your reasons for attending college.

- *Life of the Mind* – I am here to grow intellectually.
- *Career Readiness* – I am here to develop professional skills.
- *Becoming You* – I am here to become a well-rounded person.

Activity: Life-Work-College View

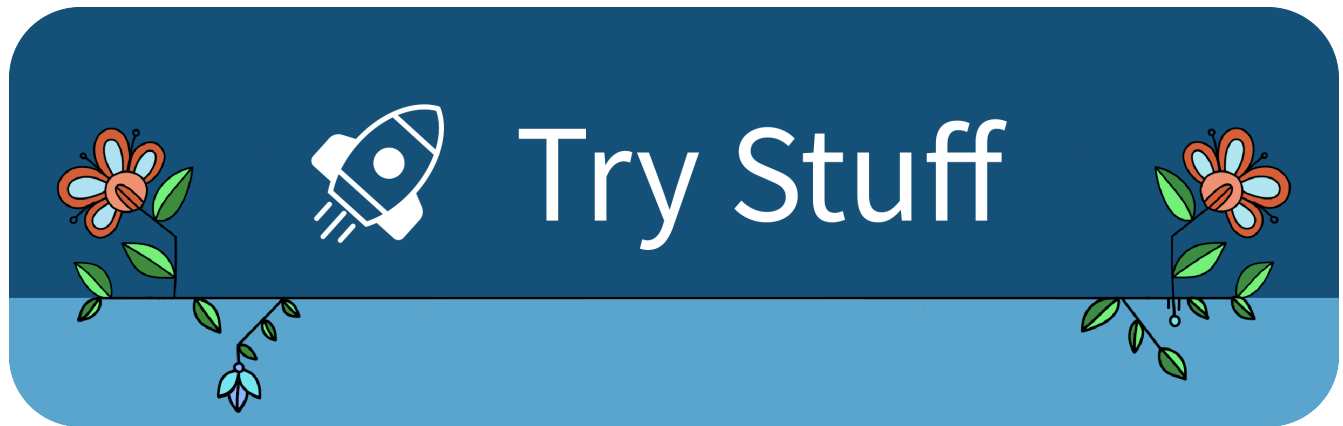
Use the questions as prompts in your reflection as you consider what is important to you and why you choose different options.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/iillifedesign/?p=58#h5p-4>

Try Stuff: Wellness Cards



The Eight Dimensions of Wellness



- **Emotional Health:** Coping effectively with life & creating healthy, satisfying, and meaningful relationships
- **Social Health:** Developing a sense of connection, belonging & a well-developed support system
- **Physical Health:** Recognizing the need for physical activity, healthy foods & adequate sleep
- **Occupational Health:** Personal satisfaction, enrichment & purpose from one's work & career
- **Environmental Health:** Accessing and occupying safe environments that support health & wellbeing
- **Financial Health:** Satisfaction with current and future financial situations
- **Intellectual Health:** Recognizing abilities and finding ways to expand knowledge and skills
- **Spiritual Health:** Expanding a sense of purpose & meaning in life (Swarbrick, 2014, p. 13; adapted from Swarbrick, 2006, p. 311)

Activity: Digital Card Sort

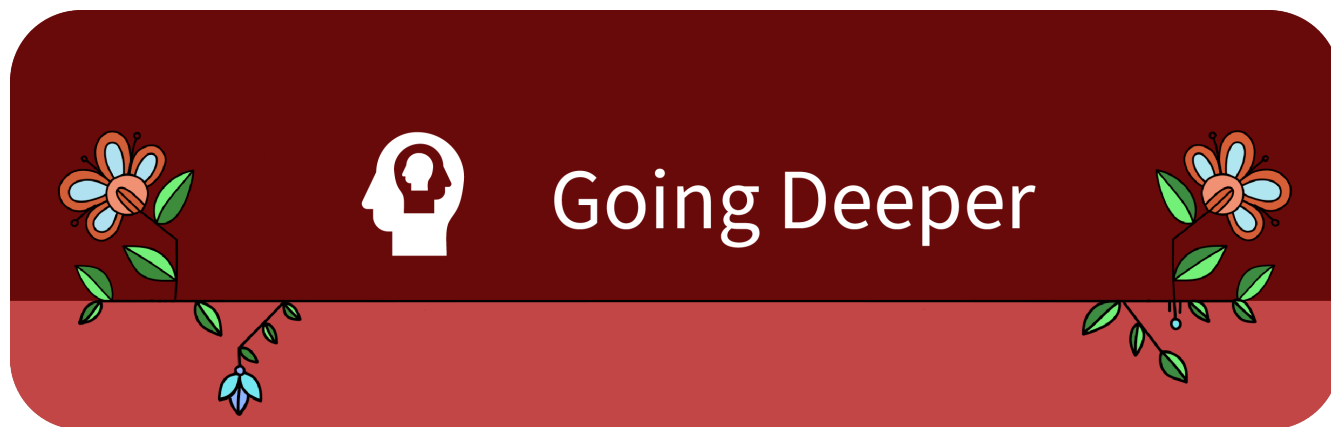
Follow the instructions below to access the digital card sort activity. *Please note – this activity works best on a larger screen, such as a desktop, laptop or tablet

1. Go to: Balanced Card Sorts
2. Register to create a new account using your email address
3. Once you've logged into your Dashboard, type in the following Access Code:
IndigenousFanshawe2324
4. Hit "Submit" & follow the instructions

Attributions

"Eight Dimensions of Wellness" by DaisyFig, CC BY-SA 4.0

Going Deeper - Enjoyable Accomplishments



One great way to reflect on your values, strengths, interests, and personality is to think of times you felt proud of yourself and were at your best. These are often when you enjoy a process and feel a sense of accomplishment, which is why we call these 'enjoyable accomplishments'! These situations can be from any part of your life (work, volunteer, school, hobbies, etc.) or any time. Take a minute to describe three specific experiences you would define as 'enjoyable accomplishments.'

Once you have written your experience "stories," identify a few values, skills, strengths, interests, and personality traits you notice in each story. After writing them all out, look through them and ask yourself, "*What common themes keep reoccurring? Which ones feel most true in most situations?*"

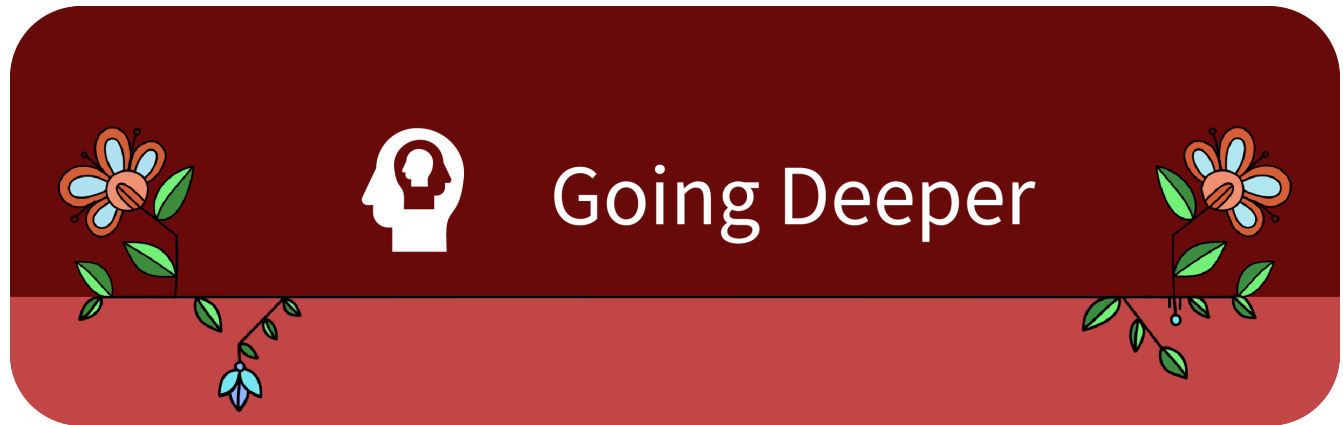
Example

Enjoyable Accomplishment	Description/Story	Values, Skills/Strengths, Interests, Personality demonstrated
Example 1: Eco Club	Story 1: As part of her high school's Eco Club, Jane Career was given leadership responsibilities for the end-of-year hike. She organized the schedule, booked transportation, delegated food preparation to other club members, and communicated the details. On the day of the end-of-year hike, everything went smoothly, and her friends thanked her for organizing such a fun trip! Jane really enjoyed both the organizing process and being outdoors with her friends.	Values: nature, environmentalism, professionalism, activity Skills/Strengths: organizing, communication, delegating, leadership Interests: hiking, organizing Personality: take charge, fun, social, responsible
Example 2: Assisting a senior	Story 2: While walking home one day, Jane noticed a man slowly crossing the road at a traffic light. He was not going to make it across before the light turned red, so she rushed over to hold traffic and allow him to finish crossing. Once on the other side, the man thanked her and expressed frustration at his own slow pace. Jane joked that maybe it wasn't him that was too slow, but the light that was too fast! He thought that was pretty funny.	Values: kindness and caring, safety, humour, respect for elders Skills/Strengths: making quick decisions, valuing human connection, communicating one-on-one, reducing frustration and anxiety Interests: people, helping others Personality: live by my values, prefer human interaction but usually one-on-one, responsible

Attribution

Adapted from "1.3 Your Personality, Interests, Values, Skills and Strengths" from Centennial College Career Success Guide Copyright © by Career Services and Cooperative Education, Centennial College is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Going Deeper -Starting A Conversation About Mental Health



Starting a Conversation About Mental Health (for students) is a 60-minute online, self-paced course that provides foundational mental health and wellness information for post-secondary students and covers ways students can support their peers who are in distress. Through this course, learners will:

- Explore different mental health and wellness models
- Consider the language they use when talking about mental health and mental illness
- Examine the stress response and learn more about managing stress and keeping things in balance
- Discover ways to respond in an empathetic way to other students who are struggling with stress and mental health
- Consider how to maintain boundaries and practice self-care when supporting a student in distress

You will learn about mental health and well-being. You will explore different mental health and wellness models and consider the language we use when talking about mental health and mental illness. You'll also examine the stress response and learn more about managing stress and keeping things balanced. Then, you'll discover ways to respond in an empathetic way to other students who are struggling with stress and mental health. The course also examines the importance of maintaining boundaries when supporting others and the value of self-care.

