



# **Counselling scenarios for vocational career counsellors and youth workers**

Co-funded by the Erasmus+ programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission and Erasmus+ National Agencies cannot be held responsible for any use which may be made of the information contained therein.

THIS PUBLICATION IS FREE OF CHARGE



Dear Readers,

We hope that the content of the textbook will be useful both for those involved in vocational guidance and counselling. We wish you success in providing young people with necessary knowledge of developing common competences, professional skills and the entrepreneurial mind set and in encouraging them to successfully enter job market.

Sincerely,

Creative team responsible for set of scenarios for vocational counsellors and youth workers:

Psychological and Pedagogical Counselling Centre of Vilnius Region (Lithuania)

Centre for Vocational Guidance for Young People in Poznan (Poland)

Cometa Formazione s.c. (Italy)

Association for Social Cooperatives (Poland)

## **CONTENTS**

<b>1. Introduction</b>	<b>4</b>
1.1. Vocational guidance and counselling	4
1.2. Key competences	5
<b>2. Recommendation how to use the scenarios</b>	<b>6</b>
2.1. Organizing activities	6
<b>3. Scenarios</b>	<b>8</b>
<b>3.1. Self-knowing</b>	<b>8</b>
3.1.1. Strengths & Weakness	8
3.1.2. How others perceive me?	12
3.1.3. Learn How to Make Use of S.M.A.R.T. Goal Methodology; “The Road to Hell is Paved with Good Intentions...” How to Set Oneself Realistic Improvement Goals?	20
<b>3.2. Communication</b>	<b>29</b>
3.2.1. How to communicate effectively?	29
3.2.2. Communication barriers	36
3.2.3. How to apply for a job or internship	43
<b>3.3. Decision-making</b>	<b>50</b>
3.3.1. How to cope with difficulties	50
3.3.2. Decision making as a tool for achieving goals	55
3.3.3. How do you get to make a choice...?	63
<b>3.4. Creativity</b>	<b>73</b>
3.4.1. Expanding your creativity in 90 minutes	73
<b>3.5. Positive thinking</b>	<b>80</b>
3.5.1. Adequate positivity as cure from insouciance and grumbling	80
<b>3.6. Resilience</b>	<b>92</b>
3.6.1. The set of the rules...	92
<b>3.7. Teamwork</b>	<b>98</b>
3.7.1. The benefits of the teamwork	98
<b>Appendix A „Questionnaire summing up the classes and activities“</b>	<b>103</b>
<b>Bibliography</b>	<b>104</b>

# 1. Introduction

According to the statistical office of the European Union Eurostat data, April 2016 there were 21 224 thousand people unemployed in the European Union (about 11 % of active population), of which nearly 5 million were young people under 25 (about 20 %).

Matching skills supply with labour market needs is a basic component of EU's agenda for growth "Europe 2020" initiative "An agenda for new skills and jobs" which is based on several assumptions: strengthening capacity to anticipate and match labour market and skills needs, matching people's skills and job opportunities; and filling the gap between the world of education and work.

Project *Trio to Success* responds to the needs of modernization of Education and VET systems while solving the problem of youth unemployment in Europe. The main goals of the Project are to strengthen systems of general education and VET especially such fields as vocational guidance and counselling, work-based teaching methods and improvement of vocational competences, active learning methods and formation of entrepreneurial attitudes towards social economy.

Partner organizations in project Trio to Success are Association for Social Cooperatives (in Polish: Stowarzyszenie Na Rzecz Spółdzielni Socjalnych) which is working with people in risk of social exclusion; Pedagogical psychological service of Vilnius' region (in Lithuanian: Vilniaus rajono pedagoginė psichologinė tarnyba) and Career Counselling Centre for Youth in Poznan (in Polish: Centrum Doradztwa Zawodowego dla Młodzieży w Poznaniu) which are constantly working with students of gymnasium and pro-gymnasium schools and Italian organization Cometa Formazione (in Italian: Cometa Formazione a. s.) which was established by the association of families and which is involved in complex educational activities. These institutions together prepared a collection of competences training scenarios based on their accumulated experience. Authors hope that it would become a tool for vocational guidance and counselling processes improvement and for training skills and competences of today's and tomorrow's workers.

## 1.1. Vocational Guidance and Counselling

Vocational guidance and counselling are very important for the young people to prepare them to integrate into the labour market. The concept of vocational guidance and counselling was defined by project partners as an activity which has a purpose to help young people to take educational, learning and vocational decisions. Vocational counsellor was defined as a person who provides support during individual or group counselling sessions, gives advises on career and study path choices while taking into account student's life situation, personal traits, needs of labour market and opportunities of the education system. Vocational counsellor treats the goal of revealing young person's potential as the main

in his work and seeks to educate young person in such a way that she could consciously and fully achieve her career goals in the future.

## 1.2. Key competences

The European Commission works with EU countries to strengthen 'key competences' – knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society. These key competences include 'traditional' skills such as communication in one's mother tongue, foreign languages, digital skills, literacy, and basic skills in math and science, as well as horizontal skills such as learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness, and creativity. While taking into account those propositions of the European Commission and their own work experience, project partners singled out competences which are not being developed sufficiently enough in the system of general education and which they consider as the most important for the young people to integrate them into labour market. Project partners have unanimously decided that there are three competences which are the most important and deserve the most attention in work with the youth: self-knowing, communication and decision making. Each partner prepared their own version of competences training scenarios in which they tried to cover up different aspects of each abovementioned competence. Thus scenarios were written which covered training of these competences:

- **Self-knowing**, which is defined as an ability to know owns weaknesses and strengths, an ability to see oneself through the eyes of the others; an ability to raise the goals of self-education.
- **Communication**, which is described as an ability to interact appropriately, to take into account verbal and non-verbal aspect of transferred information; an ability to recognize obstacles in communication; an ability to communicate in formal language and to prepare an application for an internship or a job.
- **Decision making**, which is described as an ability to understand multidimensionality of that process and to define decision making stages; an ability to solve difficulties arising in decision making process; an ability to reach the intended goals.

Partners have also identified the following key competences:

**Positive thinking**, which is defined as an ability to adequately assess reality and to act responsively and constructively in everyday life;

- **Adaptation**, which is defined as an ability to recognize explicit and implicit rules of behaviour in work environment;
- **Creativity**, which is defined as an ability to think creatively and innovatively in order to know oneself, to solve problems and to work in a group.
- **Team work**, which is defined as an ability to see a wider context of one's activity; to formulate

goals of group work and to collaborate.

## 2. Recommendation how to use the scenarios

The program is created to develop competences of young people aged 14-19 years. The textbook consists of 13 scenarios (supporting the development of seven selected competences). The set of scenarios are to be used as an entirety or as separate scenarios or exercises. Recommended group size is 10-30 people. The recommended time for the scenario - 90 min (two combined class hours with a break). The rooms should have sufficient space for the implementation of group activities, and the ability to set the chairs in a circle.

### 2.1. Organizing activities

We encourage the vocational counsellor (teacher) before attempting to implement the scenarios and developing professional competence to familiarize with the group, to find out what are the needs of the members in order to plan the organization of workshops. We also encourage teachers during their first meeting to tell and explain students what is the purpose of the entire training program. Teachers should tell about the duration of the course and present the topics briefly. Another important element is to establish the principles of team work.

In the course of implementation we have specific scenarios classes organized through three stages:

**I. Introduction to training session.** A trainer presents a topic and a goal of a training session; describes competence to be trained and presents actual facts; describes concepts, distributes handouts and motivates participants to involve in work.

**II. The main part: delivering a training session.** In the main part of the session a trainer implements the requested tasks through doing the particular exercises. Efforts were put to create versions of scenarios to correspond the needs of project partners and other European countries. It was foreseen that a trainer would not necessarily implement all the exercises and she can pick up exercises taking into account the size, particularities and dynamics of the group. To plan training sessions more easily and quickly we propose for a trainer to acquaint with the most important scenario information in advance:

- topic, introduction into a scenario, indicating what aspects of the competences will be developed;
- characteristics of target age group
- additional materials necessary for delivery of a training session;
- duration of a particular exercises (it is specified approximately);
- detailed instructions on exercises;

- adds – tests, inquiries, handouts for individual and group work, spreadsheets and other additional materials necessary for training session;

**III. Evaluation of a session.** During evaluation a trainer asks participants to answer the following questions: „What have I discovered for myself during the session? “; „What do me do well (what I am capable for)? “; „What can I improve and how I would do it? “. Experiences acquired during the training, feelings and thoughts connected with it are a good basis for self-analysis and further development of acquired knowledge and skills. We recommend to encourage students to fill evaluation questionnaire (Appendix A), to enclose it together with the other materials into individual files and keep it for future if training sessions are done in sequence. We propose this material later use as a basis for individual sessions of career counselling or for searching information about vocational guidance. After the completion of competence training sessions it is worth to organize additional meeting for discussion of students' successes on implementing planed tasks and to answer questions. During that meeting it is recommended to give a diplomas because it can raise students' self-respect and motivation to further actively improve competences.

## 3. SCENARIOS

### 3.1. Self-knowing

#### 3.1.1. Strengths and weaknesses

<b>Competence</b>	<b>SELF-KNOWLEDGE</b>
<b>Subject</b>	<b>STRENGTHS AND WEAKNESSES</b>
The scenario is based on the experiences of Career Counselling Centre for Youth in Poznań.	
Age group: 14-18 years	Time: 90 minutes

<b>INTRODUCTION</b>	
<p>This scenario focuses on one aspect of self-knowledge – the strengths and weaknesses of a person. We understand strengths as internal factors which are advantages and positive characteristics of a given person. There are three main elements which constitute strengths: talents, knowledge and skills. The opposite of a strength is a weakness – an aspect of one’s personality, habits etc. which obstructs achieving one’s goals. While it is obvious that we all have our weaknesses, it is the most important to focus on one’s strengths when planning a career. They are the factors that lead to professional success. Thus, it is crucial that a young person is aware of his or hers own advantages and knows how to use them effectively.</p>	
<b>Main objective</b>	To develop the capacity to discover, define and utilize one’s own strengths.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• The student defines the notions of „strength” and „weakness”.</li> <li>• The student is able to identify his or hers strengths and weaknesses, as well as the possibilities for using them.</li> <li>• The student understands that the usefulness of one’s strengths is dependent on the situational context.</li> </ul>
<b>Resources</b>	paper, pens, blackboard and chalk or flipchart and markers

<b>Procedures</b>
-------------------

<b>Introduction</b>	
Resources: none	Time: 10 minutes
<b>Description:</b> <p>Talk with the students on whether it’s worth to think well of oneself. What does this kind of</p>	



thinking help with? What does it interfere with?

### Exercise 1, Brainstorming

Resources: none

Time: 10 minutes

Ask the students what can be a person's strength. The students can use their own experiences.  
*Remember to avoid judgement.*

Together, create a definition of a strength. Write all the ideas down on the board/flipchart (keep the definition in view until the end of the class).

It would be useful to include the elements listed in the introduction to this scenario in your definition. Remember that something that causes harm to others should not be considered a strength.

### Exercise 2, option A<sup>1</sup>: Accordion

Resources: pens, paper

Time: 25 minutes

Ask the students to sign their name and surname in the lower right corner of a sheet of paper. They then pass their sheet to the person sitting on their right. Each student's task is to write down one strength of the person who signed the sheet. After doing so, the students fold the paper so that the next person won't be able to see what they wrote (eventually, it will look like an accordion). They then pass the sheet to the next student and repeat the procedure until they get their own sheet back. Each of the students silently reads their lists of strengths.

Discuss the exercise: What has surprised you? Do you think any of your strengths are missing from the list? If so, add them.

### Exercise 2, option B: animal

Resources: pens, paper

Time: 25 minutes

Ask each of the students to take a piece of paper and draw an animal they identify with (one that has similar strengths as they do). Tell them that they shouldn't tell others what they are drawing. The drawings should be anonymous – nothing should be written on them. When the drawings are ready the students fold their sheets of paper, so that the drawings will be invisible, and pass them to the teacher. Each of the students picks one of the drawings at random (other than their own). They then proceed to write five strengths of the animal in the drawing they chose. They pass the drawings back to the teacher who shows the pictures and reads out loud the characteristics written on them.

Encourage the students to expand each of the lists. Describe each of the characteristics in a

<sup>1</sup> The teacher can choose either Exercise 2A or Exercise 2B.

positive way, explain and clarify them, show their wider context

Then, discuss the exercise: What has surprised you? Encourage the students to share their thoughts.

Don't judge the drawings. The pictures can be schematic. Keep in mind that not all students are gifted with an artistic talent.

### Exercise 3, option A<sup>2</sup>: A Cold Wind Blows

Resources: none

Time: 15 minutes

Put one chair aside, so that the number of the chairs will be smaller by one than the number of the students. Ask one of the students to stand in the middle of the circle and say the following formula: "I invite to change seats everyone whose strength, like mine, is..." The students should name one of their strengths. Before the game begins, remind the students of the definition of a strength that you have written down earlier. In each round, one student will be left without a seat – this person will start the next turn, using the same formula. After leaving their chair the student can't go back to the same seat in that round.

During the exercise help the students to decide whether the examples they give are strengths or likes and interest. Remember that one's strengths does not have to be connected to one's interests, and that peoples interests and likes are not always their strengths.

Discuss the exercise: point the students' attention to the question whether they have been talking about their strengths or likes and interests. Use that as a starting point for a discussion on whether the things that we like doing are always are strengths and vice versa.

### Exercise 3, option B: inheritance

Resources: blackboard and chalk or flipchart and markers

Time: 15 minutes

Introduce the task to the students: Imagine that you all live in a small town. I'm a notary and I have invited you this meeting to inform you about the death of a man, who emigrated to America where he earned a huge fortune. Since he had no family, he decided that the denizens of your town shall inherit his money. I will now read you his will: „I do not wish for my fortune to fall in the hands of unworthy people. My inheritance shall be divided between those present here under the condition that in 10 minutes they will together create a list of 50 strengths of your group.“

Ask the students to give examples of the group's strengths one by one. Write them down on the board. Each strength can only be named once. The exercise ends after 10 minutes. Count the strengths together with the students. If the group get the inheritance, they reward themselves

<sup>2</sup> The teacher can choose either Exercise 3A or Exercise 3B.

with an ovation.

In case some of the students would have trouble with naming his or hers strengths, you can help them discretely. Ideally, the students would manage to create a list of 50 strengths with your help.

To sum up the exercise ask the students what was the most difficult thing about this exercise. Did they name any strengths shared by the entire group? If they did, read those strengths out loud again. Point their attention to the fact that members of the groups inspire one another when listing strengths: highlight the situations in which an example given by of the students gave new ideas to the others.

#### Exercise 4: group work

Resources: pens, paper, board and chalk or flipchart and markers

Time: 5 minutes

Ask the students to put one object each in the middle of the circle (ex. a pencil, pen, eraser; the objects should be different from one another). Divide the objects in set of 3 or 4 elements. Their owners will work together in a group. Ask them to sit together.

This exercise can be conducted either as group work or a whole class exercise. We especially recommend dividing the students in groups when the number of participants is relatively small.

The students' task is to reflect on whether strengths can interfere with something in life. Did they ever notice that a strength turned out to be a weakness and vice versa? If so, in which situations? Ask them to write down their ideas. Then ask each group to share their examples with the rest of the class. Put the ideas down on the board.

To help the students, give them an example of such a situation. You can use your own idea or quote the following example: precision is a strength that is very useful, when you are solving maths problems, but it can be unhelpful when you have to change quickly before you PE lesson.

Ask the students to write down their ideas. Then ask each group to share their examples with the rest of the class. Put the ideas down on the board.

Discuss the exercise: was it difficult to come up with such examples? Was it easier to find a strength that turned out to be a weakness or a weakness that turned out to be a strength? Can you give any other examples from everyday life?

#### Conclusion

Resources: none

Time: 15 minutes

Wrap up the lesson by asking each of the students to complete the following sentence: „An important thing that I discovered today was...”

