

# Career counseling Manual

**KA2 - Strategic partnership / School cooperation project**

**“Lepsze wsparcie, lepszy wybór “**

***(Better support, better options)***

## Project partners

Stredna odborná škola pre žiakov so sluchovým postihnutím,

Bratislava - Slovakia

Základná škola pre žiakov so sluchovým postihnutím internatná Viliama Ganu,

Kremnica - Slovakia

Zavod za gluhe in naglusne Ljubljana - Slovenia

Specjalny Ośrodek Szkolno – Wychowawczy dla Nieśłyszących im. Janusza Korczaka,

Cracow - Poland

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## Introduction

The manual is meant for a career counselors who are working with hearing impaired students and for those who have no previous experience in working with students with special needs.

It was created on a basis of common and individual experiences, sharing knowledge in the strategic partnership/ school cooperation. Materials for the guide were prepared during international project meetings and in between these meetings during the project. The team involved in these activities was composed of career counselors, speech therapists, psychologists, social workers, vocational school teachers and other specialists.

The whole manual is divided into thematic chapters. The layout of the guide's content has been drawn up in the English version and then translated into Slovenian, Slovak and Polish and filled with substantial content in the respective version. Each partner is responsible for the information provided about their country.

The scope of knowledge, skills and experience of project partners varied significantly in the initial phase of the project implementation. Discrepancies are the result of a different way of undertaking the activities in the field of career counseling. For this reason, various didactic materials were developed to support the work of vocational counselors and other people implementing vocational guidance activities. Among the presented methods, the partners selected the most useful ones for their institutions and adapted them to the individual target groups.

The manual was created by the project partners: Stredna odborná škola pre žiakov so sluchovým postihnutím, Bratislava - Slovakia, Základná škola pre žiakov so sluchovým postihnutím internatná Viliama Ganu, Kremnica - Slovakia, Zavod za gluhe in naglusne Ljubljana - Slovenia, Specjalny Ośrodek Szkolno – Wychowawczy dla Nieśłyszących im. Janusza Korczaka, Cracow - Poland on Creative Commons Licence ([CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)) during the project timeline 05.09.2016 - 04.09.2018.



# Chapter 1 Career counseling in the partners countries

The first chapter features the characteristics of career advisory systems in partner countries. Vocational counseling is conducted in various ways and to a different extent, but it is a compulsory element in every education system.

## 1. Career Counseling in Slovene Education System

Every educational institution in Slovenia (be it kindergarten, primary or secondary school) includes school counselors. Those are the people, who have gained a degree in psychology, social work, pedagogy, social, special or inclusive education.

The legal basis for a school career counselor:

Law on Organisation and Financing of Education Act of 15th March 1996 – school counseling service is obliged to carry out career counseling tasks alongside other obligations

Programme Guidelines on School Counselling in Primary and Secondary Schools 13<sup>th</sup> May, 23<sup>rd</sup> May 1999 – description of areas of work that need to be carried out by career counselors within the school counseling service

The main role of school counseling is that it helps solve complex pedagogical, psychological and social questions of the educational work done within the institution, by means of counsel. Its goal in school is the optimum development of the child regardless of the gender, social and cultural background, religion, nationality, physical appearance, personal characteristics or other features. School counselor helps and collaborates with all the members of the school and, if necessary, liaises with external institutions.

One of the tasks of school counseling service is also vocational guidance and counseling. That entails guiding the students from the first day they enter the school up to the end of their schooling; offering students guidance when choosing the right path for further education; presenting all the educational programs of secondary schools and universities in Slovenia; organising, preparing and carrying out open days; helping with the enrollment into different secondary school programmes and universities and with the process of enrollment, carried out according to the guidelines of the Ministry of Education of Slovenia.

Every year, Ljubljana School for the deaf and hard-of-hearing carries out numerous activities of career orientation, which a career counselor organises for pupils that are finishing primary school



and are continuing their education in secondary schools, as well as for students that are finishing secondary school and are furthering their education within colleges, faculties and universities.

Below is a list of various activities that school counseling service organises throughout a school year:

- “Chestnut roasting” picnic, which entails a presentation of Slovenian school system and the value of career orientation, while bringing together students, their parents and teachers in an informal, relaxed setting;
- The visit to the Career centre Ljubljana, where their counselor introduces the centre and their interactive computer programme for choosing the right job, called »Kam in kako« (»Where and how«) that students also try out;
- The visit to “Informativa”, Education and career fair, where they offer information on numerous educational programmes, secondary schools, vocational colleges and faculties
- Ljubljana School for the deaf and hard-of-hearing secondary school Open Day;
- School technical days and presentations of different vocational paths at ZGNL secondary school;
- Open days for the future students of ZGNL and their parents;
- Open days for school counselors from other primary schools with the purpose of informing them of our secondary programmes;
- Taking part in Holland Code career test;
- Parents’ evening for the parents, pupils and students of the final grades;
- Workshops during home-class periods, where the pupils and students get the opportunity to get to know themselves, their interests, key factors in choosing the right profession, different jobs, working conditions etc.;
- Help filling out the Application for the enrolment into the 1<sup>st</sup> year of secondary programme or Application for the enrolment into the 1<sup>st</sup> year bachelor programme;
- Informing the students of scholarship possibilities;
- Individual consultations with pupils, students and parents.

## 2. Career Counseling in Polish Education System

### **Career counseling in economy sector:**

- Ministry of Labour and Social Policy
- Voluntary Labour Corps
- Labour Offices
- Employment agencies
- Social dialogue institutions
- Training institutions

### **Career counseling in education sector:**

- Ministry of Education
- National Centre for Supporting Vocational and Continuing Education
- Schools and universities



- Psychological diagnostic and counselling centres

#### **The legal basis for a school career counselor:**

- Law on Education System of 7th September 1991 - schools are obliged to organize classes focused on the choice of career paths and to cooperate with the institutions which provide services in the field of career counselling.
- Ordinance of the Minister of Education on the principles of providing and organizing psychological support of 2003 - the possibility of employment in schools where the career counselor works.

#### **The school system of career counseling**

Career counseling activities are undertaken by the school in order to prepare students to choose a career, level and a course of education/training. The system should specify: the role and responsibilities of teachers in the annual action plan, the time and place where the tasks are going to take place, methods and the expected results.

#### **Main objectives of the school system of career counseling**

- Increasing the chances of graduates with hearing impairments to be employed in the open labour market or to be self-employed.
- Increasing the competitiveness of graduates with hearing impairments in the open labour market.
- Increasing students' self-awareness of the possibilities and limitations related to the chosen occupation, which result from their disability.
- Supporting the school activities which are aimed at the optimal academic and vocational development of a student.

#### **School career counselor – tasks**

- diagnosis of the students' needs regarding information related to education and career
- helping students plan their career paths consciously
- collecting and providing students with information related to education and occupational opportunities
- individual counseling for students and parents,
- group activities aimed at activating and preparing students to plan their career paths and take up work
- coordinating the career counseling activities at school
- cooperation with institutions providing career counseling.

#### **Career counseling at school – forms**

- information related to education and career
- group counseling
- individual counseling
- labour market
- research the need for career counseling at school



Career counseling is voluntary for students. The activities take place during:

- classes run by a form-master
- classes run by a replacement teacher
- extracurricular activities
- trips

#### **Career counseling – program**

- Modular program of career counseling for secondary middle school students – *"Career Counseling in Middle School"*
- Modular program of career counseling for secondary school students, *"What Next After Graduation i.e. Development Towards Competence"*

Both programs are developed by the Krakovian School of Career Counselling.

*"What Next After Graduation i.e. Development Towards Competence"*

- Module I "Balance of resources"
- Module II "Qualifications and competences in the perspective of professional development"
- Module III „Labour market"

#### **School career counselor – office hours**

- the number of hours in educational facilities devoted to career counselling depends on the local authorities and the director of the school.
- full-time employment of the school career counsellor – 25h/week

#### **School career counsellor – qualifications**

To be a school career counsellor one needs to have a diploma:

- Master's Degree in career counselling with teacher training
- Master's Degree in another specialization with teacher training and a diploma from postgraduate studies or qualification course in career counselling.

