

ADVANCED CURRICULUM RESOURCES



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INTRODUCTION

These resources at the advanced level are intended for use with 16-18 year old students. They are for use in vocational guidance - allowing the student to discover and learn more about themselves, their interests and aptitudes and the world of work. They aim to allow the student to reflect upon their values and characteristics in order to help them decide on a future career they may be interested in.

The following topics are covered within these resources:

1. Personal profile
2. Personal presentation
3. The World of Work and Study
4. Realization and Planning for a Job
5. Emotional Awareness and Intelligence
6. Decision making and Goal Setting
7. Work Experience
8. Evaluation and Assessment



MODULE 1: PERSONAL PROFILE



LESSON 1: MY EXPECTATIONS

Module 1: Personal Profile

General Lesson Objective and Learning Outcomes

This lesson is aimed for students to reflect on their expectations for the course, think about what they would like to learn and experience. This lesson will be continued in the end of the course: see Module 8, activity 1.

Specific Lesson Objectives:

- Students should reflect on their expectations regarding the vocational guidance course.

Activity: The ticket

Duration: 30 minutes

Resources: Classroom; a paper card and an empty envelope for each pupil

Methodology: Active, reflective

Description of the activity:

In the beginning of the training module, give each pupil an empty card and an envelope. Tell them they are going on a journey where they are going to learn various new and useful things and everyone has an empty ticket. Ask them to fill in the tickets: questions that they have regarding the subject of the course, what they would like to have learnt at the end of it. Tell that the tickets are personal and no one else is going to read them. When everyone is finished writing, ask if anybody wants to share their journey expectations. Ask the pupils to put the cards into envelopes and write their name on it. Collect the envelopes.

LESSON 2: MY OWN E-PORTFOLIO

Module 1: Personal Profile

General Lesson Objective and Learning Outcomes

During this lesson, you and your students will create social media and e-portfolio accounts that will help you collect the material created during the course – student's tasks, creations, photos, media files, etc.

Specific Lesson Objectives:

- Students will create their individual e-portfolio accounts,



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- Students will be able to use the accounts to upload the relevant materials produced during this course,
- Students will understand the concept of e-portoflio and how it is used.
- You will create a social media photo sharing account where all class will be able to upload photos from the lessons of the course.

Activity: Personal E-portfolio

Duration: 30 minutes

Resources: www.opresume.com

Methodology: Active, individual work, online

Description of the activity:

Explain to the pupils what an e-portfolio is and why it is useful, how it can be used. Ask them to create accounts on www.opresume.com and explore the site. Explain that they will use it to upload materials throughout all of the training modules. It is important to clear up any uncertainties about using the site, so try to make sure that the pupils are comfortable and understand how to use it.

Activity: Group Instagram

Duration: 15 minutes

Resources: www.instagram.com

Methodology: Active, group work, online

Description of the activity:

Set up an Instagram account where you will upload pictures taken during the activities with your pupils. Share the log in details with all pupils so that they can upload their own photos.

LESSON 3: MY VALUES, TRAITS, STRENGTHS AND WEAKNESSES

Module 1: Personal Profile

General Lesson Objective and Learning Outcomes

During this lesson, your students will have a chance to explore themselves more in-depth. They will reflect on their own values and learn what “work values” are. The students will also analyze their strengths, weaknesses and personality traits in relation to the world of work.

Specific Lesson Objectives:

- Students will analyze and prioritize their personal values,
- Students will learn about the concept of “work values”,
- Students will explore their strengths, weaknesses and personal characteristics in relation to the world of work.

Activity: "What am I like?"

Duration: 45 minutes

Resources: Scissors, sheet of paper for every participant, magazines, glue, pens, markers, old magazines, newspapers.

Methodology: Active, creative, individual work

Description of the activity:

Provide pupils with the necessary equipment. Ask them to think about themselves (internal and external characteristics, how they interact with people in school, at home, skills..) and create a collage of themselves using images and words found in magazines and newspapers that reflects on their personality. Ask the participants to shortly introduce what they have created to the group:

Describe your collage and explain what do the images represent?



Take photos of the collages and upload them to opresume.com

Activity: Incomplete value sentences

Duration: 30 minutes

Resources: Incomplete sentences sheet, value cards

Methodology: Active, reflective, individual work

Description of the activity:

Each pupil should have a sheet with incomplete sentences and a set of value cards. Ask them to fill it in without thinking too much. They should write the first thing that comes into mind. After everyone is finished, ask the pupils to think what value from the value cards relates to each sentence and write it down. They can also add values that they think of to the blank spaces. For example, if a pupil wrote “If I had a million dollars, I would donate everything to charity”, the values could be altruism, justice, morality.

Upload the pictures of incomplete sentences sheets to opresume.com





INCOMPLETE SENTENCES SHEET

If I had a million dollars, I would.....

The best idea I ever had or read is....

One thing I would change in the world is...

What I want most in life is...

I do best when...

I am concerned most about...

I daydream most about...

I think my parents would like me to...

The greatest joy in my life is...



I am...

People who know me well think I am...

I believe...



VALUE CARDS

FREEDOM	COMFORTABLE LIFE	HAPPINESS
PLEASURE	SELF-RESPECT	FAMILY
RELIGION	KNOWLEDGE	PROFESSIONAL DEVELOPMENT
BEAUTY	ART	ALTRUISM
CHARITY	SECURITY	FRIENDSHIP
WEALTH	SELF-EXPRESSION	PEACE

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WORK VALUE CARDS

HIGH INCOME	PRESTIGE	INDEPENDENCE You want to be able to make your own decisions and work without supervision
HELPING OTHERS	SECURITY You need an occupation where the job is stable and will not end when the economy goes bad.	VARIETY
LEADERSHIP	LEISURE Shorter hours, longer vacations, more time off from work.	WORK IN YOUR MAJOR FIELD OF INTEREST
EARLY ENTRY You want to enter an occupation as soon as possible with very little education or training	SPACE FOR CREATIVITY	HEALTH You need an occupation that will help you stay in good physical and mental condition
ACHIEVEMENT	SOCIABILITY	ENVIRONMENT You would like to do your work under pleasant working conditions, with agreeable people

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Activity: Diamond of values

Duration: 45 minutes

Resources: Diamond sheets, value cards, glue

Methodology: Active, reflective, individual work, discussion

Description of the activity:

Prepare a set of each value and work-related value cards (plus some extra empty cards) for each pupil. Each student should also two diamond sheets. Ask them to place the value cards on the diamond sheets according to personal importance/relevance, while having the previous exercise in mind. After everyone is finished, discuss the most common top values.

Suggested questions for discussion:

