

Reinforcing Educator's Competences for
Counselling and Motivation - REFORM Project
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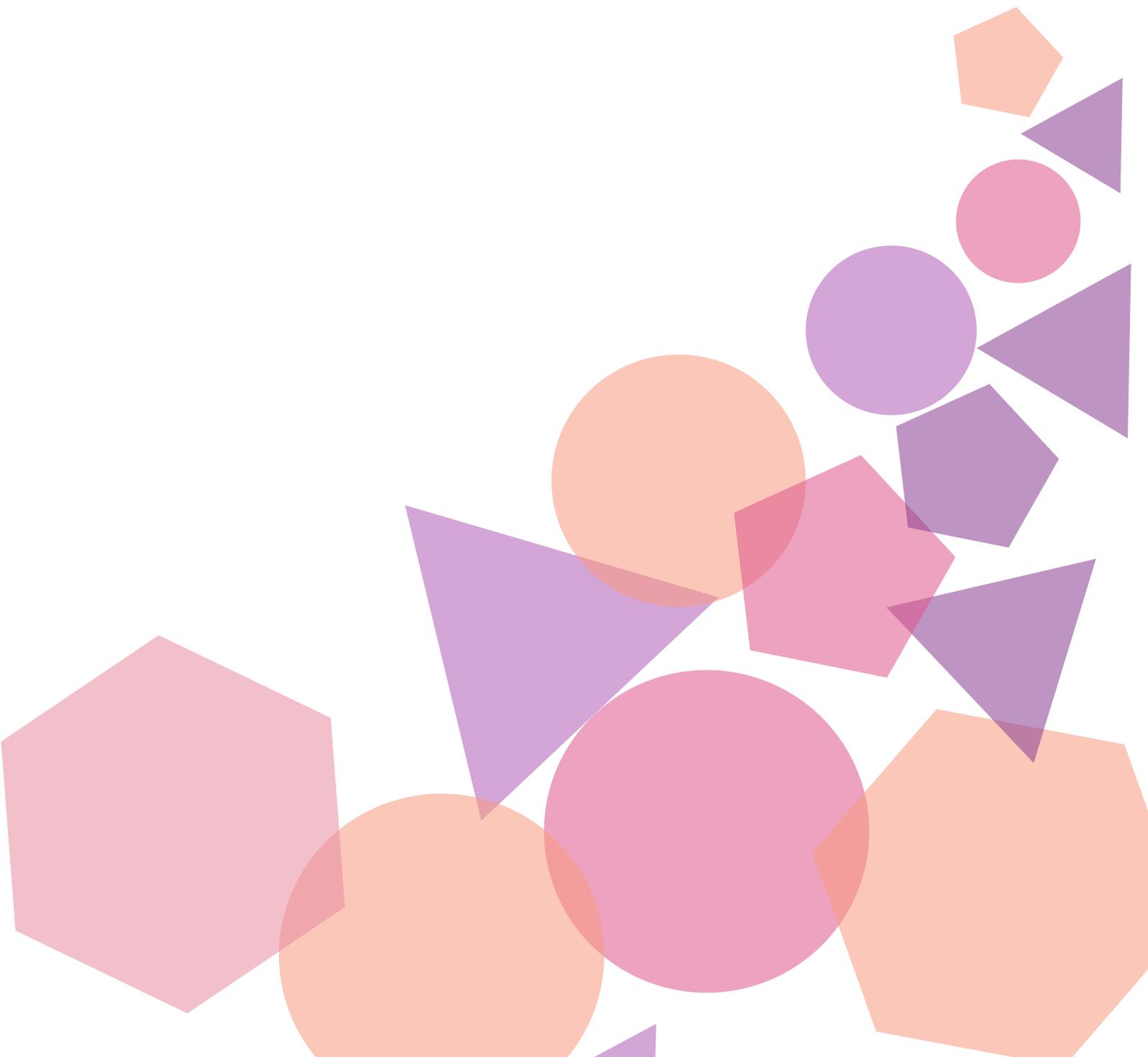


METHODOLOGY

for providing career counseling and
vocational guidance at schools



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The current methodology was developed as a part of the project “REFORM - Reinforcing Educator's Competences for Counselling and Motivation”, implemented under ERASMUS+ PROGRAMME, Key Action 2 – Cooperation of innovation and the exchange of good practices, KA202– Strategic partnerships for school education.

It is meant to be used by teachers in different subjects, as well as facilitators, support personnel, youth workers, mentors to support them in their everyday work with students. The general goal of this alternative tool is to enhance the capacities of the educators by providing them with new professional skills and knowledge so they increase their qualifications by delivering career counselling to their students. The elaborated integrated learning methodology focus on the basic principles and professional requirements in the sphere while at the same time covers the national priorities for each partner country and personal perspective of the educator.

Some of the methods have been tested through the experimentation phase of the project, but others have not; however, all of them have been selected by the partner organisations and developed by formal and non-formal education experts and teachers. The methods provided inside this methodology have been tested at two different levels: first during an international training for teachers and then in schools in the partner countries (in real or virtual environment).



TABLE OF CONTENTS

Introduction	5
About the project	5
The REFORM Methodology	6
The teacher as a career advisor	8
Questioning and listening skills	8
Closed questions	8
Open questions	9
Body language	10
Feedback	11
Useful practical tips for teachers who will implement career counselling and vocational guidance at school:	12
Examples for effective and efficient vocational guidance and career counselling at schools	12
Useful tips for working with young people:	14
An adviser’s ‘bag of tricks’	16
References to additional sources of materials	17
General tips for advisors	19
Additional tips for teachers/counsellors	20
Career guidance practices	25
Age group: 12-14 y.o.	25
1. Learning Styles Identification Questionnaire	25
2. Basic Clearing (SymfoS methodology)	32
3. Passi Avanti (Steps Forward)	35
4. What is a job and... what’s my dream job?	36
5. Box of problems	37
6. Self-awareness game	38
7. Interests	39
8. Factors influencing career choice	40
9. The Life Line	41
10. Auction of values	42
Career guidance practices	47
Age group: 14-16 y.o.	47
1. ABC list	47
2. The Aladdin Lamp	48
3. Tell and Sell	50
4. Six thinking hats	51
5. Self-portrait	52

6. Roles	53
7. Creation of professional monograph.....	54
8. Modern working environment	55
9. Silent Chair	56
10. Time distribution.....	57
<i>Career guidance practices.....</i>	60
Age group: 16-18 y.o.....	60
1. Strengths and weaknesses	60
2. Advertisement	61
3. Work value test	62
4. Students and employment	65
5. Composement of a CV	67
6. The professional interview	68
7. The first day in higher education	70
8. Time Travel.....	71
9. "One day in the future - 10 years from now"	73
10. Guess the job.....	74
<i>Glossary of terms.....</i>	75
<i>CONCLUSION.....</i>	78

INTRODUCTION

About the project

The contemporary life and labour market require teaching and training to focus on achieving the goals of New Skills Agenda for Europe and Europe 2020 Strategy. To ensure that these goals will lead to the best possible outcomes the training systems need to be demand driven, designed to improve the quality and relevance of trainings, make skills more visible and competitive so that enable people make better career choices, find decent jobs and improve their life chances. According to Eurostat 20.6% of youths in Europe are unemployed (4.9% long-term) and the percentage of ESL and NEETS is equal – by 11.5%. One of the main reasons for their status is that they have not received proper career guidance and good motivation by their educators mainly because they lack knowledge, skills and adequate tools.

The paradoxical existence of high unemployment and talent-hunting in some spheres arises suspicion on the effectiveness of the career guidance leading to the right choice of education and profession. At the same time educators are facing new challenges as they are no more only educators but advisers and mentors. The need of effective actions for supporting students in their choice of education, training and career is significant. According to the specialists, making an informed choice leads to higher job satisfaction in a long-term and reduces the possibility of unemployment.

REFORM project aims to provide educators with new professional skills and knowledge so they increase their qualifications by delivering career counselling. Rather than rely on traditional and unified scattered educational methods and tools, partners aim to provide a new integrated learning methodology with tools and methods for career counselling. Educators will be stimulated in terms of the development of their own training strategies and ideas for career counselling focusing on the concrete needs of their students rather than using already prepared tools which are general and not particular.

The innovation in this strategic partnership focuses on the empowerment of educators with variety of content and at the same time oriented to the national peculiarities of each partner country educational framework for career counselling.

The REFORM partnership includes seven partners from six EU countries. The partnership has a collective strength of diversity in status, size, skills and expertise bringing together: one comprehension school ([119 Secondary School "Academician Mihail Arnaudov"](#), Bulgaria), a cluster of schools ([Agrupamento de Escolas José Estevão](#), Portugal), an educational inspectorate ([INSPECTORATUL SCOLAR JUDETEAN ARGES](#), Romania), three private education and training institutions ([Know and Can Ltd.](#), Bulgaria; [OLYMPIC TRAINING & CONSULTING LTD](#), Greece; [DANMAR COMPUTERS LLC](#), Poland) and one European NGO ([CESIE](#), Italy).

The REFORM Methodology

In today's complex and dynamic world, one of the most important things a parent and a teacher can do for the children is to teach them how to think logically and to make well-informed choices. Career counselling may have an extremely important role for the youths in a school age. Their future realization on the labour market depends on lots of factors and one of them is the correct choice of the next step of education, corresponding to both their wishes and interests, but also to their personal possibilities and skills. The role of the career consultant working with youths is to facilitate them in identifying the knowledge and skills they've collected until now, and thus to define the targets and steps to be taken for their future development; to support the youths in realistic overview of their real possibilities in front of them, including the presentation of professions they do not have an information about, to collaborate them about the way how to look for and find information and to reach alone the right choice of the correct educational, study and in the future employment decision.

The current methodology will offer career counselling techniques aimed for three age groups of students in school (12-14, 14-16 and 16-18 y.o.). Those methods could be applied by teachers and pedagogues, regardless of the subject they teach.

In order to facilitate the work of teachers, we will first explain what is meant by career guidance and career counselling. We will then provide advice to teachers on how to organize such activities in class.

