Professional orientation
Five steps to decision on a school and occupation
Professional orientation
elementary school program
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Introduction into the Pilot Profiles / Dr. Reier

Local interviewees of GTZ from the Western Balkans countries often pointed at the fact that there are some approaches, but no system professional orientation of students and young people at the point of transition from elementary to high school. Based on this knowledge, the GTZ vocational education reform projects and youth projects in the Western Balkans countries, with support provided by local experts, conducted minor researches that confirmed and differentiated the picture: there are many approaches - such as education fairs, advertising campaigns by technical schools, discussions with company experts - but there is no system and institutionalized professional orientation.

Financially backed by the Federal Ministry for Economic Cooperation and Technical Development, GTZ and the regionally created professional orientation project are trying to face a massive problem on a pilot basis, a problem which seems to be typical for countries with vocational education school systems. In the Western Balkans countries, 75% of the generation is entitled to enroll in universities. Almost all young people entitled to enroll in universities do so. Yet, only 20% of those who enroll in universities find a job that matches their educational background. This, however, means that 55% of the generation studies for wrong occupations. That is an appalling number. The situation in the Western Balkans does not differ from that in the Western European countries. Wrong choices are expensive, and are paid by parents who finance the studies, the state that finances the studying of a large portion of students and maintain enormous educational capacities in universities, and companies that must train additionally the academic citizens to be able to work in companies. Finally, such situation is no less disappointing for academic citizens. After studying for five or six years they find employment in positions where around a three month training would suffice.

A system professional orientation should contribute to informing on all levels of expensive and long-lasting educational mistakes, discovering alternative careers and developing them. Decision on the choice of occupation certainly lies with students, young people and parents. At the end of the day, the freedom to choose occupation and job is a basic right.

The target group of the developed and tried professional orientation model in the Western Balkans countries are young people who are in the final two grades of elementary school or those who finished elementary school only. There are three characteristics that especially mark the professional orientation model:

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1. As of 1 January 2011 GIZ
2. The GTZ carried out a secondary statistical analysis in 2008, about the transition to university institutions and completing studies. The basis was a special statistic made at the inquiry of the GTZ by the Statistical Office from Belgrade in the 2000-2007 time period. The analysis included high school graduates who gained the title to enroll in university institutions, university and university of applied studies’ freshmen (just enrolled and those resitting the year), the number of enrolled students, the number of successful graduates. Numeric data are related to the results of these analyses. It starts from the fact that, based on the common historical roots, the situation in all countries of the Western Balkans is similar.
3. Around 17% of job vacancies in Germany require academic qualifications (see: A. Gregorio, L.-J. Garcia; Der Arbeitsmarkt für Hochschulabsolventen; Erlangen-Nürnberg, 2007, S. 4).
4. As many as 80% of privateers pass the three-month period of in-company training in order to be able to perform the three most important tasks in a workplace (see: GTZ, Experimental analysis of career pathways of graduate students in the Kula, Sombor Vrbas region, Belgrade, 2005, p. 85 - Pilotanalysen zum Berufsverlauf von Absolventen in der Region Kula, Sombor, Vrbas, Belgrad, 2005, S. 85).
it is a five phase professional orientation concept including the following phases: (1) Self-awareness; (2) Information on occupations; (3) Career pathways; (4) Real encounters; (5) Occupation choice decision;

in this concept, special importance is attached to the discovery relation to the world of work: students and young people should not only ask around in a company, but finish short in-company trainings by learning;

overall professional orientation teaching and real encounters are designed as individual learning and development process.

Erwin Kaemmerer, *spiritus rector* of the model that is applied in Austria on the country level, trained 20 local trainers to become regional trainers by this model. The apex of the training was the “real encounter” with the five-phase professional orientation model as part of the study trip to Austria. All participants were impressed by what they saw in Austrian schools and companies. They were amazed by the sensitive professional orientation, set in such a manner as to discover perspectives, as well as an interesting teaching design method-wise. Also, they were thrilled by cooperation of all relevant institutions that help each individual develop his/her career.

The thrill probably motivated the local experts to work intensively on this, however, small project. They created for their own countries *Trainer Training Manual, Professional Orientation Teacher, Expert Associates’ and Youth Instructors’ Manual, Student and Young People Portfolio*, as well as a framework curriculum for schools and the activities’ plan for out-of-school program application. That is not all. Twenty trainers from the project trained 178 teachers and professionals who work with young people. Through their program, trainings and consultations in 20 elementary schools and 15 youth centers and youth offices they reached 2753 young people from these countries.

In Serbia, the project has been implemented in five elementary schools, one youth office and four civil sector organizations in Belgrade, Bor, Jagodina, Niš, Požarevac and Sombor. The program framework was designed in accordance with the Law on the Education and Training System Bases⁴, Strategy for Career Guidance and Counselling in the Republic of Serbia⁵ and National Youth Strategy⁶. Within the program there is a *Trainer Training Manual* intended for professional orientation teachers, expert associates and youth instructors training. Elementary school and youth office manuals are intended for professional orientation teachers and youth instructors for direct work with young people. The *Portfolio* is intended for students and young people to follow their school and occupation decision pathway. The materials have been developed in accordance with the needs and specific characteristics of dealing with young people, both in school and out-of-school context, and will be changed and adapted in line with the needs and requirements of further program implementation.

In this way I want to thank all trainers, teachers and all professionals dealing with the young people, and who were engaged in the project for their great efforts. Of course, my special thanks go to students and young people who took part in this pilot program. Certainly, to Erwin Kaemmerer who dedicated huge effort to this project.

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Professional orientation – career pathways / Dr. Kaemmerer

Reasons for an increasing need for professional orientation

2.1 Changes in the world of occupations

We are all witness to the ongoing changes in the world of occupations. They mean more than just external changes in the form of business activities. The changes are related to the very “concept of occupation” which for generations, even centuries, made the core of business activities, and consequently, the core of educational system in Europe. In practice, changes in the world of occupations affect all, not only vocational education school systems, which oriented towards this concept; they also change the concept of professional orientation, both the previous and the next one. The so called “atypical” careers, flexible entries and transits in points of intersection between the school and the world of work are no longer an exception. Changes in the world of occupations carry changes to qualification requirements therewith and change the very professional orientation requirement. Now, instead of the “target point” that applies once and for all, we have a situation in which everything moves so that “dynamic orientation” replaces the situation that represented a preparation for something that was considered known conditions.

2.2 About the term “orientation” in the professional orientation context

The term “orientation” implies different contents of meaning. Orientation means both “situation” and “process”. Also, orientation may mean the property of an individual’s “orientation”, as well as activity or influencing someone to orientate, regardless of the manner thereof.

The term “professional orientation” describes a large set of steps in the orientation process. It goes from education and occupation information to individual counselling. Also, it includes the so called “intrinsic” understanding of professional orientation in teaching, which represents a view of own personality, and “external” understanding which represents a view of the real world and occupations and extends all the way to following and instructing in the occupation selection and decision making processes.

Professional orientation also comprises the following: concrete preparation for an occupation, work experience, traineeships, measures of general vocational education, offers of concrete assistance in decision making and help that leads to successful transition into occupation and/or opting for vocational education.
2.3 Occupation selection decisions theories - approaches for pedagogical and didactic implementation of professional orientation

Here, we will provide a short overview of different aspects of occupation selection decisions theories, of which there is an extensive literature.7

2.3.1 Overview

The goal of this overview is to address various theoretical approaches that partially make the basis for pedagogical and didactic approaches in professional orientation implementation.8

Occupation selection as allocation process9: occupation selection is considered neither a developmental nor selective process of an individual. There is a common viewpoint that occupation positions that exist in our society are distributed to their future owners. Choice of an occupation is accordingly considered occupation allocation.

This occupation allocation process is divided by H. Daheim10, a representative of this understanding, in three phases:

 › decision on individual school is made by the family which also influences it;
 › decision on occupation position is made under influence of family, peer group and teachers;
 › in the course of work life occupation positions are determined by colleagues, superiors and family founded by the individual.

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8 The structure heavily relies upon L. Busshoff and K. Schweikert (see above).
9 According to this sociological theory, the decision on occupation choice is also influenced by economic determiners (economic structure, situation in economy, labour market, occupation structure, etc.) as well as sociocultural and socio-psychological determiners (belonging to a particular class, family home, school, peers, career counselling, etc.).
Choice of occupation as classification process\(^{11}\): whoever chooses an occupation needs an optimal level of information of him/herself, aptitudes, interests, abilities and talents, as well as occupation requirements. It is suggested that everyone is looking for such environment and occupations as enable him/her to realize his/her abilities and skills and to take over acceptable positions and roles.

Choice of occupation as decision making process\(^{12}\): choice of occupation as decision making process is deemed to be interaction process between a person (personality structure) and an object area (occupation structure) with a view to analyzing, comparing jobs and, afterwards, setting up priorities, making a decision. This process is carried out in many phases, from problem spotting, via information receipt and processing, to decision and realization (strategic informing).

Choice of occupation as learning process\(^{13}\): the approach in the learning theory that explains the choice of an occupation regards “personal concept”, an entirety of environmental impacts (family, school, etc.) and learned problem solution methods, as learning experiences touching upon one another and leading to a conscious choice of an occupation.

Choice of occupation as developmental process\(^{14}\): choice of an occupation is not deemed an action isolated in time, but a chapter in the lifelong process of professional development. The postulates of this approach are interdependence of decisions made by the young person him/herself and the ones made about him/her; choice of an occupation is a part of the continuous developmental process of own identity which is developed. The choice of an occupation as a developmental process starts, e.g. by the choice of school after elementary school that temporarily defines further approach to education situations, while containing a possible decision on the change of occupation, and/or new orientation (re-qualification, alternative education pathway).

Choice of occupation as interaction process\(^{15}\): choice of an occupation is understood as the result of interaction between the one who chooses an occupation and his/her environment (parents, teachers, advisors, etc.). The interaction includes the extremely different interests and value positions of participants. The participants who become largely familiar with the realities of education and the world of work (information days in higher level schools, asking in schools and companies, traineeships) a high degree of rationality is developed in occupation selection.

2.3.2 Analysis

Taking this occupation decision theories overview as a starting point, the question of possibility to check compliance between the theoretical models behind the occupation decision processes

\(^{11}\) One of the personality-oriented theories, also known in scientific literature as the “Differential psychological orientation as a comparison between personality traits, occupation requirements and socio-economic determiners”. Along with differential approach, these personality-oriented theories also include the psychoanalytical approach and the theory of personal conception (see also: Pollmann, TH. A., Beruf oder Berufung? Zum Berufswahlverhalten von Pflichtschulabgängern, Frankfurt/M, Berlin, New York, Paris, Wien, 1993.)

\(^{12}\) From the aspect of the decision-making theory, the occupation decisions are explained through the selection and decision-making procedures determined by the previous positions in school and occupation. At the same time, the individual and social aspects of occupation selection influence are not in the forefront (K. H. Seiffert).


\(^{14}\) In respect of the person-oriented theories, the representatives of the developmental psychology theories note that the occupation choice must not be understood as statical and individual, but a lifelong, continuous process of professional motives and orientations. The most famous representatives of this theory are E. Ginzberg and D. E. Super.

\(^{15}\) See Ries and E. Lange (see above).
and the decision-making procedures that can be noted is not relevant for our consideration. In the first plane there will be a belief that theoretical approaches of

- occupation selection as allocation process,
- occupation selection as classification process,
- occupation selection as decision-making process,
- occupation selection as learning process,
- occupation selection as developmental process, and
- occupation selection as interaction process

contain elements that improve the design of concrete pedagogical processes for professional orientation.

Since professional orientation is a far-reaching system comprising many relevant groups and stakeholders, it is necessary to point out in a clear overview the most important possibilities for explaining occupation selection.

It seems that none of the standalone occupation selection theories offers sufficient explanation of all impacts and dependence between occupation-related decision and education, and consequently, previous professional orientation. Since each of these theories contains important approaches for explaining parts of the decision-making areas, and/or preparations for decision making, none can be fully discarded as outdated or incorrect.

Therefore, we opted for an integration approach in developing our professional orientation program model. When developing the concept, the starting point was that improving effects can be achieved especially when the professional orientation process is understood primarily as:

1. learning process,
2. classification process in a dynamic sense of the word, future-oriented, and
3. decision-making competence.

Regarding understanding of professional orientation process as a learning process (1), the learning theory process starts from the premise that in order to design a professional orientation process learning experience should empower the personal concept, enable targeted experiences in the world of work (real encounters), and develop problem resolution methods. This includes independent information collection, dealing with the values, following future events, etc.

Regarding understanding of professional orientation process as a classification process in a dynamic sense of the word, future-oriented, and as learning competences (2 and 3), occupation selection is explained as classification process, that is recognizing and unifying interests, abilities, aptitudes and talents with requirements in an education and/or occupation area, so it can be understood in a dynamic and multidimensional way, as the one who chooses and the world of work are subject to changes and as there is interdependence.

If changes in education and the world of work must be taken into consideration, as well as targeted empowerment and improvement of abilities, positions and knowledge, then the multi-phase procedure is especially suitable as a professional orientation model with a possibility for reflection and verification of preliminary decisions and/or decisions. This makes the classification process a learning process which improves in a targeted manner the unification and comparison of personality profiles with education and occupation requirements in our school and/or an occupation.
Active process professional orientation concept in the Western Balkans

The basis of our comprehensive, consistently built concept of orientation and follow-up of youth in the school and/or occupation selection process in the West Balkans consists in the multiphase procedure, the so called five-phase model.

3.1 The structure of occupation selection

- **Self-awareness**: by proper learning content design, recognize own capacities, readiness for achievements and aptitudes.
- **Information on occupations**: available or new occupation related information to be developed and prepared in a structural manner, so as to provide for an informed occupation selection.
- **School opportunities**: knowing the options regarding school and career path leading to the desired occupation.
- **Encounters with the world of occupations**: by asking questions to occupation representatives, company internship representatives (“testing”) and asking around in companies, the desired occupation is subjected to the reality test.
- **Occupation choice decision**.

3.2 Didactic implementation of the five-phase procedure

The didactic procedures during the professional orientation design process should enable the learning experiences that enhance dealing with one’s own self: with personal interests, capabilities, desires, suitabilities, etc., with a view to becoming familiar with the person’s profile and acquiring **personal and social competence**, and empowering **the decision making capacity** and decisiveness.

It is, however, necessary to transfer **orientation competence** to the young people by dealing with the information offers, collecting information, their selection and processing.

In addition to cognitive dealing with own personality and information, a young person is offered the approach via own experiences for his/her questions. This requires active methods, cognitive, research-based, independent learning by means of game and reflection.
By performing exercises and games similar to practice, by enabling high degree of youth activity and enhancing their readiness and motivation, by engaging into the occupation selection processes supplemented by real experience, i.e. by asking around in school and company with appropriate preparation and subsequent information processing, information fairs, and similar, youth orientation competence is empowered by “familiarizing” with the reality.

**Occupation selection competence** development among youth based on a personal concept is finally the goal and precondition for a successful transition into high school and into the world of work. Occupation selection competence is taken to mean the ability to make an independent decision to a large extent regarding school or in-company training, and to implement such decision. The decision must be made as a combination of personal concept (abilities, interests, aptitudes, appropriateness, etc.) and real circumstances (further education and/or occupation requirements, labor market prospects, etc.).

### 3.3 By summarizing the overview of the most important learning goals against the occupation selection competence development, young people will be able to:

- discover, research and reassess own **desires, interests and aptitudes**,  
- spot **talents and capabilities**,  
- become familiar with the **requirement profiles** in respect of professional jobs and education,  
- acquire detailed **insight** into the selected education and occupation options in line with own interests,  
- reflect on **work** in its multiple meanings and forms as an **elementary human factor**,  
- recognize the current **forms**, as well as the changeability of work and occupation,  
- become familiar with the world of work and occupations from the **cultural, economic, social and ecological** aspects,  
- recognize the impacts of **new technologies** on different areas of profession and life,  
- ponder upon the aspect of **health** as a factor in work and profession,  
- get an insight into the world of work and occupations by means of **real encounters**,  
- specify various **education options** with their specific requirements and final qualifications,  
- build a **personal strategy** for own planning of career and life,  
- compare the **personality profile** with the **requirement profile** for the educational and career pathway and to check it in respect of the decision.
4.1 The goal, tasks and contents of the professional orientation program

The general program goal is to inspire young people by way of active participation in the professional orientation five-phase process model to take over responsibility for their future, to get to know themselves and their capacities, educational pathways and career pathways, to make a prudent decision regarding the school and to get involved into the world of work, thus achieving success in their career planning.

The professional orientation program strives towards building the decision-making capacity with young people and students and as such it integrates the two main components. One component is personal competence, i.e. the power of one’s own “me” and recognizing the education and occupation options, and/or dealing with them (subject and method competence). The second is social competence which is ever more important in the world of occupation and it should be not only the subject of research, but the subject of training within professional orientation as well.

In this way, significant contribution is given to forming the personality of young people and students, and the centerpiece of the process is the development and strengthening of the will, decision-making capacity, focus, meticulousness, readiness to perform, persistence, and ability to engage into relationships.

4.2 Didactic principles

All key stakeholders in the professional orientation program implementation should take into consideration the fact that professional orientation is a process. Professional orientation should enable young people to become aware of their personal capacities, it should offer the choice of occupation and school, to follow changes in respect of the choice of occupation and to lead to independent decision on the choice of occupation and education.

The contributions of professional orientation to the forming of one’s personality require a special manner of program methodology design: clear, direct experience of own activities is a precondition for the program implementation.