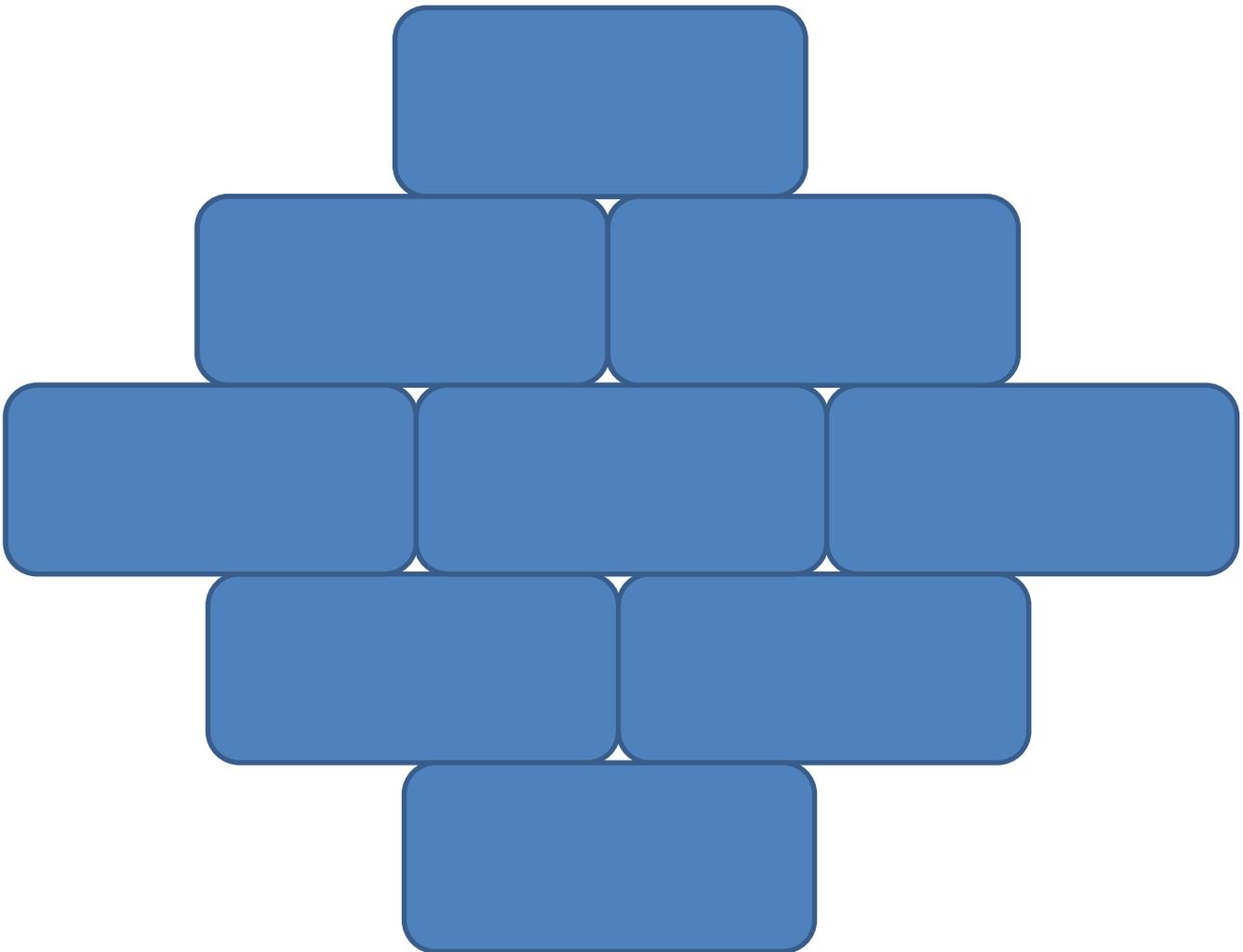
- How did you choose your values?
- Was it easy/difficult to prioritise them?
- What do you think influences a person's values?
- Are they steady or do they change often?

Upload the photos of diamond sheets to opresume.com



DIAMOND SHEET

Most important



Least important

Activity: Personal SWOT analysis

Duration: 45 minutes

Resources: SWOT analysis sheet, pens, or computers

Methodology: Active, reflective, individual work, discussion

Description of the activity:

Explain to the students: “You are most likely to succeed in life if you use your talents to their fullest extent. Similarly, you'll suffer fewer problems if you know what your weaknesses are, and if you manage these weaknesses so that they don't matter in the work you do. So how you go about identifying these strengths and weaknesses, and analyzing the opportunities and threats that flow from them? SWOT Analysis is a useful technique that helps you do this”.

Every student should have a SWOT analysis sheet. Ask the students to fill in the sheet. Tell them to take their time, think about the answers.

Suggested questions for discussion:

Was it easier to identify strengths or weaknesses?

How could you use this tool in the future?

What helped you identify your strengths weaknesses?

Upload the SWOT analysis sheets or pictures of them to opresume.com

SWOT ANALYSIS SHEET

<p>STRENGTHS</p> <p>What do you do well?</p> <p>What unique resources can you draw on?</p> <p>What do others see as your strengths?</p>	<p>WEAKNESSES</p> <p>What could you improve?</p> <p>Where do you have fewer resources than others?</p> <p>What are others likely to see as weaknesses?</p>

<p>OPPORTUNITIES</p> <p>What opportunities are open to you?</p> <p>What trends could you take advantage of?</p> <p>How can you turn your strengths into opportunities?</p>	<p>THREATS</p> <p>What threats could harm you?</p> <p>What is your competition doing?</p> <p>What threats do your weaknesses expose you to?</p>

Activity: Personality test

Duration: 45 minutes

Resources: <http://www.16personalities.com>

Methodology: Active, reflective, individual work, discussion, online

Description of the activity:

Using the provided link, ask the pupils to take the personality test and read their results, focusing on introduction, strengths and weaknesses, career paths, workplace habits and conclusions parts. Ask the pupils to make a summary/write down the most important aspects of their test results for themselves. Discuss whether the test results were accurate? Was it helpful in determining your strengths, weaknesses and possible career choices? Explain that even though such tests can be helpful, they are not 100 percent accurate and they should not rely solely on results of such tests when choosing a future career path.

MODULE 2: PERSONAL PRESENTATION



LESSON 1: TYPES OF SKILLS

Module 2: Personal presentation

General Lesson Objective and Learning Outcomes

This lesson is about different types of skills and encourages students to examine what skills they already have and what they need to improve.

Specific Lesson Objectives:

- Students will be able to distinguish between different types of skills,
- Students will examine what skills they possess,
- Students will discuss what skills are the most useful in the world of work.

Activity: Types of skills

Duration: 30 minutes

Resources: 3 large pieces of paper, markers, pens

Methodology: Active, discussion

Description of the activity:

First, explain to your class about three different skill types and what distinguishes them: Specific content/knowledge skills, functional/transferable skills, adaptive/self management skills, and give some examples.

- **Technical/ Work-specific skills** are specific to a job and are not easily applied in other environments or situations. These skills tend to be technical and specialized.
- **Functional/transferable skills** can be applied in most environments and situations. They incorporate various combinations of data, people, and thing skills. Examples of functional skills include communication, planning, organizing, managing, analyzing, and problem-solving.
- **Self-management skills** (sometimes referred to as personality traits) are related to how we conduct ourselves and are rooted in temperament. Examples of these skills include taking the initiative, resourcefulness, being good-natured, and reliability.

Write a skill type title on each large paper and ask the students to freely move around and write as many skills as they think **they possess** on the papers.

When everyone is out of skills, compare which skill type has the most and the least skills listed.

Suggested questions for discussion:

How are skills different from personality traits, values?

How do you acquire skills?

Which skills are the most useful in the world of work?

Upload photos of skill lists to opresume.com

LESSON 2: SELF-PRESENTATION SKILLS

Module 2: Personal presentation

General Lesson Objective and Learning Outcomes

Self-presentation is important in the world of study and work and this lesson is for development and improvement of student's self-presentation skills. It contains interactive activities where students work individually and in groups.

Specific Lesson Objectives:

- Students will improve their self-presentation skills,
- Students will improve their public speaking skills,
- Students will improve their team working skills.

Activity: Superteam

Duration: 60 minutes

Resources: www.prezi.com or sheets of paper and pens for each team, a prize for the winning team

Methodology: Active, group work, interactive

Description of the activity:

Invite the pupils to separate into minimum of 4 teams. Each team's objective is to present the strengths of the team in such a way so that they win the title of SUPERTEAM and the prize. Each team has to make a 5 minute presentation, using either the online presentation tool www.prezi.com or sheets of paper, oral presentation or any other means they can think of, during which the best qualities/skills, achievements of team members should be presented. Allow 30 minutes to prepare the presentations. After each team gives their presentation, all teams should vote who will win the SUPERTEAM title and receive the prize.