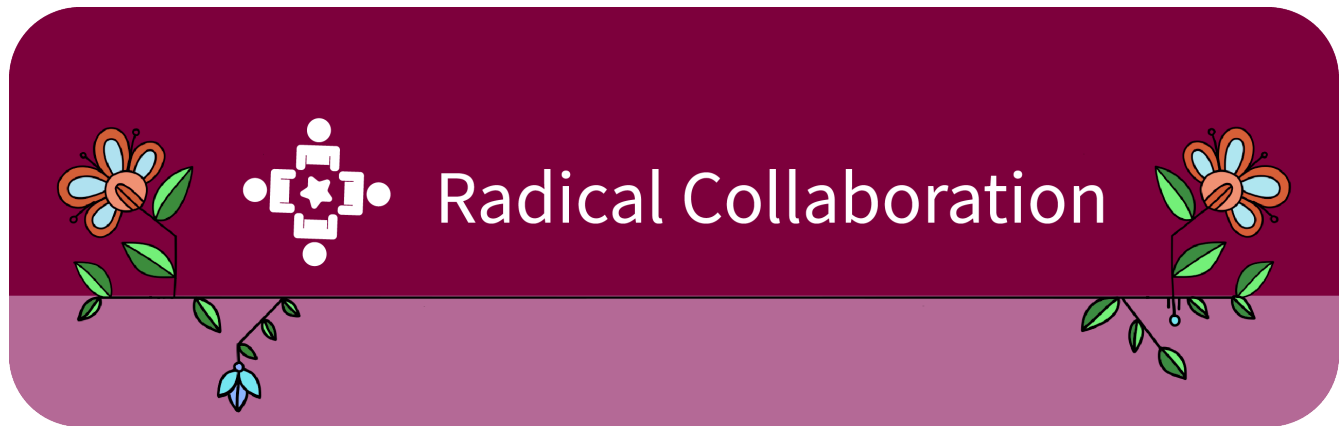
- Introduction
- Module 1: Mental Health and Wellness
- Module 2: Let's Talk About Stress
- Module 3: Helping Other Students
- Module 4: Boundaries and Self-Care

- Course Summary

Attribution

Course Implementation Guide for Starting a Conversation About Mental Health (for Students) by Mental Health and Wellness Project Development Team and Sexual Violence Training Development Team is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Radical Collaboration: Empathize



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=388#h5p-10>

Link to access this form in Google Forms

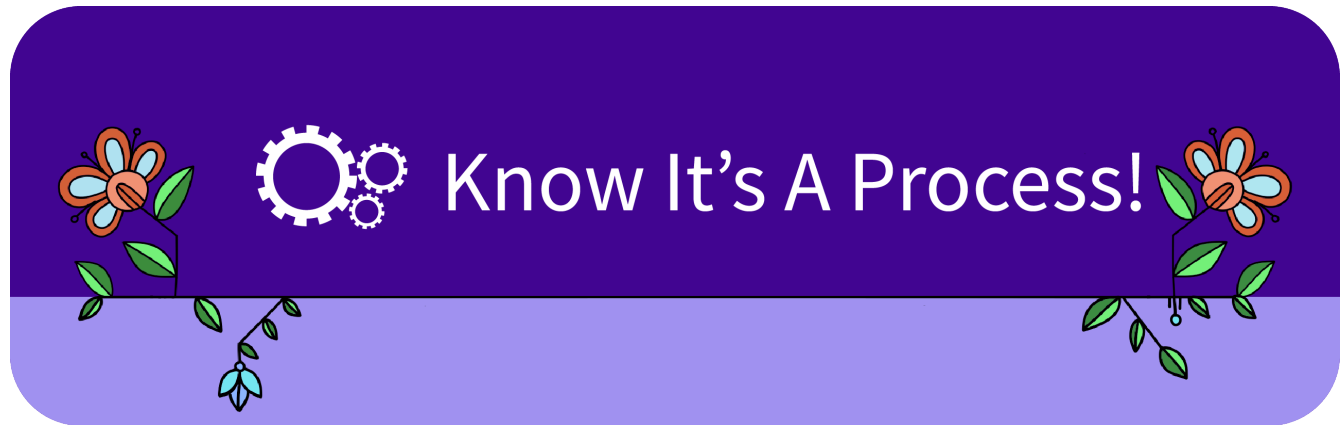
MODULE 3: DEFINE YOUR CHALLENGE



In this module, you will:

- **Know it's a Process:** Define Your Challenge – Define the life design challenge you're facing
- **Be Curious:** Learning Preferences – Examine your learning preferences
- **Try Stuff:** Discover Your Learning Style & Exam Prep Methods – Explore your preferences for different study styles
- **Reframe Problems:** What Challenges Do You Want to Solve? – Learn about the Challenge Mindset
- **Try Stuff:** Challenge Cards – Explore opportunities that reflect your interests and values
- **Be Curious:** Life Sketch – Create thoughtful visions of your future
- **Radical Collaboration:** Define – Reflect on your learning, share your experiences, and get feedback and coaching

Know it's a Process: Define Your Challenge



Define the life design challenge you're facing. In this stage of the life design thinking process, you will identify and focus on the problem or the challenge you seek to solve. A clearly defined challenge will guide your questions and help you stay on track throughout the design process.

Keep it simple.

Describe your challenge simply and optimistically. Make it broad enough to allow you to discover areas of unexpected value and narrow enough to make the topic manageable.

Sketch out your end goals.

What would an optimal solution look like? Define your goals for undertaking this design challenge. Be honest and realistic, both regarding time and effort. What do you expect to get at the end of this process?

Define your measures of success.

What else are you working toward? What will make this work successful? What are the measures of success?



Attribution

Adapted from “Chapter 02: Define” from Design Thinking Copyright © by Sidneyeve Matrix is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Be Curious: Learning Preferences



In Module 2, you explored your Understanding Yourself. These are all critical factors to consider when mapping your future. It is also essential to consider your learning preferences, as this can help guide your choices in your educational and career journey. Most people have one or two styles of learning that they prefer and help them make sense of new information. Sometimes, your learning style is influenced by what you are learning. You will most likely draw upon many learning styles during your studies, but it is essential to consider how you best learn and think about how you can apply this to read and write efficiently and effectively. Learning preferences can pose challenges as well as opportunities. To determine your preferred learning styles, think about how you best learn.



Example

For example, how did you first learn to drive a car? Imagine learning to drive a car if you don't have your license yet. What might best work for you? See the table below to help you identify your learning style preferences and how these relate to your nursing education. But really, don't limit yourself to one style.

Type of learner

Description

You might be a **visual learner** if...

...you begin by **reading the driver's handbook** to figure out the rules of the road, paying attention to the images so that you know what the road signs mean. Do you think this is how you would best learn?

You might be a **verbal learner** if...

...you read the whole book (might even read it out loud) and then **ask questions and discuss** with a person how to drive like an expert. Does this capture how you learn best?

You might be an **auditory learner** if...

...you **listen to podcasts** about how to drive for the rules of the road. Is this how you best learn?

You might be a **kinesthetic learner** if...

...you **get inside the car** and try to figure out what the buttons and gadgets do, and you start by driving in a parking lot with an expert beside you. Does this sound like the way you best learn?

Activity: Learning Preferences



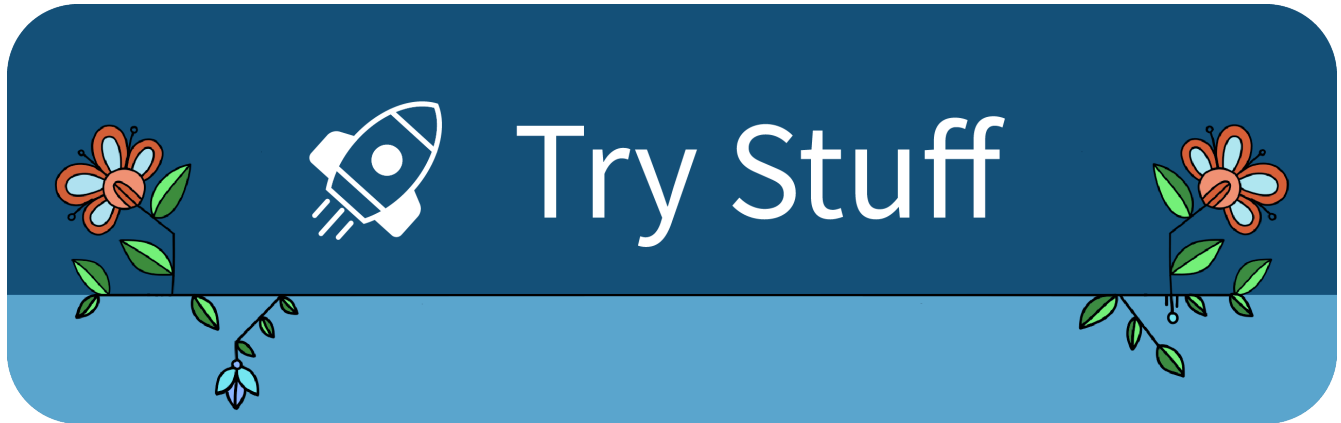
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/iillifedesign/?p=66#h5p-6>

Attribution

“Learning Preferences” from The Scholarship of Writing in Nursing Education: 1st Canadian Edition Copyright © 2019 by Jennifer Lapum; Oona St-Amant; Michelle Hughes; Andy Tan; Arina Bogdan; Frances Dimaranan; Rachel Frantzke; and Nada Savicevic is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License, except where otherwise noted.

Try Stuff: Discover Your Learning Style & Exam Prep Methods



Activity: Learning Style / Exam Preparation

The Exam Preparation Inventory measures your preferences for different study styles. Most individuals prefer some of these styles and avoid using others in studying. To engage in effective studying, you must become aware of the strengths and weaknesses of your exam preparation style and when it may be more effective to use an alternative style to reach your objectives. Learning to study using your preferred style will usually help you achieve the best results. However, practicing different studying methods and developing your non-preferred styles is essential.