### 3.1.2. How others perceive me?

<b>Competence</b>	<b>SELF-KNOWLEDGE</b>
<b>Subject</b>	<b>HOW OTHERS PERCEIVE ME?</b>
The scenario is prepared by Psychological and Pedagogical Counselling Centre of Vilnius Region.	
Age group: 14-18 years	Time: 90 minutes

<b>INTRODUCTION</b>  <p>Is it worth your time and effort to understand how the self-image is created, as well as ability to identify personal qualities? Career professionals agree that a career success is self-knowledge, interests and skills identification.</p> <p><b>How to get to know yourself better?</b></p> <p>There are many ways to self-knowledge. It's worth taking a step further and check if our perception of ourselves is the same as the others of us. Getting this information:</p> <ul style="list-style-type: none"> <li>- will let you know about the qualities that you may have not already seen, evaluated or even considered weak;</li> <li>- People know themselves not only by their own observations, but also seek approval of their opinion based on the so-called "social mirror", by analyzing others point of view. How do others perceive you?</li> </ul> <p>The answers will let you have a better look on yourself also in the eyes of other people. What are your natural talents and abilities?</p>	
<b>Main objective</b>	To understand how other people perceive us. Our self-image in the eyes of other people.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• To understand how other people see us, to check if our self-image is similar to how other people in the group perceive us.</li> <li>• Developing of the awareness of own resources and strengthens.</li> <li>• Learn to successfully reveal ones strengths.</li> </ul>
<b>Materials / resources:</b>	Blackboard, chalk / markers, pieces of paper, pens, small pieces of paper, bag to shuffle card with names: Appendix1.

Procedures
------------

Introduction	
Resources: none	Time: 5 minutes
<p><b>Description</b></p> <p>The teacher (career counselor) introduces the topic, informs about the duration of the activity and purpose. The purpose of this exercise is to understand how other people perceive us and to check whether our self-image coincides with other people image of us.</p> <p><b>How to get to know yourself better?</b></p> <p>The choice of profession is closely connected with the perception of who we are and what kind of behavior we choose. Each of us is unique, has specific interests, abilities, qualities, values. If we want to deliberately direct our career path, we need to know our personal traits and interests. It is important for a complete self-knowledge, what other people think about us. It is also important to compare whether our perception is no different from the way other people see us.</p>	

Exercise 1, „Hands“	
Resources: piece of paper for each participant, pens / markers	Time: about 15–20 min.
<p><b>Description</b></p> <p>Participants sit in the circle. Each of the participants traces on the piece of paper a shape of their hand and writes his / her name in the corner of the piece of paper. Then we move the pieces of paper in clockwise direction. In the same time the teacher lists the type of items that should be used to describe the person whose piece of paper is right now in front of each participant. For example, the teacher says “car” and everybody writes on the pieces of paper type of the car which he / she associates with the owner of the card (e.g. off-road car, sports car, stylish car, etc). We can ask participants to look for items associated with fruit, flower, part of the cloths, meal, magazine, building, etc.). At the end the sheet comes back to the owner who can check how other people see him / her.</p> <p>Conclusions: the pupils share their impressions – did they get to know something new about themselves? Maybe someone discovered some features, he/ she didn’t think about. Comparing one’s image with opinion of others – is it different?</p>	

Exercise no. 2, „WHO IS WHO?“	
Resources: blackboard, chalk / markers.	Time: about 10 min.
<p><b>Description</b></p> <p>Just before the exercise the teacher asks the participants, what professions are the most interesting for them and writes down the answers on the blackboard (10-15 professions). Then, the teacher will name the professions from the list. In this way we will avoid the situation that there will be some professions that are not interesting for the participants.</p> <p>Instructions for the teacher: I will call different professions. Each person should look around and think for whom the profession is the most suitable? Then I will clap my hands and everybody should show with the hand the person who fits the best to the profession. If the group is small (6-8 people), we can use both hands (to point out one person with one hand, the other person with second hand. If the group is bigger it is better to use one hand to avoid tangle. The teacher counts the number of hands that show specific person, what means whose image in the opinion of other people fits best from the listed professions.</p> <p>Conclusions: the participants for whom other students chose profession share with their impressions – whether the opinion of other people corresponds with his / her own opinion and fields of interest, whether the image of himself / herself in the eyes of the people differ from his / her own. At the end, the teacher explains that the research showed that forecast of the students and their friends on future professions are very often more accurate than forecast of their teachers and parents. It means that it will be good to pay attention and consider opinion of ones colleagues.</p>	

Exercise 3, „ADVERTISEMENT“	
Resources: posters, markers, small pieces of paper, bag to shuffle card with names.	Time: about 30–40 min.
<p><b>Description</b></p> <p>The teacher explains the rules of the exercise:</p> <p>Instruction: We all know exactly what an advertisement is. We face it daily. Our task now is to prepare the advertisement – not for products or services but for people. Each participant will prepare the advertisement for one person in the class to show his / her strengths and to attract other people’s attention. Each participant writes his / her name on the piece of paper and throws</p>	

into the bag. The cards are shuffled. The students draw the card one by one. It may happen that the student will choose the card with own name – in this situation he / she will prepare advertisement for himself / herself.

The teacher explains further rules: “There are some limits in our advertisement – when we show the advertisement we cannot tell who is the person. The advertised person might be presented as an object, animal, book or the movie hero. In the advertisements we present positive features of the character, strengths. You have 10 minutes to prepare your advertisement. The advertisement should not be longer than 1 minute. After the presentation the group will have to guess who was advertised”.

Then the participants present their advertisements. Viewers do not forget about applause.

Conclusion: the participants share with their impressions answering the questions if it was easy to find strengths, positive features of classmates and why did they choose each of the specific features of the person’s character. We explain how can we advantageously present the elements of the character, what to highlight to draw attention of other people. Compare the way we see ourselves and other people see us. The person who is advertised is asked to say how he / she would like to advertise himself / herself. Discussion: It is further discussed which professions could be useful for the person.

#### Exercise 4, „My portrait“

Materials: blackboard, test (attachment no 1), „test key“ (attachment no 2), pens.

Time: about 20 min.

##### **Description**

The teacher asks each student to write down his / her name on the sheet of paper and the 5 qualities that the students are proud of, like the best, subjects they are good at. After that, students have to find a partner for themselves (a friend from the left or right to get less confusion). A friend has to think and try to guess three features, things or subjects which distinguish the other member of the group, and write them down on a friend's page. Subsequently, the teacher distributes leaflets to pupils, in which various features are listed (Attachement no. 1).

Also, personality qualities can be written on a board if the teacher does not have the ability to print or copy the attachments for each student. The teacher asks students to choose the four qualities they think best describe them and write down under their portrait, as well as select the four properties from the list to be written by a friend. When performing the assignment, the

students share their thoughts. Encouraging a discussion about how we are perceived by others, whether they always see us as we see ourselves, why sometimes our self-image perception differs from how we perceive others, why it is important for us to please others, and what it means to be ourselves .

Conclusion	
Resources: Questionnaire that will sum up the meeting (attachment no 4), pens.	Time: 10 min.
<p><b>Description</b></p> <p>The teacher summarizes the lesson with the students.</p> <p><b>Version I.</b> If there was a single activity, ask the students what they discovered during their occupation.</p> <p><b>Version II.</b> If you are taking a vocational guidance session, ask at the end of the class each student to fill out an individual questionnaire for completing the task (Annex A, p.). Inform the students that they have to answer three questions: "What did you find important during the session?"; "What am I doing well (what can I do)?", "What should I improve and how do I get it?" It is important that the completed questionnaire be included in a special binder, which can be further studied individually or with a teacher or career counselor after the cycle of classes. After some time (e.g. at the end of the year) it is good to check which of the planned tasks / activities were realized.</p>	

Attachments:

- Attachment 1 (Test „What am I like, how do others perceive me”)
- Attachment 2 (Key to the test “What am I, how do others perceive me?”)
- Attachment 3 (Questionnaire).



**Test: „What am I like, how do the others perceive me“**

	Positive features	Scale				Negative features	scale			
	I am:	high	average	Low	none	I am:	high	average	low	none
1.	Truthful					25.	Lazy			
2.	Reliable					26.	Careless			
3.	Friendly					27.	Unsystematic			
4.	Polite					28.	Self-reliant			
5.	Fair					29.	Clumsy			
6.	Forgiving					30.	Sick			
7.	Talanted					31.	Dull			
8.	Punctual					32.	Malignant			
9.	Ambitious					33.	Cocky			
10.	String (physically)					34.	Distracted			
11.	Healthy					35.	Jelous			
12.	Stable					36.	Greedy			
13.	Responsible					37.	Vulgar			
14.	Modest					38.	Undisciplined			
15.	Firm					39.	Agresive			
16.	Self-critical					40.	Lying			
17.	Frugal / saving					41.	Shy			
18.	Hard working					42.	Nervous			
19.	Conscientious					43.	Ungly			
20.	Brave					44.	Cowordly			
21.	Fit					45.	Reckless			
22.	Disciplined					46.	Inefficient			
23.	Beautiful					47.	Having flaws			
24.	Strong willed					48.	Irresponsible			

Points in the test "What am I like, how do other people perceive me" :

High level - 3 points

Average level - 2 points

Low level - 1 point

None – 0 point

Features	Positive			negative		
points	0 - 20	20 - 50	50 - 72	0 - 30	30 - 50	50 – 72
Self-esteem	undervalued	Correct	overstated	overstated	correct	undervalued
Me						
Other						
1.						
2.						
3.						
4.						
5.						

**Questionnaire – summary of the course**

Name \_\_\_\_\_ Date \_\_\_\_\_

Theme \_\_\_\_\_

1. WHAT IS IMPORTANT FOR ME THAT I DISCOVERED DURING THE COURSE?

2. WHAT DID I DO CORRECT (WHAT CAN I DO)?

3. WHAT DO I HAVE TO WORK ON AND HOW WILL I ACHIEVE IT (WHERE CAN I GET AN INFORMATION)?

### 3.1.3 “The road to hell is paved with good intentions...” How to set oneself realistic improvement goals? Learn how to make use of S.M.A.R.T. Goal methodology

<b>Competence</b>	<b>SELF-DEVELOPMENT</b>
<b>Subject</b>	<b>“The road to hell is paved with good intentions...” How to set oneself realistic improvement goals? Learn how to make use of S.M.A.R.T. Goal methodology</b>
The scenario is based on the experience of Cometa Formazione.	
Age group: Students of the vocational training school (14/18 years)	Time: 2 x 45 min (90 min)

#### INTRODUCTION

S.M.A.R.T. Goal scenario is used to help students analyze their internship experience and set themselves improvement goals.

The scenario is made use of by the class tutor alongside other tools during the weekly "comeback day" from internship with the aim to help students re-process the experience they're making and set themselves goals for the following week.

This class is part of a series making up Cometa Formazione's "Educational Unit INTERNSHIP " (abbreviated with "EU Internship") aimed at encouraging students to take on the leading role and raise their awareness throughout their internship time.

This methodology is a tool originating in the USA whose main focus is the process to achieve "smart goals".

S.M.A.R.T. is an abbreviation referring to strategic planning aimed at implementing effective goals. It points out the five characteristics a destination should present: Specific, Measurable, Achievable, Result-focused, Time-bounded:

- Specific: the purpose is to be specifically spelled out and not generalized nor indicated in generic terms.
- Measurable: measurable, to the extent that indicators to measure goal accomplishment are required.
- Achievable: attainable, in terms of feasibility.
- Result – focused: oriented to achieve a result.
- Time-bounded: limited in time so that the skill how to best manage time is fostered

in the students' mind.	
<b>Main objective</b>	To learn how to set oneself S.M.A.R.T goals (specific, measurable, achievable, result-focused, and time-bound) through strategic planning
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• to analyze and share the internship experience which is currently in progress;</li> <li>• to spell out problems in the light of looking for solutions;</li> <li>• to assess feasibility of objectives and measure the required mental investment;</li> <li>• to self-assess growth in professional and behavioural skills;</li> <li>• to establish a connection with the reference tutor and an educational deal for accomplishment of the objectives.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Interactive whiteboard/or, if not available, a flipchart and felt-tipped pens;</li> <li>• paper sheets and pens;</li> <li>• Encl. 1_ Form: "S.M.A.R.T. Goal", one copy for each student</li> <li>• Encl. 2_ Questionnaire "How did this week go", one copy for each student</li> <li>• Encl. 3_ Form "S.M.A.R.T. Goal of the week", one copy for each student</li> <li>• Encl. 4_ "FINAL QUESTIONNAIRE"</li> </ul>

<b>Procedures</b>
-------------------

<b>Introduction</b>	
Resources: none	Time: 5 minutes
<p><b>Description:</b></p> <p>The teacher opens the class by asking his/her students whether they agree with the old saying: "The road to hell is paved with good intentions ..." and triggers a short discussion.</p> <p>Upon completion of such discussion, the teacher will ask: "Is it possible to set oneself improvement goals? Let's learn how to use S.M.A.R.T. Goal methodology".</p>	

<b>Exercise 1, "S.M.A.R.T. Goal methodology"</b>	
Resources:	Time: 35 minutes
<ul style="list-style-type: none"> <li>• Interactive whiteboard/, if this is not available, then a</li> </ul>	

flipchart with felt-tipped pens; <ul style="list-style-type: none"> <li>• Encl. No. 1, form "S.M.A.R.T. Goal", one copy for each student</li> <li>• Pens</li> </ul>	
<b>DESCRIPTION:</b>  The form "S.M.A.R.T. Goal" is handed out and projected onto the blackboard.  Should an interactive whiteboard not be available, please show the class a sheet of the flipchart where the contents of Enclos. 1 have been previously copied to.  The teacher explains the terminology to the class sitting in the front, so that everyone is clear on what the abbreviation S.M.A.R.T. stands for.  As a demonstration, the teacher will complete the S.M.A.R.T. form on the blackboard with an example from her everyday life (ex.: diet).  The teacher asks the class to run an exercise and individually fill out their form with a goal selected from their everyday life.	

<b>Exercise 2, "Assessing my skills"</b>	
<b>Resources:</b>  <ul style="list-style-type: none"> <li>• Encl. No.2 Questionnaire "How did this week go", one copy for each student</li> <li>• Pens</li> </ul>	<b>Time: 10 minutes</b>
<b>DESCRIPTION:</b>  The teacher hands out the self-assessment form to the class for the skills to be acquired during trainship in the company, sorted out by technical and behavioural skills named "How did the week go".  The teacher asks the students to fill it out and self-assess which skills were successfully developed and which skills they still struggle with and also asks them to identify a goal for the new week accordingly.	

<b>Exercise 3, "S.M.A.R.T. GOAL OF THE WEEK"</b>	
<b>Resources: none</b>	<b>Time: 25 minutes</b>
<b>DESCRIPTION:</b>  Form "S.M.A.R.T. Goal of the week" is handed out, whereby students are required to choose a goal to be achieved at the internship place for the following week, based on the self-assessment results.	

The teacher asks some students to volunteer and read out loud their complete form and requires the class to make corrections, if any.

The teacher collects the form for correction purposes ahead of the following week's "comeback" day during which the theme will be discussed again, the goal accomplishment re-evaluated and the next goal will be set.

Conclusion	
Resources: <ul style="list-style-type: none"><li>• Enclosure No.4 "FINAL QUESTIONNAIRE"</li><li>• Pens</li></ul>	Time: 15 minutes
DESCRIPTION:  The teacher ends the class by asking students what they've learned and asks them to fill out the final questionnaire which will undergo correction and then be returned to the students for filing into their internship records.	

Enclosures:

Enclosure No. 1 "S.M.A.R.T. Goal" Form

S.M.A.R.T. GOAL

(specific, measurable, achievable, results-focused, and time-bound).

Goal:

Specific / object. What will enable the accomplishment of the goal? How and why will it be accomplished?

---

---

---

Measurable. How will you measure the accomplishment of the goal? Please specify at least two measurement indicators.

---

---

Accessible/attainable. Is it feasible? Has anyone else accomplished the goal? Do you have knowledge, skills and resources required to achieve the goal? Will the accomplishment of the goal be a challenge without defeating you?

---

---

---

Goal accomplishment. What is the reason, the aim or the benefit that you will enjoy upon accomplishment of the goal? What is the result like (not the activities leading to such result)?

---

---

Required time. Which is the deadline date by which the full result must be attained and does that deadline prompt any urgency?

---

---



- Enclosure No.2 Questionnaire "How did the week go" (An example for the qualification as "Bar attendant")

### **HOW DID THE WEEK GO?**

<u>COMPETENCES</u>	<u>I struggled</u>	<u>Was rewarding</u>	<u>What am I supposed to learn?</u> <u>Goal</u>
<u>TECHNICAL- PROFESSIONAL:</u>  <u>Customer reception</u>  <u>Set up and preparation</u>  <u>Order collection</u>  <u>Table and counter service</u>  <u>Clearing up, re- arrangement and cleaning.</u>			
<u>RELATIONAL:</u> <u>Relationship with:</u>  <u>Business tutor</u>  <u>Colleagues</u>  <u>Work context</u> <u>(working timetable,</u> <u>being on time, etc.)</u>  <u>Customers</u>			

**Following the description of your week, please identify your S.M.A.R.T Goal**

- *Encl. No.3 Form "S.M.A.R.T. Goal of the week"*

**S.M.A.R.T. GOAL of the WEEK**

(date) \_\_\_\_\_ of (student's name) \_\_\_\_\_

(specific, measurable, achievable, results-focused, and time-bound).