Upload the presentations or their photos to opresume.com

Activity: Journey around the world

Duration: 60 minutes

Resources: none, or webcam/phone camera/camera

Methodology: Active, individual and group work, interactive, discussion

Description of the activity:

Present the task to the pupils: There is an audition for a reality show where the participants will go on a trip around the world, but only one of you can go. You have to prove to the rest of the group that you are the most worthy, useful, interesting, to go on the trip in maximum 5 minutes. You must only tell the truth about yourself, otherwise you're disqualified.

Give the pupils 10 minutes to think about their presentation.

When everyone presents about themselves, the whole group must decide which person should go on the trip. The means of decision are up to the group.

Suggestion: Use a webcam, a camera or a phone camera to record each presentation. Let each pupil view their own recorded presentation and if they wish, they can upload it to opresume.com

Suggested questions for discussion:

How did the group decide who should go on the trip?

Was it easy/difficult to evaluate yourself/others?

What was the most difficult in presenting yourself to others?

What was the most difficult in this task?

In what ways this activity can be similar to a job interview?

What elements from your self-presentation could you apply to a possible job interview?

LESSON 3: NEGOTIATION SKILLS

Module 2: Personal presentation

General Lesson Objective and Learning Outcomes

During this lesson, students will participate in an interactive negotiation simulation, where they will test and improve their negotiation, communication and cooperation abilities.

Specific Lesson Objectives:

- Students will improve their negotiation skills,
- Students will improve their public communication skills,
- Students will improve their cooperation and conflict solving skills.

Activity: The Orange negotiation

Duration: 45 minutes

Resources: Role sheets

Methodology: Active, group work, interactive, simulation

Description of the activity:

Have the participants break into pairs. Hand out printed role instructions, one per pair (There should be an equal number of pairs that have Roland and Jones roles). Say, "I am the owner of the last remaining SELFIE variety of oranges in the world. After you read about your roles, spend about 10 minutes meeting with the other firm's representative and decide on a course of action. I am strictly interested in making a profit and will sell my oranges to the highest bidder. Since my country is alien to yours, there is no way either government will assist you in obtaining the oranges from me. Each pair of negotiators can assume that there are no others interested in the oranges. When you have reached a decision, pick a spokesperson who will tell me:

1. *What do you plan to do?*
2. *If you want to buy the oranges, what price will you offer?*
3. *To whom and how will the oranges be delivered?"*

Stop the exercise after about half the groups have reached a solution. In the discussion, pay particular attention to those groups who have not reached agreement. Ask each pair to describe their experience and solution to the negotiation.

Suggested questions for discussion:

Did you trust each other (the opposing roles)?

What tactics and why did you choose for the negotiation?

What was easy/difficult?

How often experience situations where you have to negotiate in your lives?

What skills do you think are needed for a successful negotiation?

How important is negotiation in the world of work?

ORANGE NEGOTIATION ROLE CARDS

- A. Role for Roland--** You are Dr. P. W. Roland. You work as a research biologist for a pharmaceutical firm. The firm is under contract with the government to do research on methods to combat enemy uses of biological warfare. Recently several World War II experimental nerve gas bombs were moved from the U.S. to a small island just off the U.S. coast in the Pacific. In the process of transporting them two of the bombs

developed a leak. The leak is presently controlled but government scientists believe that the gas will permeate the bomb chambers within two weeks. They know of no method of preventing the gas from getting into the atmosphere and spreading to other islands, and very likely to the West Coast as well. If this occurs, it is likely that several thousands of people will incur serious brain damage or die. You have developed a synthetic vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the SELFIE orange, a very rare fruit. Unfortunately, only 4000 of these oranges were produced this season. You have been informed, on good evidence, that a Mr. R.H. Cardoza, a fruit exporter in South America, is in possession of 3000 SELFIE oranges. The chemicals from the rinds of this number of oranges would be sufficient to neutralize the gas if the serum is developed and injected efficiently. You have been informed that the rinds of these oranges are in good condition. In addition, you have been informed that Dr. J. W. Jones is also urgently seeking purchase of Ugli oranges and he is aware of Mr. Cardoza's possession of the 3000 available. Dr. Jones works for a firm with which your firm is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones' firm have sued each other for violations of industrial espionage laws and infringement of patent rights several times. Litigation on two suits is still in process. 3 The Federal government has asked your firm for assistance. You have been authorized by your firm to approach Mr. Cardoza to purchase the 3000 SELFIE oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the rind of the oranges. Before approaching Mr. Cardoza, you have decided to talk to Dr. Jones to influence him so that he will not prevent you from purchasing the oranges.

- B. Role for Jones** -- You are Dr. John W. Jones, a biological research scientist employed by a pharmaceutical firm. You have recently developed a synthetic chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. Recently, there has been an outbreak of Rudosen in your state and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed synthetic serum cures Rudosen in its early stages. Unfortunately, the serum is made from the juice of the SELFIE orange which is a very rare fruit. Only a small quantity (approximately 4000) of these oranges were produced last season. No additional SELFIE oranges will be available until next season, which will be too late to cure the present Rudosen victims. You've demonstrated that your synthetic serum is in no way harmful to pregnant women. Consequently, there are no side effects. The Food and Drug Administration has approved the production and distribution of the serum as a cure for Rudosen. Unfortunately, the present outbreak was unexpected and your firm had not planned on having the compound serum available for six months. Your firm holds the patent on the synthetic serum and it is expected to be a highly profitable product when it is generally available to the public. You have recently been informed, on good evidence, that Mr. R.H. Cardoza, a South American fruit exporter, is in possession of 3000 SELFIE oranges in good condition. If you could obtain the juice of all 3000 you would be able

to both cure the present victims and provide sufficient inoculation for the remaining pregnant women in the state. No other state currently has a Rudosen threat. You have recently been informed that Dr. P. W. Roland is also urgently seeking Ugli oranges and is also aware of Mr. Cardoza's possession of the 3000 available. Dr. Roland is employed by a competitor. He has been 4 working on biological warfare research for the past several years. There is a great deal of industrial espionage in the pharmaceutical industry. Over the past several years, Dr. Roland's firm and your firm have sued each other for infringement of patent rights and espionage law violations several times. You've been authorized by your firm to approach Mr. Cardoza to purchase the 3000 SELFIE oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the juice of the 3000 available oranges. Before approaching Mr. Cardoza, you have decided to talk with Dr. Roland to influence him so that he will not prevent you from purchasing the oranges.

LESSON 4: FEEDBACK AND ASSERTIVE SKILLS

Module 2: Personal presentation

General Lesson Objective and Learning Outcomes

In the world of work and study, many times there are situations where one needs to provide or receive feedback, criticism or deal with unpleasant situations. During this

lesson, the pupils will find out what are the most effective ways to deal with such situations and have an opportunity to try solving them themselves.

Specific Lesson Objectives:

- Students will learn about the rules of providing constructive feedback,
- Students will practice their feedback providing and receiving skills,
- Students will improve their ability to express negative opinions effectively and politely .

Activity: Feedback

Duration: 60 minutes

Resources: Paper sheets with feedback statements, feedback situation cards for pupils, pens

Methodology: Active, working in pairs, interactive, discussion, role-playing

Description of the activity:

1. Short discussion: What is feedback? Ask for a few examples. Does anyone know what constructive feedback is?
2. Explain to the pupils that there are certain principles for providing constructive feedback. Place your sheets with feedback statements one by one on a white board/wall and after you read each one, ask the pupils to provide with an example. Provide hints if they are struggling.
3. Put the pupils into pairs, try to pair up those who do not know each other so well. Give each pair two cards with feedback situations. Ask them to take turns and provide feedback according to the situation in their card using the constructive feedback rules. Ask them to first write down a sentence that they are going to say, and then read it to their peer and change the roles.

Suggested questions for discussion:

How did it feel to receive feedback?

How did it feel to provide feedback?

Was it easy/difficult to apply the constructive feedback rules?

