

KA2- Opportunities for cooperation for innovation and exchange of good practices:
Capacity Building in the Field of Youth

Project title – Youth & Job Browser

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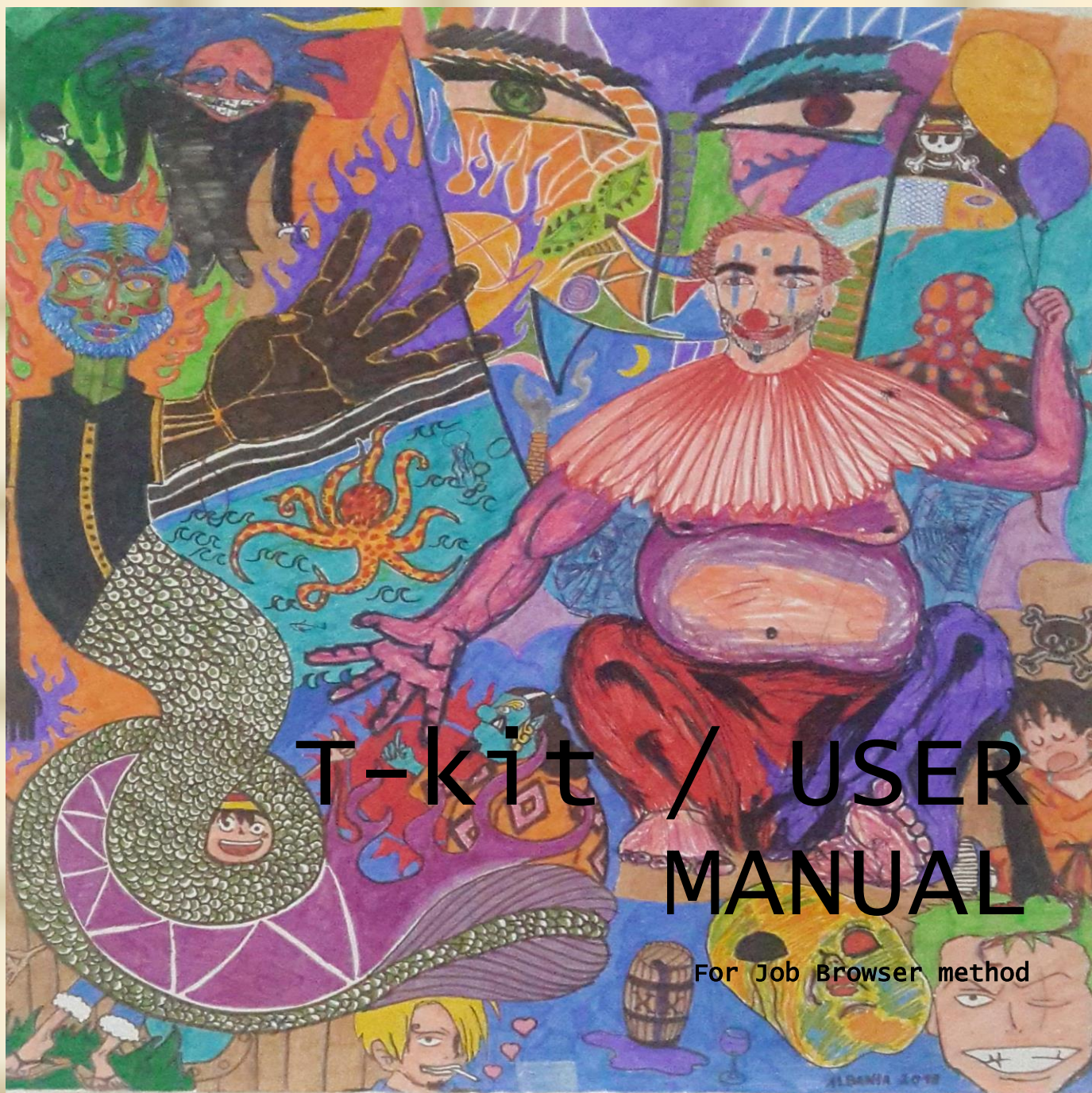







