

Adam Żuchalski
(coordinator of a School Career Centre
of a Youth Socio-therapy Centre No 4 in Łódź)

Career counselling – suggestions of workshops for students

CLASSES PLANS

Topic 1. The oldest professions and the history of their evolution

1. General aims. Cognitive: student learns about the reasons, course and effects of changes in professions done by people since the ancient times. Educational: mastering the ability to use meta-plan, table and graph. The skill of finding associations between facts. Developing the skill of thinking in cause-and-effect relationship. Educational: shaping respect for the cultural achievements of other epochs.

2. Operational aims.

A student knows:

- the reasons, course and effects of changes in individual professions;
- the basic professions created in the ancient times;
- the most important features of the primary professions;
- the names of ancient professions: hunter, farmer, teacher, soldier, doctor, constructor, sailor, barber, merchant;
- the terms connected with: ancient professions, craftsmen, evolution of professions, modern professions, outwork, industrial revolution, capitalism.

A student understands/explains:

- the dynamics of social life and changes in professions in the world at the turn of the century;
- the meaning of changes in professions and the influence on their modern character;
- the relationship taking place between facts;
- can apply terminology connected with the topic.

A student can:

- analyse tables and meta-plan;
- formulate conclusions on the basis of the collected material;
- explain facts in the cause-and-effect manner concerning social changes in professions;
- masters the skill of using different sources of information: tables, meta-plans, diagrams;
- show social consequences that took place in some professions.

3. Methods of work: a lecture, work with a table and meta-plan and materials received from the teacher.

4. Form of work: collective work (during the lecture), group work.

5. Teaching aids: board, table, lesson work card.

Class scenario – 1 class hour

No	Lesson fragment	Activities teacher/student	Time
1.	Organisation	Greeting class. Taking the register, stating the topic.	2 minutes
2.	Recapitulation	Introduction – lecture: 1. What professions are the oldest in the world in your opinion?	5 minutes
3.	Proper lesson	Directed conversation: 2. Students write down the names of professions that appeared in the ancient times: hunter, farmer, painter, teacher, doctor, soldier, sailor, merchant, barber, mason, judge. 3. Supervised by the teacher, the students think about the evolution of the ancient professions – “brainstorming”. 4. Supervised by the teacher, the students analyse the changes that took place in the ancient professions and their modern counterparts – in form of a table. 5. Group work: T: basing on the cards you received, follow the instructions working in groups. a) describe characteristic features of professions in the text; b) why did these professions die out or are extinct? c) what can be done to restore some of the professions?	31 minutes

4.	Primary recapitulation	Educational talk T/S: 1. What profession is the oldest and why was it important for people? 2. What do you think of the influence of industrial revolution on the evolution of professions? 3. Which of the ancient professions would you like to have today? Why? 4. What can be done for the dying professions not to disappear?	5 minutes
5.	Homework	A short essay about your favourite ancient profession.	2 minutes

Lesson card

Ancient profession - examples, origin	New professions that were created on the basis of ancient ones	Modern evolution of a profession
hunter - farmer - painter - teacher - soldier - doctor - judge - mason - sailor - merchant - barber -		

Topic 2. **Job interview**

1. General aims. Cognitive: familiarising the participants with the course of a proper job interview. Educational: mastering the skills of self-presentation. Educational: shaping attitudes needed in proper functioning in society.

2. Operational aims.

A student knows:

- the course of a job interview;
- the basic questions that can appear during a job interview;
- the vocabulary connected with the topic: recruiter, recruitment

sheet.

A student understands/explains:

- the meaning of a job interview for the recruitment process;
- the meaning of questions during a job interview;

- the relationships and connections between the facts;
- can apply vocabulary connected with the topic.

A student can:

- analyse tables and meta-plan;
- formulate conclusions on the basis of the collected material;
- think in recruitment categories;
- masters the skills of using different sources of information: tables, meta-plans, diagrams.

3. Methods of work: lecture, work with a meta-plan, visual lecture with the perspective of a multimedia/group presentation.

4. Form of work: collective (during the lecture), work in groups.

5. Teaching aids: computer, projector, board, pen, sheet of paper.

6. Teaching outcomes: familiarising the students with the course of a proper job interview, mistakes that can happen and the most frequently asked questions.