Career guidance and career counseling is a set of methods and techniques designed to facilitate the determination of professional preferences and activities. They are an option for exploring the interests, abilities, expectations and real perceptions of students / young people / adolescents, and not just in relation to choosing or changing their adult careers. Career guidance and career counseling helps young people and adults to be independent, secure and responsible in their lives; gives them guidance on workplace behavior and tips for organizing their time; develops personal qualities by accumulating knowledge and skills.

The choice of a professional path is one of the most important choices to be done in anybody's life. Professional development is an aggregation of knowledge, skills and habits and the possibility to use them to assure higher life standard.

The choice of profession is a self-acquainted process. That is why the process of vocational guidance is a process of personal support, guiding and facilitating aimed to help the choice of the most suitable profession development.

Vocational guidance is important and applicable for both students and adults. The earlier started (12-18 years of age), the better. Very often the parents take active part in the secondary school educational type choice and even in the university choice, without having in mind, that the chosen professional path could not be the correct one, with no real perspectives. In other cases the choice is just a random one.

The career counsellor must strive to give the students access to the most relevant information, advice and resources allowing them to make better choices regarding their future professional realization basing on their knowledge, skills, passions and strong sides. One of the main responsibilities of the career counsellor is to help the students to remove the various barriers that might prevent them from developing and growing professionally and personally. Such limitations could be connected to:

- ✓ school curriculum
- ✓ law requirements
- ✓ family environment
- ✓ social environment
- ✓ lack of awareness on professions and the labour market

The current methodology offers 30 techniques and step-by-step instructions on how to apply them across the three age groups (12-14, 14-16 and 16-18 y.o.). The proposed methods could be used both in individual and group work. The first part of the document provides useful tips, advice and details on how to organize the career guiding process in the most effective way.

The activities in this methodology have different duration. This means that the teacher must set in advance in his or her work plan the activities that will be implemented during the school year.

The focus of this methodology is to show how to work effectively with students on a one to one basis and also suggests activities that could be organised in groups. It also offers tips and help from existing practices in partner countries for working effectively with young people.

THE TEACHER AS A CAREER ADVISOR

Career advisers help people to make important decisions about their future educational and professional development. They help people to make informed decisions about the career they would like to pursue and about qualifications and skills they need to possess in order to be successful in their careers.

As advisors it should be our intention to give clients access to the best information, advice and resources to make more effective career and life choices. It is also our job to help people remove barriers that hold them back from developing and growing in their professional lives.

Career advisors must not only be highly qualified but also to comply with high ethical and behavioural standards, to promote equality and diversity, and ensure impartiality and confidentiality. A career counsellor must make sure that the client's interests are always paramount.

Teachers performing vocational (career) guidance and career counselling at schools besides professional skills should also possess a bunch of soft and transversal skills in order to deliver the service in the best possible way. Here are some of them:

- ✓ Questioning skills
- ✓ Listening skills
- ✓ Non-verbal communication skills
- ✓ Giving feedback/Paraphrasing

Questioning and listening skills

Our effectiveness in obtaining the right information usually depends on our questioning technique or method. That is why asking the right questions is equally important as analysing the received answer. There are several types of questions and be sure you ask the right one at a definite time:

- Closed questions
- Open questions
- Requests for details
- Questions as statements



Closed questions require short “yes” and “no” answers and usually serve as a confirmation for a statement. They:

- Encourage a student to clarify facts – this is very important, since children at school-age often answer questions according to what they have as an example in their families and do not particularly consider whether it is theirs or their parents' choice.
- Are useful only for ending a topic and underlining a key decision.

Open questions encourage people to express themselves and reflect on what is said. Open questions usually begin with: WHAT? HOW? WHERE? WHY? WHEN? WHO?

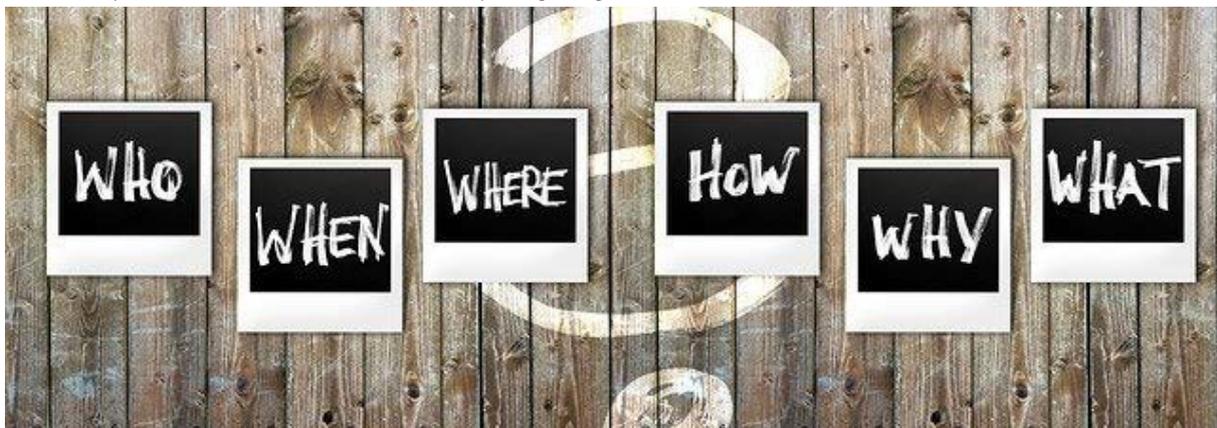
For example:

Closed question → Open question

“Did you like that?” → “How did you feel about that?”

“Have you done ... ?” → “What have you done?”

“Would you do that?” → “What are you going to do?”



Source: pixabay.com

Request for details and making questions as statements

As a variation to avoid too much questioning, statements can be useful.

For example:

“I’d like to know more about that”

“I’m interested in what you said about that experience”

“I’m wondering how you feel about that”

“You say it didn’t work out. I’d like to hear what happened”

Tips for gathering information from a student

- ✓ Pace yourself! Find the proper rhythm!
- ✓ Silence can be gold in some cases!
- ✓ Avoid interrogation.
- ✓ Use variety of questions and techniques.
- ✓ Aim for more open questions than closed.

- ✓ Allow and encourage the students to express their own ideas – they often have good ones!
- ✓ Wait until you have gathered all the information possible before starting to provide answers.

Create a friendly atmosphere

- Studies show that creating an encouraging atmosphere is as important as asking the right questions and providing useful information. Students will especially feel more comfortable talking about the things that matter if you can predispose them. Therefore, how can you create the right environment?
- Provide **appropriate facilities** – choose a classroom where, for example, the desks are arranged in a circle, not as in a classic classroom.
- **Greetings** are very important – you should try to break the ice and remove the barriers
- Sit in an **“open position”** facing the students. Lean slightly over them to show interest.
- **Demonstrate understanding and empathy**
- Demonstrate it with a nod or a smile. Confirm that you understand and summarize to show that you understand what the student / students are trying to say.
- **Respect the student and their views**, even if you do not agree with their actions or comments. Don't make offensive comments - this is very important especially when working with students who, by their age, have a lot of specifics and are easily offended and upset, easily depressed.
- **Active listening and reading of body language**
The most important thing you can do for your students is to give them all your attention during a class on career counselling and career guidance. Active listening means watching your students and listening to them. In addition to what they tell you, you can draw conclusions about what the student actually thinks of his body language.

Body language

Body language can strengthen the meaning of the words. When students are enthusiastic about something, they can become over-excited; their voice can get higher and they can start speaking very fast. On the other hand, when they describe something that bothers them, they tend to speak more quietly and to start looking down at the floor. That is why it is good to person working with the children to express what they think about the body language of the kids: some of the children may not be aware of their own feelings and the message they send with their body language.



Source: Pixabay.com

For example:

"Do you realize that when you start talking about your interest in music, you instantly become more cheerful and enthusiastic? Is it right to say that playing this guitar gives you great pleasure?"

There can be a big difference between what the child says and what they express with their body language. It is worth clarifying what the reasons for this are. For example:

"You said you wanted to study to be a lawyer like your father but you didn't seem very enthusiastic about the idea. Is this true?"

You can also make some conclusions about the student current emotions by observing:

- Facial expressions – smile, frown, sudden changes in expression, avoiding eye contact, illuminating eyes and more.
- Position and movements - movements of the arms, head, crossing of arms and legs, tapping with hands or feet.
- Voice tone - calm, high, hesitant, sudden changes in the tone.

The tips we offer will help you organize your work in class in a balanced way. Don't worry if you can't complete an assignment for the scheduled time. This may be due to the fact that the reactions of the children are different. If you don't have much experience as a counsellor, it can be hard for you to predict the reaction of the students and the time that some assignments can take. If you think that a topic remains unclear, it is better to take your time and make it clear for the students even if it takes more time than planned. The most important thing is all of the questions to be answered.

Feedback

Reflecting back to the student's answers to check understanding and move the discussion forward.



Source: pixabay.com

Useful practical tips for teachers who will implement career counselling and vocational guidance at school:

- ✓ Your skill as an advisor is to help the student decide on his or her choice for future development.
- ✓ The relationship you build is as important as the information you give – be encouraging, supportive, positive and friendly.
- ✓ Show a genuine interest in the student, maintain 100% focus throughout the session.
- ✓ Don't be afraid to challenge the students and their assumptions.
- ✓ Make sure you understand exactly how their condition affects their education.

Examples for effective and efficient vocational guidance and career counselling at schools

1. Examples of questions for exploration that will help the teacher get a clearer idea of the student's character and skills:

Skills and strengths

- What skills and strengths do you have?
- What are you good at?
- What do your friends and family say you are good at?
- Which of these skills would you like to use in a job?
- Which of these skills would you like to develop further?
- Which of these skills do you enjoy using the most?
- Which of these skills do you no longer want to use?
- If you could learn any new skill what would it be?

Interests and motivations

- What do you do in your spare time? What do you like about it?
- What do you like reading about?
- When you read a newspaper or magazine, what are the first sections you look at?
- What do you like watching on television?
- What do you like looking at when you are surfing the internet?
- What interested and excited you as a child?
- What inspires and motivates you?
- What makes you feel alive/satisfied /proud?

External influences

Do any of your friends or family have a job that you would like to do? What appeals to you about this job?

Who inspires you? Why?

Who do you envy? Why?

Are there any famous people whose jobs you would like to do?