#### **Our current activities:**

We have:

- created and implemented the school system of career counselling
- equipped the school – a classrooms adapted to run individual and group career counselling classes
- created a knowledge database - collecting folders, brochures, etc.
- run group workshops for students of high school, (basic) vocational school and secondary vocational school / technical school
- organized workshops for vocational college students, which have been conducted by professional career counselors from the Labour Office in Kraków
- offered individual career counseling
- cooperated with the Provincial Labour Office and participated (together with the students) in classes conducted by a professional career counselor
- participated in the Job Fair and the Career Orientation Day
- offered career counseling for school candidates during the Open Day of the school



- organized career oriented trips
- offered career counseling for students and graduates during their in-job training
- publicated information about our career counseling activities on the school website.

### 3. Career Counseling in Slovak Education System

The aim of career consulting (CC) for students with HI is to help them to choose their future profession and obtaining the highest level of education possible, their socialization, or their involvement in work and ordinary life. Career education and CC in Slovakia are included into the system of educational counseling and prevention in schools and school facilities. The working principles of educational counseling and prevention are regulated by the Law No. 245/2008 Z. z. about education (School Law), § 130. According to this law, especially psychological, pedagogical, special-pedagogical and social activities which focus on optimalization of the educational, psychological, social and career development of children from their birth up to termination of education are conducted. Counseling services are offered to legal representatives of students and teachers.

**Basic components of educational counseling and prevention are:**

- educational counselors,
- centers of pedagogical and psychological counseling and prevention (CPPP),
- centers of special-pedagogical counseling (CŠPP),
- school psychologists,
- special educators and teachers,
- social pedagogs.

Each component of the system of educational counseling and prevention cooperate mainly with the family, school, school facilities, employees, public administrations and civic associations. All components of the system of educational counseling and prevention are interconnected organizationally and by content.

**The Primary school for students with HI, int., V. Gaňu in Kremnica offers the following CC:**

CŠPP (center of special-pedagogical counseling: psychologist, special pedagogues), educational counselor, school psychologist,

The aim of specialized activities conducted in CŠPP within CC for students with HI is :

- to participate on education and schooling of students with HI throughout their studying and professional training, to offer a comprehensive diagnostical process and, based on obtained data, to elaborate proposals to ensure an appropriate way of education and schooling of students with HI trying to achieve the highest socialization possible and their involvement in the labour market,
- to observe the educational track of individual students with HI,
- to give a qualified estimation of their possibilities in further professional career,



- to create and conduct individual and (if possible) also group programmes for students with HI within CI,
- to cooperate with teachers in schools and school facilities, especially in cases of individual forms of education and schooling of students with HI when finding and specifying their professional tendencies,
- to elaborate methodology for school special pedagogues in the area of career counseling,
- to obtain and spread new findings and knowledge within CC for students with HI,
- to coordinate, if necessary, the process of accepting a student with HI to high schools, secondary schools or even universities.

### **1. Educational counselor**

According to law No. 317/2009 about pedagogical and professional employees, *the educational counselor organizes and participates in providing educational counseling within education and schooling according to special regulation no. 46*) as informational, coordination, consultancy, methodological and other activities.

*The educational counselor significantly participates in career education and career counseling. Ensures the connection of the school with social partners, facilitates the specialized and counseling services for students and their parents. The educational counselors are associated in the Association of educational counselors (<http://www.asociaciavp.wbl.sk/>). The educational counselors perform the career counseling concurrently with their teaching duties - based on an extended training or other specialized education. Depending on the number of students and type of school, their working time as teachers is reduced by 1 - 4 hours, which we consider to be deficient.*

#### **An educational counselor, within career counseling at schools, organizes and coordinates:**

- the realization of group programmes focused on professional orientation of students,
- methodological help for other teachers at school and for parents,
- provides up to date information about schools and fields of study in the region and in Slovakia,
- organizes and coordinates the participation of students on open days of different schools or other training organizations, excursions, expositions of schools and employers and excursions to real work environment,
- coordinates the cooperation with other schools and extracurricular organizations which participate on professional training of students,
- provides and coordinates the process of enrolling to high schools, secondary schools or universities,
- communicates, if needed, with other educational counselors in different high schools, secondary schools and universities,
- in case that a student is not accepted to a secondary school, the educational counselor help them to reorientate, choose a different professional orientation, or school.



The educational counselor at Primary school for students with HI in Kremnica uses:

**COMDI** (<http://www.comdi.sk/>) – computer diagnostics of study-professional preconditions,

**KomposyT** – informational system - complex counseling system (<https://www.komposyt.sk/o-komposyte>),

**Raabe** – specialized publications (<http://www.raabe.sk/>).

Law No. 317/2009 Z.z. treats the career counselor, who belong to pedagogical employees or specialists. In §6 of this law is stated, that the career counselor performs activities within the preparation of students for their further involvement in the labour market. A specialist can perform the activities of career counselor. Since 2014/2015 Comenius University in Bratislava offers a bachelor study programme - Psychological and career counseling for individuals with a disability. The graduates can find employment at schools, department of employment, social issues and family, in the area of employment of people with disabilities in state , public and non-profit sector. The first graduates of this study programme will graduate in 2017.

### School psychologist

Career preparation and consultancy within the work of school psychologist are composed of:

- consultancy dialogue,
- personal anamnesis,
- comprehensive diagnosis of interests, personality and intellectual abilities, for examples by means of:
  - OTPO (Picture test of professional orientation, Mezera, 2010),
  - Test of hierarchy of interests (Černý, Smékal),
  - Diferencial test of interests (Vonkomer),
  - Leiter’s international performance scale,
  - work with therapeutical cards (personality cognition),
  - interpretation of test results,
  - activities focused on insight deepening (what do I want to achieve...),
  - enforcing of positive self-reflection, personal development.

The last two activities we consider to be really challenging, according to the results of a partial research (T.A. Hurwitz and col., 1997 – 1998), which point out the low self-confidence of people with HI and their self-underestimation of their possibilities in the labour market in comparison with people with the same level of education without HI. Another research conducted by M. Groma brings interesting results (Groma - Némethová 2010). It states that the public attributes to people with HI the same possibilities to achieve success and the possibility to be accepted as a part of the working team. Furthermore, 25% of respondents of this research think that people with HI could be successful businessmen or craftsmen(21% of respondents). The task of school psychologists and career counselors is to support students with HI in their ambitions and to look for a way to reach professional and personal fulfillment.



**Literature:**

M. Groma: Kariérové poradenstvo a možnosti facilitácie kariérového vývinu nepočujúcich, Univerzita Komenského Bratislava, 2012.

Výchovné poradenstvo a voľba povolania, Dr. Josef Raabe Slovensko, s.r.o., 2014.

Kariérové poradenstvo v Slovenskej republike, Euroguidance, SAAIC, 2014.

**Legal regulations:**

Law No. 245/2008 Z. z. issued on 22. May, 2008 about education and schooling (School Law) accessible online at:

<http://www.zakonypreludi.sk/zz/2008-245>

Regulation No. 317/2009 Z. z. Law about pedagogical employees and professional employees, accessible online at:

<http://www.zakonypreludi.sk/zz/2009-317>

**Career counseling in SOŠ Koceľova**

**ACTIVITIES**

For pupils from grammar schools	For students from SOŠ Koceľova
<p>Creative workshops</p> <p>Open days for parents during the whole year</p> <p>Open days for public once a year</p> <p>JUVYR – presentation of school and student’s work</p> <p>Presentations for pupils from grammar schools</p> <p>Information on boards and tables in grammar schools</p> <p>Our school nurse distributes flyers about our school to health centres</p> <p>Meetings of pedagogical advicers lead by our school psychologist – in their centres (cca 4 –times a yesr) and than at our school (cca twice a year)</p> <p><b>Obstacles!!</b></p> <p>Lack of cooperation with parents – parents of pupils don’t go to meetings of parents, event if we come to such a meeting parents don’t get the information about our school</p> <p>Unsuffieient awarenes of our school</p>	<p><b>Support during the school:</b></p> <p>Cooperetion with external companies (presentation from IBM workers about job oportunities in their company)</p> <p>Practical training in companies for students from higher classes (upholsters, mechanics, hairdressers etc.)</p> <p>Cooperation with other secondary schools - practical training and cooperation with hearing people</p> <p>Services for public</p> <p>Student’s company</p> <p>School and inter-school competiitons for the best pupil of the school - motivation</p> <p>Scholarship for students from bad social environment, scholarship</p> <p><b>Regarding the next education at the university:</b></p> <p>Centre Teresias from the University in Brno (Czech republic)</p> <p>Centre of the support for students with specific needs</p> <p><b>Regarding the work:</b></p>