CONSTRUCTIVE FEEDBACK SHEETS

<p>Provide feedback on changeable things.</p> <p>The value of feedback to the other is in being able to modify his behavior if he wants to. Reactions to things that can't be changed are not usually helpful.</p>
<p>Be specific by quoting and giving examples of what you are referring to.</p>
<p>Talk About Positives Too. A good rule is start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time.</p>
<p>Provide Specific Suggestions</p> <p>Make sure you both know what needs to be done to improve the situation. The main message should be that you care and want to help the person grow and develop. Set goals and make plans to monitor and evaluate progress.</p>
<p>Limit Your Focus</p> <p>A feedback session should discuss no more than two issues. Any more than that and you risk the person feeling attacked and demoralized.</p>
<p>Use "I" Statements</p> <p>Give the feedback from your perspective. This way you avoid labeling the person.</p> <p>Say, "I was angry and hurt when you criticized my report in front of my boss" rather than "You were insensitive yesterday."</p>

FEEDBACK SITUATION CARDS

ROLES No. 1	
<p>Your role as feedback giver:</p> <p>You had to do a group project for a lesson. Your classmate, who is in the group with you has been very late to submit his/her part</p>	<p>Your role as feedback giver:</p> <p>You are a director of a company. Your assistant lately seems forgetful – he forgot to send you an important file yesterday and</p>

<p>and even though they did a good job on their part, all of the team members received lower grades for the task.</p> <p>Your feedback:</p> <p>Your role as feedback receiver:</p> <p>You work as an assistant at a company. Your boss invited you to their office to talk about something.</p>	<p>missed a meeting a few days ago. You had to explain yourself to an important client because of that.</p> <p>Your feedback:</p> <p>Your role as feedback receiver:</p> <p>You have been preparing a presentation together with your classmates for a lesson. One of them wants to talk to you after a lesson.</p>
<p>ROLES No. 2</p>	
<p>Your role as feedback giver:</p> <p>You are creating a presentation for a lesson together with your classmate. They prepared their part of the presentation and it uses lots of colours, different fonts, text sizes. You think it should be more serious and well presented, as you will be graded for the presentation as well.</p> <p>Your feedback:</p> <p>Your role as feedback receiver:</p> <p>You work as a customer service representative. One of your co-workers asked if you could talk during a coffee break.</p>	<p>Your role as feedback giver:</p> <p>Your co-worker has been late to work almost everyday for the past two weeks. You have to take their calls when they're late and your boss is angry because you miss some of your own calls.</p> <p>Your feedback:</p> <p>Your role as feedback receiver:</p> <p>You have to prepare a presentation for a lesson together with your classmate. You just showed them your part and they have something to say to you.</p>

Activity: Assertive skill practice

Duration: 45 minutes

Resources: Situation descriptions, if using, webcam/phone camera/camera

Methodology: Active, role-playing, interactive, discussion

Description of the activity:

Explain to the pupils that in the world of work, sometimes you can find yourself in situations where you need to express an adverse opinion or negative feelings, but it can be difficult to know how to do it in a polite/constructive manner. Explain that you will role play several hypothetical situations. The pupils will play the role of the person who has to express his opinion/feelings, and you will play the other party. Ask the pupils to volunteer for the role play. Read the situation in your situation description while saying your role's words. Ask the pupil to reply as if it was a real-life situation. After each situation, discuss with the answer with whole class – was it appropriate, how could you improve it? You can also read the suggested responses.

Suggestion: Use a webcam, a camera or a phone camera to record each situation. You can re-watch the situation while discussing it in order to analyse what happened better. You can also upload the recordings to opresume.com

ASSERTIVE SKILLS SITUATIONS

SCENARIO
<p>You want to go to the department meeting. Your manager says to you: "John, as everyone can't go the meeting, would you mind staying and answering the phone." You do mind.</p>
<p>Your boss comes up and says: "I've been waiting a week now for that analysis report you were doing. Can't you cope with your workload?"</p>
<p>At a daily briefing with the team, Cherry (your manager) comes up with an idea which you yourself had mentioned to her only 3 days ago. The problem was that she indicated that it was her idea. You are annoyed about this, and want to tackle her after the briefing.</p>
<p>A colleague asks you for your computer password as he's forgotten his. You feel uncomfortable about doing this. You respond:</p>

5. “Mo, I appreciate that you’re really busy, however I would really appreciate a couple of minutes to talk to you about my next appraisal. Can we talk now?”

6. “I can see your problem. However I have a severe stock issue because of it. I need it delivered before then. What can you do for me?”

TIP: Don’t accept the first offer from him. Throw the issue back to him to offer a time scale again.

MODULE 3: THE WORLD OF WORK AND STUDY

LESSON 1: RIGHTS, DUTIES AND WORKPLACE ETHICS

Module 3: The world of work and study

General Lesson Objective and Learning Outcomes

This lesson will help students realize that worker's rights, duties and workplace ethics are an important part of a workplace environment. More emphasis is given to student's ideas – in this lesson they will be encouraged to look for solutions and express their opinions.

Specific Lesson Objectives:

- Students will learn and discuss about worker's rights and duties,

- Students will gain an understanding of workplace ethics,

Activity: Charter of rights and duties

Duration: 50 minutes

Resources: Two large paper sheets, markers OR piktochart.com

Methodology: Active, group work, discussion, creative

Description of the activity:

Ask the pupils to divide into two groups. Give each group a large paper and markers, or use an online presentation, poster and infographic creator www.piktochart.com . One group has to imagine that they are living in the 18th century and are in charge of creating a universal “Charter of labour rights” that will be used until the modern times. Another group has to imagine that they are CEO’s of a newly established international company and have to create a document listing all of the duties of their employees. After both groups are finished, ask to present what they have created and explain why what they wrote is important. Do the “employers” agree with the “workers”?

Upload your online creations or photos of posters to opresume.com

Activity: Workplace ethics

Duration: 60 minutes

Resources: Sheets with scenarios, issue solving sheet

Methodology: Active, group work, discussion

Description of the activity:

Ask participants the following questions – and discuss answers with the group: What are ethics? [Possible answer to be discussed: a set of (often unspoken – and generally understood) moral principles relating to a specified group, field, or form of conduct; a group of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace], what types of ethical issues might come up at work?

With the group, walk through a basic process for ethical decision-making.

Four-Step Process for Making Ethical Decisions at Work:

1. Define the problem (or ethical situation).
2. List the facts that appear to be most significant to the decision (and consider who is affected).

3. List two or three possible solutions (and how these solutions could impact each person).

4. Decide on a plan of action. Write them down on a board.

Divide the group into five smaller groups (and give each group one of the scenarios). Ask them to decide on a solution to their situation using the Four-Step process, fill in the issue solving sheet and share it with the group.

Suggested questions for discussion:

Do you think these situations really happen on the job – in real life?

Were these easy problems to solve?

How did your group come to the solution?

Upload the issue solving sheet and the scenario to opresume.com

WORKPLACE ETHICS SITUATION SHEETS

For each of the following case studies, assume you are employed by a large computer company, with approximately 1,000 employees. The company is located in your town. Read each case study and follow the four steps for making ethical decisions. You will be discussing your decision-making process (and your ultimate decision) with the group.

Case 1: LaKeisha is an administrative assistant in the Human Resources Department. Her good friend Michael is applying for a job with the company and has agreed to be a reference for him. Michael asks for advice on preparing for the interview. LaKeisha has the actual interview questions asked of all applicants and considers making him a copy of the list so he can prepare.

Case 2: Emily works in the Quality Control Department. Once a year, her supervisor gives away the company's used computers to the local elementary school. The company does not keep records of these computer donations. Emily really needs a computer. Her supervisor asks her to deliver 12 computers to the school.

Case 3: Marvin is an assistant in the Building Services Department. He has just received a new work computer and is excited to try it out. His supervisor has a strict policy about computer usage (for business purposes only), but Marvin wants to learn the email software. He figures one good way to do this is to send emails to his friends and relatives until he gets the hang of it. He has finished all of his work for the day and has 30 minutes left until his shift is over. His supervisor left early.