The program is implemented as active and interactive learning. The methods enabling active learning are applied and those that specially enhance development of key qualifications in the occupation-school selection process, especially the orientation competences: classroom discussions, role plays, group work, expert method, mind map, professional orientation portfolio, learning by stations (e.g. capability pathway), pro and con debate, individual work, pair work, interviews, real encounters, etc. The above mentioned and other methods used in the area of professional orientation will be dealt with in more detail in a separate chapter.

In conducting real encounters, the methods are applied which enable interactive learning in real school-work situations in which young people and students actively participate in exploring and finding a solution: asking around in school, company and industry, as well as individual

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traineeships, in-company and in-school traineeships, visiting fairs to inform of occupations, etc. Real encounters require thorough preparations and subsequent processing with young people and students, as well as a more intensive cooperation between schools and companies. When defining the terms for real encounters, the overall professional orientation process should be borne in mind.

It must be observed that the school and occupation decisions are often made in the family circle or by means of individual counselling sessions. Therefore, by participating in this program young people and students are encouraged to make the decision on their own. Targeted use of counselling services in the professional orientation process should be promoted among young people and students within the program which is implemented in schools or via the Youth office program.

### 4.3 Learning areas and program/teaching contents, i.e. learning contents

#### 4.3.1 Learning area 1: Self-awareness

Self-awareness is the encounter of a young person with his/her own “me” (strengths, weaknesses, interests, aptitudes) and it represents the starting point for the decision-making process. If a young person is aware of his/her personal capacities (abilities, skills, strengths, talents), then they can get informed in a focused manner of the options in the future profession, as well as school-related options, and learn which occupations, i.e. school options suit them.

**GOALS**

The general goal of this learning area is to help young people and students become aware of their affinities and capacities as part of the process of acquiring a real picture of themselves.

Young person should understand that dealing with his/her own “me” is an important precondition for his/her decision-making process and that it encourages him/her to learn the things he/she knows and does well and not so well (strengths and weaknesses and areas for development), so as to be able to compare his/her personality profile in the further process phase against the requirement profile, i.e. school or occupation options, in a focused manner.

**Program/teaching contents and/or learning contents**

Young people should learn to discover, explore and test their own wishes, interests and aptitudes, and to know to spot talents and capabilities, in order to learn to assess and reflect their own expectations; to recognize own capacities and readiness to perform; to self-reflect on interests, aptitudes, capabilities (self-assessment) and to build upon the choice of occupation and school; to deal in a critical manner with the occupation and job descriptions; to strengthen the feeling of own value, especially female students and girls, regarding suitability for a wide range of schools and occupations.

#### 4.3.2 Learning areas 2 and 3: Information and exploring - the school and career options

Exploring and using information on school and different career options enables youth to get new insights into the relation between personal competences and school and occupation requirements.

Young people and students are trained to find information on their own, they are instructed on how to use and select data and what possible sources of information are at their disposal - occupation information centers, employment services, magazines and brochures, job markets, occupation databases and other offers on the internet, etc. provide facts and data on the school and education options, areas of work and occupations, jobs, trends, etc.
GOALS
The general goal of this learning area is to acquire knowledge on the various information offers regarding the school and occupation, as well as enabling young people and students to actively and independently use available information offers.

To transfer the orientation competence to youth in respect of occupation and school selection, they first need to face the information offers they are interested in. This is why they learn how to search and select information by independently collecting relevant information from the internet and other sources concerning the areas of work and qualification framework, school education options, etc. and processing them in line with their preferences. Young people cognitively process the information they receive, but they are additionally offered the possibility of acquiring new insights and knowledge via personal reflection and possibility of personally experiencing their own experience. This is primarily referred to empirical passing of youth through exercises that resemble practice and real encounters, providing them with a high degree of activity and engagement and preparing them for further professional orientation processes.

Program/teaching contents and/or learning contents
Students and young people should develop the orientation competence by independently collecting and dealing with relevant information regarding school and occupation; they should be able to classify schools and occupations by certain work area criteria; to learn to get informed of various school areas and industries, to recognize the characteristics and, in line with own interests, acquire a more detailed overview of the selected schools and further education; to bring personal attitudes and understandings into the context with the school and occupation selection; to critically reflect and reassess their life planning and career planning; to acquire knowledge on school and career options leading to the realization of the desired occupation; to process available or new information in a structured manner, so as to arrive at an information-based decision on the occupation choice; to recognize work and occupation in their many meanings and forms as an elementary human factor, as well as their life space, and to ascribe them a personal value; by dealing with the issue of gender specific concentration on certain school and labor market pathways, divided by sexes, to learn and estimate the consequences arising thereof for the further life and career.

4.3.3 Learning area 4: Real encounters
In this area, the young person is encouraged to get to know personally interesting school and occupation options in practice.

To successfully conduct real encounters, it is very important to light upon the benefits it brings to the young people, necessity of good preparation for the real encounters and the requirements for their realization, following and reflection.

Under the term “real encounters” we mean all direct encounters with the world of work (asking around in the company, test practice/in-company internships), from the area of school education (test practice in schools), from institutions relevant for the occupation (employment service, occupation information centers, company training and professional development institutions). This also comprises the normally one-day information manifestations such as, e.g. occupation information fair, “Girls’ Day”, and/or “Girls’ and Boys’ Day” or school information day “Open Doors Day” etc. Through a real encounter the young person can supplement and improve his/her theoretical knowledge of the world of work and occupations. Before a young person makes the final decision, it is highly desirable to perform an intensive “reality check” on the
qualification framework/educational pathway once again and to check whether the real requirements match his/her ideas and personal assumptions. As part of the instruction process, “broadened company inquiry” (company testing), and/or discussions/interviews with an occupation representatives is especially supported and insisted upon.

**GOALS**

The general goal of this learning area is to introduce young people and students to the world of work and their putting to the test in authentic situations in the world of work.

A young person should learn what benefits a real encounter “on the spot” brings him/her for his/her decision. He/she should think of what he/she is missing if he/she fails to inquire in such a way (testing the practice/in-company/in-school internship). In this way he/she gets to know his/her company/school and should prepare well for a potential real encounter.

When preparing for real encounters it is important to know well the terms and rules of behavior during the encounter, including, among other, agreement on work attitude, manner of conduct, etc.

To monitor one’s own achievements, a young person should be offered the possibility of an intensive, structured reflection (e.g. company/school feedback analysis and assessment) and check with him/her whether the experiences and/or knowledge were in accordance with the original expectations.

**Program/teaching contents and/or learning contents**

By way of real encounters, which are effectuated taking into consideration the whole education process flow, and/or occupation selection flow, young people should learn of the world of work and occupation. Therefore, it is important to prepare thoroughly for such encounters and to process the acquired knowledge and experience later, so as to be able to inform themselves independently and fully of the education and work areas of their interest. There are different ways and numerous opportunities for it. For example: interviewing the experts (school and occupation representatives), by way of in-school internships (several days of internship, open doors’ days) and in-company internships (craft trainings and asking around in the company), by visiting occupation information trade shows, specific manifestations promoting gender sensibility (“Girls’ and Boys’ Day”). The goal is for young people to acquire new knowledge and arrive at conclusions from all these situations and to run a reality check on the school and desired occupation pathway; to meet the counselling institutions offering school/professional education planning assistance and to be able to use the offer for themselves.

**4.3.4 Learning area 5: Decision**

Within this area in the professional orientation process young people and students are enabled to make a decision on their future school and/or their future occupation. In this process phase, a young person has already become familiar with his/her interests and abilities, developed the orientation capacity by way of information and research; he/she knows the education and career path options, can compare his/her personality profile with the occupation world requirements and has practically tried out the way it works in school and at work. Now he/she makes the decision (step 5) regarding further education in a school.

**GOALS**

The general goal of this learning area is for the young persons who took part in the professional orientation program to be empowered and capable of making an independent decision concerning their further education and occupation.
**Program/teaching contents and/or learning contents**

Young people now balance the choice of their desired school and career and the their feasibility in the context of interactions, i.e. influences from e.g. parents, peers, friends, counselling institutions, companies and society; in the course of the occupation selection process they should define the interim position in respect of the desired school, and/or career; they should involve parents (guardians) as important decision owners; they should check school choice against the checklist; they should compare the personality profile once again against the school profile requirements and make a decision.

**4.5.4 Implementing the professional orientation program/teaching in school**

According to the Austrian experience, professional orientation program/classes at school can be implemented as a separate subject, a project, or jointly.

**Example 1 - Professional orientation – as a separate school subject**

In the 7th and 8th grades, professional orientation is registered for 30 classes each.

The realization of the professional orientation program as a separate subject during a school year has its own certain specific characteristics:

- a separate subject is realized as a mandatory part of the teaching plan and program of a school;
- with one class per week during the entire year, professional orientation enables the process of occupation and school selection in accordance with the structure of the five-phase model;
- orientation competence can develop and advance continually during the occupation selection process (personal, professional, and teaching competence);
- students go through active instruction empirically:
  - Forming personality is continually advanced in students by using open forms of learning,
  - Application of exercises with various methods that enhance the competence is provided.
- within the subject, teachers use their plan and program to better plan, realize and monitor the development of key competences;
- the opening of the school towards the outer world (teaching experts, real encounters, etc.) is stronger;
- real encounters are stipulated by the plan and program of the subject and are therefore easier to organize and conduct;
- there is transparency for parents/guardians about what happens in class;
- there is less work on the coordination of professional orientation classes than in other forms of program implementation;
- parents/guardians are involved and recognize their roles in the process in which their children encounter the questions of occupation, further education, school options, etc.;
- process monitoring enhances the development of personal strategy for own decision about occupation and school.

**Example 2 - Professional orientation integrated in school subjects**

In both 7th and 8th grades, 30 classes of professional orientation per year are integrated in other school subjects. Professional orientation is taught in an interdisciplinary way.

If professional orientation is led interdisciplinarily, we can start from the following characteristics.

- In this organizational form, teachers, parents/guardians and extracurricular partners do not recognize the importance of professional orientation.
- A lot of coordination work is necessary for the interdisciplinary teaching of professional orientation.
- There is less orientation according to the teaching plan.
- The process of occupation and school selection can hardly be realized in practice in
accordance with the structure of the five-phase model course.

- It is harder for teachers to plan, realize and monitor the key orientation competences.
- The application of exercises with various methods which enhance competences is made harder and requires coordinated planning, organization, realization and monitoring of the work plan and program for various subjects.
- When done interdisciplinarily, it is harder for teachers to plan, realize and monitor the implementation of the program, especially in situations when program contents are realized out of school.
- Real encounters are harder to plan and implement.
- There is almost no transparency for parents/guardians about what happens in class.

**Example 3 - Professional orientation as a project**

In the 7th and/or 8th grade, professional orientation is conducted as an extracurricular activity according to a model in compliance with the needs of students and the school itself. The realization time frame should be in line with the realization time dynamics of the planned school activities, as well as the activities of the Ministry of Education.

If professional orientation is conducted as a project, we can start from the following characteristics.

- In this organizational form, teachers, parents/guardians and extracurricular partners recognize the importance of professional orientation and have the option to choose.
- The school defines the implementation model independently (how many children, on which dynamics, when, where and how the program would be realized) based on defined program requirements.
- The school forms a project team which plans, realizes and monitors the development of key orientation competences.
- In accordance with students' needs and the needs and possibilities of the school, it takes coordination of activities and harmonization of implementation model to successfully carry out the professional orientation project.
- The project implementation dynamics is oriented towards the dynamics of carrying out, but not towards the contents of the teaching plan.
- The application of exercises with various methods which enhance competences, as well as the accessibility of the program to students, depends on the accepted project implementation model.
- The process of occupation and school selection is realized with more difficulty in practice in accordance with the structure of the five-phase model course.
- The rest of the teachers are indirectly included in the project, in most cases they are just informed.
- Real encounters are harder to plan and implement.
- Parents/guardians are involved in the project, recognize their roles and give young people support during the decision-making process.

**Organizational variants of implementation**

- The organization, coordination and implementation of the program in the school can only be done by the professional orientation coordinator.
- Stipulated by the 7th and 8th grade programs are at least 30 classes for real encounters, occupation informing fairs and other school events regarding occupation.
- The program allows up to five days of individual professional/educational training in companies, schools, advisory centres.
### 6.1.3 School annual work plan

#### 7th grade

<table>
<thead>
<tr>
<th>LEARNING AREA 1: Self-awareness</th>
<th>NUMBER OF CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness: Me about myself</td>
<td>2</td>
</tr>
<tr>
<td>Wishes, interests, affinities</td>
<td>2</td>
</tr>
<tr>
<td>My capacities</td>
<td>2</td>
</tr>
<tr>
<td>Self-assessment, assessment by others</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING AREA 2: Information and research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting acquainted with information offer and how to acquire, select and process it</td>
<td>8</td>
</tr>
</tbody>
</table>

| Education system: schools in my town, my county; education requirements profiles | 2 |
| Employment opportunities in my living space | 2 |
| Areas of work, qualification frames | 2 |
| Occupations and gender roles: prejudice or facts | 2 |

<table>
<thead>
<tr>
<th>LEARNING AREA 3: School and career options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation biographies</td>
<td>2</td>
</tr>
<tr>
<td>Learning by stations: Capability pathway – comparison of personal capabilities with education and occupation requirements</td>
<td>3</td>
</tr>
<tr>
<td>Working in the time of changes and the influence of new technologies upon the labour market; getting acquainted with new school and career options</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING AREA 4: Real encounters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarizing with interesting school and career options</td>
<td>6 + 15</td>
</tr>
<tr>
<td>Preparation and subsequent processing of real encounters</td>
<td>4</td>
</tr>
<tr>
<td>Real encounters: getting acquainted with the Open Doors Day – further education; occupation informing fairs; „Girls’ and Boys’ Day“; interviewing experts, advisory agencies, etc.</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING AREA 5: (Preliminary) decision</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My desired occupation: reflection of desired school and career</td>
<td>4</td>
</tr>
<tr>
<td>Thinking about the arguments for and against the desired occupation</td>
<td>2</td>
</tr>
<tr>
<td>Comparing own advantages, capabilities, school marks to the requirements of school and industry for the desired occupation</td>
<td>2</td>
</tr>
</tbody>
</table>

| TOTAL NUMBER OF CLASSES | 30 + 15 |
### 8th Grade

<table>
<thead>
<tr>
<th>LEARNING AREA 1: Self-awareness</th>
<th>NUMBER OF CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>my advantages, my personal competence, my personality profile</td>
<td>8</td>
</tr>
<tr>
<td>I am testing my interests, capabilities, suitabilities, fears and hopes, and thinking about my life planning</td>
<td>3</td>
</tr>
<tr>
<td>My life in 10 or 15 years</td>
<td>2</td>
</tr>
<tr>
<td>I am testing my personality profile against my key qualifications and social competences</td>
<td>3</td>
</tr>
</tbody>
</table>

| LEARNING AREA 2: Gathering information on occupations and researching Available information (or new, to be developed) on schools and occupations to be processed in a structural manner | 6 |
| A selective analysis of the informative materials regarding the desired school/schools and career options with respect to the interests | 4 |
| Use the information offer regarding completely new structures and requirements in the world of work and occupations to make a decision | 2 |

| LEARNING AREA 3: School and career options | 6 |
| Women in industry, men in industry recognizing stereotypical gender roles | 2 |
| Become acquainted with education and occupation requirements regarding key qualifications and social competences and being able to reflect it against own personality profile | 2 |
| Comparison: Personality profile – school or occupation requirement profile | 2 |

| LEARNING AREA 4: Real encounters | 6 + 15 |
| I research in more detail the school and career options that I find interesting | 6 |
| Preparation and subsequent processing of real encounters | 6 |
| Individual inquiries a/in school (in-school traineeship) | 6 |
| Inquiry at the company, individual counselling options at the employment service | 7 (5 + 2) |
| Interviews with experts from school and industry | 2 |

| LEARNING AREA 5: Decision | 4 |
| I test once again – preferably involving my parents or guardians – my personality profile, my real experiences and cognition against the desired school requirements profile | 2 |
| Last questions regarding the course of the decision-making process. What influenced your decision? Which schools were on your short-list? Which ones did you opt for? Why did you opt for this school? Was it an easy decision? I make the decision about school having in mind the occupation and career choice | 2 |

**TOTAL NUMBER OF CLASSES** 30 + 15
The program suggests involving parents in their child professional orientation process, primarily aimed as support to individual decision making.

Parents are involved by means of parents’ meetings, as well as real encounters which normally take place together with youth and are recommended as a stimulus for the decision making process.

### Topic proposal: Parents’ meetings

<table>
<thead>
<tr>
<th>Topic</th>
<th>Persons</th>
<th>Didactic notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional orientation – what is that? What is planned in the course of the training?</td>
<td>Parents, teacher, youth</td>
<td>Getting to know the professional orientation process</td>
</tr>
<tr>
<td>Capability pathway</td>
<td>Parents, teacher, youth</td>
<td>Testing the strengths, abilities and aptitudes with parents by stations and comparing them</td>
</tr>
<tr>
<td>Presenting the in-school traineeship results</td>
<td>Parents, teacher, youth, teachers from further education</td>
<td>Checking and deciding</td>
</tr>
<tr>
<td>Presenting the in-company traineeship results</td>
<td>Parents, teachers, company staff in charge of students, youth</td>
<td>Checking the decision</td>
</tr>
<tr>
<td>I am ... years old - what now?</td>
<td>Education, company and labor market experts, teachers, parents, youth</td>
<td>Checking the decision regarding further education in line with the valuation factors</td>
</tr>
</tbody>
</table>

### Organizing professional orientation programs in schools in Serbia

The professional orientation program can be organized in various ways. Different program organization requires and causes different implementation methods. The experience presented herein is the result of two pilot program implementation models, which also imply specific organization and implementation, one inside the school and another as Youth Office program.