<p>We don't cooperate with Advisory service centre in Grammar school Hrdličkova – none of our employers</p>	<p>Information for graduates about their duties after finishing the school on a billboard                  We offer courses for students who have already finished their secondary education and passed the final exams  <b>Afer school:</b>                  Meetings with our graduated students – questionnaires about their job placement after school, their needs  <b>Obstacles!!</b>                  We need more excursions to companies and factories –experiences from “real life”                  „Wild integration“in mainstream schools                  Communication with parents (parent's expectations VS. trend of changing the student's field of study after some time)</p>
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**Who is responsible for career counseling?**

For absolvent's of grammar schools	For our students and graduates
<p><b>Centre of pedagogical – psychological counseling and prevention (CPPPaP)</b> - they examine child and they make recommendations and counseling for child's future career direction  <b>Parents</b> - they have to make the decision according to recommendations from CPPPaP, and grammar school teachers or according to their expectations  <b>Our school vice-director for practical training</b> – she consults with parents who intend to sign their child to our school, answers their questions, organizes creative workshops etc.  <b>Team of teachers, trainers and special pedagogs</b> – students have to pass entry exams – we consider their practical skills, language skills etc., we accept the student or we offer another field of study</p>	<p><b>Team of teachers, trainers and special pedagogists, psychologist</b> – students are watched and offered another field of study in case that a student isn't successful in his/her studies  <b>Social worker</b> – gives information about student's duties  <b>School psychologist</b> – she can recommend the next career directions/considers acquired skills for the next university studies based on psychological testing</p>



A pedagogic advisor in grammar school has also a role of a career counselor. In secondary school there is a pedagogical advisor focused on problematic behavior, not a career, career counseling is a privilege of Centre of pedagogical – psychological counseling and prevention.

## Chapter 2 Survey for graduates and conclusions from the survey

The second chapter contains the video guides for a graduates who are working/studying abroad or willing to do so in the future. The video guides were prepared according to the unified screenplay. The screenplay was based on the main conclusions drawn from the survey. The survey was conducted in the first year of the project.

The students were asked in the survey:

- general information,
- their profession and the type of the school they graduated,
- who helped them to choose their occupation,
- do they work in the profession/occupation they were trained,
- did they learn, study, work abroad or are willing to do so,
- why did they go abroad,
- what problems / difficulties they had to face abroad,
- what kind of help they received abroad/they didn't received.

There was 72 answers received. Most of them were people who do not worked abroad but are planning to do so. They are also interested how to prepare themselves to go abroad and look for a job or to continue their education abroad.

### General conclusions about the survey:

- there are some who work abroad or planning to do so In the future,
- most of respondents had no professional help before choosing their occupation (there were parents mostly who helped them to choose their profession),
- we need to teach students how to use internet for job looking.

The main conclusion that is relevant for project participants is that there is an important task for career counselors; firstly to give and advice in the whole process of the education moreover to support students who are planning to work or study abroad. That is why the following video guide „Carry on signing was” produced.

### External links to the video guides “Carry on signing” in a national sign languages:

[Polish sign language „Carry on signing” video guide](#)

[Slovak sign language „Carry on signing” video guide](#)

[Slovene sign language „Carry on signing” video guide](#)



## Chapter 3 IT tools used by career counselors

The following chapter contains examples of developed materials using known IT tools. They can be used in the work of a career counselor or be an inspiration to expand your own work workshop.

There is a number of IT tools that might be useful in career daily work. We do suggest to use some of them and getting know better more that could be found in the internet resources. Man needs to know that sometimes tools are time limited or the copyrights might be changed.

In the following manual we recommend to start from the WebQuest. It could be find here <https://jobquestlitt.blogspot.com> . The WebQuest itself is an interesting method and might be prepared online also. This particular one was prepared to explain more about IT tools and is a kind of manual how to use the IT tools that were selected.

Project participants prepared the tools in their native language so it could be easily used by other career counselors in their countries.

### 1. The ICT tools chosen by Slovene partner

There are numerous ICT tools that are available to career counselors in Slovenia. It is strongly recommended that you get acquainted with the content available on the internet. However, keep in mind that not all the applications and content are up-to-date and useful.

We suggest that you start with online application Kam in kako? which can be found on Employment Service of Slovenia webpage, on the following link: <https://www.ess.gov.si/ncips/kam-in-kako>

The following applications are also useful:

<https://esvetovanje.ess.gov.si/> (Series of questions from various areas that lead to choosing the right vocation.)

<http://www.mojaizbira.si/> (Webpage with descriptions of vocations and secondary school programmes in Slovenia, with video guides.)

#### Videos and presentations

- "Carry on signing"- Job search abroad, writing Europass CV, necessary documentation for moving abroad, different risks about working and living abroad <https://youtu.be/T4eNnrZrn2U>
- Using ICT tools – tablets for looking at webpages that introduce different secondary programmes <https://youtu.be/5vVLTs6ThY4>
- Using ICT tools – smartboard used for career orientation <https://youtu.be/bgZilmtVfcU>



## 2. The IT tool prepared by Polish partner

### Learning Apps <https://learningapps.org>

One of the tools used is the LearningApps.org application. It supports the learning and teaching process using small interactive modules.

The following modules relate to professions and present information about the professions currently taught at our center. They are intended for students and serve to systematize knowledge about a particular profession.

- Mechatronics <https://learningapps.org/4401092>
- IT professional <https://learningapps.org/4400684>
- Mechatronics fitter <https://learningapps.org/4271898>
- Confectioner <https://learningapps.org/4237073>
- Nutrition and catering services technician <https://learningapps.org/display?v=p4ekz7ijc18>

### Prezi <https://www.prezi.com>

Another useful tool used in the work of a career counselor is the Prezi program. It is used to create and present an interactive presentation from the level of a web browser.

The following presentations are devoted to the subject matter of vocational counseling classes.

- Curriculum vitae: <https://prezi.com/p/1oppcwxnkwck/#present>
- Job interview <https://prezi.com/p/wiil7hccy9jz/>
- Dealing with difficult situations [https://prezi.com/p/lav8cu4mbpq\\_/](https://prezi.com/p/lav8cu4mbpq_/)
- Interpersonal communication <https://prezi.com/p/sraribzjfuy/#present>

## 3. The IT tool prepared by Slovak partner

### Learning Apps

<https://learningapps.org/display?v=pkc1j6krt17>

<https://learningapps.org/display?v=pm0nfjk0j17>

<https://learningapps.org/display?v=pyox85ffk17>

### Webquest

deafzamestnanie.blogspot.sk

### Socrative

kód: SOC-31237656 , SOC-34490291

### Prezi <https://www.prezi.com>

<https://prezi.com/p/9xqna7rrlinz/>



## Chapter 4 Examples of activities

The fourth chapter contains the examples of lesson plans conducted by the career counselors in the partner countries in the spirit of exchanging good practices. Specifically, the provided lesson plans include individual and group counseling activities, namely the group counseling is performed in the form of workshops and various activities, whereas the individual career counseling is mainly based on interview and conversation.

There are no programs or methods and tools in the field of career guidance for working with disabled students. Professional counselors working with students with disabilities must adapt the available materials to the individual abilities and needs of their students, taking into account language limitations. Instructors knowing the group of students should adapt the way of communication, methods of conducting classes to the students' abilities. In particular, when working with a student with a hearing impairment, the facilitator should use sign language. With this in mind, the lecturer should be based on iconographic materials such as paintings, labels, films, photos, multimedia presentations. In diagnostic work, the counselor should use standardized tests, which, however, should be adapted linguistically to work with deaf pupils so that pupils can get a reliable result.