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Quick start guide

Developing Competences of Youth worker Becoming a Mediator in Professional Orientation programme of youth, mostly those with fewer opportunities:

A User Friendly Manual leads youth workers/facilitators through the process of developing competences required to effectively evaluate the many problems facing young people as citizens and learners, and at the same time to be effective in providing services of professional orientation. Learning Experience will move young people from the comfort zone and will improve critical thinking about their future, will influence on decision-making, and will empower them to construct and present arguments so that they can gain skills needed for desired job and gain confidence at the same time.

When youth worker/facilitator use this manual will be in position to expose youth to a variety of methods in the framework of Job Browser method with help of multimedia and theatre tools. This will engage young people's understanding of different soft skills through the use of varied examples.



Chapter 1

Job Browser Method for Professional Orientation in brief

This is an innovative approach in professional orientation programmes.

This solution-focused program is designed for youth workers/facilitators to provide learning opportunities of professional orientation of young people, mostly those with fewer opportunities who need help to decide what will be their future profession.

With the help of self-assessment exercises, personal reflection, detailed discussions and use of multimedia and theatre tools you as a youth worker/facilitator will help young people to make career choice and to decide about next steps in formal and non-formal education.

The benefits of this method are:

You will help young person

- to identify: favourite working conditions, environment, target job/career profile, employability (need for the occupation on the labour market)
- to come in contact with person who is performing such job and to enable better insight into it (use of multimedia tools)
- to make self-assessment and identify soft skills needed for desired job (use of theatre tool)
- to discover what is blocking him/her on „the road“
- to make career goal and plans for education

Skills of youth worker/facilitator needed to perform this method:

- to be committed and confidential
- to have observational skills
- empathy and to be supportive
- to be creative and positive
- to be honest, to know how to encourage and challenge
- active listening, questioning and providing feedback



Chapter 2

Instructions as step-by-step procedures

Method consists from 7 steps:

1st / to select profession online/offline – (young person alone or with help of youth worker)

2nd / to make video and photo recordings of desired job – (young person alone or with help of youth worker)

3rd / to identify soft skills needed – (young person with help of youth worker)

4th / to create stories/ case studies – (youth worker)

5th / to organize self-assessment of soft skills with use of theatre as a tool – (young person with help of youth worker)

6th / to help exploring curriculum of formal and non/formal learning programmes – (young person with help of youth worker)

7th / to supervise career decision – (young person with help of youth worker)

Curriculum of youth work on professional orientation, self-assessment and development of soft skills issues

1st Step

Create a group of young people (3-7) interested to participate in Professional orientation programme. Explain them that they have to pass through different segments of the technique such as: 1. finding future profession (method: searching and discussion), making the interview with someone who is doing that job and recording the interview (tools: video and photo),



participating in „situational theatre“ (tool: theatre), making self-assessment (method: personal reflection) and planning future career (method: discussion).

2nd Step

1st meeting with the group. Organize meeting at the place they will consider as „safe place“ with internet provided; try to create confidential atmosphere. If members of the group do not know each other organize one name game, ice breaking exercise and team building but if they know each other organize just team building activity/ies. Please find out at SALTO toolbox site.

Introduce the question for discussion - what are they want to do in the life? what will be their professions? If they know, ask them to explain why that job is desired one. What is their motivation? If they do not know, ask them about their hobbies and working conditions they like, give some suggestions, support to search online/offline, etc.

Your task will be to come out with list of jobs for one/some of the participants (one profession per person) which person consider as desired profession. It is not necessary to push all of them to participate in the testing, some of them can support in performing exercises or tasks. Also, you should find out do they know someone who is doing that job. If they know, give the task to make video and photo recordings and to ask that person 3 questions:

- why your job is competitive/innovative at European labour market?
- what soft skills are needed for that job?
- what formal and non-formal learning is needed for that job?