All models of professional orientation application listed herein are to be carefully studied in order for the Serbian elementary schools and youth offices, as the institutions where the program is carried out, to decide on a model which best fits their specific characteristics, development goals and human resources. Every institution has the right to choose a model.

#### 6.1 Organizing professional orientation programs in elementary schools

A model of professional orientation application in Serbian elementary schools has been created based on the Austrian model and experience. In creating a model, every institution has the right to choose the one model which best fits their specific characteristics, development goals and existing human resources and lesson quota. In the pilot stage, professional orientation was realized as a project in Serbian elementary schools, with the idea and aim to create a model in the next stage which would be more acceptable and sustainable for our school system but also in accordance with the strategic documents defining this area. The program enables schools
to realize the professional orientation program as a separate optional subject, integrated in the school subjects, but still a project.

Participating in the project are schools which express a need for support to their students and their parents and express a professional will to be trained at seminars on how to implement the latest knowledge in this field into the life and work of the school and students. Trained teachers and expert associates form a professional orientation team led by a coordinator in charge of the realization of program contents and also of the program commitments. Expert associates and teachers trained in professional orientation presented the program to the school's expert and managerial bodies and eighth-graders' parents and conducted a survey for informing and students' voluntary applications for this program. Groups were formed from the applied students for the realization of professional orientation training. Foreseen activities and contents that local authors created according to the five-phase dynamic professional orientation model current in the European Union were realized with the students and their parents.

| The recommended plan of the realization of professional orientation program at the school is |
|---------------------------------|-------------------|
| Topics                          | Hours of training |
| LEARNING AREA 1 - Self-awareness| 10 hours          |
| LEARNING AREA 2: Gathering information on occupations and researching | 10 hours          |
| LEARNING AREA 3: School and career options | 5 hours          |
| LEARNING AREA 4: Real encounters | 30 hours          |
| LEARNING AREA 5: Decision       | 5 hours           |
| TOTAL NUMBER OF HOURS           | 60 hours          |
Methods catalogue

This part of the manual provides an overview of some of the methods that are recommended in the area of professional orientation for young people. In addition to the ones mentioned below, it is recommended to use all other active/interactive work methods.

**CLUSTER – Asking by the cards**

Lecturer/teacher/instructor poses a question to the class in a visual form. The question is to be answered in writing. For these purposes, the instructor distributes the moderation cards. All are the same color, so that individual cards would not stick out based on color only.

The instructor asks the participants to write an answer to the question, and the participants should:

... write using the marker;
... write using block letters;
... use big and clearly identified letters on cards, but with a maximum of three lines per card;
... record a maximum of one idea per card;

The next step is collecting the cards. Attention should be paid to collecting them discreetly (“face down”). This is important, because even an open survey by way of cards should be conducted as anonymously as possible. Then the cards are placed on the moderation board.

When placing the cards, the instructor asks the participants if the next card could be comprised within the already placed card or it constitutes a new meaningful unit, which is why it must not be placed below, but next to the previously placed card. The process ends when all cards are placed.

At the end, the group checks the cards’ distribution one more time and provides titles to individual groups of cards (meaningful units) with an appropriate umbrella term.

Double circle
Participants are getting ready for a topic focused presentation within the short phase of thinking. At the same time, topics can vary: methodological questions (e.g. school work preparation), stories of personal experiences (e.g. interesting vacation story), as well as professional aspects, of course (e.g. climate change). Experiences, assumptions and/or prior knowledge of students are in the spotlight.

About the set-up of the double circle itself: participants are sitting in a circle in pairs one across the other, so that the outer and inner circles are formed. Individual pairs can be selected, among other, randomly by cards with the two identical symbols/numbers. Then, all participants from the inner circle tell their story first. The other participants are listening and optionally asking questions. Then the participants from the inner circle move by, e.g. two chairs clockwise, so that new pairs are created. Then the participants from the outer circle are activated and start telling/reporting on the same topic. Then the participants from the inner circle move again by two chairs further, etc. At the end, the conversation process can be analyzed both from the communication and from the content aspects.

Expert method
Work in basic groups
First, a random division in groups is done (basic groups) by pulling out different materials for group work. Participants first read the text as part of individual work, then they work together on the text as part of these basic groups. The most important premises and text contents are discussed, notes are taken (in writing if needs be) on what to tell others who are not familiar with the text at all.

Forming expert groups
Each basic group member is given a certain number of figures or colored dots. All participants with the same figure/color form the expert group afterwards. Now at least one expert from the basic group moves to the group with new composition, where each work material (with segregated duties) is represented at least once. Each participant presents the results of the joint efforts by the basic group to new members as an expert. After that, all topics of the segregated work are summed up into a joint presentation.
Group work

1. Tables for group work are distributed:
   Quietly.
   Fast.
   Carefully.

2. We plan our work:
   We start fast.
   We prepare our work materials.
   We read the materials.
   We check if all have understood the work tasks.
   We delegate the tasks.
   We create a time plan.

3. We agree on rules for group work:
   Each person takes over the tasks onto themselves.
   All are involved and active.
   Everyone records the work results.
   Everyone listens to others.
   Everyone listens to others patiently and carefully.

4. We elaborate the matters:
   We deal with the matter intensively.
   We agree on the information we want to remember.
   We delegate the work results.
   We decide what other groups should know of our topic.

5. We prepare the presentation:
   We define the way in which to give the presentation.
   We delegate presentation tasks to team members.
   We design the visual appearance.
   We determine the flow of the joint group presentation.

   Fundgrube für Methoden zur systematischen Hinführung zur Teamfähigkeit

Internet search

The instructor can use the topic relays offered on the internet. Those are the collected relays on cities, countries, ages, writers, etc. (see: www.learnetix.de).

Relays on the internet can be developed autonomously. The advantage is in that the relays can be individually adjusted to the learning subject and the class/course performance level. At the start of a relay, participants are given a certain number of questions they need to solve through the internet. There is also a possibility of providing the participants with a list containing the links for dealing with the questions. Alternatively, participants can look for solutions using the browser as well, which increases the level of requirements.
As a rule, the browsers offer the “bookmark” (Netscape Navigator) or “favorites” service (Internet Explorer). They are used to mark the pages on the internet and download them directly by clicking theron.

(Source: Brenner, G.: Fundgrube Methoden I, Cornelsen, 2005.)

### The marking rules

Important points/key words are underlined by pencil.
The underlined text is read once again, then marked by yellow marker.
The text is skimmed.
Preparation (pencil, ruler, yellow marker, red ball-point pen).
The marked parts are presented by the mind map.
Additional information is marked by underlining the text using red pen.

### Mind map

**Developing a mind map with the group:**
A topic or problem set-up is marked as key term in the middle of paper (board). Around the center the remembrance map is created, a wreath of main branches and further branching.

The instructor can assign the first example. Then, he/she passes the chalk (marker) to one participant who marks the next addition. The chalk is paid forward to the chain of applicants and each participant is encouraged to add something to the network.

**Developing a mind map individually**
The procedure is same as above, only that each participant passes through all the steps alone.


**Interviewing the partner**
Wherever personal data, experience, opinions or special knowledge need to be exchanged, this can be done, among other, by interviewing the partner. In order to prepare this exercise, the group is normally split in half. One half of the participants is given a task to interview A, the other half is given a task to interview B (tasks in certain circumstances may be the same). The interviewing tasks are quite open (e.g. try to find out how your partner imagines a good training; what do they know of the National Employment Service; what are the specific characteristics of the place they live in; what did they experience during the weekend; what do they think of the trial drivers’ license, etc.). Each participant knows what topics to ask in the interview and what topics he/she will be asked in the interview. In the phase of work, all participants are prepared silently for their tasks. Then pairs are formed by drawing: one representative of team A and team B. They interview one another for, let’s say, three minutes. They ask, answer, add upon, summarize and take note of key words. After that, all participants meet in a circle of chairs and present their partner and his/her key data/experience/opinions/professional information. This exercise ends in feedback.

(Source: Klippert, H.: Kommunikationstraining, Weinheim/Basel, 2002.)
Presentation

Five rules for a successful presentation:

1. Good preparation!
This is the most important point for the presentation as each man, whether it is a teacher or student, instructor or training participant, immediately notices whether the presenters are well prepared or not.

2. Write the notes on a piece of paper!
If you write down all you want to talk about, there is a danger of reading it out only and monotonously presenting what you learned. If you don't write down anything, there is a danger of losing the thread. Therefore, use a piece of paper with notes as a reminder with key words.

3. Speak “from your head”!
Listeners can follow a presentation much better if the presenters speak spontaneously. As presenters, look at the audience and make eye contact. Make sure you are not looking at instructor only.

4. Ensure you get attention!
You do not start immediately, but rather wait until all are quiet and ready for the start of presentation. At the end, you do not go back to your seat immediately, but rather wait to see if there are any questions or notes. If necessary, you can ask for silence and attention.

5. Emphasize the important information!
The one presenting a topic wants the listeners to remember the most important information. As part of your preparation, you may think of the aids you can use for others to memorize the content. For example, you can use blackboard or prepare a slide.

(Source: Mattes, W.: Methoden für den Unterricht, Schöningh, 2002.)

Presentation by means of a piece of paper with key words (the two column technique)

Example:

Main text Column with key words

EU currently has a problem - too few technicians! If the budget for technical research increased now by 50%, the money could not be spent at all - in Austria only in the next years 5000 technicians will be lacking for that.

This is why the Ministry of Economy, in cooperation with the Industry Association, wants to encourage girls to opt for technical profession.

In some industries the ration between men and women is 90%. Technical occupations and family - do these match?

Wolfgang Tritremmel says: “Industry no longer means working with the punch card that punches the time of your arrival at work and the assembly line - there is a decreasing number of physical jobs. Thus, work with your head instead of your hands - and family can click in
the picture. A female software engineer can, for example, even if on a maternity leave, work on projects from home on the internet.”

**Column with key words:**

- 5000 technicians lacking
- Ministry of Economy, Industry Association
- Promotion among girls
- Nine to one
- Use your head instead of hands
- Research and development
- Juggling the family
- Internet

Participants get a clear expert text. It has to be reshaped into a basis for free presentation as a piece of paper with key words.

The participants first read the text carefully and, if necessary, clarify unknown phrasings or expert terminology.

Then the participants summarize the meaningful chapters by subtitles. Essential terms and individual pieces of information are then grouped under appropriate subtitles. The key words’ column is separated from the text and it serves now as the basis for presentation. Introduction and summary must supplement one another - irrespective of the submitted text.

**Variation:**

Key words are jotted on individual cards. On the back of the cards, the participants write the variants. This provides certitude.

The reports composed by the participants individually can also be prepared using the two-column technique. The presenters then do not separate a piece of paper with key words from their report, but they speak using key words only. Only in case of utmost necessity do they refer to the original text.

(Source: Brüning, L.: *Vortragen, Präsentieren, Referieren*, Auer, 2006.)

**Presentation by using symbols**

**Example:**

Main text
Visual overview - card with key words:
Columbus - discovered new world
Christopher Columbus was an unusual personality.

Born in 1451 in Italian Genoa, he was supposed, like his father, to become wool weaver. Yet, the nearby harbor and the sea made him become a sailor at the age of 14. He was a person thirsty for knowledge and he devoured, above all, the reports of the far lands.

**Adventurer**

In 1478 the famous explorer married a Portuguese noblewoman, he lived in Madeira and went sailing for at least once along the African coast.
Like the learned men of his time, neither Columbus believed any longer that the earth was flat. If it was round, he was convinced, then by sailing westwards one could reach India as well. The route should be shorter than the land routes for India.

**Work task:** Please try to select the symbols or pictures as an alternative for using key words for the key words’ column. The result should be a picturesque presentation of the piece of paper with key words.

As an alternative to using key words, you can suggest it to the participants to use symbols or pictures for certain cases. Put in the right order, students will find it a picturesque presentation of the key words’ card. This method requires the students to find adequate symbols for different words, which enhances participants’ motivation. Additionally, their imagination competence is improved which is important for learning as a whole.

At the same time, participants can use a symbol as a slide by which they structure their lecture for the audience. Audience attention rises, since they probably cannot relate the symbols alone to the subject context directly. It is only in the course of the presentation that the symbols and their meanings become understandable. With many listeners this creates a growing internal tension, depending on the meaning they assign to symbols.

(Source: Brüning, L.: *Vortragen, Präsentieren, Referieren*, Auer, 2006.)

**Role play**

The lecturer comes up with the basic situation in which different persons consider a topic/problem in an open and/or controversial manner (e.g. father, mother, daughter, son and uncle discuss in a “family conference” the daughter’s idea of school and occupation, or: boss, expert worker, in-training worker, intern and youth instructor discuss at work protection of youth in the company on a concrete case, etc.). For preparing the discussion more teams are formed preparing one role each. For this they receive cards with short role description, which differ from team to team. As a rule, this is accompanied by basic professional information on the topic/problem that are the same for all. Members of individual preparatory groups read and discuss the existing materials first, then they think of the ways in which the actor from their team would act the envisaged role and how he/she should provide arguments in the game. Then the selected members meet on the improvised “stage” and play the roles. If the discussion moderator with an integrated role is required, the instructor can be involved in one of the supporting roles. At the end of role play feedback is provided - both by “actors” and by viewers/listeners.


**Snowball method**

Participants are given an impulse for brainstorming, where the topic-related train of thought should be more or less initiated in the following way: each participant has three minutes to think and write e.g. three strengths, three weaknesses, three goals, three reasons, three measures or to choose e.g. three pictures or three questions. After that, the class is divided into more groups each comprising three members and nine different points. The task of the group members is then, to select four most important of the maximum nine points in e.g. ten minutes, in as objective, fair and constructive manner as possible. These rules apply to the third stage as well, namely, to the group discussion with nine members each. For this discussion there are another e.g. ten minutes available (available time can vary, of course). Within the given time frame the three teams, each comprising three participants, must agree in the big group on five common
points and get informed, provide arguments, discuss and select accordingly. The five most important points arrived at in such a manner are then presented by each group in a plenary session. This exercise ends, among other, by methodology focused feedback as well.

(Source: Klippert, H.: Kommunikationstraining, Weinheim/Basel, 2002.)

**Conversation by stations**

**Work with pictures - impulses**

The lecturer places conversation impulses on external walls of the working space (premises, questions, quotes, caricatures, slides, etc.). The conversation situations created in this way are then assigned numbers. The participants draw papers with appropriate numbers. Then all with number 1 are gathered at station 1, all with number 2 at station 2, etc. Then the conversations start while observing the parameters given by the teacher (e.g. conversation duration three minutes, each group member must be given the word; short presentations, full sentences, adding upon others; reaching the target task). Observing the rules is checked by “observer” identified by the group, and he/she is simultaneously the conversation moderator and is involved in the discussion to a limited degree. As soon as the time allocated for conversation expires, the instructor rings the bell and the groups move clockwise to the next station and discuss the conversation impulse placed and located there. Then the bell rings again, etc. As it has already been said, the discussions firstly have to encourage, inspire and transfer orientation. When the groups pass all stations, feedbacks are first given on the group level, followed by a round of plenary analysis with special involvement of the group “observers”.

(Source: Klippert, H.: Kommunikationstraining, Weinheim/Basel, 2002.)

**The advertisement round**

The participants are given a certain framework topic (e.g. an advertisement for a visit to London, a stay in England or France, a vacation region “x”, an EU country, a chosen foreign language, a desired destination for the next school trip, the convenience of Germany’s economic location, etc.). They prepare their “advertisement speech” at home and it should last for about two minutes. They write down keywords and possibly already rehearse in front of the mirror and/or with the help of a cassette recorder. During the training itself, several groups of five to six participants are formed first and they give “trial presentations” to each other (warm-up). Then, more participants are selected who will give their advertisement speech before the whole group (these can be volunteers as well). After each speech, the audience is given a chance to assess it by using the three color cards, which had been previously distributed to all in the audience. The person who raises a green card thinks that the address was “very convincing”; yellow means “partially convincing”, and red means “little convincing”. Whoever “advertises” has the right to ask up to three persons in the audience for a more detailed explanation of their card choice. At the end of the exercise, the criteria that make a convincing speech are noted.

(Source: Klippert, H.: Kommunikationstraining, Weinheim/Basel, 2002.)

**The fishbowl method**

**Applied to a disputable topic**

Similar to the Fishbowl, e.g. five participants ready for discussion sit in the middle of the working space. All other participants sit around them to follow the coming discussion as observers. A controversial topic is given as a task, with which the discussion participants are
somewhat familiar. The fishbowl group discusses for, say, 15 minutes on their own. The participants-listeners are entrusted with the task of following by way of observation task (observation form). When the fifteen minutes are up, both the discussion participants and observer groups gather for a short analysis. Then, the observer groups first come out regarding reference person. Then come the discussion participants with their notes and experiences.

**Variant:**
For a controversial topic there are three chairs each available for the “pro” and “contra” groups, out of which two are occupied. Two representatives of the “pro” group and the “contra” group start the discussion. If some of the observers want to get involved in the discussion, he/she may take the vacant seat and participate in the discussion. After the expiration of the agreed upon time (e.g. two minutes), he/she must make his/her seat available for someone else who is interested.


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**ELEMENTARY SCHOOL PROFESSIONAL ORIENTATION WORKSHOPS**

The part below contains workshops that are conducted with 7th and 8th grade students in the area of professional orientation in line with the goals, contents and activities of the dynamic, process, five-phase professional orientation model. By way of workshop scenarios, via self-awareness, occupation information, familiarizing themselves with the school and career options and the real encounters with the world of work, students develop the ability to make and implement an as independent occupation and school decision as possible. The workshops contain pedagogical possibilities for entertaining and engaging students by means of contents, which are covered by different interactive methods, and the teacher or associate acts as host providing an impulse and monitoring the students’ capacity development, while expressing selfless support and dedication on the path to school and occupation decision.