### 1. Polish lesson plans

The three scenarios were prepared for consulting work with deaf students. Two of them are designed to work with a group of students run in the form of workshops.

The first scenario deals with topics related to interpersonal communication. During the workshops, students perform exercises, thanks to which they learn about different types and forms of communication and ways of overcoming barriers that hinder effective communication. Students will also learn about jobs in which communication is the key competence.

The second scenario is related to the subject of dealing with difficult and stressful situations. During the workshop, the students present life-like stressful situations and the accompanying emotions. With the help of activating exercises, they learn how to deal with these situations and how to strengthen their resistance to stress.

One of the scenarios contains an example diagram of an individual counseling conversation being the final element of counseling work with the student. The advisory conversation was divided into individual stages containing specific tips for the adviser. In order to adapt the course of the counseling conversation to the needs of students with hearing impairments, graphical elements were prepared in the form of a mind map and the implementation table of the selected goal.



## **Lesson plan no 1**

### **Subject: Dealing with difficult situations.**

- Main goal of the lesson: familiarizing students with the principles strengthening resistance to stressful situations
- Detailed objectives of the lesson:
- cognitive aspect:
  - the student recognizes stressful situations
  - the student can describe the emotions that accompany stressful situations
  - the student understands the importance of positive and negative stress
  - the student knows what are the consequences of too low or too high level of stress
    - educational aspect:
      - the student knows how to notice symptoms of too high stress
      - the student knows how to take care of their good mental form and strengthen their resistance to stressful situations
    - educational aspect
      - the student works effectively in the group
    - revalidation aspect
      - the student correctly signs the new words the student correctly articulates words
- Methods of work
  - brainstorming
  - conversation
  - a mini lecture
  - discussion
  - exercises in which students have to participate actively
- Forms of work
  - individual and group
- Teaching aids
  - projector, computer, presentation
  - illustrations for the "Metaphors" exercise
  - post it notes

### The course of classes:

1. Brainstorming about what "difficult situation is ..." Students express their ideas, the teacher writes them on the board / paper. The trainer summarizes the collected proposals
2. The teacher asks students to tell about difficult situations they have had in their lives
3. *The counselor asks you to name the emotions that accompany difficult and stressful situations. "Name the feelings / emotions that accompanied you then? How did you feel then? What happened to your body?"* - Using the outline of the human body, mark and record what is happening to the parts of the body.
4. *A talk about stress* - in difficult situations we experience stress and nervousness



We distinguish two basic types of stress:

- good, called eustress - which provides energy for action, increases our efficiency, makes us want to live,
- bad, or distress - disorganizes, does not allow thinking, paralyzes.

Discussion: Stress accompanies our life every day and it is necessary for our body to function normally. Stress can be a mobilizing force to act, then its level is optimal. If stress did not accompany us, we would not have the desire to act, we would be bored with that our well-being would be bad too. Too high level of stress is also dangerous, it causes too much tension, paralyzes us. These symptoms block rational thinking.

- What are the effects of too low stress levels?
- What are the effects of too high levels of stress?
- What are the effects of the optimal level of stress?

#### 5. How do I react to stress? – test

The lecturer summarizes the test results, that our reactions differ and together with participants emphasizes positive ways of reacting in a stressful situation (walking, physical exercise, sports, dancing, expressing oneself through art, searching for new information, advice, helping others, bathing, talking with a close person, sleeping) The teacher says that a person can recognize stress by observing his/her body, knows signs of stress and is able to compare his well-being to certain symptoms of stress.

What can I do if I notice signs of stress? - summary

#### 6. Exercises:

##### A. Ally- LIFEBOUY

Tell participants that they will perform a task that requires cooperation and trust. It is used in many workshops, but it requires courage. Remember that the purpose of the task will only be explained in the summary. Instruct students to face each other in two rows. They hold hands in pairs. Suggest that they stand as close as possible to the arm in the frame, so that a "double-handed" line will arise. At the end of the row there is a chair (the arm of the chair cannot interfere with the jump). Subsequently, each person climbs a chair and jumps on the hands of the others. Encourage a few people.

In the summary, ask students: What inhibited them before the jump? What did they have trouble with? Refer this exercise to ways of dealing with a difficult situation. Ask what it required? What makes problem solving easier? After listening to the students' opinions, emphasize the importance of trusting others and finding support from others. Say that the purpose of this exercise is to identify allies and supporters in solving the problem, i.e. lifebuoys.

##### B. FLIGHT ABOVE A MAKE OUTLET

Invite participants to line up "for the unknown". Remember that the purpose of the exercise will be determined by the students after the summary. Draw a line on the floor (or stick the tape). Ask each of them to make a prediction as to how far they will jump behind the designated belt. Write down both the probable and the actual result of each student.



Suggest that the students sit in a circle. Summarize the exercise by asking the following questions:

- Who jumped further than intended?
- Whose jump was longer than expected whose jump was shorter than expected?
- Who do you think is more motivated, a person with a longer or a shorter jump perspective?
- How many people correctly determined their jumping options (hand up)?
- How many people know their capabilities (in other situations)?
- How much I appreciate it, and how much do I overrate my abilities at all, can it be somehow verified?
- How much do I believe that I can cope with a difficult situation?
- How much do I trust myself to be able to overcome and exceed my results, problems and problems?

### C. METAPHORS – METAMORPHOSES

While sitting in a circle, present the essence of the next task. Say that everyone develops an individual way of dealing with a problem situation due to the fact that they perceive it differently. Give all the supportive materials to everyone, invite the participants to take on the task of creating a metaphor based on a photo. Emphasize the importance of metaphor being a reference to dealing with a difficult situation. Write down auxiliary questions on the board:

What way of dealing with the situation symbolizes the picture?

What kind of metaphor for solving the problem is illustrated by the picture?

Remember that it is important that everyone has the opportunity to present their allegory / motto.

Write down the comments of everyone on the flip chart.

Variation 1. Write down the metaphors on a large piece of paper and hang in the room that workshop participants take care of.

Variation 2. Create a collage of images and written metaphors.

Summary of the exercise: Apply Annex 1 "The Octopus of Solutions" and encourage participants to write down their own conclusions and important metaphors that they heard for the last time.

Invite volunteers to discuss the reflections they have written.

7. Familiarizing students with relaxation techniques and methods of dealing with difficult situations

#### Methods of dealing with difficult situations:

- **Learn to manage time well** - make a plan of the day, or even a week, a list of things that you have to deal with very urgently and those that can wait. Organize your workplace well.
- **Set realistic goals** - set what you want to achieve and at what time. Make a plan of action, but do not be too demanding.
- **Develop a sense of humor** - the old proverb says that laughter is health. It's true!



- **Do not try to be a perfectionist** - everyone makes mistakes. You do not have to do everything flawlessly. Be tolerant for yourself.
- **Do not take care of things that you cannot influence** - you cannot influence the weather, or stop the wars in the world. Let life go on by itself, and concentrate only on what you have power over.
- **Have time just for yourself** - make yourself happy - the way you like it. Turn off the phone, sit back in your chair or go for a walk
- **Talk to someone who really wants to listen to you** - do not pretend to be someone who cannot be wrong or show weakness. Let others help you.
- **Play sports** - physical exercises are undoubtedly a better way to curb stress than obsessively thinking about what can happen and worrying
- **Eat healthy food** - remember that there is a relationship between the physical and psychological side of the human being. Avoid stimulants; cigarettes, coffee, alcohol. After all, healthy body means a healthy mind
- **Relax** - rest!