Exam Prep Inventory Takeaways:

- *Environments that Energize* – How, where, when, and with whom you prefer to study with
- *Gathering and Using Information* – How you prefer to take in information
- *Making Decisions* – How you evaluate information and make decisions
- *Organization and Time Management* – How you prefer to structure and organize your learning environment



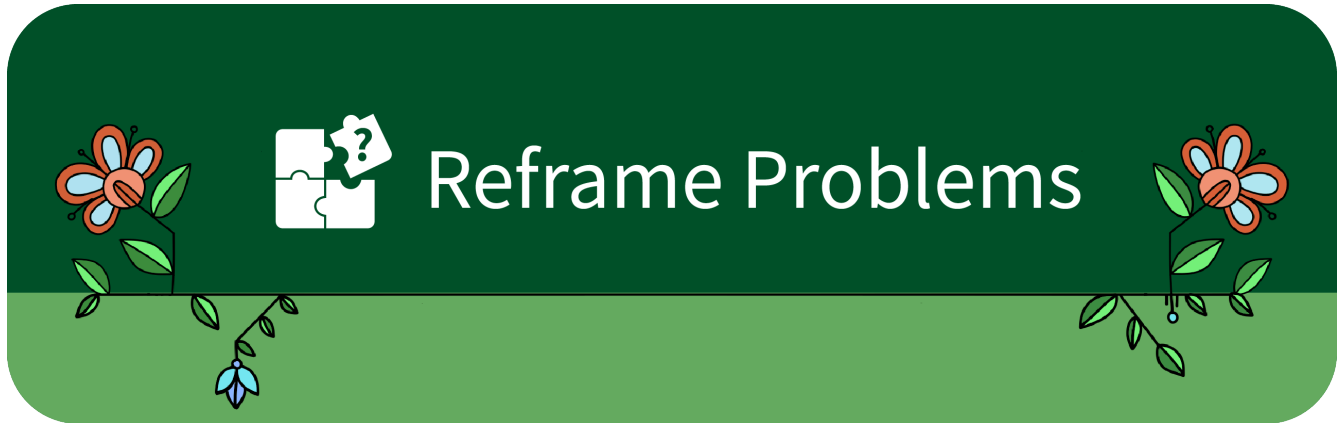
WELCOME TO FANSHAWE'S INDIGENOUS CAREER TOOL

Use the form below to help determine your preferred learning type, and careers that match your interests and personality. If you wish to begin a Career Assessment simply, enter your desired UserID and password than click "I'm a New User". A personalized report will be emailed to you and our Indigenous Career Consultant will reach out to share details about the results.

Fanshawe's Indigenous Career Tool will help you determine your preferred learning type and careers that match your interests and personality. Use the link below to access it.

Fanshawe's Indigenous Career Tool

Reframe Problems: What Challenges Do You Want to Solve?



Discover a career path based on exciting, real-world challenges... not job titles. Learn about the Challenge Mindset to find the challenge you want to work on in your career by watching the video below.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/illlifedesign/?p=70#oembed-1>

Key Takeaways

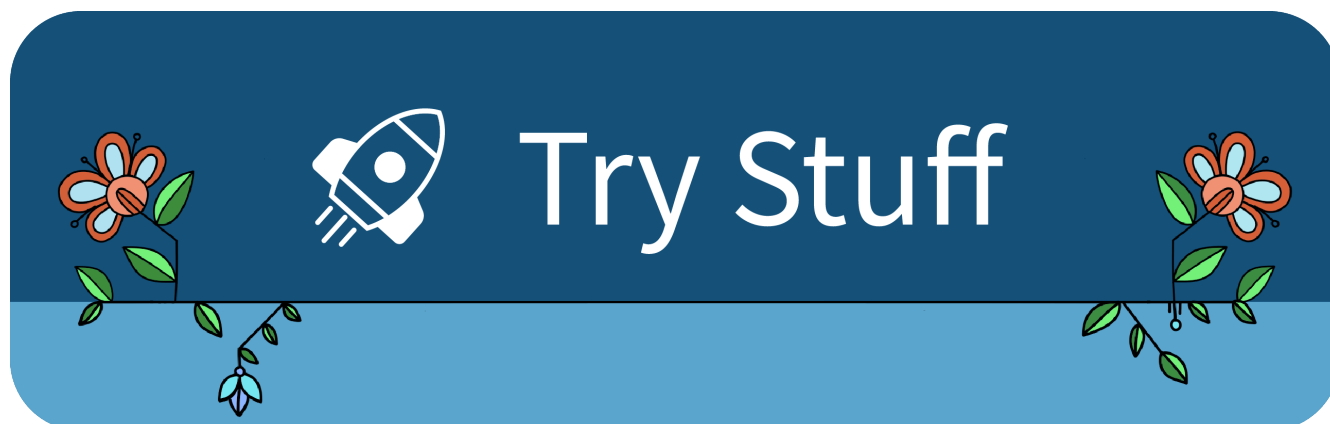
This video highlights the flaws in asking young people to choose a single career path early in life. The key takeaways are:

1. *Limited Perspective on Career Options:* Teens are often expected to select a career path prematurely, which can be restrictive as they are usually aware of only a limited number of job titles, while in reality, there are thousands, many of which may not even exist yet.
2. *The Challenge Mindset:* the 'challenge mindset' is an alternative approach to career exploration

that focuses on identifying challenges to solve rather than specific job titles.

3. *Importance of Problem-Solving:* By focusing on problem-solving and the challenges they are passionate about, young people can discover and adapt to various career opportunities that align with their interests and skills.
4. *Shift from Job Titles to Leadership and Skills:* The most successful leaders focus on challenges, not job titles. This suggests that a shift in perspective towards tackling challenges can better prepare young people for the future.
5. *The Need for a New Approach in Education:* The current education system is not adequately preparing youth for the realities of a dynamic job market and the need for adaptability.
6. *Optimism for the Future:* Despite the stress and anxiety teens feel about their futures, the speaker maintains an optimistic outlook on the potential for young people to make the world a better place if they are guided to think in terms of opportunities and challenges.

Try Stuff: Challenge Cards



Activity: Challenge Cards

Complete the Challenge Cards learning opportunity.

Take 5 minutes and review the Challenge Card sort online to receive a report about the challenges you want to solve in your career.

Go to the website SparkPath to Sign Up and use the Code **IndigenousFanshawe** to create your account.

When you sorted through the Challenge Cards, you discovered some of the tremendous opportunities that the world has to offer. The choices you made revealed important information about you. They showed your interests, values, and the unique contribution you can make to the world. It's interesting to discover your challenge profile, but what is even more important is how you use it to guide your career exploration!

“What do you want to be when you grow up?”

Have you ever been asked this question? How does it make you feel? Frustrated, confused, and maybe a bit scared? If so, don't worry. It's perfectly normal not to know. And even if you knew what job title you wanted, your preference might change when you enter the workforce. Nobody has one job title for their entire career. That's why “What do you want to be?” isn't a helpful question. This is where your challenge profile can help you flip the way you think about your career because it enables you to ask yourself different questions, such as:

- What challenges do I want to work on?
- Who is working on these challenges now?
- What do I need to learn to be able to do that?
- You have already discovered the challenges that inspire you.

Be Curious: Life Sketch



Activity: Life Sketch

Create three different plans for the next three years.

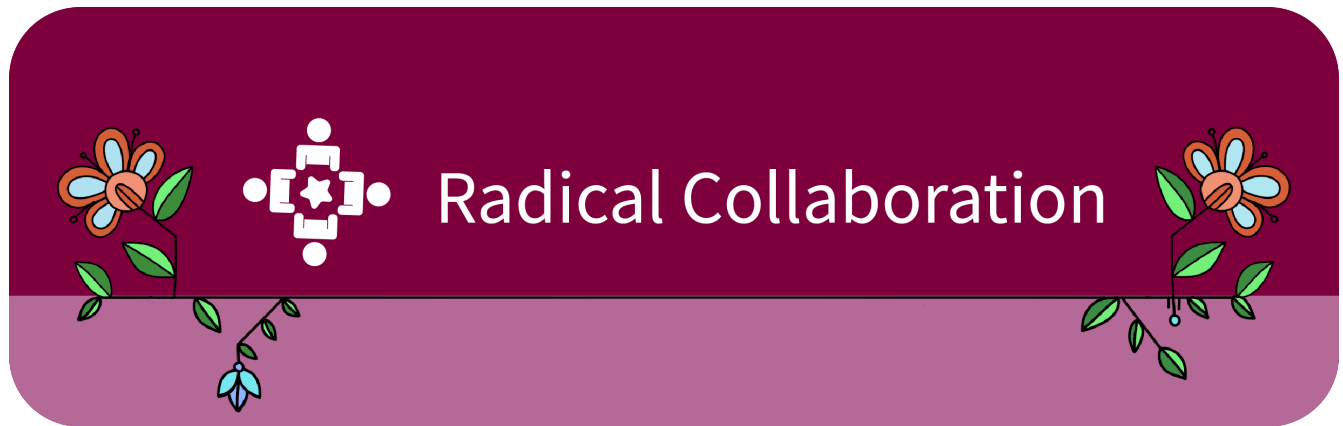
- Students create thoughtful visions of their own futures and share them with the course
- Students see their visions, allowing them to prototype these ideas
- Students realize there are many possible positive futures.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/iillifedesign/?p=74#h5p-8>