Case 4: Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the people in her office. Her son, Jason, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key, nor do they keep track of copies made by departments.

Case 5: Nonye works in the Customer Service Support Department and spends a lot of his day responding to email. One day he got a message from an email address he didn't recognize. It said, "I'd like to get to know you better, outside of work." Nonye had no idea who sent it, so he deleted it. A few days later, he received another message from the same source. Nonye ignored the message again, thinking they would stop. He mentioned these emails to one of his co-workers, who responded, "You're lucky to have a fan." The messages continue to come every few days and he's feeling pretty weirded out.

SOLUTION SHEETS

Identify the problem or ethical issue:

What are the facts?

What are some possible solutions?

What are you going to do?

Also consider....how will you know if your decision was the right one?

LESSON 2: TYPES OF EMPLOYMENT

Module 3: The world of work and study

General Lesson Objective and Learning Outcomes

During this lesson, students will research different types of employment and will learn about their specifications in an active, participatory manner.

Specific Lesson Objectives:

- Students will learn and discuss about different types of employment,
- Students will consolidate their knowledge gained in this module.

Activity: Types of employment

Duration: 90 minutes

Resources: Internet connection, large papers, sheets of papers, markers, pens

Methodology: Active, group work, creative

Description of the activity:

Start the activity by asking the pupils what types of employment possibilities do they know. Ask the pupils to divide into groups and assign a type of employment for each group. (Number of groups depend on the number of types of employment in your country). Examples: VOLUNTEERING, EMPLOYMENT IN A COMPANY, FREELANCING, INDIVIDUAL WORK. Explain to the pupils that they have 45 minutes to find as much information as possible about their type of employment and prepare a short “lesson” for the rest of the groups. The pupils have freedom of choice about the format and means of their presentation and lesson – they can use paper sheets, oral presentation, online presentation tools (Powerpoint, prezi.com), etc. They can search for information on the internet, use printed resources if provided. Possible subjects for presentations – advantages/disadvantages, legal documents, taxes and finances, types of activities.

Activity: Elections

Duration: 45 minutes

Resources: None

Methodology: Active, group work, interactive

Description of the activity:

Divide the pupils into two equal sized teams. Tell them that now they are members of two political parties. Elections are not far away and their goal is to become more powerful by gaining as many members as possible. Each team has to think of a party name and as many questions related to the module subject as there are members in the opposing party. They have to be “yes” and “no” questions. Each party has to elect a leader who will present the questions to the other team. The party leader also has the ability to answer **one** question if one of his/her party members does not know the answer. When a member answers a question correctly, he/she stays in the party, if he/she answers incorrectly, they go to the opposing party. During the activity it is forbidden for the other team members to help the one who is answering in any way (mimics, gestures, etc.). If a party cheats, they lose three members to another party. The party, that has the most members in the end of the activity, wins the elections.

MODULE 4: REALIZATION AND PLANNING FOR A JOB



LESSON 1: SOCIAL MEDIA AND THE WORLD OF WORK

Module 4: Realization and planning for a job

General Lesson Objective and Learning Outcomes

This lesson's aim is to introduce students to the professional social media, discuss its advantages and possible uses.

Specific Lesson Objectives:

- Students will learn about professional social media,
- Students will create their own professional social media accounts.

Activity: My "LinkedIn" profile

Duration: 60 minutes

Resources: Computers/tablets/smartphones with internet connection

Methodology: Active, individual work, discussion

Description of the activity:

The task for the pupils is to create a personal profile on LinkedIn or other online professional social networking site and follow each other's profiles. Before the activity make sure to explore the site and create a profile yourself so that you can help the pupils who have any questions.

Suggested questions for discussion:

In what ways could you use the LinkedIn website?

Do you think it could be useful for your future career?

Do you know anyone who actively uses LinkedIn or even found a job on it?

Which features did you like the most?

LESSON 2: CV'S AND JOB INTERVIEWS

Module 4: Realization and planning for a job

General Lesson Objective and Learning Outcomes

CV's and job interviews are an inseparable part of professional activity, so it is crucial for students to further develop interview and CV writing skills that they already have. Students will not only learn about job interviews, but participate in an interactive activity, where they practice their interview skills both as an interviewer and as an interviewee.

Specific Lesson Objectives:

- Students will create or improve their already existing CV's,
- Students will learn about the good practices of writing CV's,
- Students will improve their interview skills,
- Students will collaborate in preparing a homework task.

Activity: Preparing for a job interview

Duration: 15 minutes in class + 30 minutes homework + 45 minutes

Resources: <https://www.youtube.com/watch?v=IFuaqqafANM>

https://www.youtube.com/watch?v=J8yRCiGdl_4

Job advertisement sheets, camera/webcam/phone camera, a multimedia projector

Methodology: Active, work in pairs, role-playing

Description of the activity:

1. Watch these Youtube videos with your class (You can use your own videos in your language). Ask them to write down to themselves the most important points from the videos.
2. Ask the pupils to separate into pairs. Provide each pair with a job advertisement sheet. Tell them that their homework is to record a job interview where one of them is the interviewer and one is an interviewee, according to the job advertisement. They can ask someone else to record them or use an auto-recording feature. Explain that the interview should not take longer than 10 minutes.
3. Ask the pupils to upload their video on the opresume.com
4. Depending on the number of pupils, view some or all of the recordings during the lesson.

Suggestions for discussion:

Interviewers – was it easy/difficult to think of questions to ask?

Did you prepare them in advance?

What was the most important to you as an employer?

Interviewees – did you prepare for the interview, if so, how?

What questions were the most difficult to answer?

What can you do to prepare for an actual job interview?

JOB ADVERTISEMENT SHEETS

Sample Job Posting



SELFIE company

SELFIE company is dedicated to career education through empowering teachers and students to quality career education. Our employees enjoy a casual work environment, opportunities for development and a competitive salary.

Office administrator [Full time]

Key responsibilities include:

- Ensuring supply of necessary office materials,
- Answering and re-directing customer calls, providing necessary information,
- Organizing correspondence,
- Organizing company's documentation,
- Organizing company's events.

Successful candidates will have:

- Minimum 1 year experience in a similar position,
- Good communication skills,
- Excellent MS Office skills,
- Thoroughness and a high sense of responsibility.
- Excellent record-keeping and English grammar skills.

HOW TO APPLY

For more information and a full job description visit www.samplecareerad.com Applicants should send a resume and cover letter outlining how they meet the specific requirements of the position to email@organizationemail.ca by **2040-12-25**.

While we sincerely appreciate all applications, only those candidates selected for interview will be contacted.

Activity: CV skills

Duration: 30 – 60 minutes

Resources: Resume strategy sheets or CV tips sheets, paper CV forms or opresume.com

Methodology: Active, work in pairs, individual work

Description of the activity:

If your pupils already have CV's, ask them to bring them (electronic or paper) to the class. If not, they will create one now. If the pupils have their CV's provide each pupil with a resume strategy sheet. Ask to divide in pairs and read each others CV, then to evaluate their friend's CV according to the table and fill it in. After that, exchange the evaluation and discuss in pairs whether you agree with suggestions.

Upload the resume evaluations to opresume.com

If your pupils don't yet have their CV's, give each one of them a sheet with CV writing tips. Either using opresume.com or another CV template of your choice, the pupils have to create their CV's, then proceed with evaluating each other's CV's as described before.

RESUME STRATEGY SHEET

Resume checklist	Suggestions for improvement
Does the overall appearance make you want to read the resume?	
Are there any typos or misspellings?	
Are the margins clear and consistent?	
Could the layout be improved?	
Is there any irrelevant information?	
Could the resume be shortened?	

Are all periods of time accounted for?	
Does the resume begin with the most recent accomplishment?	
Is the writing style clear, concise and understandable?	
Does the resume stress skills, accomplishments and results?	
Is all important information included?	