**Goal:**

---

**Specific/object. *What will enable the accomplishment of the goal? How and why will it be accomplished?***

---

---

---

---

---

**Measurable. *How will you measure that the goal has been achieved? Please specify at least two measurement indicators.***

---

---

---

---

---

**Affordable/attainable. Is it feasible? Has anyone else accomplished it? Do you have knowledge, skills and resources to achieve the goal? Will the accomplishment of the goal be a challenge without defeating you?**

---

---

---

---

---

**Goal accomplishment. What is the reason, the aim or the benefit you are going to enjoy upon accomplishment of the goal? What is the result (not the activities leading to such result)?**

---

---

---

---

**Required time. *Which is the deadline date by which full result is supposed to be accomplished and does that deadline generate any sense of urge?***

---

---

---

---

- **Enclosure No.4 "FINAL QUESTIONNAIRE"**

**Final Questionnaire**

- What important things did I find out?

---

---

---

---

---

- How can I make use of the competences I've learned?

---

---

---

---

---

- Which competence would I like to develop further?

---

---

---

---

---

*(signature): Name and Family name*

## 3.2. Communication

### 3.2.1. How to communicate effectively?

<b>Competence</b>	<b>COMMUNICATION</b>
<b>Subject</b>	<b>HOW TO COMMUNICATE EFFECTIVELY?</b>
Scenario was created by Pedagogical-Psychological Centre for Vilnius Region, Lithuania	
Age group: pupils in the age of 14-18 years old.	Time: 2 x 45 min (90 min)

<b>INTRODUCTION</b>	
Communication consists of verbal and non-verbal transmission of information, developing relationships between people. Communication skills define relationships with other people and affect self-esteem. Opened communication strengthens relationships with other people. Freedom in communication helps in better understanding of opinions of other people and support development of decision processes.	
<b>Main objective</b>	Development of the communications skills.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• Encourage to develop skills of communications and understanding of other people.</li> <li>• Understanding of the feelings of a person that someone listens carefully and a person that someone ignores.</li> <li>• Development and practice of the active listening skills.</li> <li>• Understanding of the sense of the conflict situation and own strategies of dealing with the situation of conflicting interests.</li> <li>• Development of the skills of a proper understanding of the body language.</li> <li>• Improvement of the non-verbal communication skills.</li> </ul>
<b>Resources</b>	Piece of papers, pens, scarves, balloons. Attachment no. 1, Attachment no. 2.

<b>Procedures</b>
-------------------

<b>Introduction</b>	
Resources: none	Time: 5 minutes
<b>Description:</b>	
Introduction to the topic of the course by teacher (counselor), who asks for taking the place and	

informs about the course theme, objectives and duration. The teacher informs that the aim of the course is to develop communication skills.

- **Words or gestures? How do we communicate?**

Communication is a complex process. We usually understand the communication as an exchange of the words between people. However, do we only communicate with other people through words? First of all, you should understand the fact that communication is the process that needs hard work and mutual interest of the participants of the communication. That is why, the active listening is so important. It might be also useful to understand body language of other people. It is worth to spend time on improvement of the skills that are necessary in the process of effective communication. They will help to communicate effectively and pleasantly.

**Exercise 1, Listen what I tell you**

Resources: none

Time: 15 minutes

The participants Split into pairs and in pairs they choose person A and person B. The teacher informs that they will be talking about their dreams. Before the task starts the A persons leave the room. The B persons are informed that during conversation they should try to listen carefully, not to ask the questions, imply that the information they got is very interesting. The students are informed that after 5 minutes conversation will be stopped. Now the B persons leave the room and A persons come back. The A persons are informed that during the conversation they should try to look bored, they could yawn, look at the watch, squirm and look around the class, etc. The students are informed that after 5 minutes the conversation will be stopped. The B persons are coming back to the room and for 5 minutes A persons talk about their dreams.

Conclusion

We ask the students to share their impressions:

- How do we know that someone is listening?
- How did you feel when you were listened to?
- How did you feel when you were ignored?

**Exercise 2, Tell me about me**

Aim: develop and practice the skills of active listening.

Resources: Paper sheets, pens.

Time: 20 minutes

**Description:**

The group splits into pairs. The students listen carefully to their partners. They can exchange information in 5 minutes and afterwards they group into teams of maximum 6 people and

introduce their partners (family, hobbies, residence, friends, pets, plans for the future).

#### Conclusion

We ask students to share with their impressions:

- If you do not have to introduce your partner will you listen carefully?
- Did you ask a lot of questions? Why?
- Do you remember situation when you were thinking of what to say and in the same time you did not listen to the person who was talking to you?

### Exercise 3, Whom to help?

Aim: Understand the essences of the conflict situation and own strategies of dealing with the situation of conflicting interests.

Resources: Attachment no 1

Time: 25 minutes

#### Description

The students create groups of 3 people. Each group gets task and in 15 minutes has to take decision to whom to give money. The teacher emphasizes that participants are a group of scientists and politicians granting a very high subsidies for the scientific researches with the greatest importance for the humankind. The aim is the most important. The money has to be submitted to one aim. It is not allowed to vote or draw. The group has to unanimously accept the choice.

#### Conclusion

We ask the students what did they learn about themselves and their strategies of solving conflicts:

- did you fight for your interest or did you give up?
- were you assertive or not?
- how many solutions did you propose?
- what are advantages and disadvantages of different people attitudes in the conflict situations?

### Exercise 4, Sculpture

Aim: Develop skills of proper understanding of body language.

Resources: scarves

Time: 10 minutes

#### Description:

The students create groups of 3 people and divide into First, Second, Third. The First person is

sculpture, the Second is sculptor, the Third is clay. We inform the students that they have 5 minutes for the task. We tie the eyes of the Clay person and the Sculptor person. The Sculpture person is asked to sit comfortable and take any position. The Sculpture person acquainted with the Sculpture person by touching and sticks his sculpture (on the model of ordinal one) with the Clay person. The Sculpture person may approach to the sculpture once. The participants cannot talk to each other. After the new sculpture is finished we take off the scarves and the participants evaluate their works.

#### Conclusion

- Was the posture and expressions of the face of the sculpture understandable?
- Was it easy to work with clay? What does it depend on?

### Exercise 5, Balloons

Aim: improve skills of non verbal communication.

Resources: balloons.

Time: 10 minutes

#### Description

The participants split into 4 groups. Each participant gets inflated balloon. The participants cannot communicate verbally. Each group has to throw up the balloon at the same time. When the task is completed, the participants are divided into two groups and realize the same task. And at the end the whole class realizes the same task.

#### Conclusion

- What does affect the meaning of the message?
- What behavior would facilitate / make the realization of the task easier?
- What behavior made the realization of the task more difficult?

### Conclusion

Resources: Attachment no 2

Time: 5 minutes

#### Description

The teacher with the students make summary of the effective communication and skills of listening of other people. The participants get questionnaire (attachment no 2). Inform that for the conclusion the pupils have to record the answers on the questions:

- What important for me did I discover today?
- What did I do correct (what can I do)?



- On what do I have to work and how will I achieve it (where can I find information)?

After the questionnaire is filled and we still have some time and the pupils agree, we ask them to split into pairs, exchange filled questionnaires and read the answers. It is important that the students keep filled questionnaire and hold in the folder. The questionnaire might be the basis for individual consultations or independent work of students (looking for information). After some time (e.g. at the end of the year) it is good to check which of the planned tasks / activities were realized.

Attachment:

1. Attachment no 1 (Whom to help?).
2. Attachment no 2 (Questionnaire – summary of the course).

### **Whom to help?**

You are a group of scientists and politicians who are granting very high subsidies for scientific research of the huge importance for the humankind. The aim is the most important. The money has to be submitted to one aim. It is not allowed to vote or draw. . The group has to unanimously accept the choice.

Proposals of the research's aims:

- Vaccine protecting from AIDS (International Medicine Institute),
- Pill of happiness (International Science Club),
- Detector of natural disasters (International Meteorological Institute),
- Method of elimination of mental disabilities (Association of Unconventional Thinkers).

**Questionnaire – summary of the course**

Name \_\_\_\_\_ Date \_\_\_\_\_

Theme \_\_\_\_\_

**4. WHAT WAS IMPORTANT FOR ME THAT I DISCOVERED DURING THE COURSE?**

**5. WHAT DID I DO CORRECT (WHAT CAN I DO)?**

**6. ON WHAT DO I HAVE TO WORK AND HOW WILL I ACHIEVE IT (WHERE CAN I GET AN INFORMATION)?**

### 3.2.2. Communication barriers

Competence	COMMUNICATION	
Subject	COMMUNICATION BARRIERS	
The scenario is based on the experiences of Career Counselling Centre for Youth in Poznań.		
Age group: 14 – 18 years		Time: 90 minutes

<b>INTRODUCTION</b>  This scenario focuses on one aspect of the communication process: the communication barriers. During the transfer of a communicate various distortions may occur both on the sender's and the recipient's side. Sometimes, the recipient will „read“ the item of communication differently from the way intended by the sender. This is how we know that a communication barrier has occurred. By being conscious of the existence of such barriers and by learning how to recognize them, we can avoid many misunderstandings in interpersonal relations.	
<b>Main objective</b>	To develop the ability to recognize communication barriers.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• Students know that barriers are an element of the process of communication.</li> <li>• Students can recognize different types of communication barriers.</li> <li>• Students understand how barriers influence the reception of communicates.</li> </ul>
<b>Resources</b>	paper, pens, a course book (or any other book)

#### Procedures

Introduction	
Resources: none	Time: 10 minutes
Ask the students how they understand the term „communication“. How do people exchange and transfer information? After they list different ways of communicating, tell them that today you will focus on communication barriers. Ask them, what they associate with communication barriers.  Tell the students that any item of communication can be distorted in different ways when it is passed from its sender to its recipient. The aim of the lesson is to create a list of examples of	

communication barriers.

### Exercise 1: A night at the cinema

Resources: Attachment 1.

Time: 20 minutes

Divide the students in two groups: the participants and the observers. Tell the participants that their task will be to pass a story they will hear from one to another, keeping as many details as possible (see Attachment 1). Only the first person, who will stay in the classroom, will hear the original text. All the other students leave and wait for their turn in front of the classroom. They enter the room after an invitation from the teacher. The student who stayed reports the story to the person who enters the room first, and who then passes it to the next student and so on. When the tale reaches the last person, he or she tells it out loud. Reread the original story out loud and ask the students to compare and the final version.

At the same time, the observers will watch how the participants cope with their task .

Discuss the exercise: were the two versions different from one another? What did the observers note, and what are their reflections? What could have been done to prevent the information from getting distorted?

### Exercise 2: Drawing

Resources: Attachment 2.

Time: 20 minutes

Pick out one student who will get a card with drawing (see Attachment 2). Make sure that the drawing won't show through the card. This student's task is to describe the drawing using nothing but words so that the rest of the class will be able to reproduce it on the upper half of a sheet of paper. This person mustn't use any non-verbal methods of communication (such as drawing in the air) and he or she must stand with his or hers back towards the class. The other students cannot ask him or her to clarify or repeat the instructions.

In the second part of the exercise the students try to recreate the same drawing on the lower half of a sheet of paper. The person describing the picture repeats the instructions. The others may ask questions and request explanations. Compare both versions with the original.

Discuss the exercise: Which version looks more like the original? Which was easier to draw for you? To what extent the instructions you received were helpful? What communication barriers could you observe in this exercise? Write the examples given by the students on the board.

Exercise 3: Roles	
Resources: none	Time: 15 minutes
<p>Ask for a volunteer to leave the classroom for a moment and prepare a 2 minute speech on a subject they are most interested in. Tell the other students that six selected people will have to perform certain roles during this presentation. The rest of the class should stay neutral. Assign the following roles to each of the six chosen students:</p> <p>Role A. Listen carefully, nod, show your interest by asking additional questions.</p> <p>Role B. While listening, be absent-minded and distracted.</p> <p>Role C. Ask a question that will force the speaker to repeat something he or she has already talked about.</p> <p>Role D. While listening, interrupt the speaker talking about similar experiences of your own.</p> <p>Role E. While listening, look in the window, avoid eye-contact, act dissatisfied.</p> <p>Role F. Keep eye-contact while listening, acknowledge the contents of the speech, be a graceful listener.</p> <p>Discuss the exercise: ask the volunteer what was helpful to him or her during the presentation, and what was distractive and unhelpful. How did the others feel in their roles? Ask the students who did not play any of the roles what their observations are. What communication barriers did appear in this exercise? Add any new examples to the list.</p>	

Exercise 4: The Maze	
Resources: attachment 3, paper, pens.	Time: 15 minutes
<p>Ask the students to work in pairs. Tell them that their task will be to cross a maze on paper (see: Attachment 3). During the exercise one of the students needs to keep his or hers eyes closed. This person's task is to trace the pen through the maze, following their partner's instructions. The other student can give him or her verbal instructions only without touching him or her (unless the pen will stray off the paper).</p>	

Discuss the exercise: What obstacles did you meet while doing this exercise? What was helpful in overcoming them?

### Conclusion

Resources: none

Time: 10 minutes

Direct the students attention to different types of communication barriers, focusing especially on those that appeared in the exercises you've completed together and were written down on the board. Ask the students to group them into three categories: communication barriers connected with the sender, the receiver and the external factors. Tell them that they can add new examples.

#### *Examples of communication barriers:*

- *connected with the reception process: interrupting the interlocutor, lack of concentration, missing the point, undervaluing the message, not asking for clarification, listening only to criticise, misunderstanding the message, not asking for conclusions,*
- *connected with the sending process: wrong assumptions, a disorganized message, using jargon, lack of concentration, irritating the recipient, lack of trust, negative attitude towards the recipient, no eye contact or insufficient eye contact*
- *connected with external factors – noise in the room or outside, no possibility of eye contact etc.*

Ask the students what characteristics they think a good listener should have.

Wrap up the class by asking each of the students to complete the following sentence: „An important thing that I discovered today was...”