If they do not know, give them a task to search for the person or invite them to find that person together with you. Then give them a task to do recordings. No need to use professional equipment and to make professionally recorded interview. If it is not possible to make video recordings ask for photo and answers on mentioned questions in text format.



When they do the task, ask them to upload the recordings and send you link to download.

3rd Step

According to information received in interview create the „situation/case study “for performance. You can find some situations in Chapter 3 of this Manual but also you can create the situation/s by following these instructions: do not create the situation about that exact job; be creative; use situations which are well-known for them or which inspire them to participate and give general rules for everyone and prepare papers with rules to follow for every person; tell them not to act, not to pretend, TO BE HE/SHE in that situation with rules; while preparing the rules have in mind that at least one person (can be up to 3) must be in „no comfort“ zone.

4th Step

Second meeting – Workshop

Agenda of the workshop:

Energizer 2-5 min;

Team building activity 10-30 minutes (please, consult web page of SALTO YOUTH / Toolbox);

Situational theatre (preparation up to 5 min; acting up to 15 minutes);

Making self-assessment:

- *De-Roling (shaking limbs and body to leave the role)*

Debriefing and reflection in 6 steps:

- *EMOTIONAL – How do you feel – say in one to two words; what do you think about the activity?*
- *THE ACTIVITY – what happened, what was the problem/challenge of the situation you were placed in? what did you do?*
- *REMEMBER – what will you remember?*
- *RELATION REALITY-ACTIVITY – what were the skills needed to get over the challenge/problem? Be honest, how you evaluate your own capacities on*



mentioned skills? Do you find similar soft skills needed in real life?

- *WHAT IF (+LINK REALITY) – If (give an activity element) was changed? If you would play it again?*
- *WHAT IS NEXT? – What would you change in reality? What kind of formal and non-formal learning process can help you to improve your skills?*

No limits in time);

Making career plan (goal, objectives and plans for education – up to 60 minutes);

Evaluation of the workshop with questions:

1) What is your overall assessment of the workshop? (1 = insufficient - 5 = excellent)

1 2 3 4 5

2) Which aspects of the workshop did you find most interesting or useful for your personal learning?

3) Did the workshop achieve the professional orientation programme objectives?

Yes No If no, why?

4) Knowledge and information gained from youth worker/facilitator at this workshop?

Met your expectations Yes No Mostly

Tackled your learning triangle (knowledge, skills, attitude) Definitely
Mostly Not at all

5) Is there anything that could improve the quality of the educational process of this workshop?

Further comments or suggestions

Thank you!

5th Step

Organize informal meeting with the group in some in/formal place to receive feedback about their experience – How useful did they find analyses and recommendations for someone's future profession? What kind of additional trainings or workshops they need to improve their soft skills to be more competitive at the labour market? How to supervise their career decision?



Chapter 3

Instructions:

In each situation you can reduce number of persons or involve some new character/s.

When the task is given inform the group that they should not act, they have to be themselves in such situation and follow the written rules.

When it is good moment to stop the performance, say "Freeze Yourself" and after 10 seconds tell them to sit and start process of debriefing.

After each activity of situational theatre help young people to make self-assessment. Questions listed in Chapter 2; 4. Step can help you, but you are also invited to create questions.

Case Studies for Situational Theatre

SOFT SKILLS to be discussed after performances will depend on development of the scene by participants and should be identified by person/s who is/are performing self-assessment with help of youth worker/facilitator.



1. Name of the situation – At Home

There are 4 persons at home. Create situation on the stage by organizing where the rooms at home are. Mum is in the kitchen, Sister is in her room, Young person and Cousin with broken foot are in the sitting room. Mum is preparing the lunch, sister is dressing for work, cousin is sitting in armchair with leg on the chair and young person is doing his homework. Far away from the stage put one table with post it notes and pen. It will be used for drawing of things what people ask YOUNG PERSON to bring. Tell to young person where is that table. Stop the situation when exactly 10 minutes passed.