Class scenario – 2 class hours

Content	Method/form	Teaching aids
Basic rules of preparing for a job interview.	lecture/multimedia presentation/group	computer, projector
FAQs	lecture/multimedia presentation/group	computer, projector
Pair exercises, simulation of a job interview.	pair work/group work	pen, sheet of paper
Discussing the most frequent mistakes occurring during a job interview.	educational talk/group	board
A film presentation showing a proper course of a job interview.	a film presentation/group	computer, projector
Embarrassing questions we have problems answering.	group work/group	board

Topic 3. **Planning your own educational career**

1. General aims. Cognitive: the participants present their strengths and weaknesses, skills and interests. Educational: mastering the skills of self-presentation. Educational: shaping the approach necessary for proper functioning in society.

2. Operational aims.

A student knows:

- his strengths;
- his weaknesses;
- vocabulary connected with the topic: recruiter, recruitment sheet.

A student understands/explains:

- the dynamics of social life development and changes in professions in the world at the turn of the century;
- the meaning of changes in professions and the influence on their modern character;
- the relationships and connections between facts;
- can apply vocabulary connected with the topic.

A student can:

- analyse tables and meta-plan;
- formulate conclusions on the basis of the collected material;
- explain facts in a cause-and-result manner concerning social changes in professions;
- master the skill of using various sources of information: tables, meta-plans, diagrams.

3. Methods of work: creating a poster/group, brainstorming/group.

4. Form of work: group.

5. Teaching aids: poster, felt-tip pens, computer and projector, board, clipart, a survey “Can I be a manager?”.

Class scenario – 2 class hours

Content	Method/form	Teaching aids
Factors that are important in the process of planning a professional career and when choosing a profession.	creating a poster/group	poster and felt-tip pens
Presentation: important elements that our potential is composed of.	group work: creating a multimedia presentation/group	computer and projector
Manager’s test.	exercise/individual	a survey: “Can I be a manager?”
Group presentation of one’s strengths.	exercise/group	board, flipchart
Summarising and discussing the results of a survey.	brainstorming/group	board

Topic 4. **Let’s meet the professional world**

1. General aims. Cognitive: familiarising the students with the most important professional groups, getting to know one’s own professional preferences. Educational: mastering the skills of self-presentation. Educational: shaping attitudes necessary for proper functioning in society.

2. Operational aims.

A student knows:

- the course of a job interview;
- the basic questions that may appear in a job interview;
- vocabulary connected with the topic: recruiter, recruitment sheet.

A student understands/explains:

- the dynamics of social life and the changes in professions at the turn of the century;

- the meaning of changes that take place in professions and impact their modern character;

- the relationship and connections between facts;
- can apply vocabulary connected with the topic.

A student can:

- analyse tables and meta-plan;
- formulate conclusions on the basis of the collected material;
- explain social facts of changes in professions in the cause-and-result categories;
- masters the skills of using various information sources: table, meta-plans, diagrams.

3. Methods of work: lecture, work with a table and meta-plan and materials received from the teacher.

4. Form of work: collective (during the lecture) and group work.

5. Teaching aids: board, computer and projector, a survey of professional preferences, a game "Questions who am I?".

Class scenario – 2 class hours

Content	Method/form	Teaching aids
Discussing the most important professional groups.	visual lecture on the basis of a multi-media presentation/group	computer and projector
Summarising the most important information on professional groups.	brainstorming/group	board
Testing the participants' own professional preferences.	exercise/individual	a survey of professional preferences
Acting out scenes connected with the profession a group drew.	exercise/group	a game "Puns"
Students have names of professions written on pieces of paper and these pieces are stuck to their foreheads. They sit in a circle and try to find out what profession it is by asking open questions about the function of this profession or what this person does.	exercise/group	a game "Questions who am I?"

The task is to list as many skills necessary for performing a profession as possible. Students can use the list of abilities provided by the leader.	exercise/group	sheets of paper and pens
Summarising the issues connected with professional groups.	brainstorming/group	computer and projector

Topic 5. **Non-verbal communication**

1. Aims:

- making aware of the meaning to communicate well;
- to practise communication and reading the non-verbal signals;
- mastering the skills of using non-verbal communication;
- developing empathy.