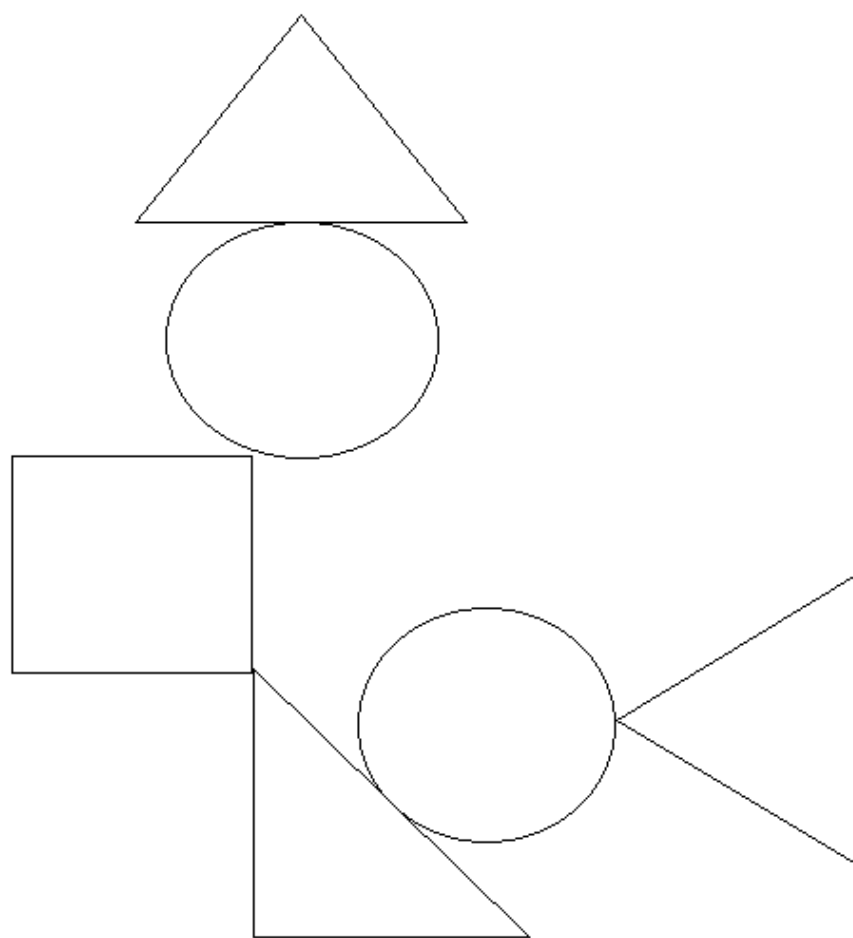
### Attachments

## **Attachement 1**

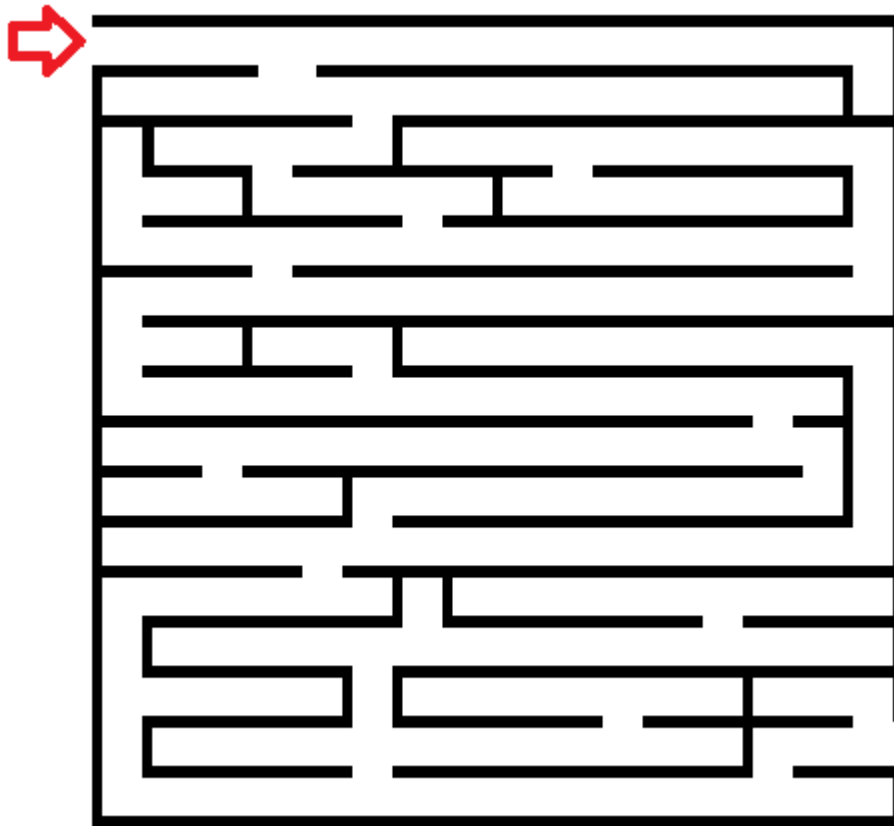
It was a warm, sunny afternoon in April 2007. Jack, Paul, Lucy and I decided to go to the Scala Cinema. I like this cinema, because they have homemade cookies and a cute, small brown kitten called Fritz. We watched two movies. I remember that the first one was titled „Fantasia”, but I can’t remember the title of the second one. I really liked them both. At half past eight we left the cinema and started thinking about going someplace to eat. Suddenly, we saw blue lights, a crowd of people, and after we came closer, also some fire trucks. We stayed there for about 20 minutes until we realized that we’d better start thinking about going home. Jack and Paul took a taxi. Lucy and I went to the subway station. Unfortunately, I had to go home on foot. I only got there late at night. It was only after listening to the news next morning that I realized how big was the scale of the incident from the night before.

**Source:** adapted from: „Przełamywanie pierwszych lodów, integracja i aktywizacja grupy. MATERIAŁY SZKOLENIOWE” Edie West.





1. Source: authors' own work



2. Source: authors' own work

### 3.2.3. How to apply for a job or internship

<b>Competence</b>	<b>COMMUNICATION</b>
<b>Subject</b>	<b>How do you apply for a job or an internship in a company?</b> <b>What and how are you supposed to communicate?</b>
The scenario has been prepared based on the experience of Cometa Formazione.	
Age group: 17-18 years old	Time: 2 x 45 min (90 min)

<b>INTRODUCTION</b>	
<p>This scenario is to be implemented before starting the curriculum training period.</p> <p>Students are encouraged to take the leading role in their training program by writing and submitting a formal application letter to the host company whereby they introduce themselves and open up on their professional desires and expectations.</p> <p>The aim of this scenario is for students to take on the leading role as they are about to start their training program by personally interacting with the host company through an application letter.</p> <p>This scenario is applied in the course of the fourth year of the vocational training programs at Cometa's whereby the underlying theme of the orientation pathway is "to professionalize students"; that is to develop the ability to introduce oneself to businesses with the aim to get a job through a self-application process which includes collecting company information, classes on how to sit through a job interview, updating and upgrading one's own resume as well as drawing up a cover letter.</p> <p>This letter will be followed by a thanking letter for the company upon completion of the traineeship.</p> <p>This class is part of a series that builds up Cometa Formazione's "Educational Unit INTERNSHIP" (abbreviated with "EU Internship") aimed at making students aware and owners of their complete training program.</p>	
<b>Main objective</b>	To learn how to write a cover letter to apply for a job.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"><li>• To learn how to communicate by letter in a formal language;</li><li>• To recognize one's own professional goals;</li><li>• To learn how to introduce oneself and communicate one's own professional desires and objectives;</li><li>• To become aware that a company granting a traineeship program</li></ul>

	<b>represents a learning opportunity.</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PC /tablet or, when such are unavailable, paper and pens for each student;</li> <li>• Interactive whiteboard or blackboard and chalk or flipchart;</li> <li>• Enclosure No.1 "<b>Questionnaire on motivation to internship</b>" a copy for each student;</li> <li>• Enclosure No.2 "<b>Sample of internship application letter</b>" to be projected onto the interactive whiteboard; if this is not possible, then a copy of the enclosure for each student;</li> <li>• Enclosure No3. "<b>Final Questionnaire</b>", a copy for each student.</li> </ul>

<b>Procedures</b>
-------------------

<b>Introduction</b>	
Resources: Interactive whiteboard/or blackboard with chalk / or flipchart	Time: 30 minutes
<p><b>Description:</b></p> <p>Introduction to the main purpose of the class as something instrumental to the pending traineeship program. To learn how to communicate with a company, through a formal letter, and to ask for the possibility to complete an internship and be offered a job in the future.</p> <p>The teacher asks whether anyone knows what a cover letter is, what its purpose is and why it is important to have it for an effective self-application process.</p> <p>The blackboard is divided in three sections, with the following headlines:</p> <ul style="list-style-type: none"> <li>• What is it</li> <li>• What is its purpose</li> <li>• What is the content of the communication</li> </ul> <p>The teacher asks students to mention all the concepts that come to their mind for each of the three sections and a student volunteers to write down the answers of his classmates.</p> <p>At the end the teacher leads the class to sort out all the concepts so as to outline a written definition of "Cover letter".</p>	

Exercise 1, Individual motivations to complete an internship	
Resources: <ul style="list-style-type: none"> <li>• Enclosure No.1 "Questionnaire about motivation to internship", a copy for each student;</li> <li>• Pens.</li> </ul>	Time: 10 minutes
<b>Description:</b> <p>In order to think about contents to be communicated to the company, the teacher hands out the questionnaire about motivation to internship to be filled out by each student individually.</p> <p>After its completion, students are divided in pairs and compare their answers to the questionnaire as well as help each other to better clarify concepts through mutual questions, in case the former are not clear enough.</p>	

Exercise 2, How to write a cover letter	
Resources: <p>Enclosure No.2 "Sample of internship application letter" to be projected on the interactive whiteboard. If this is not available, then a copy for each student should be provided.</p>	Time: 10 minutes
<b>Description:</b> <p>The sample of the internship application letter is projected on the blackboard or a copy thereof is provided to each student.</p> <p>Students are requested to identify and highlight the various parts included in the cover letter:</p> <ul style="list-style-type: none"> <li>• Letterhead</li> <li>• Subject</li> <li>• Introduction</li> <li>• Body of the letter</li> <li>• Conclusion and final greetings.</li> </ul>	

Exercise 3, Writing my cover letter	
Resources: PC /tablet for each student; if this is not possible, then	Time: 20 minutes

paper sheets and a pen for each student.	
<b>Description:</b>  Students are encouraged to write their cover letter based on the outline on the blackboard and on their questionnaire.  Upon completion, if they're working on a PC or tablet, they will send their letter to the teacher; if this is not possible, then they will deliver their written copy by hand.  After entering the appropriate corrections, the teacher will send the letter to each company where students will start their internship, as a cover letter to their resume.	

Conclusion	
Resources: <ul style="list-style-type: none"> <li>• Enclosure No.3 Final questionnaire: a copy for each student;</li> <li>• Pens.</li> </ul>	Time: 5 minutes
<b>Description:</b>  A copy of the final questionnaire is handed out to each student for individual completion.  The teacher will collect the questionnaires at the end of the class in order for it to be read and act as food for thought for subsequent classes.  It will then be returned to the student for filing alongside his/her internship records.	

Enclosures:

- *Enclosure No.1 "Questionnaire on motivation to internship"*

**Questionnaire on motivation to internship of (name)**\_\_\_\_\_

**What would you like to communicate to the company?**

---

---

---

**You want to set yourself some goals to be achieved during the internship period, why?**

---

---

---

**Is there anything new you would like to learn?**

---

---

---

**Is there anything you would like to improve on? (From a technical, behavioural or relational standpoint?)**

---

---

---

Enclosure No. 2 **"Sample of internship application letter"**

First name and family name

Address

Phone

E-mail

to the kind attention of

Company name

Company address

**Subject : internship application letter of (applicant's name and family name)**

Dear Sirs .....,

- short presentation of oneself
- short outline of previous internship experiences and acquired skills

Herewith I am requesting the possibility to complete an internship period at your company for the following reasons:

- short description of reasons, personal and professional goals that you would like to accomplish

Enclosed you'll find my resume. Thank you in advance for your interest.

Best regards

(place), (date): (dd/mm/yyyy)  
and family name

(signature): Name

• Enclosure No.3 **"FINAL QUESTIONNAIRE"**

- What important things did you find out?

---

---

---

---

---

- How can I make use of the skills I have acquired?

---

---



---

---

---

- *Which skill would I like to develop further?*

---

---

---

---

*(signature): name and family name*

### 3. Decision making

#### 3.3.1. How to cope with difficulties during the process of decision making.

Skill	DECISION MAKING	
Topic	How to cope with difficulties during the process of decision making.	
The scenario has been created based on knowledge and experience of the Association For Social Cooperatives.		
Age: 14 – 18		Time: 90 minutes

#### INTRODUCTION

The process of choosing a profession in life irrevocably involves decision making. If we want to make informed decisions when it comes to our professional, career development there is a need to have a well thought through plan of actions that reflects our capabilities, preferences and requirements of the job market. If we want to assure a good job it is vital to not only set an adequate goal but also consistent implementation of our decisions.

Every decision making process comprises the following factors: familiarizing with and defining the essence of the situation that requires a decision to be made, searching for various possibilities and choosing the best one and then implementing it in our lives (paraphrasing K. Dabrowska).

During the classes based upon the scenario, we want to show that in a decision making process we ought to follow our priorities and also that focusing an attention on a goal and strength of purpose in our actions are crucial factors that contribute to a success. The scenario is focused on developing practical capabilities when it comes to decision making, that is regarded as choice making, leading to achievement of particular goals.

<b>Main goal</b>	Development of capabilities that support decision making process.
<b>Specific objectives</b>	<ul style="list-style-type: none"><li>• A student can define and understands sources of the most common difficulties occurring in the decision making process.</li><li>• A student can define and understands factors influencing a decision making process.</li><li>• A student is capable of taking advantage of the techniques that facilitate</li></ul>

	decision making (decision making algorithm).
<b>Materials</b>	<p>Flipchart, whiteboard with markers or blackboard with chalk.</p> <p>Annex no 1 – Traveling – factors influencing decision making.</p> <p>Annex no 2– Decision making algorithm</p>

### The class – turn of events

Introduction	
Materials: not applicable	Time: 15 minutes
<p>Explain to the students the Buridan's Ass paradox defined by the French philosopher Jean Buridan in XIV century (in Polish literature the same paradox is depicted in Aleksander Fredro's tale entitled „Osiołkowi w żłoby dano“). Explain, that the word paradox is equal to a logical statement leading to surprising or contradicting conclusions. The Buridan's Ass paradox is related to a free will concept and describes a situation in which a donkey who is both thirsty and hungry is standing between a manger with hay and a bucket of water. The donkey, by nature, facing a decision to be made will go with what is closer to it. In the above mentioned situation it will not be able to make a decision because of the same distance to hay and water thus it will die of thirst and hunger.</p> <p>Invite students to share their thoughts and connotations about the Buridan's Ass paradox by asking the following questions:</p> <ul style="list-style-type: none"> <li>• Have you ever had a problem with making a decision?</li> <li>• What was the situation in which a decision was the most difficult to be made?</li> <li>• How did you cope with the difficulties?</li> </ul> <p>Explain, that the objective of this class is to define factors that influence a decision making process, difficulties occurring at various stages of the process and strategies of coping with them.</p>	

### Annex no 1 – Traveling – factors influencing decision making<sup>3</sup>

Materials: Annex no 1

Time: 20 minutes

Ask students to stand with you in the center of the classroom / auditorium. Inform students that they will have the opportunity to practise their skills in making fast decisions by means of selecting one out of two given possibilities (see Annex no 1). First, read the possibilities ie. bolded words in every line. After they select a particular possibility ask students for their reasoning. Next, read additional information in parenthesis. Ask students why and how additional information would influence their decisions. Explain, that one of the factors influencing decision making is all the information collected.

### Exercise no 2: values in decision making process

Materials: not applicable

Time: 25 minutes

Ask students to imagine the following situation: *You are walking down the street. A person you pass loses 10 Euros. You can give it back to that person or go with your friend to the cinema to see the movie you both wanted to see very much. Ask students to stand on the one side of the classroom if their decision would be to give back the money or on the other side if they wished to keep the money and go to the movie theater. Then, tell students to justify their decisions by asking the following questions:*

- What were the thoughts that led to your choice?
- What was our main goal?
- What factors influence our decision making?

Do not evaluate choices made by the students. Collect all the ideas that led students to their choices. Among all the justifications and reasons students might mention honesty or people's judgements. Explain, that the factors that influence decisions we make are goals we set ourselves in our lives and various systems of values.

Along with the students give some more thought and consideration what drives people to choose particular professions such as a teacher, an athlete, a politician or various ways of leading a life for instance becoming a hermit or a criminal. Encourage your students to think it over whether we are

<sup>3</sup>

Based on: A. Rzepka, *Podjęmowanie decyzji*, w: *Scenariusze zajęć dla młodzieży gimnazjalnej i ponadgimnazjalnej*,

Centrum Doradztwa Zawodowego dla Młodzieży.

capable of predicting all the consequences when choosing a particular way of life.
--

Exercise no 3: decision making algorithm as a support to the decision making process.	
---	--

Materials: Annex no 2.	Time: 25 minutes
------------------------	------------------

Divide students into groups of four to five people. Explain, that every group's task is to make decisions about the problematic matters included in the following questions:

- Am I going to start working while still being at school?
- Having completed my school education, am I going to start a business?
- Having completed my school education, am I going to emigrate in search for a job?
- Having completed the secondary education, am I going to start studying at a university?

Explain, that in order to complete the task the decision making algorithm should be used (see Annex no 2). Explain to the students the rules of creating a decision making algorithm: first, a stump should be drawn on the bottom of a page where problematic decision should be put (questions related to problematic situation). Next, branches ought to be drawn as possible solutions to the problem in question with positive and negative consequences of particular actions respectively that should be put above. Goals and values that will be taken into consideration when making decisions should be put in the treetop. Note: goals and values should be put before coming up with possible solutions since they make up the fundamental evaluation criterion of possibilities being considered. Tell students to present the results of their analyses, what decisions they made and what influenced their choices.

Conclusion	
------------	--

Materials: not applicable	Time: 5 minutes.
---------------------------	------------------

When summarizing, emphasize the fact that goals and values, beside knowledge and experience collected through the course of our lives, influence the decisions we make and our relations with other people. Stress the fact that all those factors complement each other. Summing up the classes and activities you can also use the Questionnaire attached at the end of this document.