### Appendix to exercises no.6

Stressful situations - a mini test

- Mark example situations as appropriate:
  - ! - if the situation is particularly stressful for you
  - - if the situation is moderately stressful for you
  - × - if the situation is not stressful at all

1. Presentation at a party / meeting with a stranger.
2. The first day at the new school.
3. Speaking to a large group of people.
4. Asking for a favor.
5. Going with someone on your first date.
6. Explaining to the teacher why you haven't done homework
7. Stay in the hospital.
8. Death of a loved one.
9. A visit to the dentist
10. Participation in an argument

### Lesson plan no 2

#### Career counseling lesson plan: Interpersonal communication

- Main goal of the lesson: To explain the essence of communication to students
- Detailed objectives of the lesson:
  - cognitive aspect:
    - the student explains what the process of interpersonal communication consists of
    - the student lists the elements of communication
    - the student distinguishes between communication forms



- the student lists professions in which communication competence is the key competence
- the student lists the basic barriers to communication
- educational aspect:
  - the student reads the meaning of gestures
  - the student describes the drawing and gives the colleague instructions on how to make the drawing
  - the student presents in the form of a non-verbal message the name of the selected item
- educational aspect
  - the student works effectively in the group
  - the student explains why abilities and skills as well as character traits are an important determinant of the choice of profession
  - the student lists barriers in communication
- revalidation aspect
  - the student correctly signs the new words
  - the student correctly articulates words
- Methods of work
  - brainstorming
  - conversation
  - pair work
  - a mini lecture
  - discussion
- Forms of work
  - individual work
  - pair work
- Teaching aids
  - projector, computer, presentation
  - small cards with names of the items

### **The course of classes:**

#### 1. The introductory part:

- organizational activities (greeting, checking the attendance list, creating a nice atmosphere)
- displaying the topic of the lesson
- brainstorming: what is interpersonal communication?
- a mini lecture explaining the course of the communication process

#### 2. Developing the topic:

- a. Conversation: Forms of communication: verbal and non-verbal
- b. exercise no. 1 - improving the ability to send and receive messages:



- Work in pairs
- Student 1 receives a card with a drawn figure and his/her task is to describe this figure
- Student 2 receives a blank sheet of paper and a pencil and his/her task is to draw the described figure.
- Students can ask questions about the figure, but they cannot show drawings

c. short characteristics of elements that make up non-verbal communication:

d. exercise no. 2 - gestures - We divide students into two groups. The task of each group will be to read the gesture displayed on the presentation correctly. Students write down the answers on the sheet.

- facial expressions
- touch and physical contact
- spatial distance
- eye contact

d. exercise no. 3 - The student draws a note with the name of the subject and his/her task is to describe the subject without using words. The other students guess the name of the subject.

e. Barriers in communication - together with students we make a list of factors that make communication difficult

### 3. The final part

exercise no. 4 – Making a list of the professions in which communication competence is the key competence

### **Lesson plan no 3**

#### **Individual career Outline of a career counselling conversation with a deaf student**

Bożena Wojtasik noticed that an advisory conversation, as an individual form of vocational guidance, should be "the final stage of professional orientation accompanying the process of choosing a profession"<sup>1</sup> The literature of the subject distinguishes between a few and a dozen stages of an individual counselling conversation<sup>2</sup>. Dorota Pisula proposed the following division of the stages of the counselling conversation: preparation for the interview; building contact and establishing cooperation rules; interview (collection of basic data from the client); problem determination; common analysis of problems; planning (defining further actions) and motivation; summarizing and closing the meeting; evaluation of the meeting and completing the documentation<sup>3</sup>. The author emphasizes the fact that she treats the conversation with the client very individually and tries to flexibly adapt to their needs.<sup>4</sup>

#### **1. Preparation for an advisory conversation:**

Applies to the student as well as the advisor. Before the interview, the counsellor should gather information about the student with whom he or she is to meet. It is worth to talk with the parent, educator, teachers and other specialists who work with the student every day. Information collected in this way can be entered the prepared table (Appendix 1). However, the student should gather and organize information about his / her educational and professional knowledge as well as self-knowledge. This is possible when the student has previously participated in group activities in this area. This stage is not always used, but its presence has a positive effect on the quality of the service<sup>5</sup>.

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<sup>1</sup> Pisula D., *ABC doradcy zawodowego. Rozmowa doradcza*, Warszawa 2010 p. 8.

<sup>2</sup> Tarkowska M., *Rozmowa doradcza – wspólne poszukiwanie rozwiązań*, Warszawa 2006, p. 30.

<sup>3</sup> Pisula D., *ABC...*, *op. cit.*, p. 26.

<sup>4</sup> *Ibid*, p. 25.

<sup>5</sup> *Ibid*, p. 26.



## 2. Building a contact and establishing cooperation rules<sup>6</sup>:

The meeting can be started by formulating a few questions that will allow the counsellor to get an idea of the declared problem.

- How can I help you?
- What would you like to talk to me about?
- What will change in your life after this meeting? What are your expectations?

After that, there should be an explanation of the rules of cooperation, how long will the conversation last, what will be the role of the adviser and the client. It seems important to make the student aware that the responsibility for decisions lies on his/her side. Thanks to this, the student should understand that he/she is a partner in a conversation, and without his/her active participation it will not be possible to achieve the goal<sup>7</sup>.

## 3. Interview and obtaining information

The aim of this stage is to obtain information about the current situation of our student by means of an interview. The relationship between the adviser and the advisee is strengthened here.<sup>8</sup> The role of the adviser is to accompany the student in self-knowledge, gathering information about his/her potential, barriers and limitations. The questions asked by the adviser play an important role here. They are to evoke the advisee's thoughts, make him/her aware of the resources he/she has. Here are the suggestions for questions<sup>9</sup>:

### 1. PHYSICAL AREA

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<sup>6</sup> Authors of the work discuss these issues in more detail in Chapter III

<sup>7</sup> Pisula D., *ABC...*, op. cit. p. 28.

<sup>8</sup> *Ibid.*, p. 29

<sup>9</sup> The questions were worked out during the workshop conducted by Karolina Nikorowska as a part of postgraduate studies Career Counselling. Their form has been adapted to the perceptual capabilities of deaf people.

- How are you? (With what kind of mood are you in?)
- How do you assess your physical condition (e.g., could you stand for 5 hours, sit for 8 hours, work on the computer for a few hours, etc.)?
- How do you assess your overall health?
- Do you have any health problems? (heart, nerves, legs, sight, hearing, etc.)
- Do you have a disability certificate or other certificate?
- Do you have specialist help (permanently or only if there is a health problem)?
- Do you have any recommendations from a doctor and do you follow them?
- Do you take any medications (permanently or temporarily)? Do these drugs affect your performance at work?
- Is there any type of work you couldn't do due to poor health?
- What kind of work do you prefer (you like):
  - sedentary or active?
  - individual or group?
  - in standard or flexible working hours?
  - one or multi-shift?
- Where would you not like to work?
- When (in what situations) do you get nervous?
- What do you do when you are upset? What helps you relax, unwind?
- How do you accept criticism or failure (loss): calmly or nervously?
- What jobs can you do considering your physical condition?
- What kind of lifestyle do you have (owl or lark)?

## II. COGNITIVE AREA



- What (what conditions) help you concentrate?
- Do you need breaks to make the level of concentration high? How often do you need them?
- At what time of the day is your concentration the best?
- How do you make decisions? Independently or do you ask for the opinion (advice) of others?
- Do you like when someone else decides about your life?
- How do you make decisions: under the influence of emotions or do you try to analyse the problem?
- How often do you make decisions?
- Do you change your decision if you face difficulties or problems?
- How do you like to work: alone or in a group?
- Which school subjects do you like best?
- From which school subjects do you have the best grades?
- Does stress mobilize you (helps you) to act or just the opposite?
- How do you see your future (what do you think about your future)?
- Do you have divided attention, concentration? (Can you do 2 things at one time?)

### III PROFESSIONAL AREA

- Have you already worked?
- What is your education? Which schools have you graduated?
- What is your professional experience and professional training?
- Is your education, work experience consistent with your interests?
- What additional, certified skills do you have? (What else can you do? In the event of problems, we mention: embroidery, operation of machines, forklift, computer, floristic skills and others ....)



- Do you like to learn, are you ready: to acquire new qualifications, do additional courses, undergo vocational training?
- What did you do to find a job?
- What do you think is an obstacle to finding a job?
- Do you have application documents, CV and a cover letter?
- Do you have Internet?
- Have you completed any additional courses? Do you have any other qualifications?
- Where do you intend to look for a job: in Krakow or in your place of residence?
- Are you ready to change your place of residence or take up training elsewhere (in connection with work)?
- Do you participate in any projects (Employment Bureau, EU projects, FIRR projects, voluntary service)?
- Would you like to run your own business?