2. Methods of work: lecture, talk, discussion, brainstorming, role play (pantomime).

3. Form of work: individual, group, collective.

4. Teaching aids: big sheets of paper, felt-tip pens, small pieces of paper with names on emotions (as many as there are students in the class/group × the number of groups).

Class scenario – 2 class hours

Course of a lesson	Activities of a teacher	Activities of a student	Comments and tips
1. Introduction (greeting)	Organisation.	Register	
2. A binding link	Introduction to the topic. Commenting on the previous lesson on verbal communication.	Students answer the question: "What does it mean to communicate?"	
3. Proper lesson: – topic, – realisation of lesson aims	Introducing the topic. Non-verbal statements – signs that come from our body (body language). They carry a lot of information about relationships between interlocutors, they include evaluation of the relationship between them. Non-verbal statements complement, modify and support verbal statements by giving them a greater clarity and expressiveness. They are also independent, without the use of words.	Students listen to the teacher.	Write the topic on the board

	The teacher divides the students into groups of 4-5 and hands out big sheets of paper and felt-tip pens. He suggests that each group write down: "What does non-verbal communication include?" The teacher writes down the statement: "Non-verbal communication can be expressed in..." and writes the students' ideas one by one. Various non-verbal statements are listed as a result: gesticulation, facial expressions, touch and physical contact, space distance, eye contact and exchange of looks, body position, non-verbal aspects of communication (intonation, accent, rhythm) etc. The teacher explains all types of non-verbal communication.	In 5 minutes, students list their ideas. Students give their suggestions (every group gives one until the ideas run out). Students write down a short note.	Group work Collective work
Exercise 1 Aim: mastering the ability to communicate and reading non-verbal signals	The teacher suggests an exercise „A sentence in many intonations". The teacher gives a sentence and gives out pieces of paper with different emotions (sadness, anger, etc.). If a class is big, we divide it into 2, 3, 4 groups. After the exercise, the teacher discusses it, trying to encourage the students to answer the questions: - was it hard to express emotions using intonation? - what features of communication made it easier to read the intentions of the sender?	Every student says the sentence trying to convey a certain emotion using his voice and the group is to guess what emotion was conveyed in the sentence. Students share their impressions.	Group work
Exercise 2 Aim: to master the skill of communication and reading the non-verbal signals	The teacher suggests an exercise "Expressing feelings through pantomime" also informing the students that the aim of this exercise is to sensitise to non-verbal aspects of communication; he draws attention to the fact that in the light of psychological studies, words account for less than 35% of a statement, over 65% of any statement is passed on non-verbally.		Individual work (pantomime) and group work.

	The teacher asks volunteers to present different feelings, e.g. fear, anger, despair, hostility, etc. Discussing the exercise: Find the universal meanings of non-verbal signals: - what happens with the face of a delighted/upset/scared person? - what happens with hands of an upset/friendly person? etc.	Through analysing the non-verbal statements, the students guess what emotion is being expressed.	
Exercise 3 Aim: to make students realise the meaning of a statement	The teacher suggests to the students to put themselves in the position of people who examine and create an examining commission. The teacher selects a group of students who are to answer any questions and take on specific behaviour while answering. Discussion involves making students realise how important it is to send proper communication signal, adjusted to the place and situation.	Students answer questions by taking on the following roles: - a scared person, - a person constantly laughing and too open, - a gloomy person, - a reserved person, - a focused and calm person.	Individual work (role play) and collective work
3. Ending – recapitulation	Summary: making students aware and emphasising how important it is to communicate. How important the role of non-verbal communication is. These signs enhance and complement verbal statements and sometimes modify them or change the intentions of the speaking person.	Discussion and formulating conclusions – together.	

Topic 6. **My educational path**

1. General aims. Cognitive: familiarising students with various types of high schools. Educational: mastering the skills of analysing information from the Internet on various types of schools in our city. Educational: shaping the attitudes needed for proper functioning in society.

2. Operational aims.

A student knows:

- the recruitment process to a high school;
- basic questions that may appear at an interview;

- the basic qualifications he will have had after completing that school;

- vocabulary connected with the topic: catering school, vocational school for car mechanics, high school.