Annexes
---------

**Annex no 1**

<b>Summer time:</b>	
<b>Seaside</b> (a trip takes two hours)	<b>Mountains</b> (a trip takes eight hours)
<b>Means of transport:</b>	
<b>By car</b> (you do not have a driver's license)	<b>By train</b> (three transfers expected)
<b>Free time in the evening:</b>	
<b>Stroll:</b> (it is raining)	<b>Cinema</b> (you have seen all the movies that are currently shown)
<b>A day off:</b>	
<b>Canoeing</b> (it is 15 km to cover)	<b>Mountains climbing</b> (strong wind blowing)
<b>Museums:</b>	
<b>Comic – books museum</b> (the most interesting part of the exhibiton is outside the museum)	<b>Museum of the Navy</b> (the exhibiton has been enriched with assets from other European museums)
<b>Accomodation:</b>	
<b>Hostel</b> (15 PLN per person)	<b>Three star hotel</b> (150 PLN per person)
<b>Annex no 2: Decision making algorithm</b>	

### 3.3.2. Decision making as a tool for achieving goals

<b>Competence</b>	<b>DECISION MAKING</b>
<b>Subject</b>	<b>DECISION MAKING AS A TOOL FOR ACHIEVING GOALS</b>
Scenario was created by Pedagogical-Psychological Centre for Vilnius Region, Lithuania	
Age group: The scenario is meant to develop competence of decision making and is addressed to the teacher / vocational counselor for the work in a group of students of the age of 14-18 years old.	Time: 2 x 45 min (90 min)

<b>INTRODUCTION</b>  <p>The process of choosing a profession is closely linked with decision-making. If we want to deliberately pursue a career, we must make decisions that meet our abilities, desires and requirements in accordance with the labor market. If we want to achieve recognition, a stunning career, it's important to set the goal and consistently pursue it.</p> <p>According to K. Dąbrowska, the decision-making process consists of several steps: knowing and defining the intended purpose and the ways to achieve it; choose the best option and implement it into life.</p> <p>In this scenario, we want to show that choosing the most important things for decision-making, and focusing on the goals is key to success.</p>	
<b>Main objective</b>	To develop the competences of decision making.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• to develop skills of making independent decisions and taking responsibility for them,</li> <li>• to strengthen determination in realization of decided actions,</li> <li>• to strengthen flexibility in achieving goals and objectives,</li> <li>• to gain knowledge of the consequences of wrong decisions.</li> </ul>
<b>Materials / Resources</b>	Flipchart, chalkboard, chalk/markers, sheets of paper, pens, Attachment no. 1 (Strategy of Kurt Vonnegut), Attachment no. 2 (Hairdresser), Attachment no. 3 (table of employment), Attachment no. 4 (Questionnaire – Summary of the meeting)

Exercise 1, Dragon and shield	
<i>Aim: warm up and better understand of each other (team members)</i>	
Resources: none	Time: c.a. 10 minutes
<p><b>Description:</b></p> <p>Each of the participants choose one person, who will be his dragon and one person who will be his shield. You do not inform the persons about the choice. When game starts each pupil should take such a position that his / her shield protects him / her from his / her dragon. The shield should always protect from dragon what means that it should be between the person and his dragon. If the shield moves the person has also to move. The teacher (counselor) after few minutes say "Stop!". After the "Stop!" command all the pupils have to stop. Now we can check who hide behind his / her shield. We can repeat exercise few times, choosing different shield and different dragon.</p> <p>The exercise brings a lot of chaos, physical contact and good mood. We discuss exercise by answering the question: why did you choose me for dragon? Why did you choose me for shield? Giving feedback.</p>	

Exercise 2, Collecting crystals	
<i>Aim: development of determination and flexibility in achieving aims.</i>	
Resources: Small crystals (c.a. 100 pieces). The crystals might be replaced by beans, paper clips, pencils, card or other small items.	Time: c.a. 30 minutes
<p>During the exercise pupils must collect as many crystals as possible. Crystal can be obtained from 2 people (dwarves) sitting in opposite corners of the class. Participants can contact any of the 2 dwarfs and ask for crystals in any order. The dwarf can give or not give the crystal to the participant requesting it for reasons known to him or her. Participants compete with each other in order to collect most of the crystals.</p> <p>Before starting the game, the teacher explains the rules to the selected people (the dwarves). They must not tell the other participants any information. They have to distribute crystals to the participants according to the following rules: the first dwarf brings the crystals to every third person who calls on him/her, while another dwarf brings the crystals only to those people who say the word "very", for example, "very much".</p> <p>Once the task has been completed, we ask participants to share their feelings and impressions with the others: how does the person who received the most crystals feel like? those who have gained average crystal content, how do they feel? And finally, those who got the smallest amount of crystals, how do they feel? Participants are asked whether they were able to guess the principle according to which the crystals were divided, and how despite the failure to firmly pursue the goal (to fight for crystals).</p>	



### Exercise 3, Holiday in Lithuania and strategy of Kurt Vonegut

Aim: learn decision making and time management.

Resources: Attachment no.1, pens.

Time: c.a. 30 minutes

#### Description:

Teacher informs participants that they are planning Holiday in Lithuania, at the Gele Lake, located in the beautiful pine forest close to Nemencine, 30 km from the airport in Vilnius. The teacher suggests to organize the travel using the planning strategy of Kurt Vonnegut, that was used by him planning his novels and short stories. It is based on a planning that starts from ending. Under this strategy, we begin to plan from the bottom - from the goal and the desired result, and then step by step we go back to the analysis of the next stages. The trip is planned in a year time, you have a lot of time, but you need to start now. The goal should be well-formulated as well as the timeframe for achieving it. What, when and how to plan, so that the trip and the vacation will go well?

The teacher divides the participants into groups of three people. First of all, each individual plans a trip and completes the attachment no.1.

Afterwards they discuss their plans with other members of the group and create the plan of travel.

### Exercise 4, Barber shop and strategy of limited field

Aim: development of the skill of decision making and knowledge of the consequences of bad decision.

Resources: Attachment no 2 and no 3, pens.

Time: c.a. 35 min.

#### Description:

##### Introduction to the teacher:

The teacher informs the participants that they become the owners of barber shops in a small town and their task is to organize their work in the way that will let them to earn a lot of money. There are another 3 barber shops with the similar standard of service in the town. Depending on the demands for hairdressing services you usually employ from 1 to 3 people. In order to rise quality of the services or level of your income, you can hire or release from 1 to 2 people. The teacher divides pupils into 4 groups, explain the rules and hand attachments no 2 and no 3. The group has 10 minutes to read the attachments no 2 and 3 and to create the strategy of employment. The game proceeds in these way that one person chosen from each of the groups hand to the teacher the card with information of the number of employees that will be hired in the current month. After gathering the plans of employment from each of the groups, the teacher calculates profits of each hairdresser on the basis of payout table (see Attachment no 2) and then inform each group about the result. Each group has the same payout table. We repeat the procedure of deciding on

the number of employees 10 times. We record the results in attachment no 3. Before 5th and 10th month the teacher informs that there is a possibility to have a meeting with representatives of all groups (barber shops) and to talk about strategies of employment and prices. If some groups do not want to meet with representatives of hairdresser, they can resign. After ten turns we calculate the total profits and discuss the results. The winner is this barber shop who earns the most money. It is suggested to realize the exercise in different rooms so the members of one group cannot hear discussions of another groups.

**Explanation / discussion:**

In the summary of the exercise we regard to the “Dilemma of common field” which draw the attention of British economist Willian Forester Lloyd in 1832 and was popularized by biologist Garret Hardin who described it in the magazine “Science” in 1968. The “Dilema” shows the value of cooperation in the use of public (common) goods with limited capacity. The best possible strategy of employment to increase benefits in the exercise might be: for altogether to use the strategy of employing of 2 people, for each of the hairdresser separately to hire 3 employees. And this is a perfidy of the problem – even if the action for common good might be valuable / beneficial, the individuals do not have a real motivation for common / solidarity actions. The biggest benefits will get the one who broke the common arrangements and then will benefit much on the basis of the last of other groups.

Here we ask the question: what could increase our motivation for compliance of the rules beneficial for all and established rules. What strategy we should choose to maximize our benefits?

Conclusion	
Resources: Questionnaire that will sum up the meeting (attachment no 4), pens.	Time: 10 minutes
<p><b>Description:</b></p> <p>The participants get questionnaire (attachment no 4). Inform that for the conclusion the pupils have to record the answers on the questions:</p> <ul style="list-style-type: none"> <li>• What important for me did I discover today?</li> <li>• What did I do correct (what can I do)?</li> <li>• On what do I have to work and how will I achieve it (where can I find information)?</li> </ul> <p>After the questionnaire is filled and we still have some time and the pupils agree, we ask them to split into pairs, exchange filled questionnaires and read the answers. It is important that the students keep filled questionnaire and hold in the folder. The questionnaire might be the basis for individual consultations or independent work of students (looking for information). After some time (e.g. at the end of the year) it is good to check which of the planned tasks / activities were realized.</p>	

**Attachment no 1. Strategy of Kurt Vonnegut**

Strategy of Kurt Vonnegut is based on thinking about the problem from the ending. Instead of staring today and think how to achieve my aim, start form the end. Instead of thinking about first and second step, think about the last one and then the one before the last one, etc. To achieve your goal you have to be very precise in describing each of the steps.

1 step	Record the aim you want to achieve. Record exact date (day, month, hour)	
2 step	Imagine that you are in the moment when the aim is achieved. What do you see? hear? feel?	
3 step	And now we go back – think what did happen yesterday if the aim is achieved today?	
4 step	What action did you make a week ago?	
5 step	What action did you make two weeks ago?	
6 step	What did happen month ago?	
7 step	What did happen half a year ago?	
8 step	What actions did you make 11 months ago?	
9 step	And you are back to today. What should be your first step, to achieve your aim? What will you do now to make the thing you describe in the 1 <sup>st</sup> step happen?	

## Attachment no 2. Hairdresser

You are owner of barber shop in a small town (c.a. 5000 inhabitants). Your task is to organize work of your barber shop in the way that will rise your income. There are another 3 barber shops with the similar standard of service in the town. Basically the market is stable and you hire 2 people. The needs of the hairdressing services might change depending on season. On the basis of your experiences, predictions of the demands and analysis of the competition activities, you choose the strategy of employment (how many people will you hire? 1, 2 or 3?) for the coming months, to maximize your benefits in the course of year. Such hiring and firing employees is connected with additional costs of preparation of working space or additional payment for people who are released, but can bring benefits. Other barber shops also can hire or fire from 1 to 2 people. Every month all the barber shops will inform how many people you will hire. The profit is calculated on the basis of money that are earned by employees of barber shops. The more clients will be served, the better for the owner. But the market of the hairdresser's services is limited. And it causes that the more employees work in the barber shop, the less clients are for each. So to attract the clients the barber shop reduces the prices for their services. In the same way the total income change. To illustrate profits of the owners of Barber shops depending on the number of employees and the number of people working in the Barber shop, see the table of payments (amount in euro).

		<i>The number of employees in 3 other Barber shops (in total)</i>						
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>The number of employees in my barber shop</i>	<b>1</b>	11 000	10 000	9 000	8 000	7 000	6 000	5 000
	<b>2</b>	20 000	18 000	16 000	14 000	12 000	10 000	8 000
	<b>3</b>	27 000	24 000	21 000	18 000	16 000	12 000	9 000

You can easily imagine that, if all the Barber shops will hire only 1 person, the monthly income of the each of the barber shops will be 11 000 euro (cell 1 – 3 in the table). If the barber shops will hire 2 people each the monthly income of each will be 14 000 euro (cell 2 – 6 in the table). Of course there is huge temptation to hire one more employee to increase the income to 18 000 euro under the condition that the competitors will keep hiring 2 employees. But other owners of the barber shops may get the idea to hire additional employees in the next month, so there will be 9 hairdressers on the market. Because the owner has some additional costs related to employment of additional people and the number of clients on the market do not grow, the incomes of the barber shops decrease to 9 000 (cell 3 – 9 in the table).

Note: each owner of the Barber shop has the same table of payment.

**Attachment no 3. Strategy of employment**

Name of the barber shop .....

<b>Month</b>	<b>Number of employees</b>	<b>Income</b>
1 month		
2 month		
3 month		
4 month		
5 month		
6 month		
7 month		
8 month		
9 month		
10 month		
		Total:

**Questionnaire – summary of the course**

Name \_\_\_\_\_ Date \_\_\_\_\_

Theme \_\_\_\_\_

**7. WHAT WAS IMPORTANT FOR ME THAT I DISCOVERED DURING THE COURSE?**

**8. WHAT DID I DO CORRECT (WHAT CAN I DO)?**

**9. ON WHAT DO I HAVE TO WORK AND HOW WILL I ACHIEVE IT (WHERE CAN I GET AN INFORMATION)?**

### 3.3. How do you get to make a choice...?

Competence	DECISION MAKING	
Subject	HOW DO YOU GET TO MAKE A CHOICE?	
	How to identify the steps of a decision-making process starting from real experience.	
The scenario is based on the experiences of Career Counselling Centre for Youth in Poznań.		
Age group: 14-year old students who are about to choose which type of upper secondary school to attend		Time: 2 x 45 min (90 min)

#### INTRODUCTION

The theme dealt with third-year students of an Italian lower secondary school , involves the choice of the type of upper secondary school.

This implies a "decision-making" moment, with a perspective of understanding and reprocessing the inherent cause-effect dynamics. In order to make a choice , it is certainly required to have a more accurate methodology, but it is necessary to include the multitude of elements that are part of the game. It appears that students often make decisions “randomly”. It is important to perceive that choices are not the result of pure chance, but they are made based on causative elements.

In this age group, one may be faced with decisions to make, such as choosing a school program, which may appear as a final decision; the impact this may have on young kids is an unsettling need for identification with something (that's how I am built, I am that job, that specific characteristic) as such immediate and fulfilled identification appears to be a protective shelter.

Lower secondary's third-year students need to focus on the ability to accept the causative effect and start to make a choice, to develop a pathway leading to it. The choice of what kind of upper secondary school to attend is a substantial one and it implies responsibility, but it is necessary to capture the causative elements too. Students will be assisted in the process to become aware that the choice they are required to make is certainly bound by responsibility, but it is also open to it

not being final.	
<b>Main objective</b>	To think about the decision-making process.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• to learn how to read the context surrounding the choice to be made;</li> <li>• to identify useful steps leading to such a complex decision;</li> <li>• to identify the most common mistakes in the decision-making process;</li> <li>• to become aware of the mix of factors at stake in the decision-making process.</li> </ul>
<b>Materials / Resources</b>	<ul style="list-style-type: none"> <li>• Paper sheets and pen for each student;</li> <li>• Interactive whiteboard to project the enclosed slides on/ if this is not available, then a flip chart featuring the contents of the enclosure for the class to view</li> <li>• Slide "The decision-making process"</li> <li>• Enclosure No.1 : PURPOSE OF THE GAME</li> <li>• Enclosure No.2 "SETTING FOR THE SHIPWRECK GAME"</li> <li>• Enclosure No.3 "OBJECTS ON THE SHIP"</li> <li>• Enclosure No.4 "STEPS IN THE DECISION-MAKING PROCESS"</li> <li>• Enclosure No.5 "FINAL QUESTIONNAIRE"</li> </ul>

## Procedures

Introduction	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Interactive whiteboard to project slide 1 and 2 on or a flipchart and a felt-tipped pen.</li> <li>• Enclosure No.1 : PURPOSE OF THE GAME</li> </ul>	Time: 10 minutes
<b>Description:</b>  Short introduction to the purpose of the scenario to be played.  The teacher shows slide 1 and 2 or, in case this is not feasible, the contents of enclosure 1 that were previously transcribed on a piece of paper of the flipchart: " <b>DECISION - MAKING PROCESS. PURPOSE OF THE GAME: TRACING THE KEY STEPS OF A DECISION-MAKING PROCESS FROM REAL EXPERIENCE</b> ".  The teacher asks students whether they are faced with any specific choice to make at this given time. The attention is then drawn to the fact that making choices is part of activities of daily living and that some choices appear to be more difficult than others, such as the pending one on the	



type of secondary school program to attend.

The purpose of this scenario is to trace the key steps of the decision-making process from real experience, so as to re-enact them on this specific occasion.

The teacher tells students that they will participate in a game-like exercise through which they will find out whether there is any effective methodology to face decisions.

### Exercise 1, Shipwreck game – the setting

#### Materials / Resources:

- Enclosure No.2 “SHIPWRECK GAME - THE SETTING”
- Enclosure No.3 “OBJECTS ON THE SHIP”
- Interactive whiteboard to project slide no. 3 or flipchart sheet featuring the contents of enclosure no. 2 (previously copied)
- Paper sheets and pen for each student.

Time: 20 minutes

#### Description:

A teacher asks the students to write the setting and the game rules on a piece of paper which she shows on the whiteboard/blackboard as she narrates the story of the shipwreck.

As he/she narrates the story, the teacher projects slide no. 3 of the enclosure on the whiteboard or she shows the sheet of the flipchart where she has previously written the contents of Enclosure 2.

...“we're on a ship which is experiencing a severe engine failure, the onboard radio is out of service and we're in a sea area where communications are cut off; also, we know that there is an island nearby. The ship is equipped with a lifeboat that would accommodate all of us. Only 10 items that are onboard can be loaded on the lifeboat.”