This part of the Manual is designed so that after the workshops, whose flow and sequence is important to follow, come the moderation materials copied by the host for the purpose of running the workshops, for the 7th and 8th grade.

All materials, as products of students in workshops, must be included in the Students’ Portfolio as a result of professional orientation process.

Please note that the CD with all materials: moderation materials for workshops and supplements as an integral part of ZA or IZ Portfolio (indications are in each workshop), are an integral part of this Manual.
### Phase 1: I am getting to know myself

#### PRESENTING THE PROGRAM AND PORTFOLIO FOR STUDENTS

<table>
<thead>
<tr>
<th>GOALS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introducing students to the professional orientation program for 7th grade;</td>
</tr>
<tr>
<td>- Presentation of students;</td>
</tr>
<tr>
<td>- Motivation for joint work;</td>
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<tr>
<td>- Agreement on the manner of work in workshops;</td>
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<tr>
<td>- Introduction to the Student Portfolio.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Methods:</th>
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</thead>
<tbody>
<tr>
<td>Work on the materials, exchange.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Training sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presenting the PD and CG programs to students</td>
</tr>
<tr>
<td>Reflection on contents, goals and outcomes of the Professional Orientation Program in 7th grade, work methods and implementation timeline</td>
</tr>
<tr>
<td>2. Introductory “pass the ball” game - introduction of participants</td>
</tr>
<tr>
<td>The host starts by presenting himself/herself and passing the ball to whoever he/she wants and asking them to say their name, their reasons and motives for being in the workshops.</td>
</tr>
<tr>
<td>3. Introduction to the Student Portfolio</td>
</tr>
<tr>
<td>Presentation: Portfolio: Five steps to decision, explaining the document purpose, the manner of filling it out and encouraging young people to leaf it through, comment and ask the questions.</td>
</tr>
<tr>
<td>4. My badge - individual work</td>
</tr>
<tr>
<td>Creating the badge where students will write their name and present by means of a symbol, sign, drawing what represents them as persons and the desired occupation.</td>
</tr>
<tr>
<td>5. Badge presentation - exchange</td>
</tr>
<tr>
<td>Students are seated in a big circle and each one of them presents themselves and the occupation they would like to practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
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<tbody>
<tr>
<td>45 minutes.</td>
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<table>
<thead>
<tr>
<th>Social form:</th>
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</thead>
<tbody>
<tr>
<td>Individual work, frontal work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moderation materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Form No. 0: Portfolio use instructions. Ball (paper ball is fine as well), A4 paper sheets, markers, scissors, adhesive tape, sickers</td>
</tr>
</tbody>
</table>
## Professional Orientation and Agreement on the Manner of Work

### Goals:
- Joint definition of the term of professional orientation.
- Introducing the participants and passing the rules of work in workshops.

### Methods:
- Introductory game, poster presentation.

### Training sequences
1. Division in groups by cards in different colors
2. Puzzle – group work
   - Groups define what professional orientation is on their part of poster-puzzle.
3. Group work presentation and composing the joint – group poster puzzle
4. Agreement on the manner of work in workshops
   - Students write their proposals for the manner of work in workshops onto stickers: What would you like to be observed during the joint activities.
5. Creating a common list of work methods
6. Professional orientation and the manner of work – Summary

### Time:
- 45 minutes.

### Social form:
- Individual work, group work.

### Moderation materials:
- Puzzle – defining professional orientation, group division cards, poster-puzzle, A4 paper sheets, markers, scissors, adhesive tape, flip chart.

### Work materials for the Portfolio:
- Students can add the puzzle-sheet to the Portfolio after the workshop.

## In the World of Interests

### Goals:
- Recognizing and noticing own interests;
- Providing arguments for choosing the interests.

### Methods:
- Polls, work on the materials, line of assessment, arguments.

### Training sequences
1. Presenting own interests – exchange in pairs
   - Division of participants in pairs and exchange by questions: who loves doing what the most, what they enjoy and what is their hobby.
2. Presenting the pairs
   - Each one tells of their pair’s interests and hobbies.
3. Individual work with instruments relating to interests
   - Individual filling out the work sheet “What am I interested in”.
4. Assessing the level of interests
   - The host distributes three A4 paper sheets in the room with the interest level assessment from the work sheet: I am very interested, I am partially interested, I am not interested at all. The participants are distributed in respect of each interest according to the level they chose and explain their choice, if they want to.
5. Reflection on personal insights from the assessment line

### Time:
- 45 minutes.

### Social form:
- Individual work, group work.

### Moderation materials:
- Copy Form No. 1: “What am I interested in” worksheet, papers with listed assessment levels: I am very interested, I am partially interested, I am not interested at all.

### Media:
- —

### Work materials for the Portfolio:
- Students add the filled out “What am I interested in” sheet to the Portfolio after the workshop.

### NOTE:
- INTERESTS TEST is in the Professional Orientation Portfolio. Instruct the students to fill out the test in their free time so as to get an overview of their interests and then put the sheet back into the Portfolio.
**WORKSHOP 4**

### IN THE WORLD OF SKILLS AND CAPABILITIES

**GOALS:**
- recognizing and exploring own and considering and respecting others’ skills and abilities.

**Methods:**
- game, demonstration, simulation, work on materials.

**Training sequences**

1. **Introductory game: “HOT CHAIR”**
   A chair is placed in the middle and students walk around it. The host names a quality, skill, talent as an impulse and those who believe to have the said quality to a large extent should sit on the chair as soon as possible or get to or away from it as much as they believe they have that quality. The one who sits on the hot chair may be asked by the host why he/she believes to have the given quality and be asked to demonstrate it (e.g. if the quality is wit, the person should tell something witty, if it is a physical quality - do the back bridge or something else, ability to speak a foreign language, etc.).

2. **Skills and abilities assessment in pairs**
   One person in the pair reads a statement from column Job; at the same time, both pair members indicate with finger 0, 1, 2 for person A from the pair, and then for person B from the pair as they deem the person’s ability (0 - does not have, 1 - to a small degree, 2 - very) and both of them write the data into their table: how do I see myself and how do you see me.

3. **Skills and abilities assessment reflection in pairs**

**Time:**
- 45 minutes.

**Social form:**
- individual work, group work.

**Moderation materials:**
- Copy Form No. 2: “Establish your talents and abilities” work sheet

**Work materials for the Portfolio:**
- Students add the filled out “Establish your talents and abilities” work sheet to the Portfolio after the workshop.

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**WORKSHOP 5**

### CAPABILITY PATHWAY

**GOALS:**
- becoming aware of own abilities, creating the realistic picture of own abilities, acknowledging others’ abilities.

**Methods:**
- work by stations.

**Training sequences**

1. **Introducing students to the idea of “senses and capabilities pathway”**
   Recommendations for the self-testing method, with peer support.

2. **Passing the capabilities pathway by stations**

3. **Feedback and reflection**
   Exchange: what did we find pleasant, what surprised us.

**Time:**
- 90 minutes.

**Social form:**
- individual work and work in pairs.

**Moderation materials:**
- Copy form no. 3: Capability pathway and correct solutions for the tasks
  - several types of chocolate that taste different for testing the sense of taste;
  - several bottles with different smells; incense, basil, mint, cinnamon, vanilla, for testing the sense of smell;
  - vegetables for testing accuracy of finger and hand movement or the thread and the needle;
  - different objects (around ten smaller objects) in a non-transparent sack or bag: cork, ball, button, box, rubber... for testing the tactile sense.

**Work materials for the Portfolio:**
- Students add the “Capability pathway” work sheet to the Portfolio after the workshop.
### IN THE WORLD OF VALUES

**GOALS:**
- becoming aware of own values, recognizing and respecting other people’s values.

**Methods:**
- associations, drawing, gallery walk – presentation.

<table>
<thead>
<tr>
<th>Training sequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Value” related associations</td>
<td></td>
</tr>
<tr>
<td>2. Drawing the values</td>
<td></td>
</tr>
<tr>
<td>3. Values presentation</td>
<td></td>
</tr>
<tr>
<td>4. Linking by values</td>
<td>Common values for the world of work on poster</td>
</tr>
<tr>
<td>5. Common values for the world of work on poster</td>
<td>The participants exchange opinions on how those values define them in relation to the world of work and make a poster of their group’s common values.</td>
</tr>
<tr>
<td>6. Gallery walk</td>
<td>A representative is presenting the poster by standing in front of it, while others are moving around as if in a gallery and asking questions to the group representative.</td>
</tr>
</tbody>
</table>

**Time:** 45 minutes.

**Social form:** group work.

**Moderation materials:** A4 paper sheets; markers, flip chart paper for each group.

**Work materials for the Portfolio:** Students add the values drawing to the Portfolio after the workshop.

### SELF-AWARENESS - SELF-PORTRAIT

**GOALS:**
- discovering oneself and accepting others as they are;
- considering the picture of self, self-confident formulating of own virtues;
- assessment of own abilities.

**Methods:**
- gallery exhibition; work on materials.

<table>
<thead>
<tr>
<th>Training sequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue the sentence</td>
<td>Students continue the sentence: “I am...” with the quality that best describes them.</td>
</tr>
<tr>
<td>2. Drawing the self-portrait</td>
<td>Everyone draws a self-portrait and writes their personal qualities in the clouds.</td>
</tr>
<tr>
<td>3. Self-portraits gallery</td>
<td>Students post their self-portraits on the wall of the room - one half of students on one wall, the other half on another wall. First one half of participants stands in front of their drawing and is congratulated for being exactly the way he/she is and the way he/she presented himself/herself and then the second half goes through the same procedure.</td>
</tr>
<tr>
<td>4. Reflection</td>
<td>The importance of discovering self, own abilities, the importance of self-confident formulating of own virtues, acknowledging and recognizing other people’s qualities, virtues and abilities, and expressing respect for them.</td>
</tr>
</tbody>
</table>

**Time:** 45 minutes.

**Social form:** individual work.

**Moderation materials:** Copy Form No. 4: Examples of characteristics. A4 format sheet for each participant, markers.

**Work materials from the Portfolio:** Self-portrait.

**Note:** Self-portraits are used for work with parents.
WORKSHOP 8  IN THE EYES OF OTHERS

GOALS:
> recognizing own capabilities, aptitudes and virtues;
> giving positive feedback to others;
> seeing the image of oneself by comparing what one is like and how do the others see them.

Methods: group work, providing feedback, complementing.

Training sequences
1. The ATOM game with tasks for the exchange. Students are moving freely in space and when the host claps hands and says a number, that many participants join hands and represent an atom. Each time an ATOM is created - the group gels a task. Upon completion of the task, after 2-3 minutes, the atom will dissolve and students start walking again and at the host’s sign they form a new atom again. Tasks for the exchange after each circle of atom formation:
   > What is it that you enjoy in?
   > What are you best at? What are you particularly good at, do you already have a diploma, award, certificate for your talent?
   > Do you have a hobby and does that hobby have anything to do “with your future occupation”?

2. Accordion. Students are seated in a circle; they get an A4 format sheet and the task: Write your name on top of the page, fold the leaf over imagining that by end of the round the leaf will turn into an “accordion”. Each one of you should send their leaf to the right, and onto the leaf that came from your left you should write a characteristic which you believe the “one signed above” has. Then, fold over the leaf and pass it to the person next to you on the right and so on, until you get the leaf with your name on it.

3. Reflection - impressions: How do the others see me. What has surprised you positively? What would you never say about yourself? What should necessarily be included in this list, and others have not noticed it as your quality or virtue, speaks whoever wants so.

Time: 45 minutes.

Social form: individual work.

Moderation materials: A4 format leaf for each student.

Work materials for the Portfolio: Add the “accordion” - How do the others see me, to the Portfolio after the workshop.

WORKSHOP 9  WHAT AM I LIKE IN A TEAM

GOALS:
> seeing the advantages of team work;
> becoming aware of and empowering own capacity for team work;
> becoming aware of own readiness for compromises;
> group processes reflection.

Methods: work on materials, check lists.

Training sequences
1. Associations to the word: TEAM
2. Division in groups by counting off
3. We make a “Smoki” house in a team. The host gives each group a sack of “Smoki” and a toothpick pack. The groups make a house of “Smoki” and toothpicks, but in a way that each group member uses one hand only during the “construction”.
4. Presentation of “HOUSES”
5. Team work analysis
   The host gives each group Copy form no. 2 to fill out: SELF-ASSESSMENT.
6. Group work presentation
7. Reflection. Linking the quality of product with the process that took place in the group. Reflection on how important the process of agreement and readiness to cooperate is.

Time: 60 minutes.

Social form: group work.

Moderation materials: Copy form no. 6: Group work evaluation sheets. “Smoki” and toothpick packs for each group.

Work materials for the Portfolio: Add the “Evaluation sheet” to the Portfolio after the workshop.
MY LEARNING TYPE

GOALS:
- reflection on own behavior while studying;
- self-assessment of the appurtenant learning type;
- application and improvement of personal studying strategies.

Methods:
- work on text, mini lecture.

Training sequences
1. Introductory game based on self-assessment
   Division of participants in groups based on the question: If you bought a mobile phone, you would:
   a) read the manual first, acting thereupon while looking at drawings;
   b) ask someone to read the instructions aloud, or read them aloud yourself;
   c) you would turn on the device without paying attention to the instructions. Group formation based on the answers.

2. Introduction to the learning types - mini lecture
   Differentiating between and characteristics of the learning types: acoustic, visual, motor, collaborating.

3. The list: which type of studying do I apply
   Individual work on Copy Form 7: WHICH TYPE OF STUDYING DO I APPLY - underlining the verbs typical for learning behavior.

4. Reflection

Time: 45 minutes.
Social form: individual work, group work.

Moderation materials:
Copy Form No. 7: Description of own learning type.

Work materials for the Portfolio:
Add the “Description of own learning type” work sheet to the Portfolio after the workshop.

ME IN TEN YEARS

GOALS:
- adopting the skill of formulating own expectations;
- building the ability for linking expectations to the choice of school and/or choice of occupation.

Methods:
- associations, exchange, poster, carousel.

Training sequences
1. Associations on the topic “ME IN 10 YEARS”

2. Exchange on a vision
   The students are seated in two concentric circles, facing one another. Each person from the inner circle recounts their vision of self to the person across them in the circle. After 2-3 minutes, the students from the outer circle move one seat to the right and the exchange continues with them talking. Every 2-3 minutes the group moves one seat to the right. The inner and the outer circle speak alternately.

3. Drawing the vision
   The drawing should present one in the work place in ten years’ time.

4. Exhibition of drawings

5. Discovering the drawing author
   All participants look at the drawings and take a guess as to who the drawing author is.

Time: 60 minutes.
Social form: individual work.

Moderation materials:
Copy Form No. 7a: Me in ten years.
A4 formal papers for each participant, markers.

Work materials for the Portfolio:
Add the “ME IN 10 YEARS” to the Portfolio after the workshop.
WORKSHOP 12  FOR PARENTS/GUARDIANS AND CHILDREN: MY EXPECTATIONS

GOALS:
> becoming aware of child’s qualities and capacities;
> enabling parents to assist their children and young people in encouraging and directing their development;
> intermediation in understanding the viewpoints of parents and children.

Methods:
exhibition; public presentation.

Training sequences
1. Continuing the sentence
   The parents continue sentences by adding qualities appurtenant to the child: “I am a proud mom of ... Sophia ...” (quick, witty, clever, agile...).
2. Finding the child’s self-portrait
   Children’s self-portraits are exhibited on the tables with characteristics, but without signatures. Parents are trying to recognize their child’s self-portrait.
3. Exchange on self-portrait - parent-child
4. Exchange between parents in a group

Time: 60 minutes.
Social form: work in pairs.
Work materials for the Portfolio: Self-portrait with qualities in clouds.

Phase 2: Information on occupations, career and educational pathways
Phase 3: Real encounters with the world of work and deciding on a school and occupation

WORKSHOP 13  PICTURE OF THE MODERN WORLD OF WORK

GOALS:
familiarizing with the modern world of work.

Methods:
poster presentation, Power Point presentation.

Training sequences
1. Introductory game - “Name and occupation”
   The game is played by everyone saying their name and an occupation starting with the first letter of their name.
2. Picture of the modern world of work - poster creation
   Students describe and present in groups and on a poster what knowledge, skills and attitudes everyone should have to respond to the modern world of work requirements.
3. Poster presentation
   Power Point presentation on the modern world of work and orientation capacity
   Some topics for the comment by host:
   > Due to the changes in the modern world of work (such as: technological development, changes owed to globalization, flexible work organization, flexible employment types, higher independence in work, shorter working hours, possibility of working from home, change of roles between sexes, spreading of service and information-based occupations) new requirements emerge for young people and employed adults.
   > Connecting with the “atypical” careers, "dynamic" professional orientation, innovative types of work in a company, goals of phase 2 and 3.
   > Linking the terms: area of work, occupation, educational profile, career.
   > Orientation capacity: independent and active information finding, occupation related information, information on school options for certain occupations, connecting the information on schools and occupations with own abilities.

Time: 45 minutes.
Social form: group work.
Media: CD with a Power Point presentation on the modern world of work.
Moderation materials: Copy Form No. 8 and 8a: Key occupation competences.
Work materials for the Portfolio: Add the “Key occupation competences” work sheet to the Portfolio after the workshop.
### WORKSHOP 14

**GOALS:**
- Familiarizing with the information offers in respect of the world of work and career pathways;
- Introduction to the information resource usage and information processing methods;
- Encouraging students' potential to use the environment information resources.