What jobs did you want to do as a child?

Are there any jobs you have read about or seen on television or internet that you would like to do? Why?

Are there any jobs you have seen advertised that you would like to do?

2. Examples of getting feedback:

Advisor/Teacher: „How did you find the course/additional classes you did in for example, entrepreneurship?”

Student: „It was quite difficult to start with as I didn't understood the basics. After the first few weeks it got better and I learnt quite a lot. I enjoyed being with a my classmates and peers in the same boat”

Advisor/Teacher: „So you found it quite enjoyable and useful? “

Student: „Yes, that's why I want to take things further and do another course. I also find it easier to learn with other people.”

3. Why using paraphrasing?

Very useful for:

- Encouraging the student to open up and expand on their point
- Can be very useful in conjunction with pauses to encourage a reticent client to speak
- Demonstrates interest and active listening
- Exploring sensitive issues e.g. “study worries?”

4. Why using summarising?

It helps you to:

- Check you understand the students' points and that they understand yours!
- Underline and punctuate key stages of the class
- To agree and clarify your position and the one of the students
- To make a plan
- Encourage students decision making and reflection process
- Effectively 'end' the class

Useful tips for working with young people:

1. Sometimes young people have *unrealistic ideas* about their future professional development. If they share any ideas with you, ask them if they know anyone with such a profession. This will eliminate any ideas inspired by watching TV, for example! Usually those “inspirations” are connected to development in the sphere of law enforcement or emergency care. Try to distinguish the heroic-fantastic from the heroic-potential by having at hand materials that could make these professions look more realistic. Make sure that the students are really ready to talk seriously about it. Encourage them to research their ideas and see how realistic they are.
2. Very often you will meet with students whose professional goals are unrealistic and aren't corresponding to their capacities and skills. Don't hesitate to explain them what is the difference between *qualified and unqualified work*. For example, many young people want to become veterinarians, but they are not aware of the efforts and the qualities a person should have in order to become a doctor. Be honest and explain that there is a difference between dreams and goals and sometimes even if we wish something very strong, it could not be achieved.
3. Many students say that they don't have even the slightest idea in which sphere they would like to proceed with their professional development, but very often this is not true. They usually have *something in mind*, but by some reason they are just ashamed to say it out loud. So we strongly advise you to ask them many questions about their interests, passions, hobbies, things that attract them. In this way the students might become more willing to share things with you.



Source: pixabay.com

4. Find a way to make sure that the professions the students claim to be interested in are really their choice, or were *influenced by their parents or family*. Before proceeding with the career counselling you should be sure that the student is genuinely interested in the chosen career.
5. Keep reminding the students that they have *strengths, talents and opportunities* in front of them. Very often they are not aware of the skills and potential they have. It is extremely important to help them build self-esteem and self-awareness. Always believe in them, because sometimes you may be the only person who will do it! This will make them believe in themselves as well and will give them the courage to start shaping their future.
6. As teachers, who took the role of career advisors, our task is to *guide the young people in the process of choosing professional path and future career*. Important part of this job is to help the students familiarise with the different steps they would have to undertake: participating in training courses, continuous education, internships, etc. Encourage them to make researches and try to plan their future goals.
7. When the students don't want to talk or they just don't know what to say, you have to be creative and apply another approach. Try *the method of exclusion* –ask them what kind of job they definitely wouldn't like to do. You can present them some groups of similar professions and start to eliminate them one by one. At the end you will have some left and you can start from there.
8. Ask the students what they think about the professions of their family members or close relatives. They should share if those *kind of careers seem attractive* to them. Most young people are aware that they are unique and different than their family members, but very often they can't decide which professional path to take. Let them talk about this – it is very likely that their desires and ideas are absolutely different than the ones of their family.
9. Don't discourage the students when it comes to *artistic professions* – many other people will try to kill their dream! Tell them that if no one pursues such dreams, then the world would be left without movies, theatre, music or television.



Source: pixabay.com

General tips for advisors

- ✓ You do not need to know everything, but find out where to look for information.
- ✓ Your skill as an advisor is to help the client decide on his or her own future, you can't decide for them.
- ✓ The relationship you build is as important as the information you give – be encouraging, supportive, positive and friendly.
- ✓ Show a genuine interest in the client, maintain 100% focus throughout the interview.
- ✓ Don't be afraid to challenge their assumptions, but do it sensitively and gently.
- ✓ Watch your boundaries. Don't try to give advice about things you do not know about.
- ✓ Take time to update your information and resources
- ✓ Your clients may have disabilities, health conditions or learning difficulties. Make sure you understand what their condition may mean for their education and working lives. Become familiar with specialist resources and organisations that may help them.
- ✓ As well as needing general careers advice, clients will often need help with CVs , interview skills and job searching. Make sure you have the skills to help them with these.



Additional tips for teachers/counsellors



The methods and techniques used in group work aim to achieve a different level of communication, the search for a way towards the other person and to yourself, but also to explore the conditions in which all this will be possible - the conditions of self-development, the conditions in the classroom and in the reality around us.

Creating more and more interesting, meaningful materials based on knowledge and self-knowledge; work, which presupposes more complete development, and with it constant education of the human personality, as well as increase of free time, poses a new challenge to education - to provoke its graduates for the need for proper structuring of free time. In this new world, education is structured around topics of practical skills and actions in life, not around traditional disciplines.

In group work - through structured situations / interactive methods / students can experience and personalize the used concepts. In a group we are all equal, but at the same time within group action and development different roles are played, group rules and new relationships are created.

1. There is no single "right way" for group work, everything depends largely on:

- our personality;
- the way we communicate with others;
- our knowledge;
- participants - their age, interests, type;
- the environment in which we work;
- the duration of the group meetings;
- time perspective;
- the perspective of the participants;

2. Important aspects in a group work are:

- the positive attitude towards the participants;
- the adoption of basic principles for group action;
- compliance with basic rules of operation;
- the atmosphere of cooperation , trust and mutual support;
- democratization of relations in the group;

3. Leading and managing of a group work is the process of making choices in constantly changing situations - it requires us flexibility, constant involvement, continuous evaluation, self-learning.

- An important skill of the facilitator is leading the group to solve problems and knowing in detail the process

- The key to success is to constantly maintain unity between:
 - the provision of meaningful content;
 - monitoring the processes that take place during the assimilation of this content;
 - the relationship between the participants and between them and the facilitator.

This implies:

- open relationships between the participants involved in the learning process
- The topics we cover should be covered in the form of problems.
- Group work is something extremely complex in several aspects:
- It is difficult to simultaneously work with twenty - twenty-five people
- It is difficult to provide the necessary conditions for effective work;
- It is difficult to maintain discipline and motivation for a long period of time;
- it is difficult to predict all the things that can happen in group work

4. The process of preparation for group work is extremely important - it practically helps us to design the program so that it meets the requirements of the curriculum and the needs of the group.

5. We need to assess the needs of the group, which includes:

- ✓ organizational analysis of the learning environment in which we will carry out group work
- ✓ group analysis
- ✓ the analysis of the participants and their needs

This analysis usually shows the situation of the group with which they will work, what are the expectations and interests of its members and what they need / such as knowledge, skills and attitudes / to be satisfied;

- ✓ the analysis of the tasks that need to be performed in order for the group to achieve its goals.

6. Here are some practical guidelines:

- First group meeting
 - its main purpose is to get acquainted with the nature of the activity;
 - presenting all different roles;
 - receiving basic information about the participants.

This means carefully structuring the meeting, rethinking its elements and at the same time leading the conversation freely, which will create a sense of freedom in the students.

It is important to emphasize what they will get in the learning process such as experience, exciting collaboration, different ways of working, discovering many new things and people.

For this purpose, the so-called "icebreakers" or opening activities come to our aid. With them we set the tone of the activities, show how they will look like, and indicate who will be

responsible for what is happening, but also direct the connection with future topics. Very often in a form of a joke, game or a spontaneous “creative” activity, these exercises develop and set a model of new communication skills.

- Creation of group work rules

This is a necessary, cohesive activity, the first standardizing activity for the group. The elaboration of rules directs the participants to the model of work, to look at and discuss the relationships in the group, gives them the framework in which they will carry out their interactions. Therefore, special attention should be paid to this activity.

- Discussion

Discussion is a basic working model and principles.

7. Some tips for the teacher, in his role as a career counsellor:

- Be clear and specific when explaining the task.
- Make sure the group achieves the result you are looking for.
- Create a model of successful transition to interactions.

"Show (don't just say)" is the basic technique that ensures success in the classroom.

- Set clear goals and duration of the activity
- Build respect among group members.
- Group work with groups of students:

- With the students from primary school, the career guidance classes are organized in the form of games, through which the children get information about the different professions. The main goal is to build a desire for a positive attitude towards work and awareness of the benefits of different professions.

- With the students from the lower secondary stage of the education the classes are related to decision making, skills for time management, planning the study and personal time, searching for a connection between the individual features of the student and the desired education.

- Classes with high school students are aimed at finding correspondences between personality characteristics and different professions. Exercises to develop career planning skills, labour market information, internal conflict resolution and decision making skills are included.

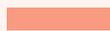
Method examples:

- Discussions, case studies, role-plays;
- Videos related to career guidance;
- Interactive exercises;
- Exercises to improve communication skills, self-presentation, decision making, etc.



REFORM METHODOLOGY

CAREER
GUIDANCE
PRACTICES



Age group: 12-14 y.o.

CAREER GUIDANCE PRACTICES

Age group: 12-14 y.o.

1. Learning Styles Identification Questionnaire

Administration: Individual or group

Duration: 1-2 sessions of 45 minutes

Description: The questionnaire consists of 35 items. In each of them, the student has to indicate the degree of frequency (from little/rarely too often/always). The results are checked manually and allow to conclude on the dominant learning style(s): Visual, Auditory, Kinaesthetic, Individual / Group Learning, Expressive oral and Expressive written.

Aim: To guide teachers and students about teaching / learning strategies more consonant with the predominant styles.

IDENTIFICATION OF LEARNING STYLES

Name:

Year: / Class:

This questionnaire intends know your learning styles, which means the ways you learn better, according to your features and personal capacities. The results will allow give you suggestions to improve your study and learning. As also contribute to your teachers develop strategies in the classroom according to your learning styles and that may increase your school success.