Students are required to write these 10 items:

- A suitcase containing blankets
- A medication box
- A spirits box
- A weapon box
- A food box
- Some lifebuoys
- Small portable kitchen
- A dog that is the beloved mascot of the group

- Onboard radio equipment, in the hope to be able to repair it
- A toolbox

The teacher announces that from this time onwards, no more questions will be taken (all arising questions need to be written on the paper sheet) and that the class needs to get to choose one item only.

### Exercise 2, Individual decision - making

Resources: Paper sheets and pen

Time: 5 minutes

#### Description:

Students individually make their first choice and write the name of the item they would bring and the reason behind it.

### Exercise 3, Decision-making in pairs

Resources: Paper sheets and pen

Time: 10 minutes

#### Description:

Students are divided into pairs and they are asked to select a commonly agreed item, after a short discussion.

As the exercise is run, the teacher observes the dynamics of the discussion in pairs and spells them out to the entire class to encourage reflection on the various ways how to face a choice.

### Exercise 4, Decision-making as a group

Resources: none

Time: 10 minutes

#### Description:

The teacher encourages the class to make a decision by offering a criterion to guide such decision. The teacher will criticise propositions that are not useful to make a conscious decision, by "dismissing" them

with appropriate reasons.

Eg. (majority, democracy, imposition, etc.).

Exercise 5, Meta-reflection	
Resources: <ul style="list-style-type: none"> <li>• Enclosure No.4 <b>"STEPS OF THE DECISION-MAKING PROCESS"</b></li> <li>• Interactive whiteboard to project slide 5 on or paper sheet of the flipchart featuring the contents of Enclosure No. 4 as previously copied.</li> </ul>	Time: 15 minutes
<p><b>Description:</b></p> <p>As a commonly shared decision cannot be made, the teacher will stop the game and introduce a meta-reflection going through all the steps so far completed in the game and showing Encl. 4 copied on one paper sheet of the flipchart or projecting slide no. 5.</p> <p>The logical steps that were addressed include:</p> <ul style="list-style-type: none"> <li>• Definition of the problem and of the goals</li> <li>• Identification of available alternative options</li> <li>• Assessment of available alternative options</li> <li>• Choice of the best option.</li> </ul> <p>The teacher asks the students what is missing in order for the process to be effective.</p> <p>The teacher leads students to discuss and think about the missing step whereby information and data is collected both concerning available alternative options and their context.</p> <p>Therefore, the step of "collection of required information" is added to the decision making process and is entered in the appropriate gap on the list:</p> <ul style="list-style-type: none"> <li>• Definition of the problem and of the goals</li> <li>• Identification of available alternative options</li> <li>• <b>Collection of required and relevant information</b></li> <li>• Assessment of available alternative options</li> <li>• Choice of the best option.</li> </ul>	

Exercise 6, Collection of information	
Materials / Resources: No additional materials	Time: 10 minutes
<p><b>Description:</b></p> <p>The teacher encourages students to ask him/her all the questions they wrote on their papers as well as subsequently emerged ones.</p> <p>The teacher provides answers except to two kinds of questions:</p> <ul style="list-style-type: none"> <li>• What would you choose?</li> <li>• Questions relating to the future</li> </ul> <p>Answers are aimed at simplifying the context (ex. the ship is at 100 m distance from an inhabited island).</p>	

Exercise 7, Decision	
Materials / Resources: No additional materials	Time: 5 minutes
<p><b>Description:</b></p> <p>The teacher prompts students to make a decision.</p> <p>At this point, the dynamics shows how easier and more shareable a decision is once the context has been clarified. Moreover, it is underlined that "no absolute right choice is available" but there certainly is one's own choice.</p>	

Conclusion	
Resources: Enclosure No.5 "FINAL QUESTIONNAIRE ", one copy for each student, one pen	Time: 5 minutes
<p><b>Description:</b></p> <p>The teacher encourages each student to think about how much they've learned from the decision-making process thanks to the exercise and prompts students to fill out the final questionnaire individually.</p>	

Enclosures:

- *Enclosure No. 1 PURPOSE OF THE GAME*

Decision-making process

Purpose of the game

Tracing the key step of a decision-making process  
from real experience

- *Enclosure No.2 SETTING OF THE SHIPWRECK GAME*

### **Setting of the shipwreck game**

- Severe engine failure
- Radio equipment out of service
  - Impossible to communicate
    - Nearby island
- Only one item can be taken

- *Enclosure No.3 ITEMS ON THE SHIP*

### **ITEMS ON THE SHIP**

- **A suitcase containing blankets**
- **Medication box**
- **Spirits box**
- **Weapons box**
- **Food box**
- **Lifeboys**
- **Small portable kitchen**
- **A dog, the beloved mascot of the group**
- **Onboard radio, in the hope to be able to fix it**
- **Toolbox**

- *Enclosure No.4 "Steps of the decision making process"*

## **Steps of the decision-making process**

- Definition of the problem and of the goals
- Identification of available alternative options
- Assessment of available alternative options
- Choice of the best option
- Definition of a plan of action

- Enclosure No.5 **"FINAL QUESTIONNAIRE"**

*Final Questionnaire*

- *What important things did I find out?*

---

---

---

---

- *How can I make use of the acquired competences?*

---

---

---

---

- *Which competence would I like to develop further?*

---

---

---

---

*References:*

*The following scenario is a revised version based on a drill included in the handbook: "Giochi psicologici" by Enzo Spaltro and Ugo Righi.*



## 3.4. Creativity

### 3.4.1. Develop your creativity in 90 minutes

<b>Competence</b>	<b>CREATIVITY</b>
<b>Subject</b>	<b>DEVELOP YOUR CREATIVITY IN 90 MINUTES</b>
The scenario is based on the experiences of Career Counselling Centre for Youth in Poznań.	
Age group: 14-18 years	Time: 90 minutes

<b>INTRODUCTION</b>	
<p>Creativity is commonly understood as a constructive and original attitude towards reality. Its important characteristic include the freshness of ideas, the ability to take different points of view into account, and to break away from conventional ways of thinking. This scenario touches upon the role of creativity in three different fields: self-knowledge, problem solving and teamwork. A creative attitude towards this competences will allow the students to attain knowledge and skill that will help them to deal with the problems and challenges of everyday life.</p>	
<b>Main objective</b>	To develop creative thinking in the fields of self-knowledge, problem solving and teamwork.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• The student defines the notion of “creativity”</li> <li>• The student is able to recognize his or her own creative potential</li> <li>• The student knows how to apply creative thinking in the field of self-knowledge, problem solving and teamwork</li> </ul>
<b>Resources</b>	<p>Blackboard and chalk or flipchart with markers, pens, paper (at least a ream: you can use old photocopies etc. as long as the sheets are not wrinkled)</p> <p>Attachment 1, pieces of paper with instructions for exercise one</p>

<b>Procedures</b>
-------------------

Introduction	
Resources: blackboard and chalk or flipchart and markers	Time: 10 minutes
Ask the students about their associations with creativity. What are the characteristics of a creative person?	

Exercise 1: a creative greeting	
Resources: pieces of paper with instructions (see: Attachment 1)	Time: 10 minutes
<p>Prepare pieces of paper with instructions on how to greet the rest of the class. For example:</p> <ul style="list-style-type: none"> <li>· a greeting in a foreign language</li> <li>· an official greeting</li> <li>· a very warm greeting</li> <li>· a shy greeting</li> <li>· a solemn greeting</li> <li>· a wordless greeting</li> <li>· greeting a person about whom you care a lot</li> <li>· a fairy tale greeting</li> <li>· a childish greeting,</li> <li>· a hostile greeting,</li> <li>· an army greeting,</li> <li>· a Martian greeting,</li> <li>· a greeting of a director,</li> <li>· a kingly greeting.</li> </ul> <p>Several students can receive the same instruction. The number of pieces of paper needs to be the same as the number of students. Ask the students to draw one piece of paper each. Tell them that</p>	

they cannot reveal their instructions. Inform them that their task is to introduce themselves in 2 or 3 sentences according to the instruction they've drawn. The rest of the class will try to guess what instructions they have received.

### Exercise 2, option A<sup>4</sup>: My Name – creativity for self-knowledge

Resources: paper, pens

Time: 15 minutes

Ask the students to write their names vertically on a sheet of paper. Their task is to come up with one descriptor of themselves for each letter of their name. Tell them to avoid single words ex. rather than put down "ambitious" for A, write „awesomely talented"; instead of writing "non-competitive" invent something like "not a fan of Mondays".

After the students finish the exercise ask them whether they discovered anything new about themselves. Did the format of the exercise help with that?

### Exercise 2, option B: If You Were... - creativity for self-knowledge

Resources: none

Time: 20 minutes

Tell the students that their task is to complete a given sentence such as:

- If you were a flower, you would be...
- If you were an animal, you would be...
- If you were a song, you would be...
- If you were a book, you would be...
- If you were a shape, you would be...
- If you were a piece of furniture, you would be...

Encourage them to come up with different beginnings for this type of sentences.

<sup>4</sup> The teacher can choose either Exercise 2A or Exercise 2B

After completing a sentence addressed to him or her, each student chooses another person who hasn't spoken yet, and asks them to complete a sentence she or he invented. This cycle continues until all students have completed taken part in the exercise.

After the students finish the exercise ask them whether they discovered anything new about themselves. Did the format of the exercise help with that?

### **Exercise 3, option A<sup>5</sup>: paper tower – creativity in team work**

Resources: a ream of A4 paper

Time: 25 minutes

Divide the class into two groups. Tell the students that the task of each group is to build a tower that will be 2 meters tall. The only material that they are allowed to use is half a ream of A4 paper. Tell the students that they only have 20 minutes to complete the task. Underline the fact that it can be helpful to plan their activities before they start the construction. Remind the students that the tower needs to stand unsupported for one minute (it shouldn't for example lean against a wall). The winner is the group whose tower comes closest to the height of 2 m, and survives for at least one minute.

Discuss the exercise: what has surprised you during the exercise? Is everyone happy with the duties they were assigned in the group? Are there any other ways in which you could have completed the exercise?

### **Exercise 3, option B: Acronyms – creativity in team work**

Resources: board and chalk or flipchart and markers, pens, paper

Time: 15 minutes

Divide the class into 3 or 4 groups. Tell the students that their task is to come up with creative meanings for well-known acronyms, such as those formed from names of organizations, institutions etc. They need to come up with one word for each letter, and while the meaning has to be new, it also needs to refer to the institution or phenomenon originally described by the acronym (for example, describe some of their characteristics or functions). Write about six such acronyms on the board and tell the students to write down their propositions of meanings. At the end of the exercise each groups shares the results of their work with the rest of the class.

<sup>5</sup> The teacher can choose either Exercise 3A or Exercise 3B.

Examples: EU, USA, NASA, UN, FIFA, UEFA, NATO

UFO stands for: Unidentified Flying Object

but it could also stand for:

UFO – Usually Flies Overhead

BAFTA stands for: British Academy of Film and Television

but it could also stand for:

BAFTA – British Actors Favour Their Awards

Discuss the exercise: was it difficult to come up with a new meaning? What did it depend on? What did the cooperation look like in your group? (Did everyone agree with one another? Was there somebody who took the initiative?)

#### Exercise 4: Disney's Three Chairs – creativity in problem solving

Resources: none

Time: 20 minutes

Information for the teacher: this is an original problem solving method from Walt Disney. He adopted three different roles: a realist, a dreamer and a critic. These were represented by three chairs. Sitting on one of the chairs represented taking on one of those perspectives and ways of thinking.

The chair of the dreamer: here you can fantasise and come up with crazy, even absurd ideas. It is used for setting a goal and imagining it, as well as for looking at the problem from the perspective of the future.

The chair of the realist: this is where common sense and method rule. Here you can look at the problem from the contemporary perspective.

The chair of the critic: here you critique the ideas of the dreamer and the realist. Judge whether they can be applied in practice, whether it would be worthwhile and beneficial. Look at the problem from the perspective of both the future and the past.

Give the students a brief introduction to Disney's problem solving method. Write two selected

problems on the board. Tell the students that their task is to consider both problems through the three perspectives. Ask them to think these through individually and write down their suggestions of solutions. Give them 5 minutes to do so. In the meantime put three chairs in the middle of the circle.

After the students come up with their answers, select six people at random. Their task will be to take turns adopting each of the roles (and taking the related seat) and discussing the ideas they've come up with.

It is important to show the solutions to each problem from several points of view (each problem should be discussed by three students).

Examples of problems:

- Improving your country's system of education
- Improving the functioning of your school
- Improving the road network in your country
- Building an amusement park
- Introducing compulsory courses on creativity into school curriculum

Discuss the exercise: ask the students who presented their solutions about how they felt on each chair. Ask the students who observed them, what was surprising during this exercise, and whether there were any similarities between the ideas. Ask everyone about their opinions on this method of problem solving.

Conclusion	
Resources: none	Time: 10 -15 minutes
Ask the students in what fields they used their creativity during the class. Wrap up the class by asking each of the students to complete the following sentence: „An important thing that I discovered today was...”	

greeting in a foreign language	a fairy tale greeting
an official greeting	a childish greeting
a very warm greeting	a hostile greeting
a shy greeting	an army greeting
a solemn greeting	a Martian greeting
a wordless greeting	a greeting of a director
greeting a person about whom you care a lot	a kingly greeting

## 3.5. Positive thinking

### 3.5.1. Adequate positivity as cure from insouciance and grumbling

Competence	POSITIVE THINKING	
Subject	ADEQUATE POSITIVITY OR HOW TO DEAL WITH A HARUM-SCARUM AND A GROWLER	
Scenario was created by Pedagogical-Psychological Centre for Vilnius Region, Lithuania		
Age group: students between the ages of 14 and 18		Time: 90 minutes

#### INTRODUCTION

Positive thinking – the kind of thinking when the person who is solving some problem always sees the bright side; see advantages, not disadvantages; aims and tasks, not a problems; opportunities, not barriers. It is an ability to look in the right direction and to do what needs to be done.

You may not realize that your brain tries to achieve your aspirations automatically. So if you really want to achieve something, you don't need to make a list of shortcomings, but you should define your inner resources and strengths quickly. When you are sick, you have a fever and throat hurts, you could think about your situation as a GROWLER saying: "I'm dying", but if you are the person with positive thinking you would say: "Ok, I start the treatment ...". The second interpretation is better for the physical and mental health. But when you convince yourself that you are healthy even if you have a fever and throat hurts and do not start a treatment is foolish and irresponsible behaviour of a HARUM-SCARUM.

The adequate positive thinking combines 3 elements:

Realistic (skill to make a realistic assessment of the difficult situation, focusing on our strengthens, resources and self-esteem),

- Constructive (skill to define aims to be achieved and tasks to be realized),
- Responsible (skill to realize tasks in the everyday life).
- Development of the positive thinking focuses on looking for new perspective. The more perspective we have, the more possibilities to solve difficult situation we find.

Key words: positive - consisting in or characterized by the presence rather than the absence of distinguishing features; constructive, optimistic, or confident. (Online Oxford dictionary).

growler - grumpy man, someone who is always unhappy;



harum-scarum – a person who is impetuous or rash; reckless man, someone who doesn't think about consequences.	
<b>Main objective</b>	Development of positive adequate attitudes of students.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• Students know the meaning of the term ,positive thinking'.</li> <li>• Students can realistically assess their competences and resources, focusing on their strengths.</li> <li>• Students learn how to realistically and constructively assess situation from the different point of view and look for new perspective of solving tasks.</li> <li>• Students can independently analyse their motivation, realize the freedom of choice and feeling of self-esteem.</li> </ul>
<b>Materials / Resources</b>	Blackboard (Flipchart); chalk (markers), pens; Attachments #1, # 2, #3, # 4, # 5.  Appendix A, If needed (... p.), multimedia (computer, projector etc.).