CV TIPS SHEET

- Write short, concise sentences. Use as few words as necessary to express your accomplishments.
- List specific accomplishments and results.
- Convey one selling point at a time. Don't confuse your accomplishments by grouping too many ideas together.
- Put the concerns of your potential employer ahead of your own needs. This may mean rewriting your resume several times in order to focus on various aspects of your accomplishments.
- Type the resume in clear, clean typeface. Retain sufficient white space, leaving at least one inch margins, and double space between paragraphs. Use one type of font and colour throughout the document.
- Write in a first person.
- Carefully check for grammar or spelling mistakes.

- **Begin your resume with a short personal introduction in which you can describe your goals, main characteristics and most important skills.**
- **Avoid unexplained periods of time in your timeline.**
- **Use a formal writing style, avoid jargon expressions.**

LESSON 3: YOUR EDUCATIONAL AND CAREER ALTERNATIVES

Module 4: Realization and planning for a job

General Lesson Objective and Learning Outcomes

During this lesson, students will have a chance to explore different education and career alternatives there may be for their future and will try to narrow them down to a few most desired options.

Specific Lesson Objectives:

- Students will brainstorm education and career options for their future,
- Students will complete a worksheet to narrow down the most desirable options.

Activity: Your educational and career alternatives

Duration: 50 minutes

Resources: Activity sheets, board/large paper sheet, marker

Methodology: Active, brainstorming, individual work, discussion

Description of the activity:

1. Using the activity sheet, the pupils individually should rank the most common choices of actions to take after high school (edit them according to options available in your country) from 1 (most attractive) to 13 (least attractive).
2. After ranking the options in the list, the pupils should brainstorm other options they may have for their future. Do this in a whole group, write down the answers on a board or paper. Explain the rules of brainstorming:

Make your list of possibilities as long as possible,

Allow no rights, wrongs, evaluations or examinations while you are brainstorming,

Allow for bizarre and irrational as well as usual and predictable choices,

Do not question, discuss or defend any possibility – just write it down.

3. After brainstorming as many ideas as possible, write down 5 top options from the 1st part and add any activities from the brainstorming that you liked. Write one pro and one con for each possibility. Pupils should do this individually, using the activity sheet.

Suggested questions for discussion:

Was this activity helpful, not so helpful?

What else could help you decide about your future choices?

What are the main factors that influence your future choices?

Upload your activity sheets to opresume.com

YOUR EDUCATIONAL AND CAREER ALTERNATIVES SHEET

Listed below are the 13 of the most common choices of actions to take after high school. Rank them by numbering them 1 to 13 in their order of attractiveness to you. (1 – the most attractive, 13 – the least attractive).

Community college	
Four year college or university	
Full-time work	
Military service	
Business or technical school	
Part time work, part time college	
Apprenticeship programme	
Volunteer organization	
Unemployment/postponing any commitment	
Marriage/homemaking career	
Self-employment/start your own business	
Stopping off (taking a year off between high school and college or other commitment)	

Future possibilities	Pro	Con
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

MODULE 5: EMOTIONAL AWARENESS AND INTELLIGENCE



LESSON 1: CHANGE MANAGEMENT

Module 5: Emotional awareness and intelligence

General Lesson Objective and Learning Outcomes

Especially during the last years of high school, it is a critical time for the students to prepare for a major change in their lives – leaving the school environment and starting the next chapter in their lives. It is not always an easy transition, so it is beneficial for the students to reflect on life changes and develop effective ways of dealing with change.

Specific Lesson Objectives:

- Students will reflect and discuss previous changes in their lives,
- Students will develop their ability to empathize,
- Students will think get in touch with their feelings, especially concerning their near future.

Activity: Milestones

Duration: 30 minutes

Resources: Sheets of paper, pens, pencils OR www.tiki-toki.com

Methodology: Active, individual work, creative, discussion

Description of the activity:

The students will individually create their own timelines, marking the most important life events/changes so far while drawing them on a sheet of paper or using an online timeline creator – www.tiki-toki.com. Before starting, tell the students they will only have to share their work with the group if they want to.

Suggested questions for discussion:

Was it easy/difficult to distinguish the most important milestones?

How much have your lives changed, were there many events that changed the way you live?

Looking at your timelines, were the changes that happened, easy/difficult to handle?

Upload the timelines to opresume.com (You can select to make the project private).

Activity: 5 Years

Duration: 45 minutes

Resources: Pens, paper sheets.

Methodology: Active, group work, interactive, discussion

Description of the activity:

Ask the pupils to relax and imagine where they see themselves in 5 years' time, then think about a thing or a thought that they see as a potential problem/doubt or that makes them worry about their future self image. Ask them to write the thought/problem on top of a separate paper sheet. If the group is large, ask them to divide into groups of 6-8 and sit in circles. The pupils should pass their sheet with a problem/doubt to a person sitting to their right, until everybody has each other's sheets. Each person has to read the problem/doubt and think of several solutions that he/she thinks would help to solve the problem/doubt, write them down on the bottom of the sheet, fold up their answer and then pass it to the person on their right, who has to do the same. Finally everybody should end up with their own doubt/problem with possible solutions from their peers.

Ask each pupil to share his/hers worry/problem and the solutions, but tell them that it is not mandatory if they do not feel like it.

Suggested questions for discussion:

Was it easy/difficult to think of solutions for your classmate?

What do you usually do when you have worries about your future?

What helps you cope when you feel uncertain about changes happening in your life?

How did it feel to read the solutions written by your classmates?

LESSON 2: STRESS MANAGEMENT

Module 5: Emotional awareness and intelligence

General Lesson Objective and Learning Outcomes

Stress is definitely an issue in the last years of high school – exams, profession and university choices, applications – all of it affects students. It is important to learn about stress, how to cope with it not only for the last years of high school, but also to be able to deal with it later in life. During this lesson, students will discuss and explore stress agents, signs and their own relation with it.

Specific Lesson Objectives:

- Students will learn about stress agents,

- Students will analyze their own relation to stress,
- Students will try out different ways of coping with stress.

Activity: Stress agents

Duration: 45 minutes

Resources: Sheets of paper

Methodology: Active, group work, interactive, discussion

Description of the activity:

1. Divide the class into groups of 3-4. Ask each group to brainstorm as many things that cause stress in our lives and write each one down on a separate sheet of paper. When the groups are done, collect the papers and make sure that you leave out any factors that are repeated twice or more.
2. Ask the group to stand in a circle. Explain that you, as a group will have to arrange the factors in order of importance. Agree where on the floor will be the most important end and the least important end. Each pupil will take one sheet with a stress factor, then, going one by one, each pupil will place their sheet according to how important this factor it is to them. Each pupil also has a possibility to change the placement of ONE other factor. The group should do this exercise in silence. Finish the exercise with the first pupil changing one sheet.

Suggested questions for discussion:

Was it stressful to watch others change your answer's position? How did it feel?

Does everyone agree on the top stressors picked?

In what environment do you most often experience stress?

What do you think most often created stress in the workplace?

Is there more/less stress in the world of work than you experience now?