**Methods:**
- Brainstorming on the topic: possible sources of information on schools and occupations.
- Professional orientation career guidance sources of information – individual work.
  - Work on the form: Information offers – reading and underlining important school and occupation related information.
  - Work on the form: Information offers – reading and underlining important school and occupation related information.
- Presenting the sources of information – group work.
  - Division in five groups by sources of information: companies/institutions, school/project, career counselling, student personally, parents. Each group illustrates the source and complements the list of possible information.
- Presentation of the sources of information
- Summary by host: Connection between professional orientation and professional informing.
  - The host emphasizes the importance of individual information collecting; such information processing and presenting; the importance of analyzing self and own occupation selection motives with regards to the picture of the world of work – education.

**Time:**
- 45 minutes.

**Social form:**
- Group work.

**Moderation materials:**
- Copy Form No. 9, 9a, 9b, 9v: Information offers.
- Flip chart papers for groups.

**Work materials for the Portfolio:**
- Add the "Information offers" work sheet to the Portfolio after the workshop.

### WORKSHOP 15

**GOALS:**
- Familiarizing with the work and occupation areas;
- Understanding the complex world of occupations and connecting the occupation and the areas of work.

**Methods:**
- Cluster, research.

**Training sequences**
1. The "Occupation alphabet" game and division in groups.
   - One letter each of the Cyrillic alphabet is written on 30 little cards. Each student draws a card with the letter on it and they form five groups. They list as many occupations as possible starting with the letter they have.
2. Linking areas of work with appurtenant occupations.
   - The host prepares the cards with the work areas and occupations. Each group gets an envelope with a set of cards with occupations. Group representative draws one card – area of work and the group finds those occupations for the given area of work; then they draw the second card and link the areas and occupations.
3. Feedback and exchange.
   - When all groups finish with the work, they check accuracy of the work areas and occupation links in the Guide.
4. Final comment by the host: connection – work area and occupation and distribution of Copy Form 4: Work area and occupation and unusual occupations.

**Time:**
- 45 minutes.

**Social form:**
- Group work.

**Moderation materials:**
- Copy Form No. 10, 10a, 10b: Cards with the work and occupation areas.
  - Cards with letters of the Cyrillic alphabet written on them for the introductory game, cut red cards with the work areas and green cards with occupations.

**Work materials for the Portfolio:**
- Add the "Cards with areas of work and occupations" work sheet to the Portfolio after the workshop.
WORKSHOP 16  EDUCATION AND CAREER PATHWAYS

GOALS:
- recognizing the motives and reasons for the desired school and occupation;
- providing arguments for the motives and reasons for a potential school decision;
- defining own expectations;
- reviewing and connecting the school and occupation selection criteria.

Methods:
- internet search.

Training sequences
1. Continuing the sentence-impulse: From high school I expect...
2. Group formation in relation to the desired school
3. Presenting the desired school
   Groups get the information and marketing materials relating to the school that
   the group members want to enroll at and they create a poster about the school;
   they can use the schools' data from the internet.
4. Presenting the poster of the desired school

Time: 45 minutes.

Social form: group work.

Moderation materials: flip chart paper, markers.

Work materials for the Portfolio: Add the school related materials to the Portfolio after the workshop.

WORKSHOP 17  PREPARING FOR THE INTERVIEW

GOALS:
- independent collecting of relevant information on the requirements set as part
  of further education and occupation;
- encountering with authentic information;
- expanding the knowledge on education and occupation pathways;
- recognizing the fact that there are non-linear careers.

Methods:
- interview, poster presentation on the conducted interview.

Training sequences
1. Introductory game: Mystery occupation
   One volunteer draws the card with occupation description and reads the
   occupation description to himself/herself. The others are trying to discover
   the occupation by asking questions that describe the occupation. The person
   who started the questioning has the right to continue with questions as long
   as the respondent's answer is YES. The person responding to the occupation
   related questions responds with YES and NO, until the mystery occupation
   from the card is discovered. Whoever guesses right, draws the next card.
2. Division in groups
   Division based on symbols or names of possible roles during the interview
   process: reporter; tone technician, photographer, material collector.
3. List of questions for the interview - group work
   Students compose a list of questions for the person who is an expert in their
   occupation relating to: jobs, required education, the bright and the dark sides
   of the job, requirements, salary.
4. Distribution of Copy Form 11a: Interview questions model
   The groups are given the Interview questions model and they need to compare
   the list of their questions with the received material.
5. Creating a list of potential interviewees
6. Presenting the list of potential interviewees
7. Summary by host
   Emphasizing the importance of interview preparation and jotting down new
   information, including notes on the interview.

Time: 45 minutes.

Social form: group work.

Moderation materials: Copy Form No. 11, 11a: Materials for interviewing experts. A4 papers.

Work materials for the Portfolio: Add the "List of interview questions" work sheet to the Portfolio after the workshop.
### Conducting an Interview

**Goals:**
- independent collecting of relevant information on the requirements set as part of further education and/or occupation;
- encountering with authentic information;
- expanding the knowledge on education and occupation pathways;
- applying different communication methods.

**Methods:**
- interview, simulation.

**Training sequences**

1. Brainstorming on the topic: PHYSIOTHERAPIST
2. Division into pairs by counting off
3. Underlining key words and work on materials:
   - Qualification framework PHYSIOTHERAPIST
   - The materials relating to the PHYSIOTHERAPIST qualification framework description are studied and key words are underlined.
4. Interview process simulation
   - A pair of volunteers enacts the interview with a physiotherapist based on the Interview Questions Model.
5. The note and interview process impression
   - Observations are exchanged and the interview note is made.

**Time:**
- 90 minutes.

**Moderation materials:**
- Copy Form 11a: Interview Questions Model.
- Copy Form No. 12: Qualification framework: Physiotherapist.

**Work materials from CD:**
- Qualification framework: Physiotherapist.

**Work materials for the Portfolio:**
- Add the "Occupation Qualification framework: Physiotherapist" work sheet to the Portfolio after the workshop.

### Preparation for the Encounter with Experts in Our School

**Goals:**
- preparation for independent collecting of relevant information on the requirements for further education and occupation;
- expanding the knowledge on education and career pathways;
- applying the interview and action plan methods.

**Methods:**
- interview, action plan.

**Training sequences**

1. Division in groups based on the desired occupation
2. Preparing a list of questions for for the interview with experts from a desired occupation
3. Presenting the list of questions by groups
4. Reflecting on the list of questions for for the interview with experts
5. Action plan development for conducting the encounter with experts:
   - time for meeting the experts, calling, organizing, assigning roles, the meeting flow, keeping the notes.

**Time:**
- 45 minutes.

**Moderation materials:**
- Copy Form No. 13: Action plan for the encounter with experts in school.
- Interview questions model.

**Work materials for the Portfolio:**
- Add the "Action plan for experts in school" work sheet to the Portfolio after the workshop.
GOALS:

- independent collecting of relevant information on the requirements for further education and occupation;
- expanding the knowledge on education and career pathways;
- applying the interview model in real encounter with experts;
- keeping record of key occupation and career information.

Methods:

1. Welcoming ceremony and introduction of guests
2. Interview with experts
3. The note and interview process impression. After the guests have left, observations are exchanged and the interview with experts in school note is made.
4. Distribution of Copy Form 11a: Interview Questions Model. The groups are given the Interview Questions Model and they need to compare the list of their questions with the received material.
5. Creating a list of potential interviewees
6. Presenting the list of potential interviewees
7. Summary by host. Emphasizing the importance of interview preparation and jotting down new information, including notes on the interview.

Time: 90 minutes.

Moderation materials:

- Copy Form No. 11a: Interview questions model.
- Copy Form No. 14: Documentation on the conducted interview.

Work materials for the Portfolio:

- Add the “Experts in our school” note to the Portfolio after the workshop.

Phase 4: I get to know in practice the school and occupation possibilities that interest me

Phase 5: I check my profile: I compare it against the requirements, I decide and make concrete steps

GOALS:

- reflection onto the specific schools/occupations information dissemination results;
- listing students’ needs and desires for school, occupation and career information;
- making students aware of the real encounters’ importance.

Methods:

- presentation, vernissage, evaluation.

Training sequences

1. Self-assessment: how well am I informed of the desired occupation/school. Each student approaches the flip chart with the self-assessment scale and puts a sign/symbol next to the information assessment field.

   - Self-assessment: My level of information on the desired occupation/school
   - 5 – informed to the largest extent
   - 4 – informed to a significant extent
   - 3 – I have enough information
   - 2 – I have information to a small extent
   - 1 – I have no information

2. Self-assessment summary

3. Division in groups

4. What else would I like to know of the coming education, occupation and career. Exchange in a group and preparing a list of needs sorted by categories.

5. Presenting the list of needs


Time: 45 minutes.

Social form: group work.

Moderation materials: flip chart papers, markers.

Media: Add the “Experts in our school” note to the Portfolio after the workshop.
VISIT TO A HIGH SCHOOL

**GOALS:**

- raising students’ sensibility to the importance and benefits from the real world encounters;
- familiarizing students with the elements and phases of real encounters – preparation for inquiry at high school;
- empowering students for real encounters with high school;
- raising awareness regarding the importance of creating conditions in high schools for admitting students for real encounters.

**Methods:**

- simulation

**Training sequences**

1. **Associations on the topic: My high school.**
2. **Division in two groups.**
3. **Simulation preparation**
   One group is entrusted with the task of presenting the Open Doors Day in a high school in the most positive light, while the other group presents it in the negative variant. Roles for both groups’ participants: principal, expert associate, teacher on duty, high school students, PO subject teacher, class master, elementary school students.
4. **Performing the simulation.**
5. **Impressions and reflection.**
6. **Required conditions for realization of Open Doors in a school.**

**Time:** 90 minutes.

**Social form:** group work.

**Moderation materials:** –

**Media:** –

VISIT TO A COMPANY/INSTITUTION

**GOALS:**

- raising students’ sensibility to the importance and benefits from the real world encounters;
- familiarizing students with the elements and phases of real encounters – preparation for inquiry at company/institution;
- empowering students for real encounters with company/institution;
- raising awareness regarding the importance of creating conditions in company/institution for admitting students for real encounters.

**Methods:**

- simulation, debate.

**Training sequences**

1. **Associations on the topic: My encounter with company/institution.**
2. **Application of volunteers for the debate group.**
3. **Preparing the debate group debate**
   The debate group is given the task to present a discussion with opposing attitudes on the topic: Visit by elementary school students to a company/institution. Roles for the debate group members: teacher – one in favor, one against the visit; parent – one in favor, one against the visit; class master – one in favor, one against the visit; student – one in favor, one against the visit.
4. **Preparation of other participants for taking part in the debate**
   Tips for the debate participation: the host organizes and runs the debate; everyone is entitled to an opinion, + or – and to get involved in the debate once he/she is given the word; everyone can intervene in the course of the debate.
5. **Performing the debate.**
6. **Impressions and reflection.**
7. **Conditions required for the real encounters in company/institution**

**Time:** 90 minutes.

**Social form:** group work.

**Moderation materials:** –

**Media:** –
REAL ENCOUNTERS OF 7TH GRADE STUDENTS

Real-world encounters in the duration of 15 hours total are organized as part of the following activities and manifestations: professional orientation corner formation (seventh-graders collect their products and information materials on schools and occupations and form the professional orientation corner), visit to the Education Fair (class masters, expert associates and appointed professional orientation teachers visit the Education Fair with seventh-graders and students make a note of the visit in the forms of the Portfolio), meeting high school students (seventh-graders are visited by high school students to inform them of high schools), etc.

The teacher in charge of seventh-graders’ real encounters’ preparation and realization uses the professional orientation team action plan, and students keep records of it in their Portfolio. As an aid, teachers can use the folder contents from CD which envisages filling out the documentation that is an integral part of the Portfolio: place and time of encounter, impressions and important findings, benefits from the encounter.

WORKSHOP 24 EVALUATION OF PROFESSIONAL ORIENTATION PROGRAMS FOR THE 7TH GRADE

GOALS:
> reflection on the professional orientation programs for the 7th grade;
> personal insights and benefits from the program;
> evaluation of professional orientation programs for the 7th grade.

Methods: exchange, evaluation, presentation.

Training sequences
1. Reminder of the professional orientation program workshops for the 7th grade
2. Division in groups
3. Program evaluation
   The groups make an evaluation on a poster regarding the questions: Workshop top list - three best workshops for me; three most important things I learned in professional orientation workshops; three most interesting things for me were...
4. Group work presentation
5. I carry nice messages
   Everyone sticks an A4 paper on their back using adhesive tape. Students write nice messages to one another on their backs.

Time: 45 minutes.

Social form: individual work, group work.


Media: —
### Phase 1: I am getting to know myself

#### Presenting the Program and Portfolio for 8 Graders

**Goals:**
- Introducing students to the professional orientation program for 8th grade;
- Motivation for joint work;
- Agreement on the manner of work in workshops;
- Introduction to the Student Portfolio for 8th grade.

**Methods:**
- Work on the materials, exchange, presentation.

**Training sequences**

1. **Reminder of the professional orientation program for the 7th grade**
   Reflection on contents, goals and outcomes of the Professional Orientation Program in 7th grade, work methods and implementation timeline.

2. **Reporters research**
   Five groups of reporters are formed. The research task on the group level: which contents did we cover, in what manner did we cover professional orientation, what was the most interesting thing in the professional orientation program for 7th grade, what new things have we learned - what are personal benefits, what would we like to do in 8th grade.

3. **Group work presentation**
   Groups present and other groups' members add upon.

4. **Presentation of professional orientation programs for the 8th grade**

5. **Benefit from the Portfolio for the 7th grade students and introduction to the Student Portfolio for 8th grade**
   Listing the benefits that the students had from the Portfolio in the 7th grade. Presentation: Portfolio for the 8th grade, explaining the document purpose, the manner of filling it out and encouraging students to leaf it through, ask the questions and comment.

**Time:**
45 minutes.

**Social form:**
Group work.

**Moderation materials:**
A4 paper sheets, flip chart paper, markers, scissors, adhesive tape, stickers.

**Media:**
Power Point presentation.

**Moderation materials:**
Copy Form No. 1: Power Point presentation "Reporters research".

**Work materials for the Portfolio:**
Students add the filled out "Reporters research" sheet to the Portfolio after the workshop.
IN THE WORLD OF INTERESTS

**GOALS:**
- recognizing own and other people’s interests.

**Methods:**
- work in pairs, survey, work on the materials.

**Training sequences**

1. **Introductory game**
   Students walk in the room; at the host's sign they stop, shake hand with the nearest participant and say their name, hobby (or favorite school subject, or section).

2. **Survey**
   Students interview one another about interests, in order to find a person for each area of interest from the list that interest him/her very, partially or not at all, and they fill out the questionnaire.

3. **Exchange in groups**
   Time: 45 minutes.
   Social form: work in pairs during the interview.
   Media: —
   Moderation materials: Copy form no. 2: The work sheet "WHAT AM I INTERESTED IN"
   Work materials for the Portfolio: Students add the filled out WHAT AM I INTERESTED IN sheet to the Portfolio after the workshop.

THE GRAPH OF INTERESTS

**GOALS:**
- getting to know different interests;
- getting an insight into own interests;
- ranking interests by importance.

**Methods:**
- work with cards, ranking interests.

**Training sequences**

1. **Writing on scrips - how do I pass my free time**

2. **Game with cards**
   Everyone is given three cards. The task is to think if they like doing the activities written thereupon; if they do, they keep the cards. If not, they change them by passing the cards to the right. It is important that every time one gets a card, he/she pays one card forward so as to have three cards at any given moment. One card can be changed in every round. The game stops when all players (or the majority of them) hold three cards in their hands with the data that really apply to each of them. The player who collected three cards that suit him/her, can say "pass" and not disturb the ones he/she collected. If it happens that students' interests are not on the cards, they can be offered a blank card to write their favorite activities.

3. **Exchange - ranking interests**
   Everyone compares what they wrote on the scrip at the start of the workshop against the cards they have after the game, followed by exchange. The next task is to rank by importance the three interests they have on the cards and then exchange them (ranking of interests).

4. **Filling out the scale: What do I like doing in free time**

5. **The graph of interests**

6. **Reflection**
   What are my real interests - the analysis of what we most often and most gladly do in free time that we create according to our personal preferences because everyone does what they like and enjoy the most in their free time.

**Time:** 45 minutes.
**Social form:** individual work.
**Moderation materials:** Copy form no. 3: Cards with interests (three cards for each student).
**Copy Form No. 3a:** List of interests - ranking, the graph of own interests.
**Work materials for the Portfolio:** Students add the filled out "List of interests" and the graph to the Portfolio after the workshop.
WORKSHOP 4
ON STEREOTYPES

GOALS:
> building awareness of stereotypes concerning the interests of others,
> building awareness of own interests,
> connection between interests and needs.

Methods:
work on materials.

Training sequences
1. Division in groups
drawing the cards of interests: sport, dance, film, music.
2. Award trip - segregation of tasks
3. Creating a passenger list - group work
   After they have received the scrp, they get a task of creating the passenger list in the group by democratic means and provide a rationale for their choice in respect of the four chosen ones from the list.
4. Group work presentation and argumentation
   Exchange on the reasons for the choice and are there comments on stereotypes relating to interests, hobbies, personal aptitudes.
5. Reflection
   Checking with students concerning stereotypes, whether they have prejudices, whether they neglected personal qualities in favor of the benefits from a certain "profession".

Time: 45 minutes.
Social form: group work.
Moderation materials: Copy Form No. 4: Lottery with passenger names.
Media: —

WORKSHOP 5
IN THE WORLD OF VALUES

GOALS:
> recognizing own and respecting other people's values, creating a common values system.