A student understands/explains:

- the importance of choosing a school in planning a further career path;

- the dynamics of educational development in our city;

- the importance of changes in profession on their modern character;

- relationships and connections between facts;

- apply vocabulary connected with the topic.

A student can:

- analyse tables and meta-plans;

- formulate conclusions on the basis of the collected material;

- present the results of his own analysis of information from the Internet;

- master the skill of using various sources of information: tables, meta-plans and diagrams.

3. Methods of work: lecture, work with a table, meta-plan and materials received from the teacher, brainstorming/group work.

4. Form of work: collective (during the lecture).

5. Teaching aids: computer and websites, school folders, pieces of paper, felt-tip pens, colourful paper.

Class scenario – 2 class hours

Content	Method/form	Teaching aids
Familiarizing the students with the scheme of education in Poland.	a visual lecture (multimedia presentation)/group	computer and projector
What should we consider when choosing a high school?	brainstorming/group	board
We are learning about the sources of information about schools on the basis on folders and websites.	brainstorming/group	computer and websites, school folders
The leader divides the students into 3 groups. Each group draws one type of school (e.g. catering school, high school). Then the students prepare a flier/poster, paying attention to the most important elements that should be included. After that, each group presents the offers.	exercise/group	pieces of paper, felt-tip pens, colourful paper

The students are divided into 4 groups. Each group draws a piece of paper with four professions. The task is to prepare ways leading to these professions on the basis of the diagram presenting educational system in Poland and the local net of schools. The students try to find the easiest educational path where skills in a given profession can be exercised. To make it easier, the teacher gives out a list of local schools and educational centres. Group work ends with presenting the professional paths.	exercise/group	school folders, computer, the Internet
Students elaborate their own educational paths to the professions they chose and then they present the results of their work. Presentations should include answers to the following questions: a) what jobs do the students want to do? b) what level of education is needed in these professions? c) graduating from which schools will make it possible to become a professional (with justification)? (students should present alternative paths of reaching their profession).	exercise/individual	school folders, computer, the Internet

Topic 7. **Activating methods of looking for a job**

1. General aims. Cognitive: familiarising students with the most important activating methods helpful in searching for work. Educational: mastering the skill of obtaining information about vacancies. Educational: making students discover and master the competences needed for proper functioning in society.

2. Operational aims.

A student knows:

- recruitment process when applying for a job;
- basic activating methods;
- vocabulary connected with the subject: a job offer, friends' map, job market.

A student understands/explains:

- the dynamics of social life and the change in professions at the turn of the century;
- the influence of changes in professions on their modern character;
- the relationships and connections between the facts;
- can apply vocabulary connected with the topic.

A student can:

- analyse tables, meta-plan;
- formulate conclusions on the basis of the collected material;
- search for job offers on internet portals;
- masters the skills connected with using different sources of information: tables, meta-plan, diagrams.

3. Methods of work: a lecture, work with presentation, meta-plan, the Internet.

4. Form of work: collective (during the lecture), group work.

5. Teaching aids: board, computer, projector, pen, sheet of paper.

Class scenario – 2 class hours

Content	Method/form	Teaching aids
Summarising information about activating methods.	visual lecture with a multimedia presentation/group	computer, projector
Creating contact net from among one's own friends.	exercise/group	pen, sheet of paper
Mass media helpful in job hunting.	visual lecture with a multimedia presentation/group	computer, projector
Responding to a job advertisement on the Internet.	pair work: looking for a job advertisement/group	computer, the Internet
Job market and its possibilities.	exercise/group	computer, projector, pen, sheet of paper
Summarising information about activating methods.	a talk/group	board

POST-TEST TESTING KNOWLEDGE AND SKILLS OF STUDENTS PARTICIPATING IN THE CLASS

Test includes 10 questions that are mostly open (8) and only 2 of them are closed.

Students who did the test at the beginning and at the end of the workshop on career counselling, could receive 23 points each time. The test was especially prepared with the majority of open questions over closed ones, so as to give the students a possibility to answer freely. In case of closed questions this is impossible and the only option is to mark the answers indicated by the author of the test.

Question 1 tests the ability to chronologically order a cover letter. A student should provide a correct order of the letter structure.