#### IV. PERSONAL AREA

- What is your family situation like?
- What is your financial situation?
- Were there any events in your life that influenced the making of professional decisions?
- Do you consider yourself an entrepreneurial, good organizer?
- Can you defend your opinion, give an example.
- Do you consider yourself as an assertive person (can say NO)?

#### V. AREA OF INTERESTS

- What do you like doing in your spare time?
- What would you like to do in your free time?



- Do you prefer to spend time actively or passively?
- Do you prefer to be alone or with other people during this time?
- What activities are difficult for you and what is easy for you?
- What newspapers, portals do you most often browse (technological novelties, artistic, cultural, sports)?
- Would you like to take part in volunteering, charity events?
- What do you do to improve your mood?

At this stage of the counselling conversation, the counsellor can use the tests and questionnaires that will complete the actual picture of the student's potential.

#### 4. Identifying the problem

Identifying the problem or verifying the problem in the light of the information obtained in the interview. One should consider whether the problem declared by the student is a real problem. If necessary, you can ask him/her to consult another specialist.

#### 5. Common problem analysis

Common analysis of the problem, i.e. a summary of the information that the student has about himself/herself (information about his/her personality, interests and preferences, abilities, values as well as barriers and limitations) with the current situation on the labour market and the offer of schools and institutions giving the opportunity to acquire the right qualifications. Dorota Pisula proposes to use the "Mind Mapping"<sup>10</sup> creative thinking technique at this stage. It seems to me a great idea, because the visualization of the content positively affects the degree of their acquisition for people with hearing impairments. It should be remembered that the student should be the author of ideas and solutions to his/her problem. A man who is successful has more motivation to act.

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<sup>10</sup> Pisula D., *ABC...*, op. cit. p. 34.

## 6. Planning (determining further actions) and motivation

- definition of the goal, in which the SMART<sup>11</sup> technique will be helpful. After setting the target, it would be advisable to set the so-called "Milestones" that is points ending specific stages on the way to achieving the goal or being (indirect) goals in themselves, the implementation of which brings them closer to achieving the main goal
- appointing specific tasks that contribute to the implementation of the intended goal and proper planning over time
- minimizing the student's fear of change through the discovery of positive consequences of the set goal, personal development opportunities and new experiences

I suggest using the table to illustrate and organize the set-up steps (Appendix 3)

## 7. Summary and closing of the meeting

To summarize the meeting and the most important issues raised with the student, it is good to ask him/her<sup>12</sup>:

- What have you learned today?
- What was important to you?
- What conclusions have you drawn today?

If the student did not mention some important issues, the counsellor can remind them. It is also important to ensure that the student leaving the meeting has a positive attitude to the tasks, so you can end the conversation by asking:

- What positive changes will occur for you soon?

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<sup>11</sup> Ibid., p.26

<sup>12</sup> Ibid., p. 44.



## Appendix 1

### Career counselling conversation

The student's name and surname.....

Date of the meeting: .....

Information about the student:

<b>Date and place of birth:</b>	
<b>Place of living:</b>	
<b>Education:</b>	
<b>Completed courses, training:</b>	
<b>Disability certificate:</b>	
<b>State of health:</b>	
<b>Family situation:</b>	

**An interview:**

State of health/physical condition	
Stressful situations and ways of dealing with stress	
Making decisions	
Concentration	
Interests scholastic and extracurricular	
Skills	
Education market	
Labour market	
Family situation	

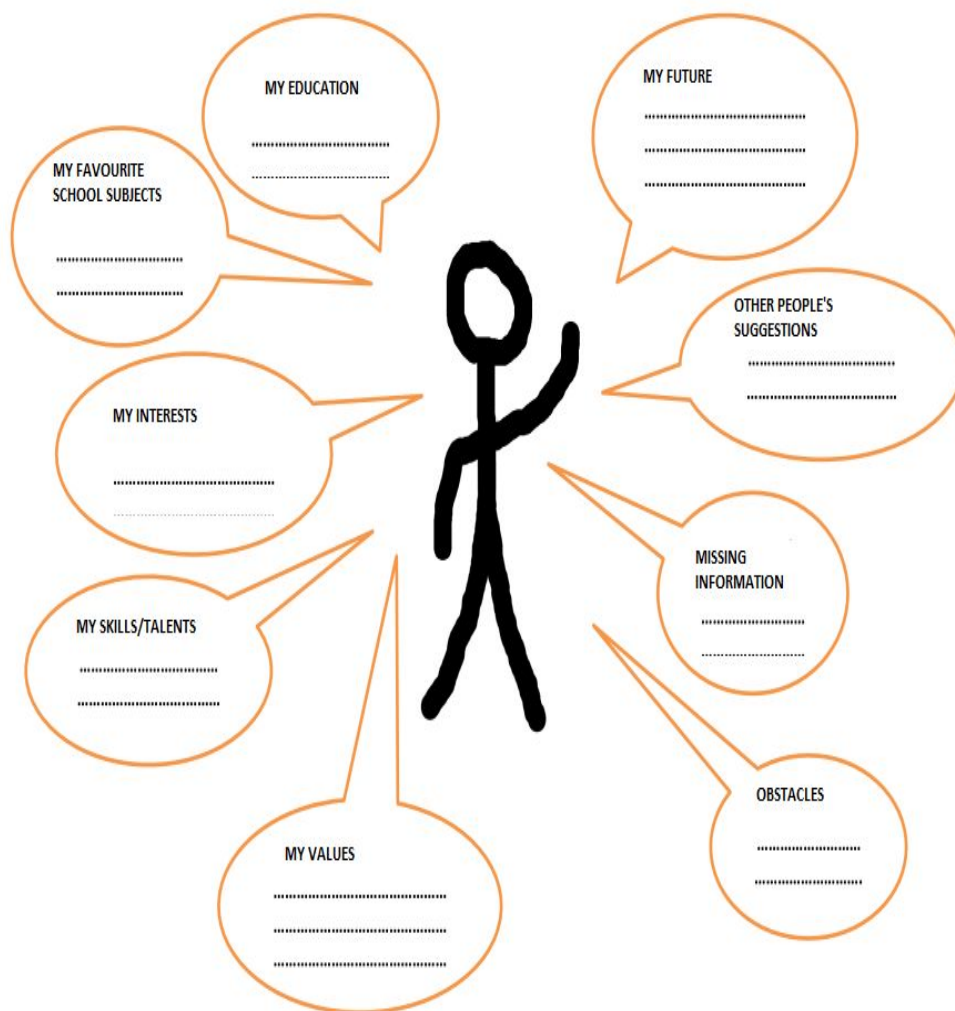


Spending free time	
Results of tests, questionnaires	

*Source: Own elaboration*

## Appendix 2

### Mind map – summary of information



Source: Own elaboration



### Appendix 3

#### Steps to achieve the selected goal

goal	Task to be implemented	deadline for completion	What else do you need to achieve your goal?	Who can help you?	What are the consequences of completing the task?
	1.				
	2.				
	3.				

Source: Own elaboration

## 2. Slovak lessons plans

### **Lesson plan no 1**

#### **Experience based learning - workshops for oldest pupils of primary schools in secondary school's working rooms**

The best way how to choose an occupation that is suitable and interesting for us is to try it on our own - gain an experience of real work, create some product and get the feeling of completing some task connected to my potential future occupation/job. That is a reason, why every year we invite and encourage primary school for deaf students and special schools to visit our secondary school . We provide material and knowledge for occupations that are accessible for students.

**Form of work:** group or individual, group 2-6 people accompanied by 1 teacher

**Duration :** 30 minutes for one workshop (in one day we recommend to try 3-4 different workshops). The whole activity as described – 3,5- 4 hours in total.

#### **Objectives:**

- get an experience of real work
- try a specific working procedure
- detect manual skills necessary for a particular profession
- meet another and older students with a specific occupation
- make a decision for specific occupation based on real experience

#### **Description:**

1. At least one week in advance confirm the date and number of participants with school counselors. On this stage we should know how many students are interested in which occupation and workshop.