Methods:
brainstorming, cluster-examining using flashcards.

Training sequences
1. Brainstorming about the topic: Values
2. Division in groups as part of the ATOM game
   Students are moving freely in space and when the host claps hands and says a number, that many participants will make an atom - group.
3. Creating the values pyramid
   Division of flashcards with values by groups. Students are creating the values pyramid and agreeing in the group which value belongs where in the pyramid.
4. Group work presentation
   Each group represents its values pyramid, describing the decision-making process regarding the position of values.
5. Reflection on values
   The values we plead largely determine our behavior.

Time: 45 minutes.
Social form: group work.
Moderation materials:
Copy Form No. 5: The list of virtues and values.
Flip chart paper, markers.
Work materials for the Portfolio:
Students add the filled out "Pyramid of values" sheet to the Portfolio after the workshop.
### SELF-AWARENESS - THIS IS ME

**GOALS:**
- discovering oneself and accepting others as they are,
- sharpening the picture of self, self-confident formulating of own virtues,

**Methods:**
- essay

<table>
<thead>
<tr>
<th>Training sequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovering self</td>
<td>Each student gets four stickers to write on: yellow sticker - interests, red sticker - values, green sticker - abilities and talents, blue sticker - desired occupation/dream occupation.</td>
</tr>
<tr>
<td>2. A walk and presentation by stickers</td>
<td>Students decorate themselves with stickers and walk around the classroom, introduce themselves to others, note similarities and differences during the exchange.</td>
</tr>
<tr>
<td>3. Finding the pair</td>
<td>Each student chooses his/her pair, someone they know very well.</td>
</tr>
<tr>
<td>4. Writing autobiography</td>
<td>Writing autobiography for an imagined contest, where students list qualities, interests, abilities, talents and provide assessment of how they feel in the desired school/occupation.</td>
</tr>
<tr>
<td>5. Exchange in pairs</td>
<td>Exchange in pairs and complementing autobiography with the pair’s support.</td>
</tr>
<tr>
<td>6. Autobiography presentation</td>
<td>All sheets are put into an adequate receptacle, the host pulls out one by one, read it out and everyone guesses who that is.</td>
</tr>
</tbody>
</table>

**Time:** 45 minutes

**Moderation materials:**
- Copy Form No. 6 and 6a: Interests, abilities and talents, values, desired occupation and autobiography.
- Four color stickers, A4 paper sheets, markers.

**Work materials for the Portfolio:**
- Students add the work materials to the Portfolio after the workshop.
HOW AM I LIKE "AT FIRST SIGHT"

GOALS:
- becoming aware of own capacities in public presentation;
- empowering the public presentation skills by noticing most common "mistakes" in public appearance.

Methods:
role play, public presentation

Training sequences

1. Brainstorming: what do we appreciate in other people's appearance (what do we pay attention to)

2. Division in groups: born in the first, born in the second, born in the third and born in the fourth quarter of the year.

3. Preparing for the presentation - instructions for work
Each group deals with one situation in which it is important what impression one leaves and to look good. The group empowers and prepares two persons who would act as salesmen of the latest beauty product, latest mobile phone model or a pharmaceutical corporation boss who needs to sell a product to a chain of pharmacies; occupation presentation.

4. Error in presentation - additional instructions
The host gives additional instruction to each group:
- he/she tells the first group to make a mistake in body language on purpose (e.g. the person presenting the product scratches himself/herself, waves their arms, wriggles, yawns, etc.);
- he/she tells the second group presenting the product to act in a disorganized and disoriented manner (e.g. they do not know how to explain what the new features of the given product is, they call a colleague on the phone to ask what he/she needs to tell, goes through papers he/she brought, etc.);
- he/she tells the third group to treat the boss of the company they came to in an arrogant and bickering manner (e.g. to "attach" him/her for not being attentive, to provoke him/her as to how much money he/she wants for the job to "go through", etc.);
- he/she tells the fourth group presenting the product to do so e.g. talking all the time extremely silently or very loudly.

5. Group work presentation
After each presentation the host checks with other members if they recognized the "error" in public presentation: in body language; in subject matter knowledge; in attitude towards the audience; in relation to the color and tone of their voice and quality of communication, etc.

6. Reflection and summary by host
The importance of a presentation, possibility of rehearsing for an appearance, tips for students to make their public appearance as quality as possible (e.g. reading out aloud the envisaged text; drawing - as storyboard for material presentation; listening - recording your voice on a tape and listening; singing - sing the matter to be presented to the famous tune many times; improvizing - playing your appearance as if it was a theater piece; mapping - making a map as your guide; present the sequence of events - write 5-6 most important sentences).

Time: 60 minutes.
Social form: group work.
Moderation materials: Copy Form No. 7: Presentation skills.
MY EXPECTATIONS

GOALS:

› becoming aware of future expectations,
› adopting the skill of articulating and formulating their expectations,
› building the ability for linking expectations to the choice of school and/or choice of occupation.

Methods:
collage

1. Continuing the sentence: "My biggest wish is to be ... in ten years."
2. Pair formation
3. Creating the collage on the topic: Me in ten years
   Each member of the pair creates a collage for themselves - vision of self in ten years’ time (where and how will they live, what and how will they do things; what is his/her environment, status, etc.) by using pictures from magazines and drawings. During the work they exchange opinions with their pair and encourage one another for the vision.
4. Presentation of the vision
   Reflection - questions for the exchange in the big circle:
   › Have you thought often of your future?
   › Do you see your future optimistically or with fear?
   › Do you believe that this picture/collage could become a reality in ten (15) years’ time?
   › Did you manage to discover common characteristics in the visions of the future?
   › Do visions of girls differ from those of boys?

Time: 45 minutes.
Social form: group work

Moderation materials:
Copy Form No. 8: MY VISION - A collage: ME IN TEN YEARS
Cut-outs from newspapers, pictures, photographs, scrips with names of “famous couples” from the literature, film, poems written on them.

Work materials for the Portfolio:
Students add the work materials to the Portfolio after the workshop.

COUNSELLING WORK WITH STUDENTS AND PARENTS/GUARDIANS

MY EXPECTATIONS - A COLLAGE

GOALS:

› becoming aware of the child’s capacity,
› honoring the child’s reasons for school/occupation selection,
› enabling parents to assist their children and young people in encouraging and directing their professional development,
› intermediation in understanding the viewpoints of parents and children.

Methods:
exhibition, exchange, presentation

1. Continuing the sentence
   The parents/guardians continue the sentence focusing on the most appreciated quality, characteristic of their child: “I am the proud mother of ... (name of child) and I am happy that he/she has the following qualities and characteristics... (states the child’s characteristics and qualities).”
2. Finding the child’s vision
   The collage posters - children’s visions, are pasted on the walls. The parents/guardians try to find the vision of their child.
3. Exchange
   How did you recognize the vision of your child? What helped/hindered you in it?
4. Presenting the collage "ME IN TEN YEARS"
   The collage authors present their expectations and the vision of the future from the workshop.
5. Future schools/occupations - exchange in pairs
   The parent/guardian exchanges opinions with his/her child on the future school/occupation.
6. Reflection
   Reflection on the insights from the parent/guardian - child exchange in pairs.

Time: 60 minutes.
Social form: pair work, frontal work

Moderation materials:
Collages with the vision of the future in ten years’ time.
# Workshop 10
## The Picture of the Modern World of Work and Key Competences for Occupations

### Goals:
- understanding the modern world of work;
- defining key competences for modern age occupations;
- understanding the importance of key competences’ development and linking them to the Professional Orientation Program goals.

### Methods:
- group work presentation, Power Point presentation.

### Training sequences

1. **Introductory game - “Name and occupation”**
   - Everyone says their name and an occupation starting with the first letter of their name.

2. **The picture of the modern world of work and key competences for occupations**
   - Discussion in pairs, as they sit, how would they describe the picture of a modern, dynamic world of work, which requirements such world of work imposes and what the key competences are: knowledge, skills and attitudes, that every person entering the world of work and occupations should have.

3. **Pair exchange presentation**

4. **Power Point presentation by host on key occupation competences**
   - Some topics for the comment by host:
     - Due to the changes in the modern world of work (such as: technological development, changes owed to globalization, flexible work organization, flexible employment types, higher independence in work, shorter working hours, possibility of working from home, change of roles between sexes, spreading of service and information-based occupations, etc.) new requirements emerge for young people and employed adults.
     - key competences today are: independence, self-assessment, personal responsibility, personal initiative, readiness to take over responsibility, team work capacity, readiness to realize oneself, creativity, readiness for lifelong learning, communication and linguistic competence, intercultural competence, IT (information technology) competence, mobility, flexibility, readiness and/or openness to change, adaptability, readiness for taking risks, courage, ecological activism, business and entrepreneurial knowledge and skills (self-employment), etc.

5. **Feedback on key occupation competences**

6. **Comment by host: Connecting the occupation competences with the modern world of work and occupations and the professional orientation goals and outcomes**
   - with “atypical” careers;
   - with “dynamic” professional orientation;
   - with innovative work methods in a company;
   - with goals of module 2 and 3;
   - with school and occupation orientation ability development.

7. **List of competences in the work materials**
   - Students mark by their own sign the competences that are most important for them in their work material.

### Time:
- 45 minutes.

### Social form:
- work in pairs.

### Moderation materials:
- Copy Form No. 9: Key occupation competences in the modern world.

### Media:
- Power Point presentation on competences

### Work materials for the Portfolio:
- Students add the work materials to the Portfolio after the workshop.
## Educational Profiles in High Schools

### Goals:
- understanding the relation between terms: area of work - educational profile - occupation;
- getting to know expert areas of different vocational schools;
- connecting the educational profiles with occupations in certain vocational schools;
- training for training for giving support to students in finding their way to the desired occupation through the network of schools.

### Methods:
- work with cards, presentation.

### Training sequences:
1. **Introductory game:** Mystery occupation - typical pantomime gesture. One student shows a characteristic gesture for an occupation of his/her choice, which he/she reported to the host only. Everyone guesses. Whoever guesses first, shows the next gesture for an occupation.
2. **Division in groups.** Groups are formed by drawing cards with the name of high school: mechanical, economic, electric engineering, medical, beauty care school.
3. **Connecting vocational high schools with related profiles - group work.** Each group marks the educational profiles on a list with the name of vocational school and profiles written on it which do not belong to that school, that is - marks the “intruders”.
4. **Group work presentation.**
5. **Joining educational profiles to the occupations.** Each group gets the materials for the mentioned five educational profiles and connects the appropriate columns with educational profiles with the appurtenant occupations.
6. **Group work reporting.**
7. **Reflection.**

### Time:
- 45 minutes.

### Social form:
- group work.

### Moderation materials:
- Copy Form No. 10: Cards with illustrations for high school. Copy Form No. 10a: Lists of educational profiles for finding the intruders for medical, economic, mechanical, electric engineering and beauty care school. Copy Form No. 10b: Educational profiles and occupation columns. Flip chart paper, markers.

### Media:

### Work materials for the Portfolio:
- Students add the work materials to the Portfolio after the workshop.

## High School Network

### Goals:
- understanding the relation between terms: area of work - educational profile - occupation;
- getting to know expert areas of different vocational schools;
- connecting the educational profiles with occupations in certain vocational schools;
- training for training for giving support to students in finding their way to the desired occupation through the network of schools.

### Methods:
- work with materials, poster, presentation.

### Training sequences:
1. **Brainstorming on the topic:** high schools in my area
2. **Division in groups.** Groups are formed by drawing cards with the name of municipality/town in the region.
3. **POSTER creation.** High school network in my county/municipality/town. Based on the High School Enrollment Contest, the groups create an overview of high school network in their county and/or municipality in the form of a poster: they present all high schools with educational profiles, their duration and school name graphically, as they decide.
4. **Group work presentation.**
5. **Reflection.**

### Time:
- 45 minutes.

### Social form:
- group work.

### Moderation materials:
- Copy Form No. 11: School network in the region for the type of school of their interest from the Ministry of Education Contest. High School Enrollment Contest, Pronadi sebe – vodič za buduće srednjoškolce, flip chart paper, markers.

### Media:
- CD - extract from the Serbian MoE High School Enrollment Contest.

### Work materials for the Portfolio:
- Students add the work materials to the Portfolio after the workshop.
GOALS:
- linking areas of work with occupation requirements;
- discovering the connection between the areas of work, occupation requirements and contraindications;
- finding and accepting the connection between the area of work, occupation requirements and contraindications (accepting this connection as an important criterion for occupation selection);
- connecting occupations and education with abilities.

Methods:
- work with cards, presentation.

Training sequences
1. Introductory activity: My impressions from the capabilities' pathway
   Exchange on impressions from the capabilities' pathway, what have they been especially successful at and what new thing have they discovered in their abilities.

2. Division in groups - by counting off
   Discussion in pairs, as they sit, how would they describe the picture of a modern, dynamic world of work, which requirements such world of work imposes and what the key competences are: knowledge, skills and attitudes, that every person entering the world of work and occupations should have.

3. Connecting the area of work (on the cards) with the requirements relating to capabilities for the area and occupation - group work
   Each group is given cards with the work and occupation areas – occupation requirements. The task for the group is to find specific requirements for each area of work.

4. Comparing the group’s solutions to the expected solution
   The groups are given the lists with related areas of work and specific occupation requirements and they compare their product with the given list. They present the group’s achievements.

5. Contraindications
   The host prepares an envelope with the cut-out cards, containing contraindications, for all groups. The groups connect work areas with the contraindication cards. The group gets the expected solutions and compares them to their product.

6. Reflection and comment by the host
   Emphasizing importance of occupation requirements and contraindications as an important criterion for occupation selection.

7. List of competences in the work materials
   Students mark by their own sign the competences that are most important for them in their work material.

Time: 45 minutes.

Social form: group work.

Moderation materials:
- Copy Form No. 12: Areas of work, list with occupation requirements, contraindications. Cards with occupation requirements, contraindications.

Work materials for the Portfolio:
- Students add the work materials to the Portfolio after the workshop.
I FIND OUT FROM THE INTERNET WHERE AFTER ELEMENTARY SCHOOL

**GOALS:**
- enabling young people to collect important information on education systems;
- using the sources of information on the world of work and education regarding their interests;
- searching, selecting, independently collecting relevant information from the internet;
- developing the group presentation skills;
- discovering the school pathways.

**Methods:**
- poster, presentation, internet search.

**Training sequences**

1. **Division in groups based on schools they are interested in**

2. **We get to know schools and occupations by means of the internet**
   - Each group gets the information and marketing materials relating to the selected school. It is important to enable the internet search of schools. The groups analyze and present the schools with the following aspects on cards:
     - school duration - are there three-year, four-year schools
     - school entrance requirements
     - subjects studied in each of the school profiles
     - conditions that some schools offer to their students (is there a student campus; is there an organized internship; what are the possibilities for traveling from your place to that school, etc.).

3. **Creating the posters for the selected schools**

4. **Group work presentation**
   - During the presentation, posters are exhibited in the working area, after which they are placed in a visible position in classroom/school hall, available to all students.

5. **Reflection**

**Time:**
- 45 minutes.

**Social form:**
- group work

**Moderation materials:**
- Copy Form No. 13: Cards for school aspects. The materials containing information on high schools which are prepared and brought by the teacher; information from the internet collected by students, flip chart paper, stickers, colors, colored papers.

**Work materials for the Portfolio:**
- Students add the work materials to the Portfolio after the workshop.
### Workshop 15: Education and Career Pathways

**Goals:**
- connecting the education and career terms,
- recognizing education perspectives for a concrete school,
- linking own school selection criteria with the career development options.

**Methods:**
- group presentation, expert method, career pathway folder development.

<table>
<thead>
<tr>
<th>Training sequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introductory game: Mystery occupation</strong></td>
<td>A volunteer draws one card from the pack with occupation description and reads the occupation description to himself/herself. The students are trying to discover the occupation by asking questions that describe the occupation. The participant who started the questioning has the right to continue with questions as long as the respondent's answer is YES. The person responding to the occupation related questions responds with YES and NO, until the mystery occupation from the card is discovered. Whoever guesses right, draws the card.</td>
</tr>
<tr>
<td>2. <strong>Basic groups' formation</strong></td>
<td>The same groups from the previous workshop are formed, representing the groups that presented high schools in detail.</td>
</tr>
<tr>
<td>3. <strong>Forming expert groups and exchange</strong></td>
<td>Forming expert groups with representatives from the basic groups. Exchange in the expert groups and filling out the sheet for the Portfolio: › What perspectives are provided by education and what are the possible career pathways.</td>
</tr>
<tr>
<td>4. <strong>What new things did we learn - Gallery walk - gallery of work materials from the Portfolio</strong></td>
<td></td>
</tr>
<tr>
<td>5. <strong>We master another source of information: the coming education fair (Preparation for the education and career fair and possible roles of participants)</strong></td>
<td>The host presents the possibility of visiting the education fair organized by high schools. For the purpose of visiting the fair, students should organize themselves and think of ways to search for information. They should be organized as reporters-those who would interview school representatives, those who would take pictures as photographers, collect certain materials as marketing materials' collectors.</td>
</tr>
</tbody>
</table>

**Time:**
- 45 minutes.

**Social form:**
- group work.

**Moderation materials:**
- Copy Form No. 14: Education and career pathways. High school information, supplements for the Portfolio - on expectations, motives, abilities, school requirements.

**Work materials for the Portfolio:**
- Students add the work materials to the Portfolio after the workshop.
GOALS:
- developing the skills for describing occupations, the qualification framework of occupations for a work report from a certain occupation;
- developing competences for the preparation of a guided interview for certain occupation experts;
- applying new working methods in professional orientation; notes with keywords.