To each one of the following questions, answer according what suits you best, using the following key:

- 1- A little/rarely
- 2- More or less
- 3- Often
- 4- A lot/always

Nº	Statement	1	2	3	4
1	When I study and I make models, schemes, etc., I remember better what I learned.				
2	Written works are easy for me.				
3	I learn better if someone read to me than if I read for myself in silence.				
4	I can produce more when I work alone.				
5	I remember better what I read than what I heard.				
6	Answering questions I do it better orally than in writing.				
7	If I need help I ask a classmate.				
8	I don't mind to do written work.				
9	I remember better what I hear than what I read.				
10	I like to work alone.				
11	I prefer read rather than listening.				
12	I prefer show and explain orally how something works than by writing.				
13	I like to work in group because I learn with others.				
14	Writing several times a new and difficult word helps me to remember it better.				
15	To me is easier remember what I heard rather than what I read.				
16	I learn better when I study alone.				
17	When I can choose between hear or read, I usually prefer to read.				
18	I think I speak better than I write.				
19	I can produce more when I work with someone.				
20	I like manual works.				

21	It sounds better to me the things that I write than what I say.				
22	I study better when no one is around me and I don't speak or listen to anyone.				
23	I have good grades in the subjects that reading it's in the base of the information.				
24	If the homework was oral I will do it always.				
25	I can learn more about one theme when I get together with some classmates.				
26	I like to do things involving the hands.				
27	I like tests to complete sentences or elaborate written answers.				
28	I understand better subjects from oral arguments than from readings				
29	I learn better reading than listening.				
30	I prefer tell a story rather than write it.				
31	I like to study with other people.				
32	I understand better a subject when I make something related with it				
33	The things I write seems to me better than the things I say.				
34	I have good grades in the tests that are about subjects orally revised in the class.				
35	I understand better when I work alone and not in groups.				

LEARNING STYLES / STRATEGIES FOR TEACHERS

Name:

Year: / Class:

Score:

To each answer, place in the following chart the number indicated by the student.

Analyze the predominant styles, which means the ones where the score was higher.

Learning Style	Items	Total score
1. Linguistic-Visual	5 – 11 – 17 – 23 – 29 –	
2. Linguistic-Hearing	3 – 9 – 15 – 28 – 34 –	
3. Kinaesthetic- Hearing-Visual	1 – 14 – 20 – 26 – 32 –	
4. Individual Learning	4 – 10 – 16 – 22 – 35 –	
Learning Style	Items	Total Score
5. Group Learning	7 – 13 – 19 – 25 – 31 –	
6. Oral-Expressive	6 – 12 – 18 – 24 – 30 –	
7. Written-Expressive	2 –	

	8 –	
	21 –	
	27 –	
	33 –	

LEARNING STYLES / STRATEGIES FOR TEACHERS

Style	Technical
<p>1. Linguistic-Visual</p> <p>This kind of student learn better by written words, maps or files/dossiers of work. He probably write words that we orally learn so he can learn them better. He remember and apply information easier when he read them.</p>	<p>Will benefit with the use of a variety of books, flyers and other written subjects in several difficulty levels. To a certain subject can learn more if we let him alone with a book for a few time than in the class. Make sure that the important information to transmit was given in writing or if the student took notes about that.</p>
<p>2. Linguistic-Hearing</p> <p>Learning hearing. Vocalizes or move the lips while reading, especially if is trying to understand new subjects. Understand and remember better words or facts that had heard.</p>	<p>Will benefit of listening recordings, with oral practice, the teacher exposition or group discussion. Is useful make and listening to recordings, to monitor a colleague, or speak with the teachers. The necessary audition can also be provide with work group, games, or activities of communicative interaction.</p>
<p>3. Kinaesthetic-Hearing-Visual</p> <p>Learn doing, experimenting, implying actively. Benefits with simultaneity stimulus, material manipulation, visualization and hearing to numbers and words.</p> <p>Needs to be totally involved in the work to understand it and to be focused. Try to manipulate, touch and work with what's learning. To write or to finger in space are signals of a student with this style.</p>	<p>Needs, simultaneously, more than one reading or numeric resolution work. The teacher need to involve the student with other classmates and give him an activity that is related with the problem/task.</p> <p>It also can be provided to the student, a set of materials, like audio, draws, schemes and several objects to ask him to do an activity.</p>
<p>4. Individual Learning</p> <p>Produce more and better by himself, as also understand and remember better. Appreciate more his own ideas than the ideas of the others. It's easy to avoid his misbehaviour in the classroom.</p>	<p>Needs opportunities to practice his learning by himself. If it's necessary socialization, it must be provided outside the classroom. The teacher can let him go to the library or to somewhere to be alone. Should not be forced to work in group if he doesn't want to (many of the greatest thinkers are solitary workers).</p>
<p>5. Group Learning</p> <p>Tries to study with, at least, one colleague and doesn't produce so much work alone</p>	<p>Needs to realize his learning with someone's. The colleagues' stimulation can be better in some moments than in</p>

<p>as when working in group. Gives value to the opinions and preferences of the others. Group interaction increases his learning and posterior evolution of facts and concepts. The class observation it will show how important is the interaction to this kind of student.</p>	<p>others, and the teacher must manage that differentiation.</p>
<p>6. Oral-Expressive Easily communicates what knows. Speaks a lot and seems to know how to say what he wants and what he feels. Maybe the teacher understands that a student with this learning style, knows more than it seems in the writing tests. He isn't intimidate with oral presentations or communications. The muscular coordination that writing demands, seems to make him tired. The organization and thoughts expression by writing it's boring and slow to him.</p>	<p>Needs to have opportunities to write relates, keep book notes and other writings, to and learning effects. The oral communication of what knows and thinks, must be done with serenity, possibly in dialogue with the teacher.</p>
<p>7. Written-Expressive It's able to write fluent texts and complete well elaborate answers, showing with no difficult his knowledge. This kind of student feels better this way than with oral answers. His thoughts are more qualitative in paper than in space.</p>	<p>Needs to have opportunities to write relates, keep book notes and others, to evaluate and learning effects. Oral communication of what thinks and knows, must be done with serenity and dialogue with teacher.</p>

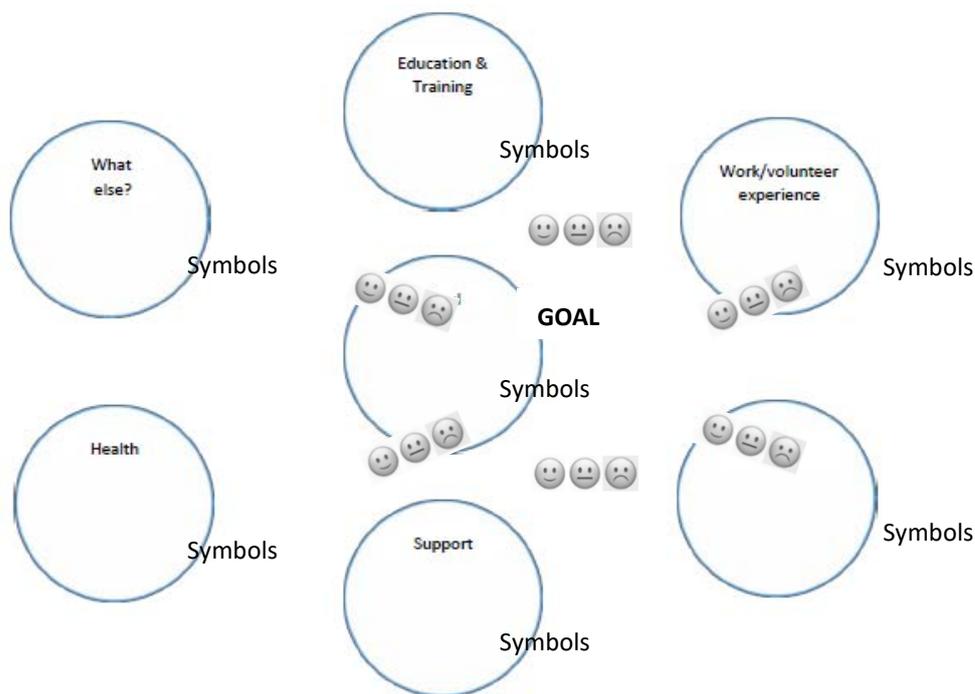
2. Basic Clearing (SymfoS methodology)

Administration: Individual

Duration: 1 hour

Description: During this session, we will use the **Basic Clearing** methodology from the **SymfoS approach**. The SymfoS Project looks to establish the use of symbols as a guidance tool for young people. The Basic Clearing has been established to provide practitioners with a quick assessment tool to establish the needs of the young person they meet.

The work pad is structured like an atom, with a goal at the centre and relevant aspects of the young person's life surrounding it.



I.) Starting point: Goal setting

The student discloses his goal to the practitioner; he chooses a symbol for his goal and puts it on the centre of the page. In some cases, the practitioner and the client will have to clarify or reframe this aim, if it seems too unclear or implausible.

II.) Choosing symbols for each aspect

As the young person works through the sheet, he selects symbols that he feels represent each of the areas on the page relevant to his own life. In some cases, clients may leave some areas without a symbol, which also gives certain information.

III.) Evaluate the situation in each area:

To evaluate each area, the young person is invited by the practitioner to assess his personal situation in each area. To make this visible, the young person then chooses to lay pathways

between each symbol and their goal; either solid ground, thick ice or thin ice. In alternative, post –it with drawn emoticons can be used.



: I feel very stable and safe



: I feel somewhat stable and safe but I feel a little insecure



: I feel very insecure



Solid ground; I feel very stable and safe here

Thick ice; I feel somewhat stable and safe but I feel a little wobbly

Thin ice; I am very shaky and the ice could break at any moment

IV.) Counselling session

1. Presentation

The student presents the heading/ topic of his presentation. He talks about what he has displayed. If the activity is made in group, the student choose 2 or 3 “observers” as support. The student always states which symbol he is talking about. (e.g. "this symbol stands for..."). The practitioner and the observers listen carefully to what is being told. While he is speaking, the practitioner observes his gestures, mimicry, posture, breathing, the pitch of her voice. Does he show emotions, does he touch a symbol?