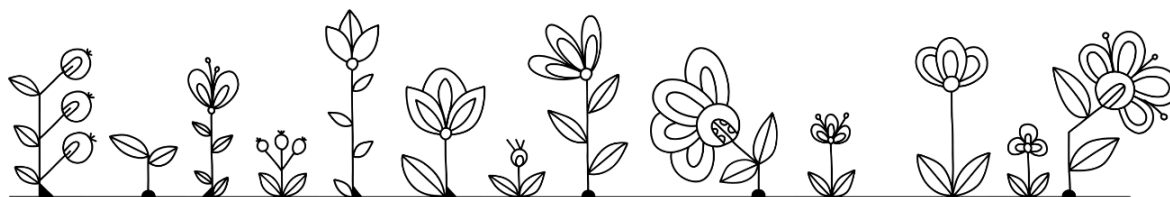
Radical Collaboration: Define



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=390#h5p-11>

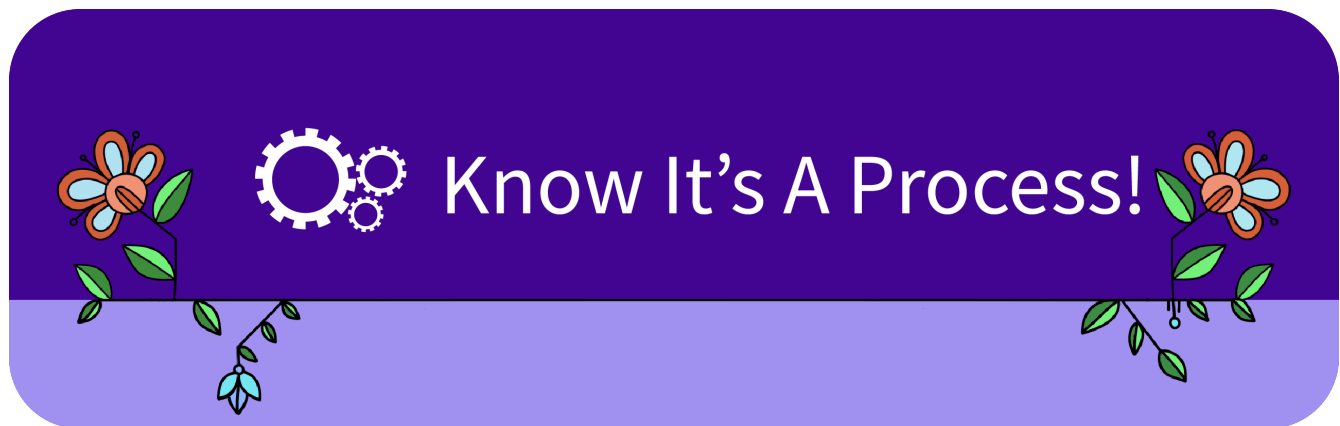
Link to access this form in Google Forms

MODULE 4: IDEAS



- **Know it's a Process:** Ideas – Overview of creating ideas and brainstorming
- **Be Curious:** Labour Market Information (LMI) – Overview of what research needs to be done about jobs
 - **Be Curious:** LMI Step 1: Self-Assessment
 - **Be Curious:** LMI Step 2: Labour Market Research
 - **Be Curious:** LMI Step 3: Skills and Qualifications
 - **Be Curious:** LMI Sep 4: Job Search
 - **Be Curious:** LMI Step 5: Employment Maintenance
- **Try Stuff:** Career Exploration – A starting point of ideas to try and be curious about
- **Radical Collaboration:** Ideas – Reflect on Learning, Share your experiences and get feedback and coaching

Know it's a Process: Ideas



Ideation means generating lots of ideas. Design thinkers use divergent and convergent thinking to come up with fresh solutions. After brainstorming to create many options and ideas (divergence), you must rank, sort, combine, and select the best (convergence) for further development.

Divergent Thinking

The ultimate goal of divergent thinking (also known as brainstorming) is to create new solutions for the problems you want to solve. Brainstorming encourages you to think expansively and without constraints. Brainstorming may often be thought of as unstructured, but it, in fact, is a focused activity that involves a lot of discipline. With careful preparation and clear rules, a brainstorming session can yield hundreds of fresh ideas. Insights become valuable when you can act on them as inspiring opportunities.



Defer judgement. There are no bad ideas at this point. There will be plenty of time to narrow them down later during the convergence phase.

Convergent Thinking

Convergence is fundamentally about arriving at conclusions by making connections or synthesizing data, ideas,

and insights. Put differently, it's about connecting the dots. To practice convergent thinking, here are some steps to follow:

- **Pattern quest.** Cluster related ideas. Spend a few minutes immediately after a brainstorming session, grouping together similar ideas into categories or buckets. Step back and identify important patterns that have emerged in your data. Try to find overlaps, themes, contradictions and tensions as they relate to each other.
- **Grow an idea.** Mix and match elements of ideas to create even better ones. By remixing and combining ideas, whether good or bad, feasible or infeasible, you will generate new ones.
- **Narrow the set.** So far, you have (hopefully) been developing your idea without giving much thought to the constraints you may face while attempting to realize it. It makes sense to now do a reality check: look at what's most important about your idea and find ways to evolve and develop it further. Now is the time for evaluation. Decide what makes some of your ideas more achievable than others. Look at all of the ideas you have generated, then decide which you want to try to build and test first.
- **List constraints.** Make a list of all the challenges and barriers you are facing with your idea. What are you missing? Who would oppose the idea? What will be most difficult to overcome? Brainstorm how you might address some of these challenges.
- **Archive ideas.** Let go of ideas that feel too difficult to create or that you are not excited about. Keep your Post-its and notes so you can revisit them later.

Attribution

"Chapter 03: Ideate" from Design Thinking Copyright © by Sidneyeve Matrix is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Be Curious: Labour Market Information (LMI)



Labour Market Information (LMI) helps students and new graduates navigate the world of work and potential career pathways. LMI provides vast data and information on job growth, economic climates, skills needed, wages, labour supply and demand. This information can be utilized for career development and job searching.

Employers often inform post-secondary career counsellors that they are concerned about candidates' lack of knowledge about the industry they are applying to. Students not only need to research the job and company but also understand the issues the sector is experiencing, the drivers of the sector, and the future of the sector. This information is invaluable when writing a cover letter and preparing for interviews — especially for the question, “What is your future career plan?” Finding relevant and reliable LMI when researching careers and applying for jobs is crucial. Students can use the following key sites to build their LMI knowledge. Ideally, students will begin this type of research long before graduation to assist with academic and career decisions. Students can use these sites to determine where the jobs are, the skills and credentials needed, the projected growth of an industry — and even the geographical locations of career choices.

Where to Get Information

- Government of Canada Job Bank LMI provides information on specific occupations and snapshots of current labour market conditions by location.
- Labour Market Information Council (LMIC). This resource reflects the scope of the Canadian labour market. For students and new graduates, it provides access to career decision-making data.
- LMIC Canadian Job Trends Dashboard The Canadian Job Trends Dashboard allows users to

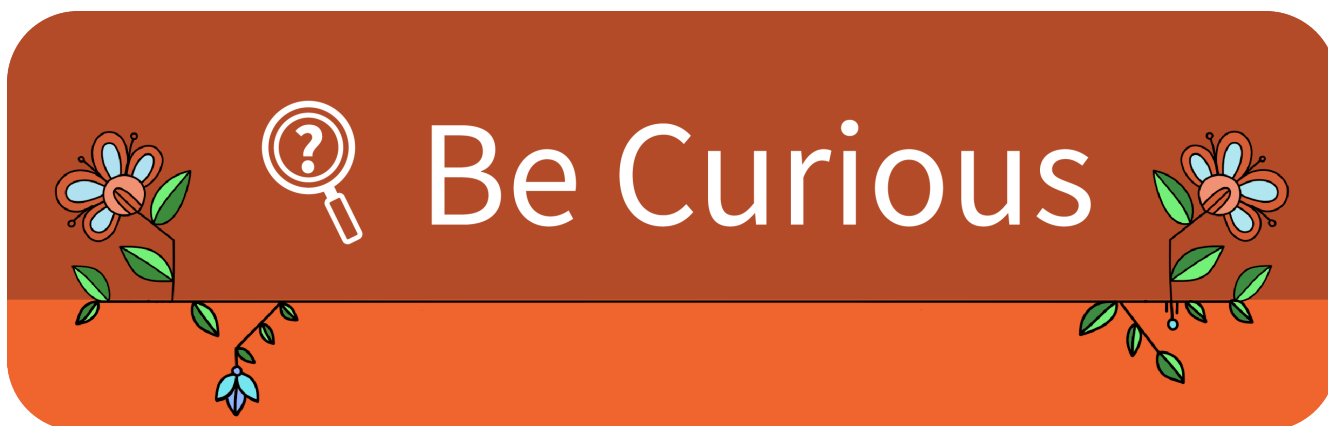
explore labour market information based on trends in job postings across Canada.

- LinkedIn contains lots of information on the labour market. LinkedIn shows over 17 million Canadian users, with over 30 million global companies on the platform. Recently, LMIC partnered with LinkedIn to summarize over 400,000 paid job vacancies. Their summarized data provides the top required skills and job titles across ten major cities. The results showed that common skill groups such as business management, leadership, and oral communication were required skills for all students and new graduates.

Attribution

Adapted from “2. Labour Market Information” from University to Career by Larry Iles is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Be Curious: LMI Step 1: Self-Assessment



Self-assessment is like taking a personal inventory of your skills, strengths, and weaknesses. It's like when you reflect on your school performance or hobbies to see what you're good at and where you might need to improve. In college and your future career, self-assessment is a valuable tool to help you understand yourself better and make informed decisions.

- **Know Your Strengths:** Just as you recognize your favourite subjects or activities in high school, you identify the things you're naturally good at in self-assessment. These strengths can be talents, skills, or personal qualities like being a good listener or a problem solver.
- **Identify Weaknesses:** Like recognizing subjects you find challenging in school, self-assessment helps pinpoint areas where you need improvement. This could be academic skills, social skills, or anything else you want to get better at.
- **Set Goals:** Think of self-assessment as setting goals for yourself. Just like you set goals to improve your grades or win a game in high school, in life, you can set goals for your career and personal development based on your self-assessment findings.
- **Seek Feedback:** In high school, you might ask teachers or peers for project feedback. In self-assessment, you can ask for feedback from mentors, friends, or colleagues to get an outside perspective on your strengths and weaknesses.
- **Plan for Improvement:** After identifying areas for improvement, you can create a plan, much like a study plan, to work on those weaknesses. This might involve taking courses, practicing, or seeking guidance from experts.
- **Adapt and Grow:** Self-assessment isn't a one-time thing; it's an ongoing process. As you adapt your study habits during high school, you should continuously assess yourself and adjust your goals and actions as you learn and grow.
- **Make Informed Decisions:** Self-assessment helps you make informed choices about your college major, career path, and life in general. It's like picking the right high school courses based on your interests and abilities but on a bigger scale.

In summary, self-assessment is a way to understand yourself better, discover your strengths and weaknesses, set goals, and make choices that align with your skills and aspirations. It's a valuable personal and professional development tool, much like planning your academic journey in high school.