Activity: Stress and me

Duration: 45 minutes

Resources: Worksheets “Stress and me”

Methodology: Active, individual work

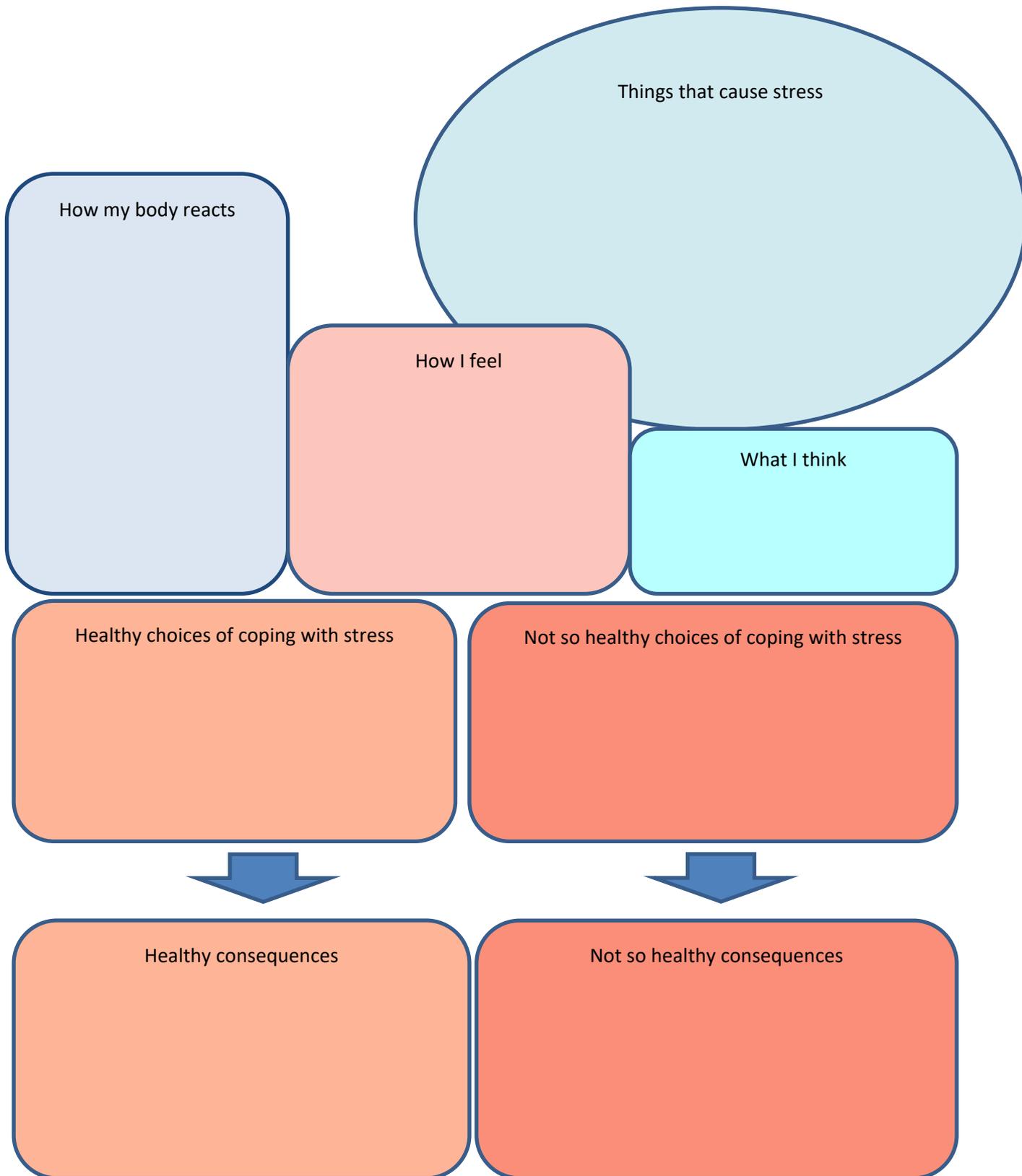
Description of the activity:

Ask the students to fill the “Stress and me” worksheet individually, then share and discuss the worksheet in pairs. Then, ask everyone to name one healthy choice and one not-so-healthy choice from their worksheet and write them on a board.

Upload activity sheets and coping choices to opresume.com

STRESS AND ME SHEETS

Use this worksheet to explore how you react to stress and how you can better cope with it.



Activity: Coping with stress

Duration: 90 minutes

Resources: Internet connection

Methodology: Active, group work, discussion

Description of the activity:

Divide the class into groups of 3-6 (depending on the size of the class). Ask each group to research the internet for different stress management/coping activities and chose one that they would like to try in the classroom. Ask the groups to communicate so that they do not choose the same activity. When each group choses an activity, try it out according to the instructions online. It could be breathing exercises, visualization, physical exercises.

Suggested questions for discussion:

What activity did you like the best?

Do you think you could use such activities when stressed?

What other ways can you think of to reduce negative stress?

MODULE 6: DECISION MAKING AND GOAL SETTING



LESSON 1: LIFE-LONG LEARNING

Module 6: Decision making and goal setting

General Lesson Objective and Learning Outcomes

During this lesson students will learn about the process of life-long learning, why it is important and will brainstorm examples of life-long learning.

Specific Lesson Objectives:

- Students will learn about the concept of life-long learning,
- Students will discuss the importance of life-long learning,
- Students will be able to list life-long learning examples.

Activity: Life-long learning – your way

Duration: 30 minutes

Resources: <https://www.youtube.com/watch?v=fZmt2EmBqBU>, projector, computer.

Methodology: Active, discussion.

Description of the activity:

Watch the Youtube video about life-long learning (you can also use your own relevant video in another language). After watching, ask the pupils to come one by one and each put a post it on a large paper, or write on a board an example of life-long learning.

Suggested questions for discussion:

Why do you think life-long learning is important?

Do you know anyone who is continuing to learn after high school/university?

Upload the photos of examples to Instagram

LESSON 2: REQUIREMENTS OF THE JOB MARKET

Module 6: Decision making and goal setting

General Lesson Objective and Learning Outcomes

It is important for students to form realistic expectations of what skills, characteristics or experience is required in the job market. During this lesson, students will work in groups to find out what the most common requirements are.

Specific Lesson Objectives:

- Students will learn what are the most common job requirements,
- Students will improve their information finding, analysing and team work skills.

Activity: Requirements of the job market

Duration: 60 minutes

Resources: Large sheet of paper, internet connection, pens

Methodology: Active, online, group work.

Description of the activity:

1. Firstly, ask the pupils to think of the most important job market requirements. Write them on the board/ large sheet of paper.
2. Divide the pupils into groups of 3-6 and ask each group to find and analyse 8 job advertisements online in relation to the job requirements. Ask them to write the requirements down. When they are done, ask each group to present 3 of the most frequent requirements. Write them down on the board/large sheet of paper along the previous requirements that the pupils thought of.
3. Compare what you put down, discuss whether requirements are actually different or similar to what the pupils thought? Do they seem easy/difficult to achieve?

LESSON 3: OCCUPATIONAL GOALS

Module 6: Decision making and goal setting

General Lesson Objective and Learning Outcomes

During the lesson, students will explore the process of realistic goal setting and will have an opportunity to compare their possible occupational choices to reality with the help of their classmates.

Specific Lesson Objectives:

- Students will learn what SMART goals are,
- Students will be able to formulate their goals according to SMART goals principles,
- Students will analyze and discuss their possible occupational choices.

Activity: SMART goals

Duration: 60 minutes

Resources: “SMART” Goals worksheet

Methodology: Active, working in pairs, discussion.

Description of the activity:

1. Start a discussion about goals: “What is a goal?” “How are goals different from dreams?”. Make the point that goals are more specific than dreams, and people usually have a clear plan to reach their goals. Some goals can be accomplished in a short amount of time, and other goals take much longer to accomplish.
2. Introduce the concept of a “SMART” goal. This is way of stating a goal clearly. A “SMART” goal is Specific, Measurable, Attainable, Reasonable, and has a Timeline. Give students practice in developing a “SMART” goal. Have them rewrite the goal, “I want to improve my grades” as a “SMART” goal (e.g., “I want to get an 9 from maths and 8 from English from the next test”).
3. Distribute the “SMART” Goals worksheet to each student. Have students find a partner. Ask students to share with their partner one thing they wish to accomplish in the next 6 months in the area of education or employment. Have students help each other write the wish as a “SMART” goal using the guidelines on the worksheet.