(Step III: “evaluate the situation in each area” could be done also at this point of the counselling)

2. Factual questions

The practitioner and observers ask factual questions. These questions only refer to the symbols, to "what is visible". No “why” or “how come” questions are asked. This is not about interpretation but understanding only. The client gives answers to the factual questions.

3. Perception

The practitioner and observers address the client directly. They describe everything they have perceived and everything they have observed. If someone detects emotions, she should be able to explain how they were perceived. (Mimicry, gestures, pitch of the voice etc.) The client listens attentively.

4. Interpretation

The practitioner the observers talk about the client. They are thinking aloud, asking questions like "What is the problem?", "What should be different?", "What would he want to solve, understand, do?", “Where could be difficulties? Where would there not be difficulties?”

The client listens attentively and does not respond for now.

5. Agreement on actions

When the practitioner and observers are finished "thinking aloud", the client talks about his thoughts regarding the considerations of the practitioner. What is true from his point of view? What is not? Where are his insecurities? Are there doubts? What does he like to hear? What does he not like to hear? What is especially important from the things said? Where would he like to begin? This phase leads into a discussion between client and practitioner about the support needed and further steps for the client to reach his goal. At the end, the client should be committed to agreed actions.

3. *Passi Avanti (Steps Forward)*

Administration: In group

Duration: 20 minutes

Description: Steps Forward is a “physical” exercise delivered by CESIE in Palermo (Italy). Participants are invited to imagine they are another person (which could be from a different social and/or cultural background) playing the role of someone else.

In the same group there will be a diversity of characters for example a lawyer’s son, an immigrant, a doctor, a prostitute, a single mother, a politician, a dancer, a VIP, a child labourer etc. The characters themselves can be chosen in relation to the local context or the aim of the activity.

The coordinator will facilitate them in thinking and imagining their new life. They will be given at least 5 minutes personal reflection. Afterwards the participants will line up and will each answer to the questions posed by the coordinator in the following way: - A step forward if the answer is yes - Stay still if the answer is no. Question by question and step by step (concerning daily-life, social issue, rights, efforts and affordable things) participants will see how different they are one from each other but also what common issues link them. Similar characters will be at the end closed one to each other, according to their role and skills.

Aim: Focus on the main characteristics of the different professions, increase the level of social cultural awareness and deal with the theme of diversity. The exercise is very easy, and it could be useful to understand what to do or not to do during a job interview.

Evaluation: During the testing phase carried out by CESIE the exercise was said to be fun for students. Moreover, teachers have identified that students can develop a range of competences and that the example is accessible to a range of learners. Feedback from learners has been positive both in terms of the teaching style but also in the knowledge that they acquired. This activity is easily adaptable to different contexts and target groups and can be orientated towards different themes according to the questions asked.

For further information: <https://cesie.org/en/libreria-digitale/devoted-booklet/>

4. What is a job and... what's my dream job?

Administration: Mixed (individual or group work)

Duration: 60 minutes

Description:

Phase 1: Initially the purpose of this exercise is to familiarize students with the word – “job”, so that they understand it’s meaning correctly. The teacher divides the students into 3/4 groups and then asks them to write all the associations with the word - “job”. When the time ends, all students write their associations on the board and then everyone discusses the words written together. The group deconstructs the word - “job” and students understand what work is and why it is necessary.

Phase 2: Each student receives a blank piece of paper on which he / she writes his / her dream job. We give them the opportunity to think about their dream job. Then, the student writes a list of tasks that an employee of this profession does and also what are the predispositions for taking up this profession (e.g. health, etc.), what qualifications are needed (completion of studies, courses, etc.), what career paths are possible and what are the related professions (e.g. policeman - soldier). The last thing the student writes down is a list of advantages and disadvantages of working in this profession.

Aim: Students understand what work is and why it is necessary and the activity increase the ability to see themselves in the future and to make a plan to conquer it.

The student knows:

- educational path of his / her dream job,
- the requirements to get a job in this profession,
- what the career path looks like,
- the components of the profession so that the student can make a conscious choice.

5. Box of problems

Administration: Groups of 4-5 kids

Duration: 45 minutes

Description: Students are divided into groups of 4-5 people. The teacher gives each group one example of a popular profession (doctor, firefighter, etc.) and then each group of students determines the obstacles and difficulties associated with working in this profession, or with obtaining qualifications to perform this profession.

The next step is to put all the cards in a box / bag. Then the students draw a card and their task is to quickly find a solution to the problem.

Students share their reflections on the ways of avoiding / overcoming obstacles to reach their dream job.

Aim: The student can recognize the problems that await him / her on the future career path. The student knows how to find solutions when problems appear.

6. Self-awareness game

Administration: Groups (5-6 people)

Duration: 45 minutes

Description: Split the kids in groups of 5-6 people (it is best to join groups with people who are less familiar). Thirty-six cards with incomplete phrases are below. The teacher shares all the cards circularly. One of them gets the first, the one who sits next to him gets the second, and so on. Once everyone gets a question in the small group, then the starter takes the next question (e.g. 7 if six members of the group), the second the one after that, etc., until all of the questions are exhausted.

Each member of the group gives his own spontaneous response (which can be funny, original, emotional...). There are no correct or wrong answers, but personal answers. When all the members of the small group have finished, each one reads his own answers.

Finally, at class level, it is discussed:

- similarities and differences in small groups,
- how easy or difficult it is to talk about our ideas, opinions and feelings
- how one can benefit from listening to others.

1. I believe that...	2. I hope that...	3. I'm glad that...
4. I was pleased to...	5. I would like to...	6. I 'm waiting for...
7. I am good at...	8. I admire...	9. The occupation I like most....
10. The music that I like is...	11. I don't like...	12. The best thing that has happened to me is...
13. I don't feel sure when...	14. It's great for me that...	15. I always wanted to...
16. I think that...	17. I wonder if...	18. I feel uncomfortable when...
19. The best place for me is...	20. My favourite food is...	21. My favourite colour is...
22. My favourite activity is...	23. The best hour of the day for me is...	24. I like...
25. What I appreciate more in a friend is...	26. Something that I am really good at is....	27. What I'd like to change in my life is...
28. I feel great when...	29. I get angry when...	30. I am...
31. I 'm afraid of...	32. I have succeeded in	33. I work better when...
34. It's hard for me to...	35. I get rest when...	36. I can...

Aim: The student is able to realize:

- the uniqueness of both himself and the others,
- that self-acceptance and positive self-determination lead us to trust our forces,
- the elements that make up ourselves are in a dynamic interdependence and we can cultivate them.

7. Interests

Administration: Individual

Duration: 45 minutes

Description: The following table lists twelve activities that you can deal with in your spare time. Try to find out which lessons or school programs give you knowledge and skills to help you with these activities. For example, at 3 (swim) one can also take the lesson of physical education.

ACTIVITIES	SCHOOL COURSES - PROGRAMS
1. I deal with constructions	_____
2. I travel	_____
3. I swim	_____
4. I ride my bicycle	_____
5. I participate in a theatrical group	_____
6. I deal with the animals	_____
7. I listen to music	_____
8. I participate in a volunteer team	_____
9. I paint	_____
10. I discuss	_____
11. I play chess	_____

Aim: The student is able to realize:

- School is one of the factors that contribute to shaping our interests.
- Interests are an incentive for action.
- Love and interest in a lesson can lead the student to select instructional directions.
- Interests can lead us to choose a professional activity.

8. Factors influencing career choice

Administration: Groups of two

Duration: 1 hour

Description: Mark on a paper how you imagine your life when you are 25 years old. What could your profession be? What exactly will you do and how will you spend your free time? What time do you need to wake up? How many people do you need to see? Will you have to make a strong physical effort or should you stay for a long time sitting?

After imagining your future life for about 5 minutes, turn your paper on the other side. Note what things you think important in your future profession. If you want, hierarchy them. Perhaps the following table gives you some ideas:

To work with many people.	To travel frequently.
To help and take care of people.	Not to be exposed in dangers.
To have opportunities for publicity.	To make things with hands.
To have a high wage.	To be able to work from home.
To have a lot of free time.	To have the sense of creation.
To define my working time.	To have a confident job.

Choose a classmate that does not belong to your company. One of the two of you decides to start first. He will talk about what he considers important in his future profession. The other person can, if he wants to, ask him clarifying questions that will help him speak as much as possible and be clearer. After about 5 minutes, you change roles. In the end, everyone says:

- how he felt when he was talking to himself and how he was listening to the other,
- two elements which he considers important for his professional choice.

Aim: The student will be able to know that:

- the life plan is a good guide to know where we are going and why,
- we choose best when we know ourselves, our interests, our professional values, our environment
- we choose best when we know the specific characteristics of the profession that interests us.

9. The Life Line

Administration: Individual or group

Duration: 1/2 sessions of 45 minutes

Description: On a blank sheet, each student will draw a segment of a line indicating, on the left border the birth and, on the right border, death. Students must mark, freely, the point corresponding to the moment of the decision at the end of the 9th grade. Next, they should point out all past events and those they would like to see happen in the future, as long as they are recognized as having been / may be relevant in their life

Aim: to foster orientation towards the future, integrating the dimensions of temporality and its relationship with vocational choice. It also allows the analysis of the personal style of setting goals and the value associated with the set of events indicated.