Attributions

Content adapted from OpenAI. (2023). ChatGPT 3.5 (Nov 11 version) [Large language model]. <https://chat.openai.com/chat>

Be Curious: LMI Step 2: Labour Market Research



Labour market research is like gathering information about job opportunities and career paths. It's similar to researching colleges or universities before choosing the right one for your studies. Here is an explanation of labour market research for high school students:

- **Explore Career Options:** As you think about what subjects interest you in high school, labour market research involves exploring different career options. You look into various jobs to find out what they involve, what skills are needed, and whether they align with your interests and goals.
- **Understand Job Demand:** You might hear about popular classes or clubs in high school. In labour market research, you learn about job demand – which careers are in high demand and have fewer job opportunities. This helps you make informed decisions about your future.
- **Salary and Benefits:** Similar to understanding the cost of college and the financial aid available, in labour market research, you look into the salaries and benefits associated with different careers. This helps you assess whether a job can provide the lifestyle you desire.
- **Education and Training:** As you research college programs, you investigate the education and training required for specific careers. Some jobs require a college degree, while others need specialized certifications or apprenticeships.
- **Location Matters:** Just like considering the location of a college, labour market research includes looking at where job opportunities are available. Some careers may be more accessible in specific regions or cities.
- **Long-Term Prospects:** Labor market research helps you see the long-term prospects of a career. This is similar to thinking about your future goals in high school. You want to know if a career offers room for advancement and growth.
- **Networking and Connections:** You build connections with teachers and peers in high school. In labour market research, you can learn about networking and how building professional relationships can help you find job opportunities.
- **Job Security:** Just as you think about the stability of your school or education in labour market research, you assess the job security of different careers. Some fields may be more stable than others, depending on economic trends.
- **Passion and Interest:** Like choosing extracurricular activities based on your interests, labour market

research encourages you to pursue a career that aligns with your passions. Finding a job you love can lead to a more fulfilling career.

In essence, labour market research is about gathering information and making smart choices about your future career path. It's similar to the process of choosing the right high school or college, but it's focused on finding the job that suits you best and offers the opportunities and lifestyle you desire.

Attributions

Content adapted from OpenAI. (2023). ChatGPT 3.5 (Nov 11 version) [Large language model]. <https://chat.openai.com/chat>

Be Curious: LMI Step 3: Skills and Qualifications



Skills and qualifications are like the tools and experiences you gather during high school to prepare you for college and beyond. Here's an explanation of skills and qualifications for high school students:

- **Basic Skills:** Just as you learn fundamental subjects like math, science, and language arts in high school, you develop basic skills like communication, teamwork, problem-solving, and time management. These skills are essential in both school and the workplace.
- **Extracurricular Activities:** Participation in clubs, sports, or student organizations is similar to gaining qualifications. They demonstrate your commitment, leadership, and ability to work with others, which can be important on your college application or resume.
- **Academic Achievements:** High school grades and test scores are like qualifications showcasing your academic abilities. They are important when applying for college or scholarships and can also be a factor in future job applications.
- **Work Experience:** Part-time jobs or internships during high school are valuable qualifications. They provide practical skills and work-related experiences that can make you a more attractive candidate for college admissions or future employment.
- **Certifications and Awards:** Just as you might earn certificates or awards for your accomplishments in high school, you can gain qualifications or certifications in specific fields. For example, CPR certification or coding courses can enhance your qualifications.
- **Volunteer Work:** Volunteering is like gaining qualifications in social responsibility and community involvement. It demonstrates your commitment to making a positive impact and can be valuable on college applications and resumes.
- **Language Proficiency:** Learning a foreign language in high school is akin to gaining language qualifications. Being bilingual or multilingual can open up opportunities in both college and future careers.
- **Technical Skills:** Skills like computer programming, graphic design, or video editing are like specialized qualifications. They can be particularly valuable in certain college programs or when pursuing jobs in technology-related fields.
- **Research Projects:** Undertaking research projects in high school is similar to gaining qualifications in

critical thinking and problem-solving. It can set you apart on college applications and demonstrate your ability to conduct independent work.

- **Leadership Roles:** Holding leadership positions in clubs or student government is akin to having qualifications in leadership and management. These experiences show your ability to take initiative and lead others.

In summary, skills and qualifications are the assets you gather during high school that prepare you for college and future career opportunities. They can make you a well-rounded and competitive candidate, whether you're applying for college admission or seeking employment after graduation.

Attributions

Content adapted from OpenAI. (2023). ChatGPT 3.5 (Nov 11 version) [Large language model]. <https://chat.openai.com/chat>

Be Curious: LMI Step 4: Job Search



Job searching is like looking for the perfect fit, much like finding a suitable extracurricular activity or club in high school. Here's an explanation of job searching for high school students:

- **Identify Your Interests:** Just as you choose clubs or activities that interest you in high school, during a job search, you identify the types of jobs that align with your skills, passions, and career goals.
- **Prepare Your "Resume":** Similar to building a high school resume with your achievements and activities, you create a professional resume that highlights your education, skills, and experiences relevant to the job you want.
- **Search for Opportunities:** Job searching is like exploring various high school clubs and activities to find the right fit. You look for job openings through online job boards, company websites, and networking connections.
- **Submit Applications:** Much like filling out applications for school clubs or events, you submit job applications. This involves sending your resume and a cover letter to potential employers, expressing your interest in their job openings.
- **Interviews:** Job interviews are similar to school interviews for clubs or leadership positions. You meet with potential employers to discuss your qualifications, skills, and why you're a good fit for the job.
- **Follow-Up:** After applying or interviewing, it's essential to follow up, just as you would follow up on club applications or school projects. Send a thank-you note or email to express your continued interest.
- **Networking:** Job searching involves building professional relationships, like making friends or connections in high school. Networking can help you discover hidden job opportunities and learn about different careers.
- **Research Employers:** Just as you research colleges or high schools before applying, you research potential employers. Learn about their culture, values, and reputation to see if they align with your career goals.
- **Stay Persistent:** Job searching can be challenging, much like achieving your goals in high school. It's important to stay persistent and keep applying and interviewing until you find the right job opportunity.
- **Consider Growth Opportunities:** Similar to thinking about your academic growth in high school, during a job search, you assess whether a position offers opportunities for career advancement and skill development.

In summary, job searching is finding the right job that matches your skills, interests, and goals. It's akin to

exploring and choosing extracurricular activities in high school but on a more significant scale, as it directly impacts your career and future.

Attributions

Content adapted from OpenAI. (2023). ChatGPT 3.5 (Nov 11 version) [Large language model]. <https://chat.openai.com/chat>

Be Curious: LMI Step 5: Employment Maintenance



Employment maintenance refers to the actions and efforts you take to keep your job once you've been hired. It's like caring for a plant or a pet to ensure they stay healthy and happy. Just like you have responsibilities to water your plant or feed your pet regularly, when you have a job, there are things you need to do to make sure your employer is happy with your work and wants to keep you around.

Here are some key aspects of employment maintenance:

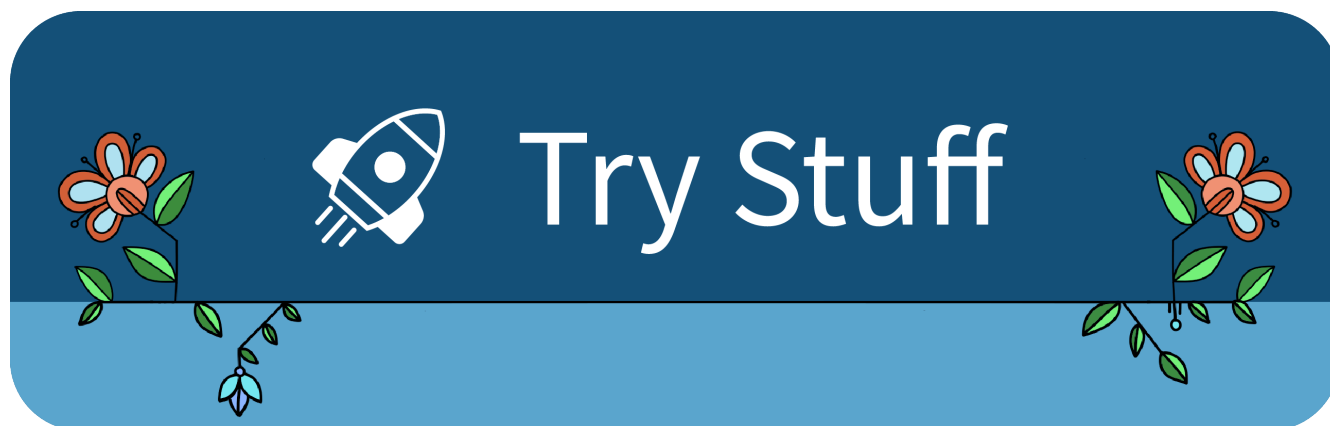
- **Performing Well:** Just like you need to do your homework and study to get good grades in high school, you must do your job tasks well and efficiently. This means meeting deadlines, following instructions, and doing your best to excel in your role.
- **Being Reliable:** Imagine if your best friend was always late or never showed up when you made plans. Your employer expects you to be reliable and show up to work on time. Being punctual and dependable is crucial.
- **Getting Along with Others:** You need to get along with your classmates in school. Similarly, at work, you should be friendly and cooperative with your coworkers. Building positive relationships with colleagues can make your job more enjoyable and productive.
- **Learning and Growing:** You aim to learn and develop new skills in college. At work, you should also strive to learn and improve. This might involve taking on new tasks, attending training sessions, or seeking opportunities for advancement within the company.
- **Following Rules and Policies:** Just like your school has rules, your workplace has policies and guidelines you need to follow. These rules are there to maintain a safe and productive environment. It's important to adhere to them.
- **Communication:** Effective communication is vital both in high school and at work. You should be able to express your ideas clearly and listen to others. If you have concerns or questions, you must ask for help or clarification.
- **Problem-Solving:** In school, you learn problem-solving skills. At work, you'll encounter challenges, too. Being able to tackle problems, find solutions, and adapt to changes is essential for employment maintenance.

So, in essence, employment maintenance is about being a responsible, reliable, and valuable member of your work “team.” By practicing these principles, you can help ensure that you keep your job and have opportunities to advance and succeed in your career.

Attributions

Content adapted from OpenAI. (2023). ChatGPT 3.5 (Nov 11 version) [Large language model]. <https://chat.openai.com/chat>

Try Stuff: Career Exploration



Here is a list of 50 activities that allow you to explore different fields and careers.