Methods:
simulation, detection game, scrips with key words.

Training sequences

1. **Game description: Hidden personality**
   The host explains that in the workshop they will deal with interview preparation and conducting. He/she will use one game in which three persons appear with the same identity, and the participants should discover which person is actually behind the identity - occupation, in this case.

2. **Division in groups based on the five different symbols**

3. **Application of volunteers and instructions for preparing the role**
   The volunteers get the materials: Open Sea Ship Hotel Manager - Open See Hotel Manager Report and Hotel Manager Qualification Framework, with the task to read the material, underline key words and make notes with key words from the materials. They agree on who the person A, B or C will be and which person would get the full material (two person do not get the paragraph on VIPs).

4. **Preparing an interview with the person with a mysterious occupation (Open Sea Ship Hotel Manager)**
   The students get the materials: An Open Sea Ship Hotel Manager: Open See Hotel Manager Report, Hotel Manager Qualification Framework and Interview Questions Model with the task to prepare a list of questions to find out which of the three persons - A, B, or C is the right Open Sea Ship Hotel Manager. After that, on the group level they decide which person will be asking questions to persons A, B and C. The game starts when persons A, B and C sit down and present themselves. Discovering the person starts by the group whose symbol was drawn randomly as first, and continues by the groups subsequently drawn. The group representative asks one question each to persons A, B and C, and the next group continues. After three rounds of questions, the groups decide which person is the right manager, with prepared arguments. After the groups have spoken, the persons A, B and C present themselves and the right personality is discovered.

5. **Detection game - first the group symbols are drawn to establish the sequence of question askers**
   Discovering the person starts by the group whose symbol was drawn randomly as first, and continues by the groups subsequently drawn. The group representative asks one question each to persons A, B and C, and the next group continues. After three rounds of questions, the groups decide which person is the right manager, with prepared arguments. After the groups have spoken, the persons A, B and C present themselves and the right personality is discovered.

6. **Reflection and the final comment by the host**
   The importance of knowing the qualification framework for each occupation we would like to work in; the importance of getting to the right information on the occupation of interest. A well guided interview, the ability to single out the important from the unimportant in the sense of key terms and words is of paramount importance.

Time: 60 minutes.

Moderation materials:
- Copy Form No. 15: Cards for division in groups.
- Copy Form No. 16a and 16b: Interview Questions Model, Hotel Manager Qualification Framework, Notes with Key Words.
- Open See Hotel Manager Report / Hotel Manager Qualification Framework, Open See Hotel Manager Report / Hotel Manager Job Description, Interview Questions Model.

Work materials for the Portfolio: Students add the work materials to the Portfolio after the workshop.
## WORKSHOP 17

### OCCUPATION DESCRIPTION BY WAY OF THE MIND MAP

#### GOALS:
- adopting the skill of choosing relevant information for an occupation;
- recognizing occupation characteristics and classifying into different categories;
- familiarizing with the method of structuring and visualization of occupation description and qualification framework by way of mapping - mind map.

#### Methods:
mapping, information analysis.

#### Training sequences

1. **Division in groups based on drawing the scrips onto which the occupation is written**
   - Division in five groups and distribution of materials with the occupation description and career development for physiotherapist.

2. **Distribution of materials for groups that they will cover by using the mapping method**

3. **Introduction to the mapping method**
   - Before you is the text that you will map. Read the text carefully and underline in one color only the key words in each paragraph, and in another color those words that are not key, but are important. You will easily remember the text if you underline, because up to 25% of paragraphs are key words, while the remaining 75% are "meat" linking the key words. After reading and underlining the key and important words and terms, present the main ideas from the text in a symbolic way, as follows: The central topic as key term should be presented symbolically in the middle of A4 paper placed horizontally. You draw the key idea or you draw the main term. The central symbol of the topic should be around 5 cm in diameter and positioned in the center of flip chart paper without encircling it and by using at least three colors. Draw several thicker main branches around the central symbol, and on the branches draw the symbols or pictures of key words as a memory map. The branches should be drawn at an angle of 45 degrees, so as to support the form of a neural cell in our brain. In the next step, the main branches further extend into the little branches, also at the 45 degrees angle, then on top of them make a drawing or a symbol of important ideas and terms relating the the most important terms that you have already drawn on the thicker branch. Use as many colors as possible and try to present the symbols and drawings as three-dimensional. If you find it difficult, try to present the symbols in whatever manner you can manage. Your artistic talents are not under the test. Bear in mind that each one of you has their own associations for symbolic presentations and that the mind map is a "personal" map. Your task is to agree within the group on the symbols to present on the map and to create a mind map for a specific occupation.
   - **NOTE:** THE HOST EXPLAINS THE MIND MAP, WHILE AT THE SAME TIME DEMONSTRATING IT ON FLIP CHART PAPER FOR THE PARTICIPANTS TO BE ABLE TO SEE WHAT A MIND MAP LOOKS LIKE.

4. **Structuring and visualizing occupation description - qualification framework - applying the mapping method - group work**
   - The group prepares a joint mind map.

5. **Group work presentation**
   - The groups mount a gallery exhibition of their products. Group representative stands in front of the poster and answers the participants’ questions.

6. **Final comment by host regarding exchange on the importance of mapping**
   - The host congratulates the participants on having mastered the mapping skill and encourages them to develop a mind map for any desired occupation and add it to the Portfolio. He/she suggests the option of applying mapping in everyday studying and mastering new terms.

#### Time:
45 minutes.

#### Moderation materials:
- Copy Form No. 17a: Mind map creation instructions - in pictures
- Copy Form No. 17b: Occupation fliers in vocational school

#### Work materials for the Portfolio:
- Students add the work materials to the Portfolio after the workshop.
## SCHOOL SELECTION CRITERIA

### GOALS:
- recognizing the importance of school selection for career,
- forming school selection criteria,
- understanding the possible factors influencing school selection,
- learning argumentation in a discussion.

### Methods:
- information analysis, assessment scale, argumentation.

### Training sequences

1. **Continuing the sentence**
   Passing the ball - the person to who the ball “arrives” continues the sentence: “I choose this (he/she names a high school) because... (explaining the choice criteria).”

2. **Creating a list of reasons for high school selection**
   The host takes notes on flip chart paper and invites the group to group the criteria into categories together.

3. **Summarizing the reasons**

4. **Linking school selection to occupation selection – exchange**
   The host starts the exchange by asking:
   - Which criteria were given lower and which were given higher importance?
   - What was a surprise for you regarding the reasons?
   - To what extent the school selection criteria are also the occupation selection criteria?

5. **“Scanning” the desired school via SCHOOL SELECTION CRITERIA**
   Evaluation of SCHOOL SELECTION CRITERIA on a 1-4 scale in relation to the school they chose – argumentation.

6. **Exchange: Which criterion was valued the most**

7. **Reflection**
   The host concludes that it is really best if our interests and our abilities are decisive in choosing future school.

### Time:
45 minutes.

### Social form:
frontal work

### Moderation materials:
Copy Form No. 18: School selection criteria.

### Work materials for the Portfolio:
Students add the work materials to the Portfolio after the workshop.
### Goals:
- Recognizing the difference between prejudices and facts;
- Analyzing one’s spontaneously expressed opinions from different angles;
- Advocating opinions and value attitudes;
- Understanding different opinions;
- Recognizing prejudices and working on overcoming them.

### Methods:
- Discussion, cluster - asking by the cards, argumentation, reflection.

<table>
<thead>
<tr>
<th>Training sequences</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listing most common prejudices on an occupation. Continuing the sentence: The most common misconception of some occupation is...</td>
</tr>
<tr>
<td>2.</td>
<td>Division in groups by counting off. The host takes notes on flip chart paper and invites the group to group the criteria into categories together.</td>
</tr>
<tr>
<td>3.</td>
<td>Instructions for work with the set of cards and work in groups. Women - household or career. Based on the materials, each group decides around which statement there is the major consensus among group members. They advocate the statement, after they “present” it in the discussion to follow to other participants. Harmonization inside the group can be done by vote as well.</td>
</tr>
<tr>
<td>4.</td>
<td>Distribution of green and red cards to each group for the discussion purposes. The host gives each group one green and one red card, instructing them to express their agreement with a statement by using the green card and their disagreement by using the red one.</td>
</tr>
<tr>
<td>5.</td>
<td>“Statement under examination” - discussion. The host presents each statement for the discussion. The groups raise the green card if they approve of the statement, and the red one if they don’t. The word is first given to those who disapprove of the statement and they provide the arguments for that, and then the podium is given to those who agree with the statement and they provide their arguments.</td>
</tr>
<tr>
<td>6.</td>
<td>We recognize prejudices. The host invites the participants to observe the cards from the Guide as a list of statements and that each should be assessed on a 1 to 5 scale - to what degree does the statement equal prejudice (1 - it is not a prejudice, and 5 - prejudice to the largest extent).</td>
</tr>
<tr>
<td>7.</td>
<td>Comparing group estimates. The groups compare and find the statements that were given the “downright five.”</td>
</tr>
<tr>
<td>8.</td>
<td>The host’s summary on observing prejudices and manner of overcoming them. The same activities are repeated with the cards: Performance and income.</td>
</tr>
</tbody>
</table>

### Time:
- 45 minutes.

### Social form:
- Group work.

### Moderation materials:
- Copy Form No. 19: Questions for the reflection used by the host.
- Copy Form No. 19a: Women - household or career.
- Copy Form No. 19b: Performance and income.

### Work materials for the Portfolio:
- Students add the work materials to the Portfolio after the workshop.
CHOICE OF OCCUPATION AND INCOME

GOALS:
- recognizing the fact that income is one of the occupation selection criteria;
- discussing on various earnings options;
- recognizing the fact that education quality and duration often increase the occupation value;
- thinking of the criteria according to which income is defined;
- reviewing the agreement process - reaching a compromise;
- understanding the importance of personal realization and realizing personal interests.

Methods:
- vernissage, argumentation, negotiation.

Training sequences

1. Division in groups based on the symbols: dinar, dollar, pound, euro.

2. Making a choice in respect of different occupations
   The targets with occupations and salary go from group to group and group members paste a dot of their evaluation onto the target. To what extent are you ready to choose the given occupation; the closer you are to the target center, the reader you are for the occupation. The activity ends when the group gets the target they started with.

3. Target analysis in the group
   Group analysis based on the following points:
   - how many dots are grouped in which circle;
   - start counting the dots from the center to the farthest circle.

4. Group reporting and comment by host with exchange in the big group by using the following questions:
   - Where are the majority of dots grouped and why is it so regarding each target?
   - What criteria did you use when pasting your evaluation sign onto the target?
   - Where are earnings on your criteria list?
   - Was it decisive for the place you pasted "your" dot?
   - How much importance did you give to the occupation/job complexity?
   - How did you treat job risks in occupations?
   - How did you think of the education duration for the given occupations?

5. Exchange of opinions on the criteria according to which income is defined - compromise in the small group
   The task is for the groups to imagine being on a team in the company for determining employees' salaries and they should make the criteria for evaluating the salary for each of these occupations.

6. Exchange of opinions regarding the arguments for determining salary for a certain occupation

7. Reflection on the agreement and negotiation process in the group and summary by host

Time: 60 minutes.
Social form: group work
Moderation materials: Copy Form No. 20: Choices of occupation and income. The target on flip chart paper for occupations: miner, stewardess, virologist, physicist.
Work materials for the Portfolio: Students add the work materials to the Portfolio after the workshop.
## WORKSHOP 21

### ORIENTATION CREATES A CLEAR PICTURE

<table>
<thead>
<tr>
<th>GOALS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>› defining own expectations from the occupation;</td>
</tr>
<tr>
<td>› recognizing the connection between school, i.e. occupation choice and later job satisfaction;</td>
</tr>
<tr>
<td>› learning of the group participants' expectations;</td>
</tr>
<tr>
<td>› advocating own opinion and setting up the priorities;</td>
</tr>
<tr>
<td>› comparing own expectations against the profession's reality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming, providing arguments, setting up priorities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorming: What do I expect from my occupation?</td>
</tr>
<tr>
<td>2. Individual work on the &quot;My ideas of occupations&quot; sheet in the Guide</td>
</tr>
<tr>
<td>3. Exchange in pairs and arguments for points allocation</td>
</tr>
<tr>
<td>4. Joining pairs and work on the list by groups</td>
</tr>
<tr>
<td>The host informs the participants that two pairs should now join one another and exchange their manner of point allocation.</td>
</tr>
<tr>
<td>List of questions for small group reporting</td>
</tr>
<tr>
<td>› Do the expectations differ inside the small group?</td>
</tr>
<tr>
<td>› Were there some expectations without any points assigned?</td>
</tr>
<tr>
<td>› Which expectations in the small group received the highest number of points?</td>
</tr>
<tr>
<td>› After the exchange inside the group, has anyone wanted to change the number of assigned points in respect of some expectations, i.e. did someone express their wish to change the expectations ranking by importance?</td>
</tr>
<tr>
<td>› Interpreting the saying &quot;Money makes me happy&quot; in respect of the future occupation by group members.</td>
</tr>
<tr>
<td>5. Small groups' representatives reporting</td>
</tr>
<tr>
<td>6. Exchange:</td>
</tr>
<tr>
<td>Will considering your expectations in this way influence your future school selection? How?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>work in pairs, group work, frontal work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moderation materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Form No. 21: Timely orientation creates a clear picture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work materials for the Portfolio:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students add the work materials to the Portfolio after the workshop.</td>
</tr>
</tbody>
</table>
OCCUPATION DESCRIPTION USING THE MIND MAP AT A PARENTS’ MEETING

GOALS:

› presenting own expectations from the occupation;
› presenting the interaction between school, i.e. occupation choice and later job satisfaction;
› learning of the parents’ expectations;
› advocating own opinion and setting up the priorities;
› presenting the occupation qualification framework using the mind map.

Methods:

Brainstorming, providing arguments, setting up priorities.

Training sequences

1. Continuing the sentence of parents/guardians:“I guess that my child will select the... school, i.e. occupation...”

2. Group formation
   The students are distributed in groups by the desired school and choose the group representative who will present the occupation that the selected school prepares one for by way of the mind map.

3. Presenting an occupation using the mind map
   The students present occupations to parents using the mind map that was prepared earlier.
   After the presentation is over, the host invites the kids to sit next to their parents and show them the mind map from the Portfolio they created.

4. The parents/guardians fill out the TIMELY ORIENTATION CREATES A CLEAR PICTURE sheet, with points for expectations from the future occupation for their kid.

5. Exchange - Comment by the parent-kid pairs: the points of agreement and disagreement and how they coped with it.
   The host encourages the parent-kid pairs to exchange their scoring results. Then he/she invites the pairs to exchange opinions in the group – whoever wants to.

6. The parents/guardians encouragement tree.
   The host invites parents to write on stickers the encouragement messages to their kid in respect of the school and selected future occupation.

7. Presentation
   One kid comes out of the group, pastes the stickers onto the drawn tree of encouragement on the flip chart and reads the parents’ messages.

Time:

60 minutes.

Social form:

group work, pair work, frontal work

Moderation materials:

stickers

Work materials from CD:

Copy Form No. 22: Timely orientation creates a clear picture (from the previous workshop). The parents’ encouragement tree.

Work materials for the Portfolio:

Students add the work materials to the Portfolio after the workshop.
Phase 4: I get to know in practice the school and occupation possibilities that interest me
Phase 5: I check my profile, I compare it against the requirements, I decide and make concrete steps

### WORKSHOP 23

**PREPARATION FOR REAL ENCOUNTERS**

<table>
<thead>
<tr>
<th>Training sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS:</strong></td>
</tr>
<tr>
<td>&gt; listing the needs and wishes of students for trying out traineeship,</td>
</tr>
<tr>
<td>&gt; resource analysis for real encounters with the world of work and possibility of trying out traineeship in the area.</td>
</tr>
<tr>
<td><strong>Methods:</strong></td>
</tr>
<tr>
<td>group work presentation, &quot;paper-poster circulation&quot; technique with certain questions</td>
</tr>
<tr>
<td><strong>1.</strong> Inquiry at a company and trying out traineeship – Power Point presentation.</td>
</tr>
<tr>
<td><strong>2.</strong> Division in groups</td>
</tr>
</tbody>
</table>
| **3.** Listing the needs and wishes of students and young people for trying out traineeship – group work  
By using the "diamond" technique, the groups list the most frequent and most important desires to visit a school/company for trying out traineeship. |
| **4.** Presentation of the "diamond list" of schools and companies that the participants want to get to know better |
| **5.** Selection of schools/companies from the "diamond list" for obtaining additional information on and trying out traineeship  
Everyone puts their name to the place representing their choice, irrespective of the group they belong to. |
| **6.** Summary by host  
Familiarization with the need for preparing for a real encounter and stating the activities to the realization of these encounters and trying out traineeship. |
| **Time:** |
| 60 minutes. |
| **Social form:** |
| group work. |
| **Moderation materials:** |
| Copy Form No. 23: Diamond list. A4 paper, markers. |
| **Work materials for the Portfolio:** |
| Students add the work materials to the Portfolio after the workshop. |
WE LEARN BY REAL-WORLD ENCOUNTERS

GOALS:
- familiarizing students with the elements and phases of real encounters - preparation for inquiry at company/organization/school (COS);
- training students for real encounters;
- raising awareness regarding the importance of creating conditions in COS for admitting students for real encounters.

Methods:
- fish tank; simulation.