2. Welcoming participants, short presentation of each occupation, duration and form of studies, skills necessary for applying for this profession, skills acquired during studies at secondary school, employment possibilities, information about situation on work market regarding specific occupations

3. Forming groups based on pupils interest

4. Rotation of groups between specific workshops (each workshop approx. 30 minutes). Activities carried out during workshops shouldn't be too long, but provide a general overview on work on specific field – e.g. bookbinders prepare a small boxes or books from material prepared in advance, upholsterers try manual sewing and machine sewing as well as working with pins etc.

5. Gathering all students together, feedback



6. Short test using Socrative app to test pupil's new knowledge about school and studying programmes. Of course the test is also a form of competition among pupils and the best one gets a prize.

7. If interested, students can be tested by school psychologist or career counselor by a Test of professional orientation or any other battery reflecting pupil's interests, aspirations and abilities. Test results can be an usefull for pupils who are not decided about their future work orientation.

## Lesson plan no 2

### Self-recognition and self-awareness

Description: In age of 15 pupils move to secondary school, choose their future occupation and future carrer path. It happens very often that they are not ready to make this decision, they are undecided and confused. Student's and especially parent's choice of occupation is very often influenced by different factors. Parents have specific expectations of their child's education and career that sometimes doesn't match child's real abilities. That is why they send him for specific studies even if child is not interested in this occupation, or it's too difficult.

This method can be used during carrer counseling classes when working with a group. It's focused on students of secondary school in their first year of studies to know themselves better, find out about their interests, real abilities and skills, aspirations , future plans and compare it with studied occupation.

**Used tools:** questionnaire, projective test, group discussion

**Form of work:** group work, individual

**Source of matherials:** HARGAŠOVÁ, M.: *Od teórie k praxi kariérového poradenstva v školách a školských zariadeniach*, on-line: [http://web.saaic.sk/nrcg\\_new/doc/Zbornik/01\\_Kap-1.1-1.2.pdf](http://web.saaic.sk/nrcg_new/doc/Zbornik/01_Kap-1.1-1.2.pdf)

We use one sheet of paper devided into 4 fields: What am I good at ( at school)? What do I enjoy the most? How do I spend most of my time? What do my parents and friends think about me (what do they say I am good at)?

After filling in all fields, the student can take a marker and mark those information that tend to appear in all field. Those are his/her strong sides.

This activity is followed by discussion among students and teacher.



V čom som dobrý v škole?	Čo ma najviac baví? Čo robím najradšej?	Čomu venujem najviac času keď nie som v škole?	Ako ma hodnotia rodičia a priatelia? Na čo by som sa podľa nich hodil?

**Objectives:**

- compare student's knowledge, skills, interests and motivation for some activities with parent's and teacher's opinions
- realize and get a picture about strong side's of a student
- compare student's abilities, interests and knowledge with expectations of studied programe

### **Lesson plan no 3**

#### **Individual or group counselling for students with HI when choosing an University**

An important part of student's preparation for their career is a choice of suitable university studies. It's very useful to have an cooperation with at least one University – their centre of support for students with special needs. E.g. our school (SOŠ Koceľova) has good cooperation with the *Centre of support for students with special needs at Comenius University* in Bratislava. Every year they invite students with disabilities interested in university studies for 3- days training organized in their centre. Students can attend presentations of Centre's employes about system of studying at university, get information about accepting/ entering exams, attend real university classes, discussion with recent students with disabilities, visit dormitories, canteens and much more.

The reason for this is that deaf students lack information and they may not be aware about differences between high school and University – especially about credit system, Academic Information System, and they don't know what kind of support they can get during their studies.

Only after having real picture of university life and expectations they can choose correctly their studying programme.

IMPORTANT is to involve students who are not in their last year of secondary school, but at least 1-2 years before, so they can start getting ready for accepting exams earlier than may be their hearing peers.

**Form:** in group or individually

**Duration:** 3 days

**Objectives:**

- provide information about university studies
- inform students about premises for passing entering exams for particular studying programmes
- provide general overview about student's life, costs, support offered

### **Lesson plan no 4**

#### **Lessons plan for a primary school**

At our primary school the school counsellor systematically works with pupils since the 3rd class.

Theme: „**Guess a profession**“

Target group: pupils of 4th class, group work with class

The goal of the class - familiarizing with professions

Material – multi board, PPT with professions, storytelling cards, worksheet



a / Presentation of professions - obtained from [www.zborovna.sk](http://www.zborovna.sk)

Pupils identify and name professions according to external signs, HI pupils can show a card with name of profession / video /

b / Pupils receive 4 cards with a picture of profession and other pictures of subjects necessary for the performance of these professions - pupils assign subjects to professions / video / photos /

c / Pupils fill in a worksheet - they assign a profession to describe the activity

d / Counsellor discusses with pupils about the professions presented

Theme: „**Semafor questionnaire**“

Target group: pupils of 8th class, group work with class / Semafor can also be done individually /.

The goal of the class – finding out the career type and circuit of professions for the type.

Material - internet application Semafor, tablet, interactive board, pictures of traffic lights- as help with explanation, didactic suitcase .

<https://www.komposyt.sk/pre-ziakov/poradenske-hry/semafor-copy>

Counsellor gives instructions to open the application Semafor and demonstrates them on an interactive board.

Then each pupil starts working with the application on their tablet and verifies the work on the interactive board.

The pupil completes questionnaire according instruction and finally evaluates them (the program it makes automatically). So he / she will find out what the career type is, what the values has and what professions are appropriate for his / her career type.

/The application Semafor is available at [www.komposyt.sk](http://www.komposyt.sk), it can also be done in paper form // Video / photos /.

Theme: "**Picture test of professional orientation**"

Target group: pupils of 8th class, individual work with HI pupils

The goal of the class: finding out the career type - a pictorial method suitable for HI)

Material: cards

The pupil works with a set of cards containing 114 colour images of professions and divided into 6 areas according to the Holland RIASEC model.

Obtained from: Psychodiagnostics a.s. Bratislava, PhDr. Antonín Mezera



### 3. Slovene counseling classes

In the first scenario, the workshop is meant for getting to know your own interests, wishes and personal characteristics.

In the second scenario, the purpose of the workshop is checking the knowledge of different vocations and at the same time learning about them, especially in primary school.

In the third scenario, the purpose of the individual interview is to encourage the students own thinking about their self-value and the ability to be responsible for their own actions, by the means of asking relevant questions.

#### **Lesson plan no 1**

#### **Group counseling classes, proposal for the “Career Orientation” Workshop**

Workshop is suitable for pupils from the 6th grade onwards.

Duration of the workshop is 45 minutes.

#### **First workshop: Getting to know yourself**

- Introductory game (my name and movement) – 5 minutes

The students stand or sit in a circle. Each student introduces themselves by sharing their name and making a movement (e.g. they turn around or do a squat or shake hands with their neighbours). Everyone else in the circle greets that student (e.g. “Hello, John.”) and repeats their movement. The activity is repeated for every member of the circle.

- Who am I, what I like to do (getting to know my interests, hobbies through a collage – individual work, presenting to the group) – 30 minutes

Each student receives a bigger sheet of paper (possibly A3), scissors and glue. They also need pencils, coloured pencils, markers. There are various magazines and newspapers on the table. Each student has to browse through the given magazines and cut out the photos, drawings or banners that speak to them and present them as a person – who they are, what they like, what they like to do, where they have been, what their dreams are. The teacher walks from one student to the other and provides additional guidance by asking appropriate questions if the student gets stuck and doesn’t know how to continue.

Each student makes a collage of all the cutouts. Additionally they can add their own quote, proverb that they like, sign the collage and later on presents it to the whole group.

- Conclusion – 10 minutes

We are seated in a circle again. There are different smileys on the floor in front of us. Each student finds one that represents their current well-being. They reach for them. When everyone has one (even two or three), they tell the group why they have chosen that particular one (how they felt today during the workshop, what they have discovered about themselves and others...).



**Proposal for the “Career Orientation” Workshop**

Workshop is suitable for pupils from the 6th grade onwards.

Duration of the workshop is 45 minutes.