<b>Procedures</b>
-------------------

<b>Introduction</b>	
Resources: Blackboard (flipchart), markers (chalk).	Time: 10 minutes
<p><b>Description:</b></p> <p>Let the students sit in the circle. Name the course theme and main objective. Ask the students to answer the following questions (to make all participants understand the meaning of the term: positive thinking):</p> <ul style="list-style-type: none"> <li>- What does the positive thinking mean to you?</li> <li>- What is the difference between GROWLER (grumpy man, someone who is always unhappy) and HARUM-SCARUM (reckless man, someone who doesn't think about consequences) and positive thinking person?</li> <li>- What is a difference between positive thinking and propaganda of success?</li> <li>- How often do you have a positive attitude in the difficult situations? How does it help you?</li> </ul> <p>Sum up the exercise reminding the students the 3 elements of the positive thinking: REALISTIC, CONSTRUCTIVE, And RESPONSIBLE. (Write them on the blackboard). Inform the students that during a lecture they will learn how to think positively, i.e. constructively and responsively.</p>	

Exercise 1, Incomplete sentence “I am happy today because...”	
Resources: none	Time: 5 minutes
<p><b>Description:</b></p> <p>Students sit in a circle.</p> <p>Inform the students that during development of a positive attitude it is important to notice simple positive things that happen in everyday life. So ask every student to think about today and to complete sentence „I AM HAPPY TODAY BECAUSE ...“It is recommended to start from the tutor himself.</p> <p>It’s important to emphasize for the students that their answers cannot repeat.</p> <p>Ask the following questions to summarize:</p> <ul style="list-style-type: none"> <li>- Is it nice to know that there are some nice things that happened today to all of you?</li> <li>- What do you think about the fact that so many good things happened today?</li> </ul>	

Exercise 2, Analysis of the story about five wise men using a method of coordinate system	
Resources: Appendix 1: Part I of the story about five wise men for each group and a tutor; Part II of the story and conclusions of the story (they might be displayed over a projector for all); Appendix 2 for each group; pens.	Time: 20 minutes
<p><b>Description:</b></p> <p>Split the students into 5 groups. Each group gets Part I of the story about 5 wise men (it might be displayed by multimedia), handouts „Method of coordinate system“ and pens. Say to the students that you will read the story about five wise men together (in this part of the exercise read only the first part, the second part must not be shown). Afterwards each group will have to analyse decision and possible consequences of the decision of one of the WISE MEN using the method of coordinate system (group 1 – wise man 1, group 2 – wise man 2, etc.). It means that students will have to find out positive and negative consequences of the wise man’s following or not following decision taken in the Part I of the story. The time for task is 5 – 7 minutes.</p> <p>Afterwards each group will shortly present their works (about 1 minute). When the entire group will finish their presentations, read the second part of the story about 5 wise men and conclusions (moral). It is important that the entire group could see the Part II of the story and conclusions.</p> <p>To summarize, ask students which conclusion (moral) was the least expected? Why?</p>	

Exercise 3, "Sic volo" technique	
Resources: Appendix 3 for each student, pens.	Time: 15 minutes
<p><b>Description:</b></p> <p>The students sit in the circle. Each receives „Sic volo" handout and a pen.</p> <p>Instruct students to work individually. Say students that they have received handout „Sic volo" and explain that in Latin that mean „Thus I will". In their handouts' first column they will have to write in 5 activities (everyday works) which they have already completed today. Draw students' attention to the requirement that listed activities has to be realistic, ordinary and specific (e.g. I took a shower in the morning, I ate breakfast, I went to school, etc.). In the second column, next to the arrow pointed to the specific activities written in the first column, students have to write the reason why in their opinion they did it (such as: I wanted to look pretty; I was hungry; my parents told to do it etc.). In the third column next to the arrow pointing to the second column students have to write down the reason why it is important for them to do what is written in the second column (e.g. I want to look nice for girls (boys), I need an energy for work, I don't want my parents to grumble). Students have to continue writing in each column until all columns are filled or they can't figure out their motive of the activity. Thus the students will make a chain of reasons for their performance of activities and they will find out the primary motives for their actions. Tell student to continue drawing arrows and looking for the primary reason on the other side of the sheet if they run out of columns. Allow 10 minutes for the task *.</p> <p>Ask students the following questions to summarize:</p> <ul style="list-style-type: none"> <li>- Is there a volunteer to read one of the chain of reasons for their activity and to share the primary reason which he or she has found out? If the volunteer appears, let him or her read.</li> <li>- Is it easier to understand reasons (motives) of your everyday actions now?</li> <li>- What was the easiest? The most difficult?</li> <li>- Were there different activities performed by you for the same reason (motive)?</li> </ul> <p>* Remark: If students didn't manage to complete the task in 10 min., encourage them to finish it at home.</p>	

Exercise 4, A growler, a harum-scarum and a positivist	
Resources: Appendix 4 for each group; pens.	Time: 20 minutes
<p><b>Description:</b></p> <p>Split students into 3 groups: „growlers“, „harum-scarums" and „positivists". Distribute handouts „Story of growler, harum-scarum and positivist" and pens for each group.</p>	

Ask all the students to describe a few (2 or 3) situations from their lives which cause them stress or some kind of difficulties and to tell some facts connected with that situation (e.g. I eat 3 huge chocolate bars everyday – I spent a lot of money, I have a stomach ache afterwards and I have a feeling I did something wrong). Choose one situation that seems to be currently the most interesting for all of the students. . Tell the students that the aim of each group is to come up with continuation of the chosen situation and complementation of it with an emotional context: explaining what do they like in the situation and what makes them angry because of the situation and adding a few additional facts that could describe possible plan of action from the perspective of character of their group („harum-scarum“, „growler“, „positivist“).

Allow 8 minutes for the task for each group. After the task is finished each group’s representative reads their version of the continuation of the situation (imitating the voice, way of speaking and behaviour of the character of their group).

Ask students the following questions to summarize the exercise:

- Do understanding, evaluation and performance of situation differ for each character? In what way?
- Which character’s attitudes help to solve the situation positively most? Why?

#### Exercise 5, Magic star 7x7

Resources: Appendix 4 for each student; pens.

Time: 15 minutes

##### **Description:**

Students sit in the circle, each of them receives a handout for quick raising of self-esteem „The magic star 7x7“, pens.

Tell students that they will work individually. Tell them that they have received a handout with a technique „Magic start 7 x 7“. This technique allows to describe from their own experience their positive characteristics and resources and to quickly raise their self-esteem. Tell the students that most often we are told to pay attention to our mistakes to think about our failures and we frequently forget how much do we know and we can. Remind students that you told at the beginning of this session how important it is to notice simple positive things which take place in everyday life. It is also important to notice significant people who support us and help us and to know how to notice what students know and what they can do well. Ask students to write 7 answers to the 7 questions in the star corners in the handout received (Appendix 5). If students are in doubt that they are able to name 7 things you can draw they attention to that those things have to be real, simple and rise from everyday activities. E.g. for somebody a success in life can be the fact that he refused an offer to smoke or that he or she received a good grade in math; remarkable / unique characteristic can be a sense of humour or some kind of quirks, e.g. liking to jump over the puddles after the rain. Tell students that it is not necessary to write everything down, it is enough to mark answers with special symbols which would be understandable only for themselves. It is important that answers would be written by hand. Allow 10 minutes for the task.

Ask students the following questions to summarize:

- What was the most hard? The easiest?
- What do you think about the fact that each of you is unique, can do many things and have many people around who can support him or her?

Remark\*: If students didn't manage to complete the task in 10 min., encourage them to finish it at home.

### Conclusion

Resources: unnecessary (if the scenario is implemented as a single session for the development of the positive thinking) / Appendix A for every student, pens (if the scenario is implemented as a part of the vocational training course).

Time: 5 minutes

#### Description

Summarize the main information which they have to know about positive thinking together with students: main characteristics, difference from success propaganda, application in problem solving and importance of knowing your strengths.

#### Version I

If you conduct a single session for the development of positive thinking, ask students what they found out during the session.

#### Version II

If you conduct a vocational training course during the closure you can ask students to fill evaluation questionnaire (Appendix A). Inform students that they have to answer three questions: what have I discovered during the session that has importance for me? What do they do well (what are they capable for)? What do they have to improve and how they will achieve that? It is important that filled questionnaire would be added to a special folder which can be later reviewed individually or together with a teacher or a carrier counsellor. Students can also add their individual works to that folder too.

- *Appendix 1 (I and II parts of the story „Five wise men“)*
- *Appendix 2 (Handout „Method of coordinate system“)*
- *Appendix 3 (Handout „Sic volo“ technique)*
- *Appendix 4 (Handout „Story of growler, harum-scarum and positivist“)*
- *Appendix 5 (Handout of a technique to quickly raise self-esteem „Magic star 7x7“)*

## FIVE WISE MEN

## PART I

*Five wise men got lost in the forest.*

*The first one said: "I will turn left – it is what my intuition tells me"*

*The second one said: "I will turn right – it is nothing surprising, because the word dæсны/dæсни in Ossetian language means skilful; master; expert", or in old language "wizard".*

*The third one said: "I will come back – we come from there, so for sure I will leave the forest when I come back".*

*The fourth said: "I will go ahead – we have to go ahead, the forest will end up for sure and we will find something new".*

*The fifth said: "I think I know a better solution. Wait for me ..."*

*He found the highest tree in the forest and climbed it up. When he was climbing the other wise men scattered, each in his direction. The fifth wise man from the top of the tree saw where is best way to get out from the forest. He could even see in what order the other wise men will get out from the forest. He climbed and found the shortest way. He was above the problem and solved the problem better than everybody else! He knew he did everything correct, the others – not. They were stubborn and didn't listen to him. After all HE was the real WISE MAN!*

## PART II

*But that is not the end – because the fifth wise man wasn't right.*

*All wise men acted wisely and correctly.*

*The one who turned left, hit the brushwood. He was hungry and had to fight with wild animals, but he learned how to survive in the forest. He became the part of the forest and could teach others.*

*The one who turned right, met a few bandits. They took him everything what he had and pushed him to rob with them. But after a while he reminded them what they have forgotten – humanity and compassion. Their repentance was so strong that after his death they became the wise men themselves.*

*The one who came back, founded paved path through the forest that shortly became the road for all who wanted to take advantages of visiting the forest without risk of getting lost.*

*The one who went ahead, became a pioneer. He found places nobody has visited yet and found a great opportunities, amazing plants and animals.*

*The one who climbed the tree, became an expert in finding the shortest ways. Everybody who looks for easy solutions asked him for a help – even if it does not bring to self-development.*

*So, all the wise men found their vocation.*

*CONCLUSIONS (MORALS) OF THE STORY:*

- 1. RISE HIGHER AND FIND THE SHORTEST WAY.*
- 2. LET OTHER PEOPLE GO THEIR WAY*
- 3. FIND THE WISE MAN IN EVERYBODY – EACH WAY OF BEING IS IMPORTANT AND WORTHY OF RESPECT*
- 4. AND MORE ... BE ABLE TO LOOK BEYOND THE END OF THE STORY – THERE IS ALWAYS CONTINUATION.*

## HANDOUT „A METHOD OF COORDINATE SYSTEM“

Number of a group: .....

<p style="text-align: center;"><b>- +</b></p> <p style="text-align: center;">WHAT NEGATIVE WILL HAPPEN IF WISEMAN WILL GO THE WAY HE CHOSE?.</p> <p>1.....</p> <p>.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <p>.....</p> <p>3.....</p> <p>.....</p> <p>.....</p>	<p style="text-align: center;"><b>+ +</b></p> <p style="text-align: center;">WHAT POSITIVE WILL HAPPEN IF WISEMAN WILL GO THE WAY HE CHOOSE.</p> <p>1.....</p> <p>.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <p>.....</p> <p>3.....</p> <p>.....</p> <p>.....</p>
<p style="text-align: center;"><b>- -</b></p> <p style="text-align: center;">WHAT NEGATIVE WILL HAPPEN IF WISEMAN WILL NOT GO THE WAY HE CHOSE.</p> <p>1.....</p> <p>.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <p>.....</p> <p>3.....</p> <p>.....</p> <p>.....</p>	<p style="text-align: center;"><b>+ -</b></p> <p style="text-align: center;">WHAT POSITIVE WILL HAPPEN IF WISEMAN WILL NOT GO TEH WAY HE CHOOSE.</p> <p>1.....</p> <p>.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <p>.....</p> <p>3.....</p> <p>.....</p> <p>.....</p>



## HANDOUT OF „SIC VOLO“ TECHNIQUE

Name: .....

Why was it important for you to do it?					
Why was it important for you to do it?	⇓	⇓	⇓	⇓	⇓
Why was it important for you to do it?	⇓	⇓	⇓	⇓	⇓
Why was it important for you to do it?	⇓	⇓	⇓	⇓	⇓
Why was it important for you to do it?	⇓	⇓	⇓	⇓	⇓
Why was it important for you to do it?	⇓	⇓	⇓	⇓	⇓
Why was it important for you to do it?	⇓	⇓	⇓	⇓	⇓
Why did you do it?	⇓	⇓	⇓	⇓	⇓
Activity performed (work done)	⇓	⇓	⇓	⇓	⇓
1.		2.		3.	
				4.	
					5.

## HANDOUT „STORY OF GROWLER, HARUM-SCARUM AND POSITIVIST“

The name of the group: .....

1. Description of the situation (facts):
2. The most annoying thing in the situation is:
3. I like the fact that:
4. When in the future I will find myself in the similar situation, I will ...

A HANDOUT FOR QUICK RAISING OF SELF-ESTEEM „THE MAGIC STAR 7x7“

Name: .....

7 successes  
of my life

7 people who  
appreciate /  
respect me

7 my the  
most  
remarkable /  
unique  
characteristic  
s

7 tasks /  
works which I  
will do  
perfectly  
tomorrow

7 situations when I  
was proud of myself

My 7  
strenghs

7 people who  
will be happy  
for my  
success

## 3.6. Resilience

### 3.6.1. The set of the rules for completion of an internship

<b>Competence</b>	<b>RESILIENCE</b>
<b>Subject</b>	<b>“The set of rules for completion of an internship”</b>  <b>Can we identify the behavioral rules applicable to a working context?</b>  <b>OR “How to get kicked out of an internship in five minutes”</b>
The scenario is based on the experiences of Cometa Formazione.	
Age group: Students attending the second year of the vocational training program (15/16 years)	Time: 2 x 45 min (90 min)

<b>INTRODUCTION</b>  <p>The purpose of the scenario is to make students aware of the specific characteristics and requirements of the working context as well as of the difference with all other kinds of context and of the existence of implicit (unwritten) rules as they approach an internship period in a company.</p> <p>Students are guided to recognize such rules and to think about their usefulness and value from their standpoint and in the light of their goal to become part of the company environment.</p> <p>This class is taught as the last of a series of previous classes that build up Cometa Formazione's Educational Unit INTERNSHIP, which is aimed at making students aware and take on the leading role throughout their internship program.</p>	
<b>Main objective</b>	To raise awareness of one's own behaviour in accordance with a specific work context.
<b>Specific objectives (learning outcomes)</b>	<ul style="list-style-type: none"> <li>• To recognize the set of key rules of behaviour in a work context;</li> <li>• To think about the value and meaning of the framework rules;</li> <li>• To find out about the existence of "implicit", unwritten rules in various contexts;</li> <li>• To create shared communication codes in the class to facilitate conversation and interventions by the tutor with each student throughout the internship program.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Desks and chairs that can be moved during group work and for a plenary session;</li> <li>• Interactive whiteboard to project videos on, to connect to the internet and to the Xerox machine; if this is not possible, then a large RED CARDBOARD;</li> </ul>

	<ul style="list-style-type: none"> <li>• Blackboard and chalk or flipchart</li> <li>• Paper sheets, pens;</li> <li>• Enclos. No1: questionnaire "ME , MYSELF AND RULES", one copy for each student;</li> <li>• Enclos. No2: "FINAL QUESTIONNAIRE", one copy for each student.</li> </ul>
--	--

## Procedures

Introduction	
<p>Materials / Resources:</p> <p>Interactive whiteboard to project a video on, internet connection</p> <p style="text-align: center;"><b><u>If this is not possible:</u></b></p> <ul style="list-style-type: none"> <li>• a large RED CARDBOARD</li> <li>• blackboard with chalk or flipchart</li> </ul>	<p>Time: 20 minutes</p>
<p><b>Description:</b></p> <p>Students are explained the purpose of the class pending the beginning of their internship program.</p> <p>If possible and if an interactive whiteboard with an internet connection is available, a short video taken from youtube <a href="https://www.youtube.com/watch?v=R9mGrAfb89g">https://www.youtube.com/watch?v=R9mGrAfb89g</a> is projected, thus featuring the world speed record for getting red-carded from a soccer match (10 seconds!).</p> <p>Students are asked the following questions:</p> <ul style="list-style-type: none"> <li>• What happened in this video?</li> <li>• How can you get "kicked out" from the internship program in 5 minutes? Which are the unacceptable behaviours in a work context?</li> </ul> <p>All answers to the last question are written on the blackboard: "How to get kicked out in 5 minutes from the internship program. Which behaviours are unacceptable in a work context?"</p> <p>In case the video cannot be projected, the teacher will stand in the middle of the classroom, hold a big red cardboard and ask the students the following questions:</p> <ul style="list-style-type: none"> <li>• What am I showing?</li> <li>• What is this card?</li> <li>• In which context is it used?</li> <li>• On which occasions?</li> </ul>	

- How can you get kicked out from the internship program in 5 minutes? Which are the unacceptable behaviours in a work context?

All answers to the last question are written on the blackboard: "How to get kicked out in 5 minutes from the internship program. Which behaviours are unacceptable in a work context?"