Training sequences
1. Applications of volunteers for the simulation of a real encounter - six participants
2. Preparation of students in the outer circle - task distribution
   Students are given the task of monitoring the actions of all simulation participants and discovering the preparatory steps taken by teacher with students. They write their observations in pairs.
3. Preparing the simulation
   The roles for the simulation are as follows: 1 teacher, 1 hotel receptionist, 1 hotel reception head, 3 students, 1 hotel guest. Simulation scenario: The teacher yells at children, orders them how to get dressed and when asked what they should be doing, he/she yells constantly “You should know what to do...”. The receptionist waves to the kids to move and go behind the reception: “Go there and change, don’t make a mess here...” and he/she pushes them to a room behind the reception, while trying to smile to the arriving guest and salute him/her. The guest addresses him in English, and the receptionist pops his eyes and asks the children: “Who of you knows English? I wanna one of you out there immediately to see what this guy wants!” The guest stands there in confusion, holding his passport, the children are making noise and arguing which one of them would go out there and at that moment the reception head comes.
4. Simulation
5. Pair reporting on observations after the simulation
   The host writes down the observations on the flip chart and summarizes them into categories: Instruction by teacher to students, communication, admittance of students by receptionist - first contact, institution/hotel protocol for student traineeship, students’ documentation, school protocol for students’ leaving for traineeship, uniform.
6. Reflection
   Familiarization with the need for preparing for a real encounter and stating the activities to the realization of these encounters and trying out traineeship.

Time: 45 minutes
Social form: work in pairs, group work
Moderation materials: Copy form no. 24: Simulation monitoring tasks. List of observations from the simulation (design of the poster created by the host). Flip chart paper, markers.
### Goals:
- familiarizing students with the elements and phases of real encounters - preparation for inquiry at company/organization/school;
- training students for real encounters;
- raising awareness regarding the importance of creating conditions in COS for admitting students for real encounters.

### Methods:
- work on materials, simulation

### Training sequences
1. Reminder of the real encounter simulation observations
2. Division in groups
3. Distribution of work materials and analysis of the documentation for real encounters
4. Reflection on the documentation for real encounters
5. Simulation preparation
   - Real encounters with the observed elements and phases of preparation and realization with documentation usage
   - Volunteers apply to present a favorable situation before leaving for school/organization/company for obtaining additional information or trying out traineeship and they prepare the simulation using the materials.
6. Additional instruction for the simulation participants/observers
   - To be observed: Instruction by teacher to students, communication, admittance of students by receptionist - first contact, institution/hotel protocol for student traineeship, students' documentation, school protocol for students' leaving for traineeship, uniform, and writing down on a sticker any doubt, question, proposal in respect of the materials.
7. Simulation - Tourism School students leaving for traineeship to a hotel
8. Simulation-related reflection – observers' comments
9. Final comment by the host
   - The importance of procedure and protocol in all participants’ preparation and real encounters.

### Time:
- 90 minutes.

### Social form:
- work in pairs, group work, frontal work.

### Moderation materials:
- Copy Form No. 25: Materials for real encounters. Flip chart paper, markers, A4 paper sheets, scrips for taking notes of impressions in pairs.
- Instruction by teacher/YC to students/young people
- Communication by teacher/YC and receptionist
- Admittance of students/young people by receptionist - first contact
- Institution/hotel protocol for students/young people's traineeship
- Student/young people's documentation
- School protocol for students' leaving for traineeship
- Uniform

### Work materials from CD:
- I find myself an internship post 1; I find myself an internship post 2; Appointment in a company; Short information about my internship position; How will I act; My daily report; My daily report for the days/weeks of internship; Interns evaluation form; Retrospective

### Work materials for the Portfolio:
- the stated work materials are in the Portfolio; students use the work materials from the Portfolio during the workshop.
REFLECTION OF LEARNING VIA REAL-WORLD ENCOUNTERS

GOALS:

- gaining insight into the benefits from trying out internship in school/organization/company for making the decision on further education/occupation,
- exchange of experiences on benefits - new knowledge and experience from the day of trying out internship in school/organization/company,
- building the skill of visually processing and presenting experience.

Methods:
carousel, the feelings barometer, sentences-impulses, discussion, poster.

Training sequences

1. Preparation for exchange of experiences on the internship
   The host asks the participants to sit in two concentric circles, one across the other, so that everyone has a pair across. They open a daily and/or weekly report from the day of try-out in school/organization/company. At the host's sign, the exchange on documentation starts, with only the inner circle participants talking. At the host’s sign, the inner circle moves one place to the right, the exchange continues by the outer circle participants talking. At the host’s sign, the inner circle moves one place to the right and the ones from the inner circle talk again, until the ones who started the exchange are one across the other again. Each exchange lasts for a maximum of two minutes.

2. Exchange of experiences on the internship - carousel

3. Division in groups based on the place they were in internship
   They remind themselves of the internship and create a joint poster "RETROSPECTIVE" in respect of the school/organization/company they were in internship at.

4. Development of the MY EXPERIENCE OF REAL ENCOUNTERS poster - reflection on the internship in school/organization/company and: What advice would I give to young people wishing to go through internship at the same school/company as me; What would I do if I could plan the internship again.

5. Poster presentation

6. Exchange about the question: Have the students' reports awaken your curiosity for other schools/occupations

7. Summary by host: the goal of professional orientation, the importance of checking if the picture of self matches an occupation’s requirements, the importance of empirical passing through the occupation requirements for the purpose of decision making quality regarding school/occupation.

8. The invitation to those who failed to find themselves at the try-out - to apply for professional counselling.

Time: 90 minutes.
Social form: work in pairs, group work, frontal work.
Moderation materials: individual report of participants from the Portfolio, flip chart papers for creating the RETROSPECTIVE poster - Copy Form No. 13 - my experience of real world encounters.

Work materials from CD: Copy Form No. 26 - My experience of real world encounters.

Work materials for the Portfolio: RETROSPECTIVE
GOALS:

- familiarizing with the requirements and skills needed to apply for a certain job position;
- familiarizing with the application strategy;
- building and testing the application skills;
- familiarizing with the elements of a complete application documentation.

Methods:

work on the text, check list.

Training sequences

1. Attributes for the word CONTEST

2. Division into the "support" pairs
   Each pair is given the materials for writing the application documentation and each person writes for themselves, after choosing the company, occupation, job they want to apply for, but with the help of their pair: CV, cover letter, motivation letter and petition for the job for which you apply.

3. Writing the contest documentation

4. Checking the created documentation in pairs
   The pairs are given the check lists for controlling the documents.

5. Informing the pairs of the work and success based on the check lists

6. Presentation of one document each: CV, cover letter, motivation letter and petition for the job – anyone can apply if they want.

7. Reflection and summarizing
   More application documentation writing templates; it is desirable to accompany the documentation by certificates and degrees on additional qualifications, accomplished results in contests, etc.

8. Simulation-related reflection – observers’ comments

9. Final comment by the host
   The importance of procedure and protocol in all participants’ preparation and real encounters.

Time: 90 minutes.

Social form: pair work, frontal work

Moderation materials: Copy form no. 27: How to write: CV, motivation letter, cover letter, petition, documentation check list. Flip chart paper, markers.

Work materials for the Portfolio: Students add the work materials to the Portfolio after the workshop.
AT AN INTERVIEW IN A COMPANY

GOALS:
- familiarizing oneself with the etiquette for an interview in a company;
- the significance of overall impression at the interview at a company.

Methods:
- fish tank, work on the materials, evaluation scale.

Training sequences

1. Warm-up game
   The host invites the participants to move freely through the room at a given impulse and to pay attention to the movements and gestures of others they meet: are they self-confident, zestful, insecure, hasty, scared, fulfilled, satisfied, etc.

2. Job placement interview and simulation preparation
   After application, four volunteers prepare the simulation for an interview that takes place in the company: two persons applying for the job opening and two persons from the company, representing Head of HR and Secretary. Head runs the interview based on the list of questions: Reasons for occupation selection/occupation requirements. Persons applying for the job interview: One represents the person who is anxious, competent, but insecure in contact with people, but who cares about the job; he/she gets involved in the interview as spontaneously as possible. Another represents the person who is competent, self-confident, intrusive at times, recently laid off, responding to the interview questions spontaneously and gets involved in the general conversation flow spontaneously (even when the question is not addressed to them).

3. Preparation of participants in the outer circle - task distribution
   Distribution of papers to pairs: clothes, body posture, body language, facial expression, gesticulation, voice, first words, manner of expressing oneself, environment; they follow the task given to them in pairs and jot down their remarks while following the interview simulation.

4. Simulating the “fish tank” interview

5. Exchange of impressions and segregating the important moments in relation to the interview when applying for the job

6. Summarizing the impressions, with a special focus on the rules of behavior

7. Leafing through the tips accompanying the materials: Rules of behavior during a job interview

8. Evaluation of behavior - How does that work?
   Distribution of the materials: How does that work and joint estimate of how some behaviors influence others and how they can be a guideline for behavior at the same time, for each behavior on the list - is it overly positive or overly negative.

9. Reflection and the final comment by the host
   Types and possible areas of questions in a company: reasons, career development, company knowledge

Time: 90 minutes

Social form: group work, frontal work

Moderation materials: Copy Form No. 28: I wonder how that works. Reasons for occupation selection/occupation requirements. Rules of behaviour during a job interview, scrips: clothes, body posture, body language, facial expression, gesticulation, voice, first words, manner of expressing oneself, environment.

Work materials for the Portfolio: Students add the work materials to the Portfolio after the workshop.
### WORKSHOP 29

### MY DECISION ON A SCHOOL AND OCCUPATION

| GOALS: | acquiring an insight into the decision-making process and key decision-making points;  
| | gaining insight into the importance of making the decision on further education/occupation. |
| Methods: | impulse questions, questionnaire |

| Training sequences | 
| 1. On the road to decision - "to the top of the pyramid"  
All students have a paper pyramid before them with a flag on top which says: My decision. The task is to "disassemble" the pyramid, enter all factors that contributed to their making the decision they did and write the name of their future school/occupation onto the flag. |
| 2. Creating the "decision pyramid" - individually |
| 3. Presentation of the decision pyramid  
After the presentation a gallery of pyramids is made. |
| 4. Filling out the questionnaire "Your opinion wanted" - evaluation of the occupation decision |
| 5. Responding to the impulse questions  
The host invites the participants to form a circle and utters the sentences, and students’ task is, if their response is 100% affirmative, to come as close to the host as possible, and if it is partially affirmative, they will come a few steps from the host, if the response is NO, they will not enter the circle. Depending on the participants’ “distribution” in the circle, the host asks additional questions: they should explain in more detail why they are exactly at the point where they are (the host pays special attention to the “extremes” - the ones very close to him/her and those who did not move from the circle). |
| 6. Reflection and the final comment by the host  
The factors influencing the decision making and key points of occupation/school choice. The importance of making a parallel between own abilities and occupation/school requirements. |

| Time: | 90 minutes |
| Social form: | group work, frontal work |

| Moderation materials: | Copy Form No. 29: list of questions for the host for the “Decision Circle”. A harder paper pyramid for each participant, color paper, questionnaire Decision making process. Questionnaire “Your opinion wanted”, questions for the reflection. |

| Work materials for the Portfolio: | Students add the work materials to the Portfolio after the workshop. |
### COUNSELLING WORK

| GOALS: | recognizing the need for counselling work with students, |
|        | familiarizing with the course of counselling work and testing the students’ counselling process in the professional orientation. |

| Methods: | work by stations. |

<table>
<thead>
<tr>
<th>Training sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>The bottom line: how sure am I about my future school/occupation decision</strong></td>
</tr>
<tr>
<td>The students take their places on the evaluation line (crepe tape is placed on the floor) from 0 to 100%, depending on how sure they are of their future school/occupation decision and they provide a rationale for the position they took on the line.</td>
</tr>
</tbody>
</table>

| 2. **Positioning the poster with the characteristic “cases” written on it - when does a young person need counselling** |
| Posters with counselling work situations are pasted on the wall, the students walk through the room, stop at each poster, read it carefully and write down all sentences from the text relating to them. |

| 3. **Division in groups and preparation for the work presentation by stations – posters** |
| Exchange of information on who wrote which sentences and forming the groups with the same sentences. |

| 4. **Presentation and discovery: the posters present young persons who need counselling for professional orientation, because they are in the situation of:** |
| › total indecisiveness |
| › indecisiveness regarding three schools and occupations |
| › mismatch between the desire and health condition of students |
| › mismatch between the desire and other personal qualities |
| › mismatch between the desire and the social and economic conditions |
| › parents’ pressure |

| 5. **Power Point presentation on counselling work** |

| 6. **Reflection and the final comment by the host with an explanation on where and how to have a counselling session with a professional orientation counsellor, how to prepare for the counselling they must review their portfolio, degrees and certificates and the form: What should you be talking about during the counselling sessions.** |

| Time: | 90 minutes. |

| Social form: | group work, frontal work |

<table>
<thead>
<tr>
<th>Moderation materials:</th>
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</thead>
<tbody>
<tr>
<td>Copy Form No. 30: Posters with written characteristics of the person who needs the counselling work</td>
</tr>
<tr>
<td>Copy Form No. 30a: What should you be talking about during the counselling sessions.</td>
</tr>
</tbody>
</table>

| Work materials for the Portfolio: | Students add the work materials to the Portfolio after the workshop. |
### WORKSHOP 31

**FOR PARENTS/GUARDIANS AND CHILDREN: OUR PARENTS’ UPRING STYLES**

**GOALS:**
- getting to know different education styles,
- recognizing characteristic sentences in speech for each of the styles,
- becoming aware of the communication skills’ importance,
- motivating for non-violent communication use.

**Methods:**
- fish tank, role play, cluster.

**Training sequences**

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Continuing the sentence: I express my respect/I appreciate…</strong>&lt;br&gt;The host asks the participants to go back in their thoughts to their parents’ home and select a personality from their home they love and appreciate the most; they should ponder upon the qualities most appreciated about that person and continue the sentence: “The thing I appreciate most about my … (father, grandfather, uncle, mother, grandmother) is.”</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Pairs of volunteers</strong>&lt;br&gt;Six volunteers are applied for the role play of parent-child in pairs. The host tells the pairs to enact the situation in which the child informs the parent of the high school he/she wants to enroll. Additional instruction: for the first pair: the parent has an authoritarian education style (his/her characteristic sentences are: “You will do what I say, because I say so”, “While you’re in my house, you’ll play to my tunes!”, “Now, that’s not gonna go the way you want it”, the tone is sharp, ordering); for the second pair: the parent has a laissez-faire education style (the parent’s attitude is that his/her “head is in the sand”, does not notice and does not participate in what is happening; the child dictates the rules; the laissez-faire parent’s characteristic sentences are: “well, I don’t know”, “do as you wish”) and for the third pair: the parent has the encouraging developmental education style. His/her characteristic sentences are the ones he/she tries to recognize his/her child’s needs, to provide support in thinking (making the choice) of his/her child, not to impose own solutions, but to understand why his/her child does as he/she does. Thus, his/her sentences would be: “You want to be sure that it is exactly what you want?”, “Do you need any help with the selection?”, “What is it that I can do now for you to feel good about your decision?”&lt;br&gt;The role play scenario: the child starts the dialogue by communicating his/her decision regarding enrollment into high school, waits for the adult to respond in the given style, after which they are to respond spontaneously to the messages for the situation and atmosphere to unwind as naturally as possible.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Most frequent messages from adults in pairs</strong>&lt;br&gt;Other participants, in pairs, while the role play is prepared, are given the task to make a list of sentences/messages that they hear the most from adults and to sort them out into the pleasant and the unpleasant ones. The task for the observers while the role play unfolds is to form a big circle and sit down, while in the middle of the circle two chairs will be placed for the “actors” to sit; the observers will make notes of adults and children’s characteristic sentences, monitor reactions of the one and another and assess the outcome of the conversation.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Role play</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Role play analysis</strong>&lt;br&gt;The pairs of “actors” say how they feel and if they are happy with the way they clicked into the “role”.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Exchange and adding upon</strong>&lt;br&gt;The observers read from their list what they have noted. Others add upon it. The pairs are commented upon following the sequence in which they played.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Reflection and summary</strong>&lt;br&gt;Importance of the communication method between the interlocutors noting the fact that the language of understanding can be learned, pouring light onto the adult’s education styles which are not so “light” in real life, but are prevalent in someone’s behavior, encouraging the children to understand the education styles in order to preserve self-respect as much as possible; reference to the analysis regarding the conversation outcome of each pair and importance of the language of understanding between them, the sense of recognizing the interlocutor’s needs and feelings, importance of support to the child when making the choice (which may refer to any area of life, not only school/job selection) is underlined.</td>
</tr>
</tbody>
</table>

**Time:** 90 minutes.

**Social form:** group work, frontal work.

**Moderation materials:**
- Copy Form No. 31 - Messages most frequently heard from adults;
- Copy Form No. 32 - Characteristic sentences of an adult related to the education style.

**Work materials for the Portfolio:** Students add the work materials to the Portfolio after the workshop.
REAL ENCOUNTERS OF EIGHTH GRADE STUDENTS

Real-world encounters in the duration of 15 hours total are organized as part of the following activities and manifestations: professional orientation corner formation (eighth-graders collect their products and information materials on schools and occupations and form the professional orientation corner), visit to the Education Fair (class masters, expert associates and appointed professional orientation teachers visit the Education Fair with eighth-graders and students make a note of it in the forms), Open Doors Day (eighth-graders are visited by high school teachers and students to inform them and exchange information of high schools, but the eighth-graders visit high schools they are interested in as well), visit to NES (eighth-graders visit National Employment Service) and experts in classes (students are visited by experts from various occupation who speak of their experience and occupation, school, career characteristics).

The teacher in charge of eighth-graders’ real encounters’ preparation and realization uses the professional orientation team action plan, and students keep records of it in their Portfolios.
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