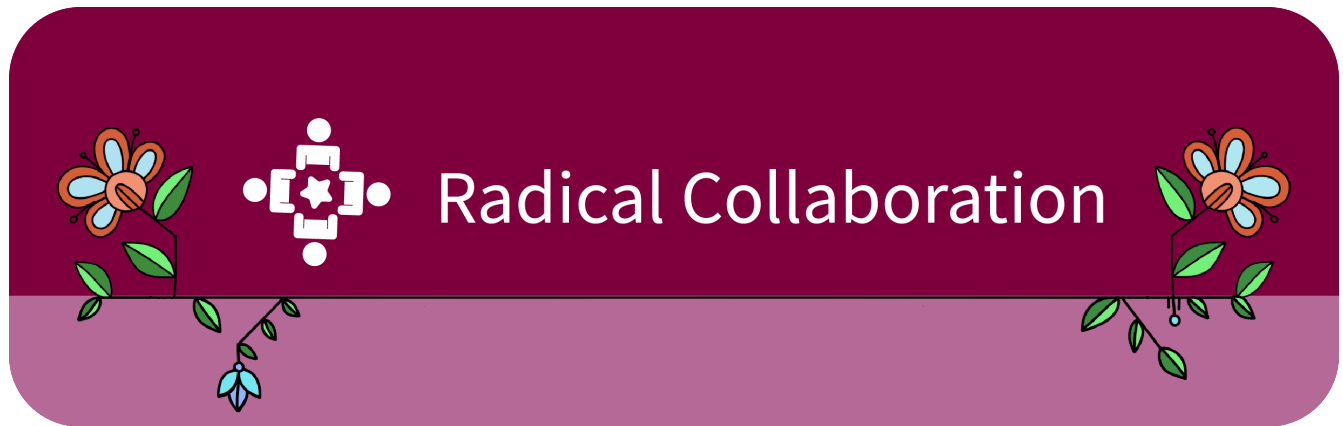
Activities

- Volunteer at relevant organizations to gain hands-on experience.
- Participate in workshops and seminars related to the industry.
- Shadow professionals to understand their roles and responsibilities.
- Assist in organizing events, workshops, or conferences.
- Learn about industry regulations, laws, and compliance.
- Intern at companies or organizations in the industry.
- Attend industry-specific tours or site visits.
- Join clubs, associations, or groups related to the field.
- Explore career paths through networking events.
- Participate in hands-on projects or simulations.
- Volunteer with organizations that promote industry awareness.
- Learn about technology trends and innovations in the field.
- Shadow mentors to gain insights into real-world scenarios.
- Attend industry-focused exhibitions or expos.
- Engage in experiential learning through interactive activities.
- Assist in planning and organizing community service projects.
- Participate in workshops on industry-specific skills.
- Explore diverse roles within the industry.
- Volunteer for events that showcase industry initiatives.
- Learn about safety protocols and procedures.
- Intern at organizations that contribute to the industry.
- Participate in projects that emphasize sustainability.
- Attend seminars on industry ethics and best practices.
- Volunteer with organizations that focus on community engagement.
- Join mentorship programs to receive guidance.
- Learn about technological advancements in the field.

- Explore industry-related volunteer opportunities.
- Attend workshops on career development and soft skills.
- Participate in hands-on activities related to the industry.
- Volunteer with organizations that support underserved communities.
- Explore different aspects of industry operations.
- Attend industry-specific conferences and conventions.
- Engage in projects related to innovation and creativity.
- Participate in workshops on industry-specific technologies.
- Volunteer with organizations that promote diversity and inclusion.
- Learn about communication strategies relevant to the industry.
- Assist in planning and executing educational events.
- Explore different subfields within the industry.
- Attend workshops on leadership and management skills.
- Volunteer with organizations that emphasize sustainability.
- Learn about regulatory compliance and industry standards.
- Assist in organizing industry-related competitions.
- Participate in projects focused on community well-being.
- Volunteer with organizations that work on advocacy.
- Learn about data analysis and research in the industry.
- Attend workshops on problem-solving and critical thinking.
- Explore various roles in industry supply chains.
- Volunteer with organizations that promote education.
- Learn about communication techniques relevant to the industry.
- Assist in organizing events that promote industry awareness.

Please note that these activities are identified as common themes across different industry sectors, and their applicability may vary depending on the specific industry and context.

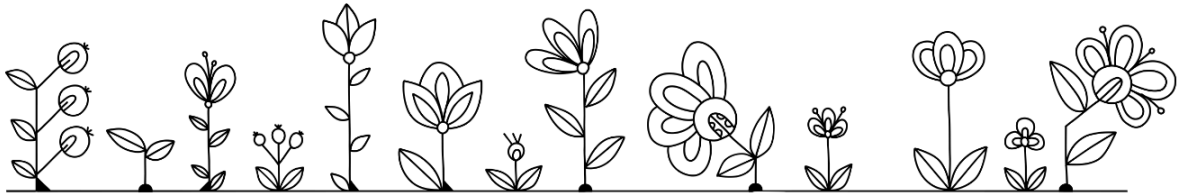
Radical Collaboration: Ideas



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=392#h5p-12>

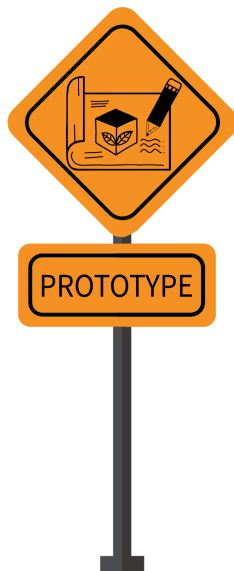
Link to access this form in Google Forms

MODULE 5: PROTOTYPE AND TEST



- **Be Curious:** Prototype and Test – Explore what Prototyping and Testing are
- **Try Stuff:** Select Career Experiences to Explore – different Careers from over 2000 ideas
- **Try Stuff:** Career Mind Mapping – steps to help you on your journey
- **Radical Collaboration:** Prototype and Test – Reflect on Learning, Share your experiences and get feedback and coaching

Be Curious: Prototype and Test



Prototyping

Prototyping is getting ideas and explorations out of your head and into the physical world. Building prototypes means exploring, evolving, and communicating ideas using people, paper, or pixels. A prototype can be anything that takes a physical form – be it a wall of Post-it notes, a journal, a role-playing activity, or even a storyboard. Prototypes are most successful when shared so that you can learn from the feedback from others.

You don't know if an idea will work until you try it!



Test

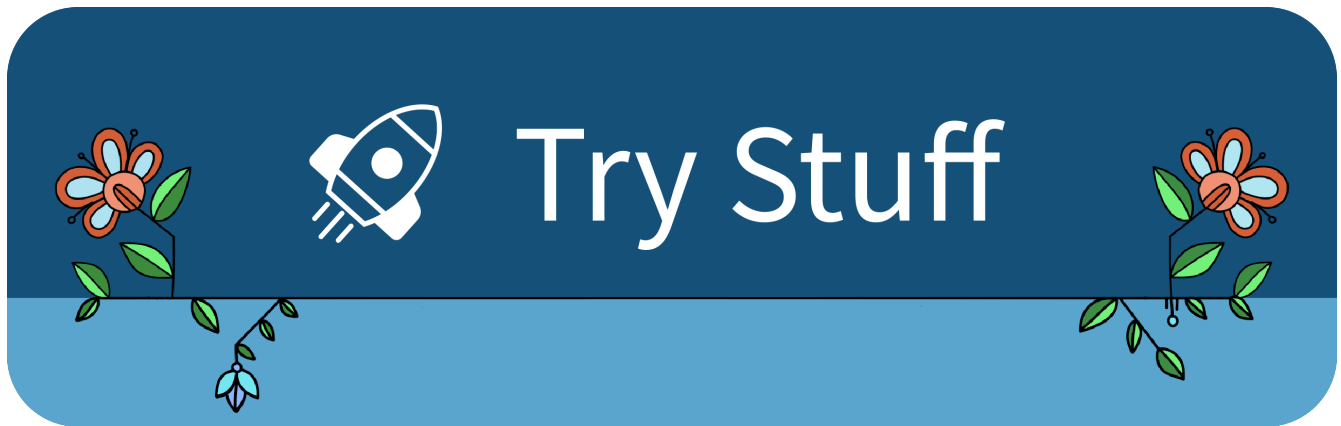
When designing a new solution, the general rule is to test early and often. To get the most out of testing, here are some general things to consider.

- **Clarify your goals.** What do you want to learn? Identify your questions, concerns, areas of interest, and the purpose of the research.
- **Define the scope of the test.** Be very specific about exactly what you are testing. Rather than trying to test everything at once, plan out which elements of the product or service each round of testing will cover.
- **Decide on your questions or tasks.** That will be used in the test phase.
- **Decide on metrics.** What specifically are you measuring? What will a successful outcome look like?

Attribution

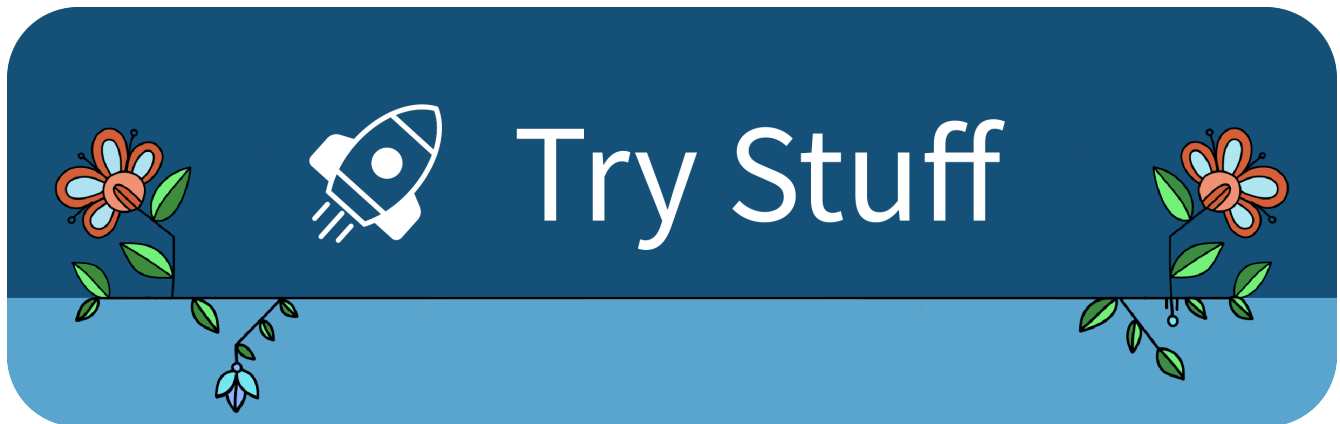
“Chapter 04 and Prototype” and “Chapter 05: Test” from Design Thinking Copyright © by Sidneyeve Matrix is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Try Stuff: Career Experiences to Explore



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=221#h5p-5>

Try Stuff: Career Mind Mapping



A mindmap is a visual representation or drawing that connects information related to a central topic. In this case, we are focusing on areas of career interest. Creating a mind map allows you to compile all your activities, interests, and ideas on a given topic in one place, allowing you to generate more ideas and notice themes visually.