## **Lesson plan no 2**

### **Getting to know vocations**

- Introductory game (line sorting according to different criteria) – 5 minutes

Students stand in a room. The teacher reads out the criteria, e.g. “Form a line from the tallest to the shortest.” Students follow the direction.

Then the teacher announces a different criterion and students again follow the lead.

Suggestions of different criteria:

- Form a line based on the first letter of your name from A to Z;
- Form a line based on your age from the oldest to the youngest;
- Form a line based on the time spent in front of the screen (smartphones, computers, television) from the least to most;
- Form a line based on the hair colour from the fairest to the darkest colour.

Even the students pinch in the ideas for different criteria.

- Career quiz (answering the questions, quiz “Male sive celice”, finding as many jobs as you can, group work) – 30 minutes

Students are divided into groups of 4 or 5. Each group chooses their own team name with which they will compete against the other groups. We write the names on the board and note down the gained points.

#### I. TRUE – FALSE questions

All the groups participate by raising the green sheet of paper on which it says TRUE or blue sheet of paper on which it says FALSE. Every correct answer wins them 1 point.

Possible statements:

- Having a vocation means that I have trained, studied and became able to do a job.
- A person with a particular degree can only do one vocation and one job.
- Some jobs are known to be very dangerous.
- Everyone can do all the jobs, regardless of the education.
- Some jobs require a particular set of skills or abilities.

#### II. JOB RIDDLES questions

All the groups answer by writing down the title of the job that they have guessed on a blank sheet of paper. When the time is up, one team member raises the sheet with the answers and we check if all the groups have the same answer. Every correct answer wins them 2 points.

Possible riddles:



- He wears a white coat, but he's not a chef. One look at him and the timid trembles, but the tooth no longer hurts.
- Not a cook, not a baker, but he can make confectionary that everybody loves.
- Spends his time among the books, lends them to us and informs us of the novelties.
- Precise, agile fingers and perfect vision is all one requires. When catching time is what he desires.
- Without him life would be bad. Because we wouldn't have milk, flour, eggs, meat...to eat.
- He sits in the head of a steel eagle and flies him to all parts of the world.
- Without him we would have all the things on the floor. Even sleep, eat, sit there and more.

### III. DO YOU KNOW THE JOB THAT STARTS WITH THE LETTER...? questions

Now each group answers separately. They choose a letter and the teacher reads out a statement about the given job for 3 points. If the group immediately recognizes the job in question they win 3 points. If they need additional description, before guessing, they win 2 points. If the group still cannot guess the job, the teacher reads out the last statement. If the group guesses the job, they win 1 point.

Possible examples:

A job that starts with the letter A:

For 3 points: It's its job to take care of the cultural and historical legacy for the future generations.

For 2 points: He uses special folders in which he inserts important documents and other material.

For 1 point: He collects, takes, organizes, examines, estimates, lists, categorises and digitalises the material and makes it presentable to researchers, scientists, students and others.

A job that starts with the letter F:

For 3 points: He is a medical worker, whose work is extremely physically demanding.

For 2 points: In medical institutions, health spas and other institutions he maintains and improves the performance of the healthy and the sick.

For 1 point: Based on the health assessment of the patient, he forms a physical therapy for each patient individually or within a group.

### IV. FAST KNOWLEDGE questions

All the groups compete at once. Each group receives a bigger sheet of paper (A3) and a pen. Their job is to make a list of all the jobs that they know within 2 minutes. Once the time is out, the group with the longest list of jobs wins 4 points.

- Conclusion – 10 minutes



We sit in a circle. There are stones of different shapes, colours, sizes, textures on the floor. Every one chooses one that resembles their well-being during the quiz, feelings within the team and things that they have learnt about themselves, each other and jobs.

### **Lesson plan no 3**

#### **Individual counseling classes**

Workshop is suitable for pupils from the 6th grade onwards.

Duration of the workshop is 45 minutes.

#### **Getting to know yourself and your specific characteristics**

The content questions for the conversation or interview:

- How the student sees/understands themselves – he lists his own strengths in school and outside of it
- What does he like to do in his own free time,
- What are his hobbies,
- What is his favourite school subject and why,
- What books he likes to read,
- What does he like to google,
- Which are the activities he spends the most time on, when he is not at school.
- How the student sees/understands themselves – he lists his own shortcomings and problems at school
- Is he aware of his own shortcomings,
- Where are the apparent problems in his life, work and studies, and how he tries to overcome or accept them.
- What are his goal in regards to school, what does he want and expects
- His short-term and long-term goals,
- Does he like to learn and study,
- How long would he attend school,
- Can he imagine himself as an employee,
- Where does he see himself job-wise,
- What vocation would make him happy.
  - How the student sees/understands school, teachers, classmates...
- Is school stressful, difficult or challenging but satisfying,
- How he gets along with the teacher,
- Can he turn to the teacher whenever he needs something,
- Has friends among his classmates,
- Feels lonely at school,
- Has difficulties getting up for school
- Who/what in his surroundings helps him, supports him, where are the problems in his immediate surroundings
- Who does he turn to whenever he does not understand the materials,



- Does he do his homework on his own or with the help of the parents,
- Has tutoring, for which subjects,
- Has his own space to study,
- When are his usual times to study.
- What are his experiences receiving help at school (noted down in his individualized plan) from previous years
- Which adjustments at school were the most effective during the class, studies and assessments,
- Which adjustments he wants to keep, change, add or get rid off.



## SUMMARY

Meetings with partner countries (Poland, Slovenia and Slovakia) and group work within the project made possible the following:

- getting acquainted with different national educational systems,
- getting acquainted with different practices of career counselling during the formal education,
- exchanging good practice examples, ways and methods of career counselling,
- identifying the need for more comprehensive information about employment and life abroad – especially for the people with hearing impairment within the European Union,
- producing the video guides in respective mother tongues and sign languages,
- presenting and exchanging questionnaires and other materials used by the partner countries,
- gaining new insights into ICT tools for developing new career counselling materials.

During our project work, the need for systematic approach for career counselling arose, with the need to implement it into the existing curriculums or form a new module of career counselling into educational programmes. Based on the experience of partner countries, the additional qualification for career counseling is necessary and it does not have to apply to a school counselor. Additionally, there is a need for more comprehensive database of knowledge and materials used in career counseling. Career counselor is responsible for his own continual professional development.

The adolescents' real life situations and possibilities of employment have to be our priority in career orientation, and not the number of seats and available teachers in our classrooms. In career counseling activities we must keep in mind the special needs of the students, especially with adjustments thus it is more effective to group students according to their needs.

The latest trends in world economy have to be respected. Schools need to focus on offering occupations that are currently needed on the job market. New programs have to be introduced for them for rare and extinct crafts (for various hand made products, etc). Students have to be trained in entrepreneurial skills (by a student start-up). They have to upgrade their written English skills and learn other languages to expand their employment possibilities.

Career counseling is an important service that should be provided in every school and of course by many other institutions. In school conditions we have to deal with different situation in every country and it's up to each school how they will solve this difficulties. One school within our project partners has a position of a career counselor and the rest of them have educational counselors who cover not only career counseling tasks. Some approaches are systematically implemented and some of them not.

But important thing is that career counseling should be done systematically and be focused towards lifelong learning - not only at certain times of life, but provided continually at primary schools, secondary schools and than also for adults.



It has to be also recognized that after formal education career counseling services should be provided to people with special needs with necessary additional support (interpreter for hearing-impaired people).

Proposed development direction are:

- providing real multidisciplinary approach in career counseling – participation of many professionals,
- creating databases of knowledge for career counseling,
- including career counseling classes in the school teaching plan and assigning hours for the classes to the weekly class schedule,
- enabling students to meet with employers and increase knowledge about the requirements of the current labor market,
- organizing more students excursions to the workplaces,
- development of (official) programs in the field of vocational counseling to work with students with special needs,
- the use of ICT technologies and active participation methods in advisory work in order to make classes more engaging,
- further cooperation between career counselors from different countries, exchanging good practices especially the most interesting that are currently taken.

The manual has been prepared in cooperation with professionals from different countries in order to help students and career counselors.