10. Auction of values

Administration: Group

Duration: 2 sessions of 45 ', depending on the size of the group

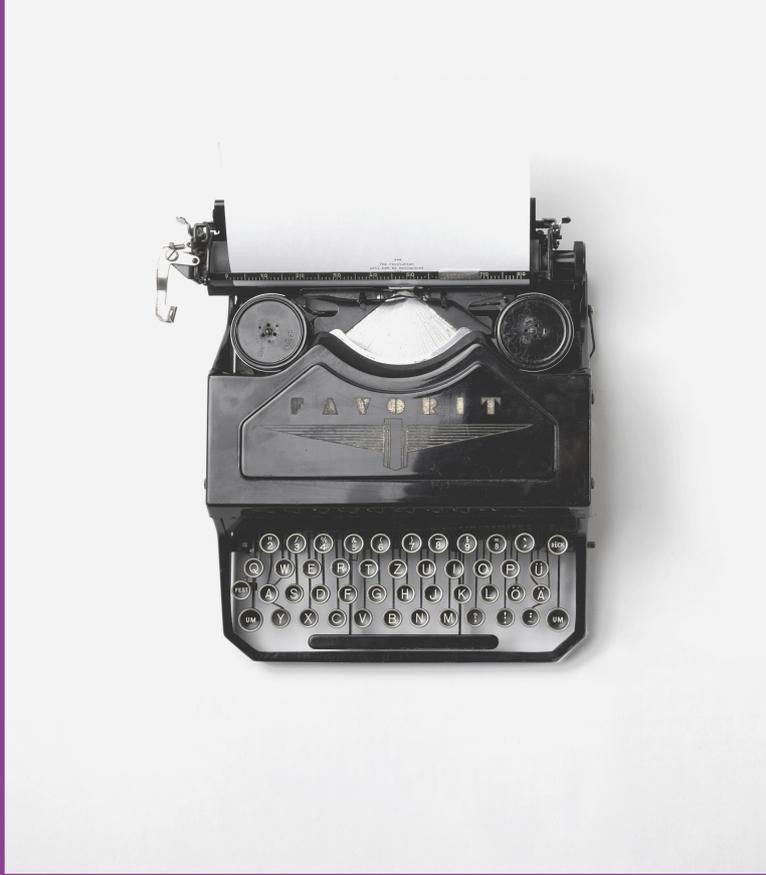
Description: Students are informed that they will take on the role of buyers of "professional values", being given to each virtual money worth 1000 euros. The bidding base will be 5 euros and each student should reflect on what values they should apply their money. The values are presented on the table or on a board, alluding briefly to the meaning of each one. The students record separately the values of their interest, after which each value is put up for auction, fomenting discussion regarding the purchase of each value.

Aim: to promote the knowledge of personal values and the awareness of their importance in vocational choice.

Value Exploration Activity Auction of Values

I have ...	I spent...	I bought...
		Competition
		Prestige
		Help others
		Respect
		Money
		Autonomy
		Leadership
		Flexibility
		Stability

		Creativity
		Generosity
		Make decisions
		Initiative
		Team work



REFORM METHODOLOGY

CAREER
GUIDANCE
PRACTICES



Age group: 14-16 y.o.

CAREER GUIDANCE PRACTICES

Age group: 14-16 y.o.

1. ABC list

Administration: Group

Duration: not specified

Description: Give the students a question, for example: What is useful to develop creativity? Divide students into 2 groups, then give one group the ABC list and ask them to find any words associated with each letter. With this tool learners develop their creative skills and teachers can meet the needs and interests of learners and provide effective teaching to support learning and counselling. CESIE organised testing (in the frame of the “DEVOTED – Good practices for working with disadvantaged target groups” project, link: <https://cesie.org/en/project/devoted/>) to take place with disadvantaged young people by teachers, trainers, youth worker and social workers.

ABC list can be used to address different themes and topics, even if the list may appear to limit thinking it encourages learners thinking and creativity. In order to let learners (and teachers) realise the positive and rich full effect of ABC list, they should be divided in 2 groups: one with the list and the other one without it. In this way they will be able to compare the results of the 2 groups and notice that the ones with the —limitl of ABC list have richest results than the other ones without it. As it was tested in different groups on different themes, the best practice can be adapted to any subject and educational system.

Aim: ABC list is a best practice that aims at improving the competence meeting the needs and interests of learners as it helps learners to build on previous achievements and experiences.

For further information: <https://cesie.org/en/libreria-digitale/devoted-booklet/>

2. The Aladdin Lamp

Administration: Group

Duration: 3 phases, 1 hour in total

Description:

Phase I: The formulation of the dream (time: 30')

After a brief introduction on the meaning of "having a dream", accompanied by examples, it is proposed to the participants to think about some wishes that each of them would like to achieve in their professional life. It is important for the counsellor to clarify that wishes would do not necessarily correspond to a concrete work objective. In this phase the dream is just an idea which will be transformed into a work goal, to be pursued through a structured project and with the help of the career counsellors.

Through a brief brainstorming, each participant identifies 3-4 wishes (and transcribe them on coloured sheets to be showed in a flipchart). Participants are invited to identify the wish they feel more important.

Phase II: Advisory groups and reformulation of the dream (time: 1h)

The counsellor explains to the participants how these wishes should be treated: divided into subgroups (of 4-6 participants) each participant will be able to tell his/her dream and receive advices from the group. In this case, participants act themselves as consultants (in a peer-to-peer model) formulate questions to each other's. Questions could be: What is your desire? What elements or factors characterize it? Why is it important and what difficulties are connected to its realization? How do you imagine becoming the "dreamer" once he/she has fulfilled the desire? How would it change his/her life?

These questions can facilitate the process of exploration so to better analyse the dream. In this phase, the counsellor should reformulate the dream and make it more punishable through: 1) its definition so to be more concrete (for example, being a dancer could be a truthful dream and it could mean to be a professional dancer or for example to manage a dance school); 2) the identification of transversal dimensions so to apply an idea to different "objects" preserving the same level of pleasure and desirability for the student (for example, being a dancer means to do a job in which the body is used, which gives visibility, in contact with the music). In that way, we could look for other related or similar jobs and art careers.

Phase III: The tree of crafts (time: 30')

This phase aims to facilitate students in defining a professional area or a specific job.

Each participant places his/her dream on a three (to be designed in the flipchart) explaining the considerations that emerged during the counselling phase (phase II). Once the tree has been completed, the counsellor can help the group reflection highlighting the professional areas in which each dream is placed and creating any aggregations between similar jobs, so to have more jobs opportunities in the end. Moreover, this type of activity facilitates the meeting between people having common dreams or aspirations in the same professional area.

Aim:

- make students thinking that having a dream is the preparatory part of a more general work project;
- introduce the participants to the group dimension and group reflection;
- bring participants closer to a methodology, so to identify and create analogies with the future jobs.

For further information:
http://www.isfol.it/temi/Lavoro_professioni/copy_of_progetti/orientamento-al-lavoro/materiali-pensare-il-futuro/pratica-pensare-il-futuro

3. Tell and Sell

Administration: Group

Duration: 1 hour

Description: the counsellor discusses basic communication skills with students: which competencies are needed to have a presentation of a certain product? These skills are noted on a flip-chart by the students helped by the counsellor. We can talk about eye-contact, intonation, posture/attitude, listening, verbal skills, and position in the class/blackboard, voice level, and enthusiasm. After pointing out the aspects of communication skills, the counsellor asks students to pick an object to present. Then students are given some minutes to think of their selling strategy; what they should say, what are indeed the benefits/advantages of the product, why would people want to buy it etc. Just before starting the presentations, it is announced that a small audience will join the group. Students start their presentations in 5 minutes. After each presentation the student will stay in front of the class. He or she reflects on his performance, thinking about what was hard to do. Positive or negative feelings can be expressed by the audience, so that the student will rework on his/her presentation making it better.

Aim: train students in their social communicative competencies that could be useful for the labour market. Tell and Sell gives an instrument to analyse the self-confidence of students in a simple way, but its success depends both on the existing levels of self-confidence in students and on the dynamics of the group.

For further information: <https://cesie.org/en/libreria-digitale/devoted-booklet/>

4. Six thinking hats

Administration: groups

Duration: 1 hour

Description: The teacher divides the class into 6 groups. Then he / she assigns the leader role to one person from each group. Later, he / she presents the problem that will have to be solved (for example, students can become the managers of a company that wants to launch a new product on the market). When students know the subject of deliberation, it is time to distribute the hats (you do not physically need to have hats in 6 different colours). Among the 6 groups, one of them comprises of a single person (the leader), who puts on a blue hat and has a specific task. Each of the hats that the students put on means something different:

Blue – the student’s role is to keep the discussion going, keep it on the right track, and ask auxiliary questions when the discussion gets stuck.

White – the group with this hat is focused on facts, hard data, and specific measurable information.

Yellow – the task of this group is to focus on positive aspects, optimistic thinking and determine all the opportunities and benefits of the task, etc. (e.g. based on the given example in the description, which will give us the introduction of new products on the market, it may be: more money, development in companies, brand recognition, internal satisfaction, etc.).

Red – the work of this group is based on emotions. They will focus on the internal feelings that accompany them. They should also be based on intuitions, not necessarily supported by data (we have a feeling that people want a product, but may not be popular in this form). They do not have to justify their emotions.

Black – the group that works with a black hat focuses on negative and pessimistic aspects. It lists the potential consequences of failure, anticipates threats and difficulties, etc.

Green – the group focuses on finding a creative solution to the problem. Their task is to find innovative, original and surprising solutions. It may also mean that the group will try to change the idea given by another group, by making the solution more attractive, extraordinary and alternative¹.

Aim: The technique motivates students to creatively solve problems and allows students to show why it is worth looking at the problem from many perspectives. The technique is useful when looking for a job, because it allows you to specify its characteristics and subjectively assess whether it is something that you want to do or not.

¹ Elżbieta Swat-Padrok, Technika 6 kapeluszy (E. de Bono), (based on.: D. Pisula, „ABC doradcy zawodowego. Rozmowa doradczą”, KOWEziU, W-wa 2010)

5. Self-portrait

Administration: Individual

Duration: 30 minutes

Description: The task of each student is to prepare the image of himself or herself. They must address 5 categories:

- I. My career goals
 - a. wage labour
 - b. self-employment
 - c. career
- II. My values (5 most important)
- III. My interests (5 most important)
- IV. My achievements and successes (5 most important)
- V. My skills (5 most important)
- VI. My strengths and weaknesses (5 most important)²

Aim: The goal of this task is to encourage students to analyse themselves. Thanks to this, they will get to know themselves better, which will allow them to better choose the professional paths.

² https://www.wup.pl/images/uploads/IV.DLA_BEZROBOTNEGO/a.CLIPKZ_poradnictwo_zawodowe/V.do_pobrania/Pakiet_educacyjny_wspieraj%C4%85cy_prac%C4%99_doradc%C3%B3w_zawodowyc_h_ABK.pdf, p. 165-166

6. Roles

Administration: Pairs

Duration: 20 minutes

Description: The teacher divides the students into pairs. One person will have to tell a short story that happened to them. The second student will have one of the previously drawn roles to play. After the exercise, the teacher and students discuss the difficulties that arose during the conversation.