Question 2 tests creating a basic description of job agreements, including its characteristic features. A student should give names of at least two types of job agreements with their characteristic features.

Question 3 concerns basic steps that must be taken so as to open up a private enterprise. On the basis of a short description about the type of an enterprise, a student should give 5 basic steps thanks to which a company will be able to begin operating.

Question 4 concerns the ability to create a short description of an application and a CV. A student should give names of a basic structure of such a document, including such elements as:

- contact data,
- education,
- professional experience,
- courses and trainings,
- knowledge of foreign languages,
- computer skills
- interests.

Question 5 tests the ability to see the changes on the job market. A student points to three professions that will provide employment in the next 10 years.

Question 6 tests students' knowledge about the oldest professions in the world. The task is to give names of three oldest professions together with their description

In question 7 there will be a diagnosis of the ability to plan one's own professional – educational career in next 5, 10 and 15 years.

Question 8 tests the precision of ordering chronologically the following key competences:

- awareness and cultural expression,
- communicating in a national language,
- IT skills,
- ability to learn,
- mathematics and technical competences,
- creativity and resourcefulness,
- ability to communicate in foreign languages.

Question 9 – explaining basic competences which are important in planning one's own educational and professional path, such as:

- creativity,
- assertiveness,
- communication skills,
- systematic work.

The last question – 10 – shows the most important positive and negative sides of running one's own business.

Post-test file

No	Tested skills	Teaching content	Type of a question	Number of points
1.	Ordering a cover letter chronologically.	cover letter and its structure	closed	0-1
2.	Creating a basic description of a job agreement, including their characteristic features.	types of job agreements	open	0-2
3.	Creating a plan of the most important steps to be undertaken when beginning one's own enterprise.	opening up an enterprise	open	0-5
4.	Creating a short CV	CV	open	0-1
5.	Pointing to three professions that will provide employment in the next 10 years.	jobs of the future	open	0-3
6.	Pointing to three oldest professions in the world together with their description.	the oldest profession in the world	open	0-3
7.	Planning one's own career in the next 5, 10 and 15 years.	my educational and professional plans	open	0-3
8.	Chronological ordering of key competences of a student.	key competences of a student after junior high school	closed	0-1
9.	Explaining basic terms important in planning one's own educational and professional path.	the meaning of terms in educational process	open	0-2
10.	Pointing to the most important positive and negative aspects of having one's own business.	opportunities and dangers in running one's own business	open	0-2

Categories of questions around which test questions are constructed

1. Give the appropriate order of the elements of a cover letter:

- a) work experience,
- b) request for a job interview,
- c) how did you find out about the job,
- d) a position you are applying for,
- e) education that will allow you to do the job,
- f) goodbye,
- g) other circumstances that favour your applying for the job:

.....

2. List examples of a job agreement and state characteristic features of each of them.

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3. Your friend Joan has just completed a cosmetology course and became a beautician. She's wondering whether to look for the job or set up her own business. She decided to look into the job market in this profession and asked you to prepare some basic information about what to do to open up an enterprise. Make a list of steps she has to take to set up an enterprise. Do not forget such things as proper order, names of institutions she has to visit.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

4. Below write a short description of the most important points that should be included in a CV.

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5. Give three professions of the future that will give a chance of employment in 10 years' time. Justify your choice in a few sentences.

Profession 1

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Profession 2

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Profession 3

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6. On the basis of your own experience, point to three professions that, in your opinion, are the oldest in the world. Have these professions changed throughout the years? If so, describe the changes.

Profession 1

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Profession 2

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Profession 3

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7. Imagine your professional and educational path in 5, 10 and 15 years. Point to schools you will attend and professions you will be doing.

My educational-professional path in 5 years' time

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My educational-professional path in 10 years' time

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My educational-professional path in 15 years' time

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8. Order evaluation of your own competences after graduating from junior high school:

- a) awareness and cultural expression,
- b) communicating in a national language,
- c) IT skills,
- d) ability to learn,
- e) mathematics and technical competences,
- f) creativity and resourcefulness,
- g) communicating in foreign languages.

9. Explain the terms:

creativity -

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communication skills -

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systematic work -

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assertiveness -

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10. List the most important advantages and disadvantages of running one's own business.

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