Activity: Mind Map

Create your own Career Mind Map by following the instructions below:

1. Clear your mind of any preconceived ideas or judgments. Remember that this activity is open-ended, so you can't make any mistakes if you're honest with yourself!
2. Take a large sheet of blank paper and pencils or pens (using different colours may help you be more creative with this activity).
3. Think back over your life up to the present for favourite activities and courses, significant people, meaningful events, jobs, hobbies, etc. Write these items down on the paper randomly as they

- come to you. It may look chaotic, but let the ideas flow and write down a few keywords.
4. Don't try to organize your map now; just write down everything that comes to mind.
 5. When you've run out of things to write, start thinking about things you'd like to try! Write these ideas down, too.
 6. Now, look over your mind map and consider what it is more specifically that you liked (or think you might like) about the items you've written down. For example, if you liked your experience playing on a soccer team, you might note that you enjoyed the teamwork aspect of the experience, skill building, or competitive atmosphere—list as many things as you can about what you liked about each of these experiences.
 7. The next step is to start noticing themes. Do any of the things you have written connect to any others? Can you identify a few themes or threads in your map? If yes, connect different entries on your map and write down basic themes below or on a separate piece of paper.

Career Mind Map Questions

Look at the themes from your Career Mind Map and respond to the following questions:

- *What themes are taking up a large portion of my map?*
- *Which areas on the map do I want to develop further in my life?*
- *What areas are irrelevant or less relevant with regard to my career goals?*



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/iillifedesign/?p=100#h5p-15>

Jane's Sample Career Mind Map



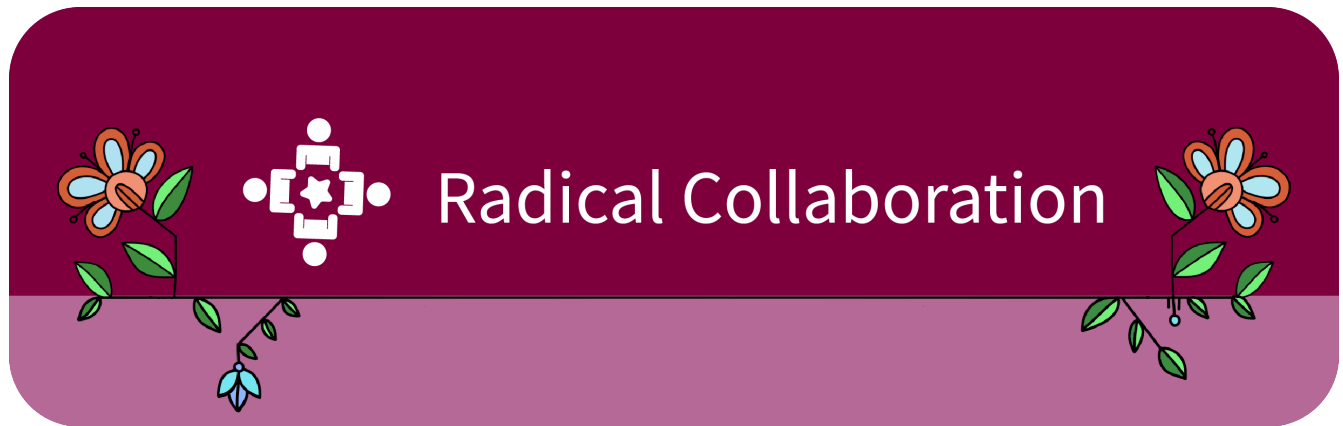
Let's look at Jane's map. After drawing her map, where she used different colours that helped her identify main themes (all her favourite stuff was purple), she could see three areas or themes: Administration, Animal/Vet related careers and Outdoor/Environmental themes.

Jane's early experiences, such as helping her dad in the family business, assisting a school receptionist (who was also a mentor), a customer service position in retail and volunteering at the library, led her to choose a career in office administration. She had been considering an alternative career as a Vet Technician. However, reflecting on her negative volunteer experience in this field helped her determine this was not a viable option. Drawing this map helped Jane to see another theme that hadn't emerged in other assessments: outdoor/environmental. Upon further reflection, Jane realized she would prefer to keep it as a hobby or consider looking for an administrative position in a related industry.

Attribution

"1.6 Career Mind Mapping" from Centennial College Career Success Guide Copyright © by Career Services and Cooperative Education, Centennial College is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

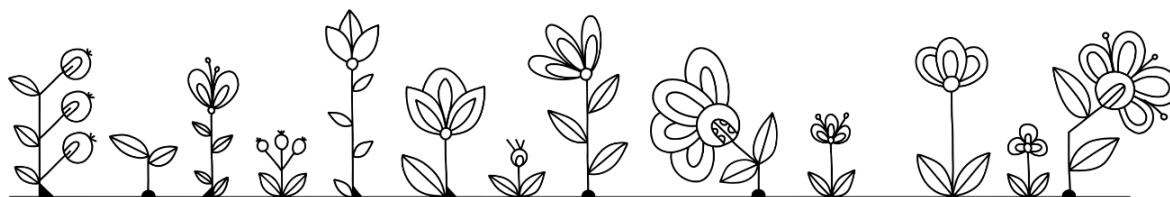
Radical Collaboration: Prototype and Test



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=395#h5p-14>

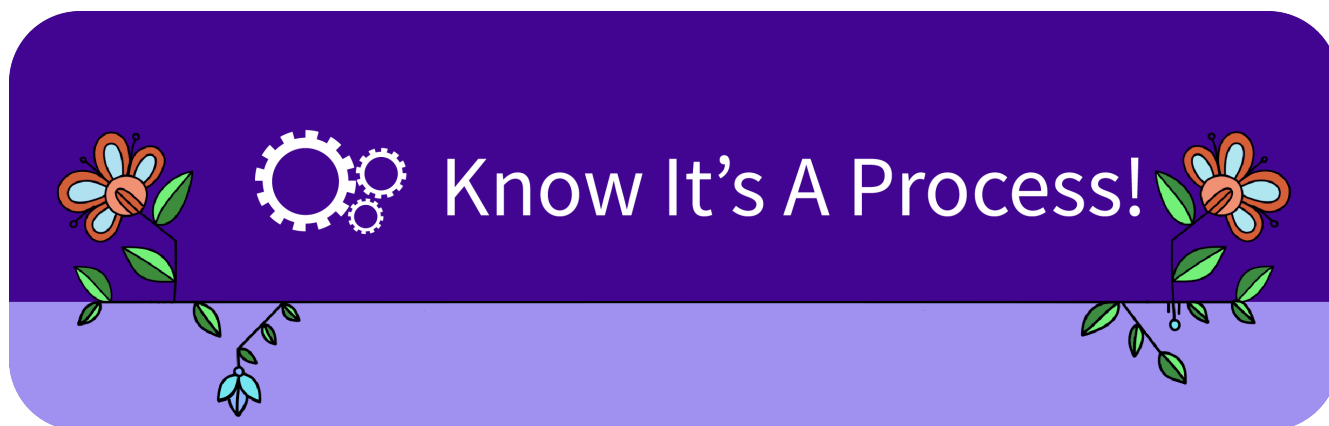
Link to access this form in Google Forms.

MODULE 6: IMPLEMENTATION



- **Know it's a Process:** Implementation
- **Try Stuff:** Education Plan – Create an Education Plan that will help guide you on your journey
- **Try Stuff:** College/University Program Information – Research the College/University Program Information that will equip you to fill out application forms
- **Know it's a Process:** Funding – Understand the different options for funding your education
- **Radical Collaboration:** Implementation – Reflect on your learning, share your experiences, and get feedback and coaching

Know it's a Process: Implementation



Your life design journey has asked you to reflect on yourself, practice self-empathy, and understand your challenges and research opportunities. You have also explored some possible opportunities for your future. Now, it is time to create an implementation plan.

Implementation involves putting the newly designed plan to use. It's important to remember that this is not necessarily a sequential process. At any point in the design process, we may need to return to empathize, ideate or prototype again.

Education Plan

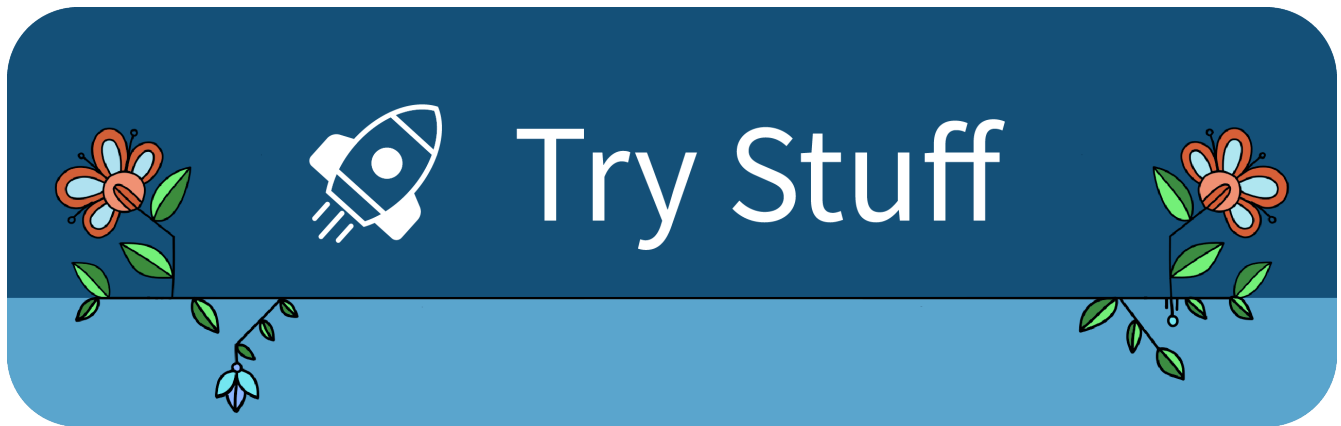
Educational planning is a process where individuals self-assess, explore opportunities, and consider academic alternatives based on their career goals. educational plan involves both planning for the short-term and long-term. In this module, you will begin to map out your goals and plan to be successful.