ROLE A – listens carefully, nods, shows that he / she is interested in the conversation;

ROLE B – student listens, but is thoughtful, not very concentrated, thinking about something else;

ROLE C – student constantly asks the speaker to repeat;

ROLE D – student listens but constantly interrupts to refer to his / her similar experiences;

ROLE E – student is unhappy, bored constantly glances at his / her watch, and avoids eye contact;

ROLE F – student listens and makes eye contact, smiles, confirms understanding the message³.

Aim: The aim of the task is to show students how important the role of the listener is. In addition, it shows how to send signals that we are active listeners.

³ https://www.wup.pl/images/uploads/IV.DLA_BEZROBOTNEGO/a.CLIPKZ_poradnictwo_zawodowe/V.do_pobrania/Pakiet_educacyjny_wspieraj%C4%85cy_prac%C4%99_doradc%C3%B3w_zawodowyc_h_ABK.pdf p. 42

7. Creation of professional monograph

Administration: Individual

Duration: 1 hour

Description: Think one or two professions that might interest you or, if you like, stir your curiosity. Someone notes them on the board. If the profession you have in mind is already written, find another one. The important thing is that so many different professions are written on the table, as well as those of your class.

Remember what one of them you suggested. You are asked to do a monograph on this profession. The monograph will summarize key facts about each occupation, as shown below:

Name of Profession	Description	Education	Prospects	Remarks
Programmer	Software creation and maintenance	High School, University, Postgraduate	Good	Suitable for people with physical disabilities
Designer				

Make a folder by gathering all the professional monographs you have written. On the first page, place the centralized list you have drawn up. From now on, you can complete it with new information and refer to it whenever you need it.

Aim: The student will be able to know that:

- the professional monograph, which is a brief and comprehensive description of a profession,
- we choose best when we know the profession we choose,
- the best information for a profession is the one that reveals all aspects of it, both positive and negative, as well as the course we need to follow in order to exercise it.

8. Modern working environment

Administration: Individual

Duration: 1 hour

Description: Research on the local labour market by going to business or finding data through employment services, employee associations, etc. The student records the occupations that employees work in, the way they work, their pay, their qualifications and what another thing he thinks. On the basis of the data he has recorded, the student can fill in a table, like the one below:

Jobs	Form of employment	Payment	Working Hours	Typical qualifications and skills required
Food Technician	Salaried	Salary	Full Time	Bachelor

Aim: In our times, working conditions and patterns of employment are constantly changing. Along with traditional employment patterns, such as the pursuit of a freelancing, wage labour in the private and public sector, new flexible forms of employment have been created, such as teleworking, e-learning, etc. The aim is to inform the student about these changes.

9. Silent Chair

Administration: group

Duration: variable according to group size

Description: The group is placed in a semicircle, leaving a chair, empty, in which, in turn, each student will sit. While in the chair, the student cannot speak or use any other means of communication. Each member of the group, based on the knowledge they have of the colleague and not exclusively on their tastes and interests, will indicate a profession or professional area that they consider appropriate and one that does not suit them. At the end, the student will reflect on the professions pointed out and, if he / she needs it, ask for justifications or the group's help.

Aim: To promote self- and group-knowledge regarding personal and vocational aspects.

10. Time distribution

Duration: 1.30 hour

Aim: to see clear how they spent their free time and if there is a need to make changes to spend it better

Description: Once the trainer has explained the purpose of the exercise, the participants receive weekends (Saturday and Sunday). The participants should be represent the time of a day as a circular pizza-like diagram. Using the flyer, the participants illustrate how much time they spend on different activities and spheres of life. In the same way allocates the time for a typical weekend and for a typical day off. It is important to remind participants not to forget to include time for sleep. Subsequently, the participants cut two pieces of "pizza" (from the weekday and from the day off) that are dedicated to leisure, and stick them on white sheet of paper. On this sheet the participants have to record the activities, who would like to spend their free time. Finally pizza pieces for leisure are presented, compared and discussed in the whole group two leaflets: one containing a table of time distribution for the week and one with a spreadsheet.

Administration: Individual and then group discussion

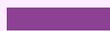
Materials: a copy of leaflets, pencils

Results: As a possible continuation of the exercise, the participants could to draw a timetable according to how they would like their days. Then a comparison can be made between and discussion of "real" and "idealistic" tables with time distribution.



REFORM METHODOLOGY

CAREER
GUIDANCE
PRACTICES



Age group: 16-18 y.o.

CAREER GUIDANCE PRACTICES

Age group: 16-18 y.o.

1. Strengths and weaknesses

Administration: Individual

Duration: 1 hour

Description: Students write on a sheet of paper their strengths and weaknesses. Then they choose 3 strong features that they should be proud to speak about and 3 weaknesses they should still work on.

Aim: Students can demonstrate the ability to answer questions about their strengths and weaknesses in a future interview.

2. Advertisement

Administration: Work in groups

Duration: 45 minutes

Description: Students write their name and surname on a sheet of paper and then place it into the box. Each student draws one piece of paper (when drawing own paper, repeat again). Then, each student has the task of preparing a short advertisement based on the information provided on the randomly drawn paper, without mentioning the given person's name. In the advertisement, mentioned should be 4 strong (positive) features of the person. The rest of the group guesses who the ad was about⁴.

Aim: The exercise aims to show how others see us and what we are most known for. This can help in creating a resume and in job search. This exercise answers the question of whether others perceive you the same way as you perceive yourself.

⁴ http://www.spoldzielnie.org/uploaded/file/Scenariusze_T2S.pdf, p. 13-14.

3. Work value test

Administration: Individual

Duration: 30 minutes

Description: Answer the questions and see what the dominant work values are for you and what type of career suits you best.

My skills

Answer the questions ⁵	Yes	No
Would you like to have a job where you manage, control and plan the actions of other employees?		
Do you help others with selflessness?		
Do you like working on one task until you finish it?		
Do you like to have many things on your mind?		
Do you like to construct and repair various things?		
Do you like to take responsibility for tasks and fulfil them?		
Do you like helping your colleagues solve problems?		
Would you prefer such work, where you will always be sure what is expected from you?		
Do you like books and popular science programs, e.g. in the field of astronomy or biology?		
Can you design, invent or create different items?		
Do you like to manage the actions of other people?		
Are you able to help people who are upset or worried about something?		
Do you do projects or other work exactly step by step?		
Do you like to delve into the problems you are working on?		
Do you have any hobby that absorbs you, such as building models, growing a garden, renewing old furniture or photo processing?		
Would you like to have a job where you would be responsible for your decisions?		
Would you like to do a job asking people about their opinions on things or events?		
Would you like to base yourself in a job with clearly defined rules?		
Do you always want to rely on undisputed facts when solving problems?		
Do you like chess and other games that require logical thinking?		
Have you ever played the role of a leader in any club, team or organization?		
Would you like to look after people who are sick or have some problems in life?		
Do you like working on one task for a long time?		
Would you like a job where every day you would carry new and different tasks?		

⁵ Evaluating Your Interests In: Facilitator's Manual for the Job Finding Club, Employment and Immigration Canada (1993), translation prior to the agreement of the publishers by Anna Paszkowska-Rogacz.

Do you like work that requires the use of tools or machines?		
Is it important for you to have more achievements than others?		
Would you like to have a job that is related to improving social conditions?		
Do you like working according to the guidelines you receive?		
Would you like to do research work?		
Would you like to work with material such as wood, stone, clay, fabric or metal?		
Have you ever been responsible for such a project or task, which required monitoring various details, so that it could be carried out in its entirety?		
Would you like to have a job related to service for a specific environment?		
Would you like to have a job where your activities are strictly controlled?		
Are you able to deal with a situation where something new and unexpected happens?		
Would you like to be an operator of a device all day?		
Have you ever been responsible for planning activities that were to be carried out by someone else?		
Would you like to have a position that requires contact with people all day?		
Do you start new tasks only after finishing the previous ones?		
Do you like to carry out tasks that allow you to discover new facts or regularities?		
Do you like manual work, such as plumbing and repairing cars, sewing or wallpapering?		
Do you rather manage the group's work or be a member of it?		
Is it easy for you to cooperate with people?		
Would you like to have a position that requires a constant pace of work throughout the day?		
Do you like to try different, even unproven methods to complete the task or solve the problem?		
Do you enjoy using books or TV programs to find out how different devices work?		
Do you usually manage to get people to do what you them to do?		
Do you like to watch the work of other people?		
Can you take orders?		
Do you like activities that can be objectively measured?		
Would you rather prefer a job that does not require contact with people?		

Answer sheet

Mark the numbers of the questions to which you answered YES. Skip the questions you answered NO. Sum up the number of questions marked in the ranks. Write total results after the equal sign.

1 6 11 16 21 26 31 36 41 46 = ____ MANAGERIAL

2 7 12 17 22 27 32 37 42 47 = ____ SOCIAL

3 8 13 18 23 28 33 38 43 48 = ____ METHODIC

4 9 14 19 24 29 34 39 44 49 = ____ INNOVATIVE

5 10 15 20 25 30 35 40 45 50 = ____ TOOLS-BASED

Aim: By assessing the types of preferred activities, students can see in which occupations they have the best chance of becoming a professional.

4. Students and employment

Administration: Individual

Duration: 45 minutes

Description: This activity gives the student the opportunity to express his opinion on the subject of work. He has to fill in each square from one (1) to four (4) so that one (1) corresponds to the answer that represents the student the most, and the four (4) to the one that represents him the least. Then discuss and comment on his views.

1. What does employment mean for you?	1-4
Survival and Livelihood	<input type="text"/>
Social Integration	<input type="text"/>
Social Recognition	<input type="text"/>
Personal Satisfaction	<input type="text"/>

2. Are you worried because of the unemployment?	Yes	<input type="text"/>	No	<input type="text"/>
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3. Do you consider the unemployment as:	1-4
Cause of Social Exclusion?	<input type="text"/>
A necessity?	<input type="text"/>
Transitional period to develop personal interests?	<input type="text"/>
Reason for reorientation?	<input type="text"/>

4. Would you do any job to avoid the unemployment?	Yes	<input type="text"/>	No	<input type="text"/>
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If YES, for what reasons?