Upload the worksheets to opresume.com

SMART GOALS SHEETS

“SMART” GOALS

Part 1 Short-Term Goal (3-6 Months)

Directions: Think about something you want to accomplish in education or employment in the near future. Write a “SMART” goal for it. Use the checklist to be sure you have clearly stated the goal.

1. “SMART” Goal Statement

2. “SMART” Goal Checklist

Specific? _____

Measurable? _____

Attainable? _____

Reasonable? _____

Timeline? _____

Part 2 Long-Term Goal (3-5 Years)

Directions: Think about something you want to accomplish in education or employment in the next 3-5 years. Write a “SMART” goal for it. Use the checklist to be sure you have clearly stated the goal.

1. “SMART” Goal Statement

2. “SMART” Goal Checklist

Specific? _____

Measurable? _____

Attainable? _____

Reasonable? _____

Timeline? _____

Activity: Occupational reality testing

Duration: 45 minutes

Resources: Occupational reality testing worksheet

Methodology: Active, individual work

Description of the activity:

Pupils individually work with the “Occupational reality testing” worksheets. Afterwards, ask for feedback about the activity – was it useful? Was there anything new they found out about themselves?

OCCUPATIONAL REALITY TESTING SHEETS

1. Imagine you are interviewing an employer to apply for a job in your number one occupational choice, which is:.....

Assume you have completed all necessary education, training and preparation.

2. The employer asks you to name the abilities, skills and aptitudes you bring to the job. Then you are asked to give proof or evidence that you can deliver the skills you claim.

What would you say?

Name your skills and aptitudes and evidence that you have them:

Skills and aptitudes	Evidence

- Next, the employer asks how your own values would be satisfied by the work in this occupation. Name your important work values and explain how they would be expressed in your major occupational choice:

Work values	How they will be expressed

- Another inquiry from the employer concerns your preparation for the occupation. Give the education, training or experience you have had that will enable you to perform with excellence in your major occupational choice. (List the preparation you still need in order to qualify for the job you seek. Responses can range from “no further preparation needed” to specific types of formal education that will require specified periods of time.)

Preparation	Where?	How long?

Now return to your present time in your thinking and complete the remaining items.

- On a scale from 1 to 10, estimate your chances of success in you number one occupational choice.

Very high 1_2_3_4_5_6_7_8_9_10 Very low

Explain.....

.....

Activity: The hot seat

Duration: 60 minutes

Resources: Lists of suggested questions, recording devices, www.audioboom.com

Methodology: Active, group work, interactive

Description of the activity:

Divide the pupils into groups of 3-6, depending on your class size. The groups should sit around in circles. One by one pupils take a turn to sit on a “Hot seat”, which means that they tell the group about their desired occupational choice and other members of the group then ask a number of questions. The pupil on the “Hot seat” should indicate whether their career choice is definite or they are still tentative about it. Ask the pupils to record their interviews (each pupil in a group separately) with a sound recording device. If using a computer or a smartphone, use audioboom.com - you can upload the recordings with photos, descriptions, share them on social media and save them as mp3 files or online for future reference. Provide each group with a list of suggested questions. Group members are allowed to pass on any questions asked. Allow up to 10 minutes per pupil. Afterwards, discuss whether the pupils found this activity helpful, what they liked or did not like about it.

MODULE 7: WORK EXPERIENCE



General Lesson Objective and Learning Outcomes

This module is for organizing and experiencing work experience. During the module students will have an opportunity to visit educational or workplace organizations in order to gain a better understanding of the world after high school. It is up to the educator to select and organize the visit – depending on availability, you could visit, open university days, study fairs, company’s, educational organizations, social institutions.

Specific Lesson Objectives:

- Students will visit an educational or workplace organization,
- Students will think of questions to ask during the visit and discuss the answers afterwards,
- Students will report their experience using video production.

Activity: Career visits

Duration: 4 hours

Resources: Video recording devices, video making tools

Methodology: Active, discussion, experiential.

Description of the activity:

Organize a trip with the pupils either to an educational organization or a company. Before going on a trip, ask the pupils to prepare relevant questions according to the type of institution, that they will ask during their visit. Depending on available possibilities, try to arrange a discussion with an employee of the organization, to whom pupils could ask their questions.

Suggestion: You could separate the pupils into groups and assign a task of creating a video report from the visit. They could use their smartphones or portable cameras to record interviews, and other moments from the visit. Suggest using video production and editing tools: Microsoft Movie Maker, <http://studio.stupeflix.com>

Afterwards, ask each group to present their video to the class.

Upload the videos to opresume.com

MODULE 8: EVALUATION AND ASSESSMENT



General Lesson Objective and Learning Outcomes

During this module, students will participate in various activities that will engage them in reflecting on their experience during the whole course. They will consolidate what they have learned, discuss and share their emotions and thoughts.

Specific Lesson Objectives:

- Students will reflect on their experience during the whole course,
- Students will share their emotions and thoughts with the group,
- Students will develop their self-reflection skills,
- Students will consolidate the knowledge gained during the course.

Activity: The ticket

Duration: 15 minutes

Resources: An envelope with the “ticket” written in the first activity

Methodology: Reflective, individual work.

Description of the activity:

At the end of the trainings, give each pupil their envelope and let them read their tickets once again, if anybody wants, they can read out loud. Ask in turn each pupil if the trainings fulfilled their expectations, what they liked and did not like.

Activity: What have i learnt?

Duration: 60 minutes

Resources: A set of cards with the most important concepts/words from the training module for each pupil, www.worditout.com

Methodology: Reflective, individual work.

Description of the activity:

Provide each pupil with a set of prepared cards(suggestions for cards: worker’s rights, life-long learner, stress agents, etc). In 30 minutes the pupils should write a coherent text using all the words from the cards. The text should reveal what those words mean to them personally display a personal relation to the training. Ask if anybody would like to share their text with the group.

Suggestion: The pupils could use www.worditout.com word cloud creator to create word clouds of the most used words in their essays, then upload them to their resume e-portfolios.

Activity: The sun

Duration: 30 minutes

Resources: Large sheets of paper, markers

Methodology: Active, reflective

Description of the activity:

Draw a sun with long sun beams on a large sheet of paper. Ask the pupils to stand around the drawing and write everything that they learnt, understood, experienced on the sun beams. After everyone is done, share your thoughts, read what everyone else wrote.

Activity: Agree or disagree

Duration: 30 minutes

Resources: Large sheets of paper, markers

Methodology: Active, reflective

Description of the activity:

Clear space in a classroom so that you can move around freely. Put the sheets of paper with “I agree” and “I disagree” on opposite sides of the classroom. Ask the pupils to stand in line halfway between the two sheets of paper. Explain that you will ask a question and if they agree they have to move towards the “I agree” paper, and if they disagree they have to move towards the “I disagree” paper. They can move as near or as far as they like, depending on how strongly they agree or disagree. **Suggested questions:**

- 1. I enjoyed/had fun participating in these lessons.*
- 2. I learned a lot from participating in these lessons.*
- 3. I would participate in this type of activity again.*
- 4. I have a good idea for a different activity in the area of career education that our group could do.*
- 5. I will seek and try to participate in more career education activities because of the experience I had in this lesson course.*

You could ask questions regarding each separate module, for example:

- 1. I am now better aware of my personal strengths, weaknesses and values.*
- 2. I have a better understanding of what skills are necessary in the world of work...*

Activity: Trivia game

Duration: 60 minutes

Resources: Large sheet of paper, markers, questions, set of A,B,C,D cards for each team

Methodology: Active, group work, interactive

Description of the activity:

Divide your class into groups of 4-6. Each team should think of their name. Explain that each team will compete to win the trivia game. Write down the team names on a large sheet of paper or a board. Ask the teams questions (try to think of relevant questions from the modules), and ask them to show the correct answer card with a letter. Write down 1 point for 1 correct answer. The team with the most points at the end of the game wins a prize!



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