Attribution

"What is Design Thinking" from Designing the Digital World Copyright © 2021 by NUI Galway is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Try Stuff: Education Plan



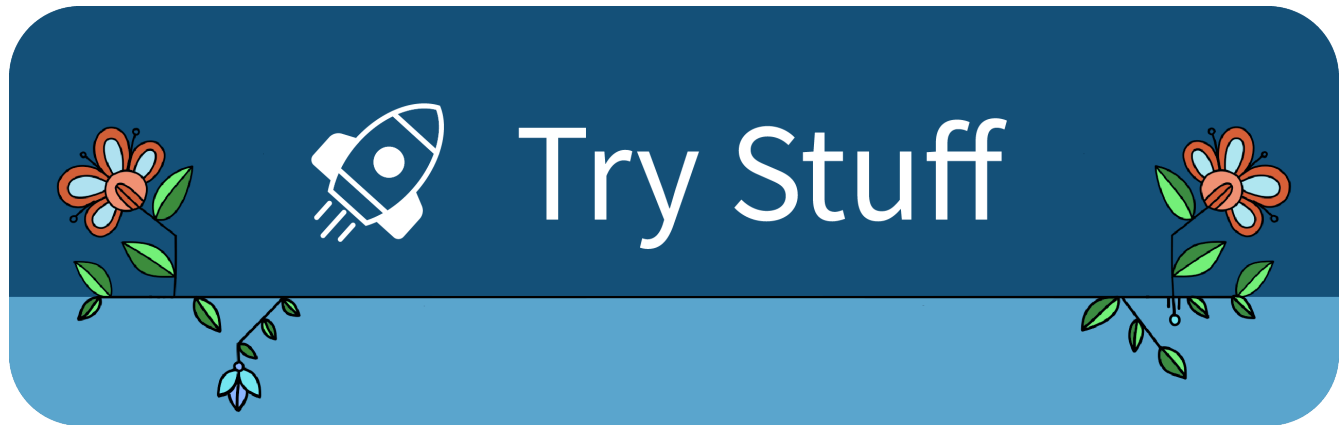
Activity: Education Plan



An interactive H5P element has been excluded from this version of the text. You can view it online here:

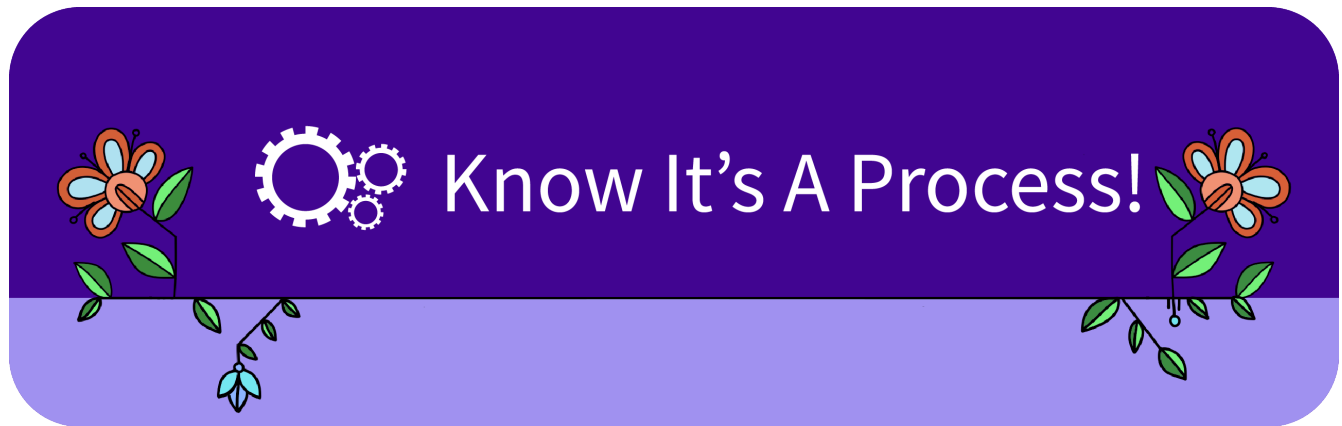
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=180#h5p-7>

Try Stuff: College & University Program Information



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=358#h5p-17>

Know it's a Process: Funding



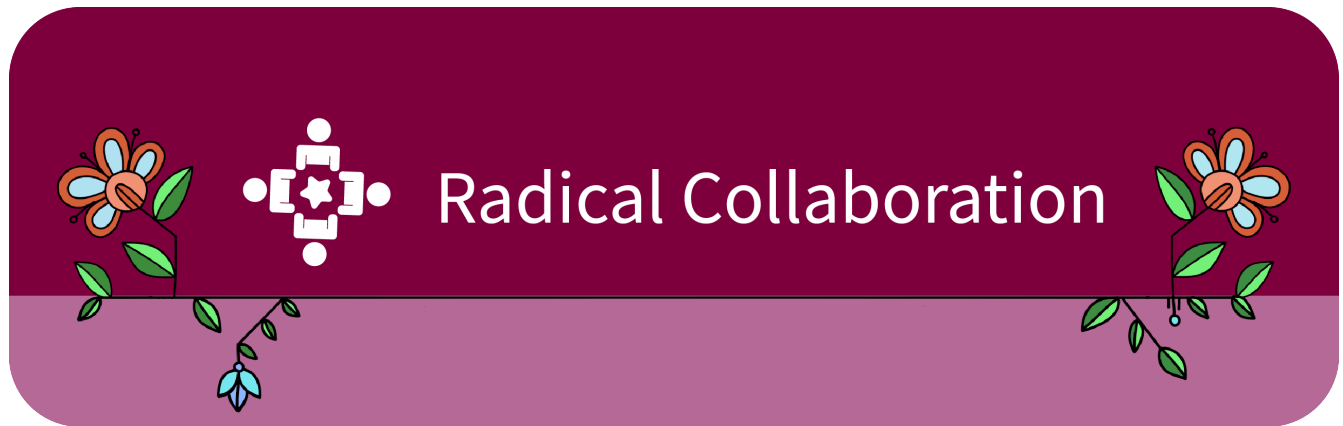
Specific funding programs and initiatives support Indigenous student access to post-secondary education. Check your institution's Aboriginal/Indigenous service unit webpage to access information about awards, bursaries, and scholarships available to Indigenous students. Below are federal and provincial programs for Indigenous students:

- Federal post-secondary funding for First Nations and Inuit students
- Métis Student Bursary Program
- Indigenous Student Bursary
- Ontario Indigenous Travel Grant
- Indigenous Bursaries
- Indspire
- Aboriginal Skills and Employment Training Strategy (ASETS)

Attribution

“Appendix B: Funding and Programs for Indigenous Students” from Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors by Ian Cull; Robert L. A. Hancock, Stephanie McKeown; Michelle Pidgeon; and Adrienne Vedan is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, except where otherwise noted. Modified to include resources for Ontario.

Radical Collaboration: Implementation



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://ecampusontario.pressbooks.pub/iillifedesign/?p=397#h5p-16>

Link to access this form in Google Forms

References

- Dam, R. F. and Siang, T.Y. (2020). *What is design thinking and why is it so popular?* Interaction Design Foundation, viewed 17 July 2021, <https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular>
- Swarbrick, M. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29(4), 311–314.
- Swarbrick, M. (2014). A wellness approach. [Seminar]. New York Association of Psychiatric Rehabilitation Services, Inc.: Albany, N.Y.

Appendix 1: Using Text-To-Speech Tools To Listen To Your Textbook

You can use the tools on your mobile device or computer to read this guide aloud. You may want to experiment until you find an app or system that works best. Always review privacy and security options for any software/apps you install on your device.

Common Text-to-Speech Tools

Read & Write

Read & Write is available on Windows computers in the library and other student-access computers on campus.

- Access via the start menu or search for Read & Write
- Don't forget to bring headphones for use in the Library/labs.
- Free versions of this software may be available for download to your device running Microsoft, MacOS or other system.

Watch Read&Write: Back to Basics (10 mins) on YouTube



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=659#oembed-1>

Video source: Texthelp. (2022, December 16). *Read&Write: Back to basics* [Video]. YouTube. <https://youtu.be/oVfeWdqUuvU>

Adobe Acrobat: Read Out Loud

The PDF versions of your textbook can be read to you by Adobe Acrobat Reader.

- Review the instructions for the Read Out Loud feature or
- Watch the following video for tips on how to get started

Watch Reading Aloud PDFs | Acrobat DC for Educators (2 mins) on YouTube



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=659#oembed-2>

Video source: Adobe for Education. (2020, September 11). *Reading aloud with Acrobat* [Video]. YouTube. <https://youtu.be/qXJlazKGTuo>

Android Devices: Select to Speak

- Review the Select to Speak instructions or
- Watch the following video for tips on how to get started

Watch How to Turn On Text To Speech Read Aloud on Android/Samsung – 2022 (5 mins) on YouTube



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=659#oembed-3>

Video source: ITJungles. (2022, June 28). *How to turn on text to speech read aloud on Android/Samsung – 2022* [Video]. YouTube. <https://youtu.be/Ka5AdeLt43o>

Apple Devices: SpeakScreen

- Review the SpeakScreen instructions or
- Watch the following video for tips on how to get started

Watch How to use Speak Screen on iPhone, iPad, and iPod touch (1 min) on YouTube



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=659#oembed-4>

Video source: Apple Support. (2022, July 21). *How to use Speak Screen on iPhone, iPad, and iPod touch* [Video]. YouTube. <https://youtu.be/tBfcPu6lnSI>

Chromebook: Select-to-Speak

- Review the Select-to-Speak instructions or
- Watch the following video for tips on how to get started

Watch How to use Select-to-Speak on your Chromebook (5 mins)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/iillifedesign/?p=659#oembed-5>

Video source: Chromebook. (2019, June 21). *How to use Select-to-Speak on your Chromebook* [Video]. YouTube. https://youtu.be/_gz4lXWDzTQ

Attribution

“Using Text-To-Speech Tools To Listen To Your Textbook” from Using OER textbooks: Student Guide Copyright © by Jen Booth is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, except where otherwise noted.