If NO, for what reasons?

Aim: The student will be able to realize:

- Unemployment is a social problem that occurs in all countries.
- Every unemployed person faces unemployment differently, depending on his / her character, age, life conditions, and family status.
- Someone can take advantage of the time when they are out of work to acquire new knowledge or skills and additional skills through programs that offer training or education.

5. Composement of a CV

Administration: Individual

Duration: 1 hour

Description: 1. The student tries to fill in the table with any items he has for himself.

Skills - Abilities	School Activities – Out of School Interests- Hobbies	Organizations – Groups – Groups a student participates in
e.g.: Good in computing	e.g.: chess	e.g.: a group of traditional dances

2. Then the student makes his resume. Complementing it, he has to remember:

- do not leave time gaps,
- focus on the most important,
- show his visions and goals,
- show the achievements, both school and not,
- show effort and progress.

At <https://europass.cedefop.europa.eu/el/documents/curriculum-vitae> he can find a CV form, which he can fill in and make his own CV.

Aim: The student will be able:

- to know the meaning of the curriculum vitae,
- to complete his curriculum vitae by observing his appearance and content,
- to understand the importance of the CV in finding a job.

6. The professional interview

Administration: Individual

Duration: 45' minutes

Description: 1. Mark with a ✓ the questions you think are likely to ask you in a professional interview.

1	Where are you from? Do you like to visit your place of origin?
2	What do your parents do for a living?
3	Are you married?
4	Are you planning to get a family? How soon?
5	Do you have any children? How many? How old are they?
6	What does your husband do for a living?
7	Are you living with your parents?
8	What do you know about our company?
9	If you could choose, what other business would you choose?
10	Why did you choose this job?
11	What do you think about teamwork?
12	How would you feel if you were the team man / woman?
13	The pressure on work is too great. Do you think you can cope with?
14	Can you tell us if you have worked for a public purpose?
15	What was your previous job? Why did you leave?
16	What experiences did you gain from the jobs you had?
17	How would you like your employer?
18	Are you willing to work beyond standard working hours?
19	Did you get sick leave last year? How many days?
20	What do you mostly do in your free time?
21	What are your interests?

2. Choose the five possible questions that you think can put you in an interview. Explain the reason.

A/ A	The reason for this question is:

3. Choose two of the above questions and try to answer them.

A/A	Answer

Aim:

- to make the student aware of the concept of a professional interview,
- to be prepared for an interview, so as to show his personality and present clearly, briefly and seriously his experiences, abilities, ambitions and goals and
- to understand the importance of the job interview.

7. The first day in higher education

Administration: group

Duration: variable, according to group size

Description: In a context of relaxation, students are invited to imagine themselves on the first day of school, and, in a chronological sequence, they are asked to imagine all the details of their experiences: what they did, thought, felt, with whom they were with, etc. At the end, there is a group presentation and discussion

Aim: To anticipate the experience of the first day of school, with the aim to promote a better adaptation to higher education, through reflection on expectations, fears and coping strategies.

8. Time Travel

Administration: group/ Individual

Duration: 3 sessions of 45 minutes

Description: It is proposed that students take a "trip" in time, even suggesting that they see career planning as a journey that is being updated moment by moment.

So, in a first session the students will individually reflect on the answer to the following questions:

- What were the reasons that led you to choose your high school course?
- Can you think of any influence that might have been important in your choice for the course you are enrolled in?
- Would you go back and give some advice to yourself?

At the end of the reflection, the factors that most influenced the choices of the group elements are shared and discussed, discussing those who may or may not serve for future choice.

In the second session it is suggested that students think about their future and register a set of life projects, professions they would like to exercise, difficulties or obstacles, etc. The teacher asks them to record their impressions on a grid.

Future Projections					
Objectives short, medium and long term	Profession /professions you would like to have	Education and level of education required	Activity (s) done with pleasure	Difficulties/obstacles that are predicted	Type of solutions and alternatives

In the third session, the teacher groups the students randomly and asks them to look for the common points, which will be presented and discussed in a large group. Each student, in a small group, will share only what they feel at ease. The teacher will seek to provide additional information or sources of research and help clarify common or other points that will eventually arise, reinforcing the importance and need to set goals.

Aim:

- to raise awareness of the career planning dimension as a process with an history;

- help raise awareness of moments in that history – factors and actors in the process of career choice and planning - to help distinguish what has been, what could have been, what is and what might become.

- promote planning skills through goal setting and vocational exploration

Adapted from: Carvalho et al. 2003. Entrar no Ensino Secundário – propostas de actividades para realizar com os alunos. Porto: Edições Asa.

9. "One day in the future - 10 years from now"

Administration: individual or group

Duration: 1 to 2 sessions of 45 ', depending on the size of the group

Description: Each student should write a text in which he/she imagines one day in the future, in a 10 years' time. On this inward journey, it is suggested that they think of the following aspects and describe them: how they are, where they live, where they work, what profession they have – how it is a day at work, what changes and options they will have to make in order to reach this "time", etc. In the end, each student can share with the group the aspects they want, reflecting on the feasibility of these projects and relating them to current aspirations.

Aim: To facilitate the projection in the future, based on the students' values and aspirations and stimulate the reflection on the choice's implications.

10. Guess the job

Duration: 1 hour

Description: groups of 3 people each. Every person of each team tries to imitate a profession without words. The other should guess the job. The team that guesses the correct job wins a point. Then the other team plays. The game could be more or less than an hour. It depends on the players.

Administration: Collectively

Materials: no

Aim: to be familiar with the main characteristics of the job

GLOSSARY OF TERMS

Career	The job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money.
Career centre	A place where people go to receive career guidance.
Career choice	An individual's career intention based on their personal aptitudes, abilities, aspirations and goals, tempered by the realities of the labour market and their personal circumstances. The process through which an individual's career intention is developed and realised.
Career consultant	Provides guidance to people making choices about their career. He/she could help a client who wants to further their career, a client who wants to change career direction, or a client who isn't quite sure what they want.
Career counselling	The interaction between a career/guidance counsellor and an individual. An individual or group process which emphasises self-awareness and understanding, and facilitates the development of a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as how to manage responses to changing work and learning environments over the lifespan.
Career development	More than just deciding on a major and what job you want to get when you graduate. It really is a lifelong process, meaning that throughout your life you will change, situations will change, and you will continually have to make career and life decisions.
"Cluster" of professions	A group of similar things or people located nearby or happening together; a group of skills that are interconnected; have a common connection with each other.
Company hierarchy	Refers to the organization of people within a corporation according to power, status, and job function. Corporate hierarchies typically resemble a pyramid—the more powerful people sit at the top, while employees with the least amount of power are at the bottom.
Counselling	The interaction between a professional and an individual helping them to resolve a specific problem or issue.
E-guidance	It is related to any guidance provided in electronic form, i.e., by smartphone or through an online platform, by email or through social media. It can be performed by anyone that wants to take the role and assist in career counselling, among others.

Empowerment The activity of encouraging and motivating to take action; it is also associated with building self-confidence and believing in own capabilities. It is closely linked with making career decisions and taking control over career decisions.

Group roles The roles and responsibilities of the leader or facilitator and the individual members working within the group or team are examined. The word 'role' refers to how a person will behave and what function they will perform within the group as a whole.

Key competences The sum of skills (basic skills and new basic skills) needed to live in contemporary society. In its recommendation on key competences for lifelong learning, the European Commission sets out the eight key competences: communication in the mother tongue; communication in foreign languages; competence in maths and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; and cultural awareness and expression.

Source: Cedefop (2008a).

Lifelong learning All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

Portfolio Collected samples of documents, photos, etc. materials giving an idea of the services offered by the respective organization (company) or specialist.

The portfolio in education is a set of materials, prepared by the learner, a set of certified achievements, significant work, and feedback.

The portfolio is a tool to assist the individual in his development. It serves for self-assessment (in the form of reasoning, argumentation, justification) of one's own cognitive and creative work, based on self-observation (reflection) of one's own activity.

Profession Any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education

Professional orientation A set of services and activities, which allow individuals to make decisions on their education, training and occupations, and manage their own careers. During this process individuals are provided with information on the labour market, and various educational and employment opportunities. It also helps individuals to understand own aspirations, interests, competences, personal characteristics,

qualifications and skills, and linking them to desirable work opportunities.

Professional self-determination The independent choice of profession, carried out the analysis of a persons’ internal resources, including their abilities and their correlation with the requirements of the profession.

Transversal skills The skills individuals have which are relevant to jobs and occupations other than the ones they currently have or have recently had. These skills may also have been acquired through non-work or leisure activities or through participation in education or training. More generally, these are skills which have been learned in one context or to master a special situation/problem and can be transferred to another context.

Source: Cedefop (2008a).

Work An activity, such as a job, that a person uses physical or mental effort to do, usually for money.

Vocational guidance Help for individuals to make choices about education, training and employment.

CONCLUSION

Career development is a life-long process. It covers managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future. The personal decisions that are made within this process are influenced by the family environment, family and school upbringing and other social factors.

Career counselling is created with the aim to support this process, as an academic and practical discipline deriving from professional orientation - a movement created in USA in response to a huge social and demographic problem since the beginning of the XX century.

Career counselling is currently seen as a service with a huge social impact that is constantly evolving. We hope that this Methodology will be a useful tool for all consultants who by providing this important service, guide many young people along the path of their personal and professional development!

One of the characteristics of the contemporary formal and non-formal education is flexibility. You are welcome to use the provided methods in a creative and flexible way, adapted to the real needs of each school and class. Perceive this material as an alternative tool to diversify learning and educational process. Comments and tips included in the Methodology can differ from your own experience and reality. Thus, we invite you to adapt and customize the activities to your own needs and the aim to be achieved.

The REFORM project partnership dedicates this methodology to all educators, teachers, trainers, youth workers and specialists working with students. By providing the young people the proper education and support, they shape a better future for the world and humanity.

Today's world requires creative and constructive thinking, the ability to make decisions and take responsibility for them, to make informed choices, to be proactive and take initiative. And to make the right choice of profession - this is the beginning of a successful and happy life and career.



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