### Exercise 1, The rules of the work context

#### Resources:

- Desks and chairs to be arranged for small work groups with 5 or 6 students (depending on how many there are in a class);
- Paper sheets and pens for each group

Time: 30 minutes

#### Description:

Starting from unacceptable behaviours at work, to get to define a set of rules of behaviour.

To sort out students in small groups and ask them to write down 10 rules of behaviour as a group to be complied with throughout the traineeship.

### Exercise 2, The set of rules for internship

#### Resources:

- Interactive whiteboard connected to the Xerox machine /or flipchart / or blackboard with chalk
- Paper sheets and pen for each student.

Time: 30/40 minutes

#### Description:

Students gather in a plenary session.

Each group reads a rule that is then transcribed by a volunteer student to the blackboard/flipchart.

If similar rules are found, the most convincing definition is chosen after a discussion.

Once all rules have been transcribed (more than ten are identified), the next step is to sort them out by order of relevance arising out of the discussion; if an agreement is not found, a vote is cast by raise of hand.

Finally, the top ten golden rules are ranked by importance and they will represent the "SET OF RULES FOR INTERNSHIP"

- In case you are working with the interactive whiteboard, the set of rules is sent to the printer and one copy is distributed to each student as a reminder for the internship.

- In case you are working with another type of blackboard, each student will copy the set of rules as a reminder for the internship.

### Exercise 3, Me, myself and the rules

Resources: Enclosure No.1"Questionnaire ME, MYSELF AND THE RULES"

Time: 10 minutes

The teacher asks the students to answer to questions of questionnaire 1, which in case of an interactive whiteboard, will then be projected or else transcribed onto the blackboard:

- Which are the rules that will be easier for you to comply with during the internship?
- Which are the rules you think you will struggle the most to comply with?
- What do you need to work on, and how?
- Who may help you?

The questionnaire will be given to the class tutor and will be the focus of individual coaching sessions that will take place with each student prior to and during the internship.

### Conclusion

Resources: Enclosure No.2 "FINAL QUESTIONNAIRE"

Time: 10 minutes

Finally the teacher asks the students to think about the purpose of the entire exercise and to fill out the final questionnaire accordingly.

Enclosures:

- *Enclosure No. 1 Questionnaire "ME, MYSELF AND RULES"*

*Questionnaire ME, MYSELF AND RULES*

*completed by:* \_\_\_\_\_

- *Which rules will be easier for you to comply with during the internship program?*

---

---

---

---

- *Which rules do you think you will struggle the most to comply with?*

---

---

---

---

- *What do you have to work on, and how?*

---

---

---

---

- *Who may help you?*

---

---

---

---

---

- *Enclosure No.2 "FINAL QUESTIONNAIRE"*

*Final questionnaire*

- *What important things did I find out?*

---

---

---

---



- *How can I make use of the competences I have learned?*

---

---

---

---

- *Which competence would I like to develop further?*

---

---

---

---

*(signature): Name and family name*

## 3.7. Team work

### 3.7.1. The benefits of teamwork

Skill	TEAM WORK	
Topic	THE BENEFITS OF TEAM WORK	
The scenario has been created based on knowledge and experience of the Association For Social Cooperatives.		
Age: 14 -18		Time: 90 minutes

<b>INTRODUCTION</b>	
<p>The scenario concentrates on developing practical skills in the area of team work that is regarded as capability of defining team goals and cooperation. The scenario is based on an assumption that benefits of a team work is mostly the result of synergy that is an interaction of various factors leading to the effect way greater than the sum of individual actions. The main aim of the scenario is to show that every participant's role is equally important.</p>	
<b>Main goal</b>	The development of team work skills.
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>• A student can define and understands the benefits of team work.</li> <li>• A student can define and understands typical characteristics of a good team.</li> <li>• A student can define the needs of his/her local community, can set team goals and decide on the course of action and make a plan.</li> </ul>
<b>Materials</b>	<p>Sheets of paper, flipchart, felt – tip pens or a blackboard and a chalk / whiteboard and markers. 4 eggs, 4 plastic bags, adhesive tape, rope. (Exercise no 1).</p> <p>Annex no 1 (Exercise no 2)</p>

#### The class – turn of events

Introduction	
Materials: not applicable	Time: 5 minutes
<p>Ask your students how they understand the term „team work“, what benefits and difficulties can they see in a team work. Explain, that the aim of these classes is to define characteristics of a good team and developing skills when it comes to a team work such as setting team goals and preparations for the joint endeavour.</p>	

Exercise no 1: Egg transportation	
Materials: 4 balloons, 4 fresh eggs, 4 plastic bags, rope, adhesive tape, sheets of paper.	Time: 30 minutes
<p>Divide students into four groups. Task every group with dropping an egg in a plastic bag from the height of 2 metres. The point is to prevent the egg from breaking. Students have a balloon, rope, adhesive tape and sheets of paper at their disposal. Planning can take up to 20 minutes after which every group carries out their task. The work should be accomplished within 15 minutes. Afterwards, encourage students to take part in a discussion so that they can answer the following questions:</p> <ul style="list-style-type: none"> <li>• how did you find various actions and attitudes of your team members?</li> <li>• What did the team work look like? How was it?</li> <li>• How did you find communication and cooperation during your work?</li> <li>• Are you happy with the results of your work?</li> <li>• What are the advantages and disadvantages of a team work?</li> <li>• What are the benefits of a team work?</li> </ul> <p>Write down the observations and conclusions on a flipchart/blackboard in the form of elements that define work of a good team (for instance: allocation of duties and responsibilities, clear goals, precise information, careful listening, etc.)</p> <p>Explain to the students the synergy term as an interaction of various factors leading to the effect way greater than the sum of individual actions.</p>	

Exercise no 2 – team roles	
<p><b>Materials:</b></p> <p>Three sheets of paper per each student.</p> <p>Annex no 1 – document with team roles description</p>	<p>Time: 40 minutes.</p>
<p>Explain, that every person plays a particular role in a society and each of those roles are equally important and necessary. Inform students that the aim of the next stage is to develop the skill of defining roles and strengts and weaknesses related to them. Distribute three sheets of paper along with the document describing team roles to each student. Ask them to familiarize with the team roles and to select three that most adequately characterize their qualities. Then, ask them to put an asterix near one role that is the most adequatet description of them. The three selected roles should be written down on three sheets of paper (one role per one sheet).</p> <p>Next, collect all the sheets of paper with roles wrtitten on them, shuffle them and distribute three of them to each student. The task for students is either to get their chosen roles back or to accept the ones they were dealt and they are comfortable with. In order to do so, students can exchange their sheets of paper with other students. The exchange is accomplished when both parties agree, so it is vital to show positive characteristics of every team role. The point of this „game“ is to get the role that is the most suitable for an individual and to give away those that are not.</p> <p>The exchange negotiations should take up to 10 minutes. Then, ask students to seat / stand around you. Ask, who succeeded in retrieving all of their roles. Who could get most of their roles back? Who could not retrieve any of their original roles and had to accept what he/she was dealt with.</p> <p><b>Questions for the purpose of the discussion:</b></p> <p>How do you perceive the roles you have selected? Which one do you find the most important. Are these your strengths or weaknesses? Can they simultaneously be a forte and a limitation when it comes to a team work? When can this happen?</p> <p>Was it easy for you to find a person willing to exchange the roles? What arguments did you use to persuade somebody to give you particular roles?</p> <p>What are your observations, feelings and conslucions as for team roles after you have finished our</p>	

„game“?	
Why do some teams achieve a success and others do not? Is it possible for a team consisting of members of leader personalities only to achieve a success? Why?	
<b>Conclusion</b>	
Materials: not applicable	Time: 5 minutes.
Summing up, remind students what benefits of a team work are (synergy effect), what factors, characteristics influence the efficiency of a team. Remind the importance of team roles allocation. Emphasize the fact that every member of a team is important and contributes to a team's work.	
<b>Annexes</b>	

### **Annex no 1, Team roles description**

Underline three roles that most adequately describe you as a member of a team or during a meeting of a group of people.

LEADER – motivates the team to work, organizes work and allocates tasks and responsibilities. He/she organizes the information flow, is capable of careful listening and is good at contacting other people, though sometimes tries to manipulate others.

JUDGE – listens and evaluates, is capable of producing impartial opinion. He/she is good at analysing projects and ideas of a team. He/she does not socialize too much with other people and has difficulties with motivating others to take actions.

INNOVATOR – is full of ideas and solves problems in a creative way. His approach is very often unorthodox when it comes to tasks his/her team faces. He/she prefers to stand beside and does not feel good when criticized.

OUTGOING PERSON – is inquisitive when it comes to his/her work, always looks for new information that might help to accomplish the task set for his/her team. It is easy for him/her to make new acquaintances – connects his/her team with people from outside. He/she acquires the wherewithals necessary for task accomplishment.

ORGANIZER – aims at task accomplishment in a practical way and put ideas into practical solutions for the team. Systematic, orderly, does not like changes.

GOOD SPIRIT – does his/her best so that his/her team works peacefully and in harmony. He/she supports ideas of the team members. He/she is good at facilitating consensus/agreements and is a good negotiator. Loyal to the team, calm, might have difficulties when making a decision.

GAUNTLET THROWER – challenges team's ideas, provokes others to search for new solutions. Results oriented, does not give up when others do. Impatient and impulsive at times.

EXPERT – a person of technical, specialized knowledge not necessarily possessed by other team members. Recognized and appreciated by team members thanks to his knowledge. Sometimes, he/she might have tendencies to take care of only his part of a task. Contacts with others is not his priority.

TASK WATCHER – influences a group to accomplish goals. Takes care of the quality of work. Meticulous and responsible – sometimes too attentive to details.

## 8. Questionnaire summing up the classes and activities.

**Questionnaire summing up the classes and activities.**

First name, surname: \_\_\_\_\_

Date: \_\_\_\_\_ Topic \_\_\_\_\_

### 1. What have I learnt / discovered during the classes?

## 2. What can I do well (what am I capable of doing)?

**3. What should I work on and how am I to achieve the aims (where will I find relevant information)?**

## Bibliography:

- Zdzisław Hofman i Sławomir Prusakowski, Ośrodek doskonalenia nauczycieli Stowarzyszenia Wspólnota Polska.
- Enzo Spaltri ir Ugo Righi „Psichologiniai žaidimai“ [originalus pavadinimas „Giochi psicologici“,
- „Verslo žinios“, žodynas. Prieiga per: <http://zodynas.vz.lt/Sinergija>.
- Pranyš T. Personalo valdymas: komandinis darbas, 2012 m. spalio 15 d. Prieiga per: <http://www.verslas.in/komandinis-darbas/>.
- <http://nf.pl/kariera/zaczynaj-z-wizja-konca,13428,170>;
- <http://coaching4smart.wordpress.com/tag/strategia-kurta-vonneguta/>;
- [http://www.goldenline.pl/grupy/Przedsiębiorcy\\_biznesmeni/coaching-sztuka-mozliwosci/66-strategia-kurta-vonneguta-i-jej-zastosowanie-w-coachingu,390706/](http://www.goldenline.pl/grupy/Przedsiębiorcy_biznesmeni/coaching-sztuka-mozliwosci/66-strategia-kurta-vonneguta-i-jej-zastosowanie-w-coachingu,390706/).
- [http://pl.wikipedia.org/wiki/Podejmowanie\\_decyzji](http://pl.wikipedia.org/wiki/Podejmowanie_decyzji);
- <http://prezi.com/dfubukuaeowj/podejmowanie-decyzji-w-praktyce/>.
- Žodžių, žodžių junginių trumpiniai ir pavadinimų santrumpos (parengė Albinas Masaitis, „Versmės“ leidykla, Vilnius, 2002 04 08. Patikslinta ir papildyta 2010 05 10. Prieiga per <http://www.versme.lt/pav/trumpiniai.pdf>)
- Kūrybinio mąstymo metodai. Prieiga per <http://www.ve.lt/naujienos/visuomene/psichologija/kurybinio-mastymo-metodai/>
- Gray J. Kaip pasiekti, ko nori, ir džiaugtis tuo, ką turi. Alma littera, 2000.
- Lietuvių kalbos žodynas. Prieiga per: <http://www.lkz.lt/startas.htm>
- Misiukonis T., Matusevičiūtė V., Grajauskas M. Dėmesio, grupė! Praktiniai darbo su grupe būdai ir technikos. Vaga, Vilnius, 2014. Tarpauti nių žodžių žodynas. Prieiga per: <http://www.zodziai.lt/reiksme&word=pozityvus&wid=15842>
- Układ współrzędnych kartezjańskich. Dostępna: [http://pl.wikipedia.org/wiki/Uk%C5%82ad\\_wsp%C3%B3l%C5%82rz%C4%99dnych\\_kartezja%C5%84skich](http://pl.wikipedia.org/wiki/Uk%C5%82ad_wsp%C3%B3l%C5%82rz%C4%99dnych_kartezja%C5%84skich)
- Езова С. Использование декартовой прямоугольной системы координат в прикладном исследовании. /Библиосфера/Выпуск № 3, 2007. Режим доступа: <http://cyberleninka.ru/article/n/ispolzovanie-dekartovoy-pryamougolnoy-sistemy-koordinat-v-prikladnom-issledovanii>
- Козлов Н. Позитивное мышление. Режим доступа: [http://www.psychologos.ru/articles/view/pozitivnoe\\_myshlenie](http://www.psychologos.ru/articles/view/pozitivnoe_myshlenie).



- Притчи про успех. Притча о пяти мудрецах. Режим доступа: <http://invest-profi.com/motivator/349-pritchi-pro-uspex.html>
- Техника „Sic volo“ [Электронный ресурс] // А. Я. Психология (azps.ru) : [web-сайт]. Режим доступа: [http://azps.ru/training/volya/sic\\_volo.html](http://azps.ru/training/volya/sic_volo.html)
- Упражнение „Пессимист, Оптимист, Шут“ [Электронный ресурс] // А. Я. Психология (azps.ru) : [web-сайт]. Режим доступа: <http://azps.ru/training/2/trn76.html>
- Хоробрых Н. 7 простых способов: как быстро поднять самооценку. Режим доступа: [http://www.psychologos.ru/articles/view/7\\_prostyh\\_sposobov\\_dvoe\\_zn\\_kak\\_bystro\\_podnyat\\_samoocenku](http://www.psychologos.ru/articles/view/7_prostyh_sposobov_dvoe_zn_kak_bystro_podnyat_samoocenku).
- Žodžių, žodžių junginių trumpinimai ir pavadinimų santrumpos parengė Albinas Masaitis „Versmės“ leidykla, Vilnius, 2002 04 08 Pati kslinta ir papildyta 2010 05 10 Prieiga per: <http://www.versme.lt/pav/trumpinimai.pdf>
- Kūrybinio mąstymo metodai. Prieiga per: <http://www.ve.lt/naujienos/visuomene/psichologija/kurybinio-mastymo-metodai/>
- Verslo žinios, žodynas. Prieiga per: [http://zodynas.vz.lt/Sinergija/Pranys T. Personalo valdymas: Komandinis darbas, 2012 spalio 15 d. Prieiga per: http://www.verslas.lt/komandinis-darbas/](http://zodynas.vz.lt/Sinergija/Pranys_T._Personalo_valdymas:_Komandinis_darbas,_2012_spalis_15_d._Prieiga_per:_http://www.verslas.lt/komandinis-darbas/)
- Nijolė Sturlienė Paauglių socialinių įgūdžių ugdymo programa „Tiltai“, Kaunas, 2007
- [https://womgorz.edu.pl/files/File/Zeszyt%20metodyczny/Lubie\\_siebie\\_-\\_program\\_zaj\\_socjoter\[1\].pdf](https://womgorz.edu.pl/files/File/Zeszyt%20metodyczny/Lubie_siebie_-_program_zaj_socjoter[1].pdf)
- <http://azps.ru/training/2/trn145.html>
- „Gry i zabawy 3“, red. E. Kornacka, W. Walasek, K. Marcinkowska, W. Krasucka, A. Michalak; Fundacja Rozwoju Systemu Edukacji, 2009 r., Warszawa, dostępne na: <http://czytelnia.frse.org.pl/media/gry-pdf-19070-0.pdf>
- Buchta J. „Samopoznanie – klucz do świadomego planowania kariery zawodowej”, available: <http://old.wup-katowice.pl/poradnictwo-zawodowe/poradniki-dla-osob-bezrobotnych-i-poszukujacych-pracy/samopoznanie-klucz-do-swiadomego-planowania-kariery-zawodowej>
- mgr Małgorzata Kurek [http://www.media.edu.pl/przedsiębiorczosc/Jak%20polubic%20siebie\\_1.htm](http://www.media.edu.pl/przedsiębiorczosc/Jak%20polubic%20siebie_1.htm)