

## WEEK 1 – COMMUNICATION

### Objective:

Students will learn about the group process and create a gap statement.

### Activities:

- Discussion of informed consent and obtain signatures on informed consent forms.
- Introductions: “Name Chain and Career Fantasy”
  - See Richard Pyle’s Appendix A
- Group rules/norms: Have students develop own rules for group
  - Examples: Provide opinions/feedback to each other in a non-judgmental way; active participation; have to attend all sessions and be punctual; notify group if you have to miss in advance; etc.
- Icebreaker: “Millionaire Fantasy”
  - See Richard Pyle’s Appendix A
- Group Problem Space
  - Each student will identify one barrier that is preventing them from choosing a major and write it down on a post-it note. Advisors will draw a large circle, or “problem space” and place each of the students’ post-its in the middle. Then, advisors will ask students to discuss how these barriers are affecting their career decision-making. Advisors will also ask students if there are things that were missed from the original problem-space and add them accordingly.
- Introduce Pyramid
  - Explain what the group process will entail and describe the different aspects to choosing a major.
  - Define values, interests, and skills.

### Homework:

- Have students make list of 5 interests, 5 skills and 5 values.

## WEEK 2 – ANALYSIS

### Objectives:

Students will reframe a negative career thought and list values, interests, and skills.

### Activities:

- Icebreaker: Tape a major onto each group members' back. Have the other group members describe the major until the person blind to the major can guess the correct major.
- Discuss Homework
  - Have students share the values, interests, and skills they listed. Discuss difficulties listing values, interests, and skills. Discuss how these factors influence major choice. Lead in to discussing how negative thoughts can influence self-knowledge.
- Give Students revised Guide to Good Decision-Making Exercise pg. 1.
  - Have students write their gap statement, and transfer list of values, interests, and skills onto first page.
- Introduce the CASVE Cycle
  - Discuss steps of the CASVE Cycle. Have students talk about what stage they are in and why. Discuss how the group will move throughout the CASVE Cycle over the next three weeks.
- Introduce CTI and Reframing
  - Have one student explain one of the majors to another student. Play extremely loud music during the explanation. Explain how negative thoughts can be the “noise” inside one’s head that we have to “turn down” in order to think clearly.
  - Have students look at their CTIs. Give students page 2 of revised Guide to Good Decision-making exercise and complete the page.
  - Give each student a workbook and practice reframing at least one negative thought in the group. Lead into how negative thoughts can impact career decision making.

### Homework:

- Have students pick one or more CTI items to reframe.

## WEEK 3 – SYNTHESIS

### Objective:

Students will list and evaluate career options.

### Activities:

- Icebreaker: Have bowl of negative career thoughts written on slips of paper. Have each student pull one slip out and reframe the negative thought in her own words. Revisit how negative thoughts are “noise” that we have to “turn down” in order to think clearly about our career decisions. If possible, have group members lead discussion using CTI reframing handout and prompt questions.
- Brainstorm list of majors or occupations that match self-knowledge. Use page 3 in the revised Guide to Good Decision-Making Exercise. Have students draw a line in the center of their brainstorming sheet. Students will use one half to record their own brainstorming ideas, and the other half to record the brainstorming that the group does together. Remind students to remove any “limits” they might have while brainstorming, to record all options they are considering.
- Holland Party Game
  - Hand out Holland Hexagon and have each student identify a three letter code that they identify with. Have each student share their code and discuss similarities and differences within the group. Have students continue the brainstorming by recording down different occupations they think of collectively that match Holland letters.
- Majors by Holland Letter
  - Handout that lists FSU majors by Holland letter. .
- Take students into Career Center Library. Show students match major sheets and CACGs. Have CACG description sheet for each member. Have group members create user name and password in the lab.

### Homework:

- Have students use a CACG to do research, and complete page 3 of the revised Guide to Good Decision-Making Exercise, where they identify 3 – 5 majors or occupations. Be aware that some students may have difficulties identify 3 – 5, and let them know that this okay, that they just need to try their best.

## WEEK 4 – VALUING

### Objective:

Students will engage in a process of assessing the pros and cons of their major options.

### Activities:

- Icebreaker: Major charades. Divide students into two teams of three. Have each student act out two of her identified majors for her group members. Add each group's individual times together. The group with the fastest time wins a prize.
- Discuss homework.
  - Review CACG findings. Have students share their individual experiences with the CACG and the 3 – 5 majors they identified. Let students lead the group, if possible, and provide them with a list of questions to ask each other if they get stuck.
- Introduce page 4 of the revised Guide to Good Decision-Making Exercise, the Valuing chart. Relate pros and cons to values, interests, and skills. One pro might be a con to someone else. Connect to past activities and topics the group has discussed.
- Address negative thinking. Use a ball to throw around to the group members and have each of them talk about how the new information they have obtained from the homework is affecting their career decisions. How are they feeling about this information? Overwhelmed? At ease?
- Introduce termination. Are there any expectations that have not been met so far that might be able to be addressed in the last session? Review the overall goal of the group with members – to develop a plan to choose a major.
- If time permits, use the Career Center library to show students more research opportunities and reinforce information-seeking behaviors.

### Homework:

- Complete page 4 of the revised Guide to Good Decision-Making Exercise.

## WEEK 5 – EXECUTION

### Objective:

Students will develop a plan to choose a major and complete group evaluation.

### Activities:

- Icebreaker: Have the group collectively tell a story, beginning with the sentence, “Jane was thinking about choosing a major...” Each student is only allowed 2 words at a time.
- Discuss homework, the Values chart.
- Have students write an Individual Action Plan for their next steps.
- Have students complete group evaluation.
- Review the previous 4 weeks and the activities completed.