Individual tasks:

- YOUNG PERSON – You have to go to school in 5 minutes but you haven't finished your homework which is to draw a flower but really realistic one with a lot of details. You are good person; responsible and you want to help others and to finish your homework on time. When somebody asks for something try to find that and bring to the person, but if it is not possible go to the table with post it and pen, draw on paper what that person asked and bring.
- SISTER – You are looking for the best outfit for the job. Ask your brother for opinion about selected combination of clothes, shoes, make up... wait for a moment to ask when s/he sits at the table to finish his homework and each time ask about the opinion concerning one different element of the outfit.
- MUM – You are in hurry. You have to finish the lunch, but you need help. Ask your son to bring you some ingredients or dishes; ONE BY ONE, wait for a moment to ask when s/he sits at the table to finish her/his homework.
- COUSIN WITH BROKEN FOOT – You cannot move. Ask your young cousin to bring you a glass of water, medicine (pill), newspaper or to put a pillow under your feet, etc. wait for a moment to ask when s/he sits at the table to finish his homework, but ask ONE BY ONE.



2. Name of the situation: At School

There are 3 persons in the classroom. Create situation on the stage to look like the classroom.

Individual tasks:

- PROFESSOR – You teach students foreign language. When it is ringing for the end of the class you give them homework. You are in the hurry because you have a meeting with friends in the bar in 2 minutes.
- Student no. 1 – You are now on the foreign language class. After the class you need an advice from your professor because you do not have money to finish the university. You really want to continue your studies and tomorrow is deadline to apply for scholarships. You want to ask about possible funds and to request recommendation letter. BUT INSIST TO SPEAK ALONE.
- Student no. 2 – You are now on the foreign language class. After the class you need help from your professor because you met a really nice girl/boy and you want to write her/him a letter in a this foreign language because s/he is originally from that country. You have a draft of the letter and that person you will meet tonight again and after who knows when and where. INSIST TO SPEAK ALONE WITH THE PROFESSOR.



3. Name of the situation: Robbery

There are 4 persons involved. Create situation on the stage to look like an apartment.

Common task:

Today you are planning to rob a bank. You have been planning this for a year and you know each other very well. First, the person no. 1 and the driver will go to the bank to do the last check. Then, they will come back and start a conversation with all of the robbers about the robbery they are about to make.

Individual tasks:

- Driver: You are the person who drives the robbers from the apartment to the bank. First you drive person no. 1 to the bank to check the situation in there. Then you come back with person no. 1 to apartment. You will join person no. 1 in the conversation with the other robbers. You are very empathic to the others and you trust person no. 3 (He is the leader).
- Person no.1: You will check the situation in the bank, the driver will wait for you in the car, and you will return to apartment and tell the others that situation is perfect. Join the conversation with other robbers. You definitely want to do a robbery. You are not a flexible person and you have problems to accept other opinions. Person no. 3 is a leader and you trust him/her.
- Person no. 2: You are waiting in the apartment for returning of driver and person no.1 from bank. After the person no. 1 reports the situation you will start having some doubts. You do not want to participate because of moral reasons and because of fear. Person no.3 is the leader and you trust him/her.
- Person no. 3: You are waiting in the apartment for driver and person no.1. You are waiting for conversation between all members, and then you will participate. You are the leader and organizer of the group, and everybody trust you.



4. Name of the situation: In the Construction Company

There are 4 persons involved. Create situation on the stage to have an office and construction site at the same time.

Individual tasks:

- BOSS – You are the boss in the construction company. You have 3 employees. According to the contract you have to finish construction job today, otherwise you will pay penalty. 3 employees will finish on time, but if one goes because of private reasons 2 have to stay 2 hours more. Job does not require any special skills, it is mainly physical work that everyone can perform.
- DAVID – You are simple man, you are employed as construction worker. You do not have any plan for tonight. Maybe, you will drink a beer and watch the game on TV. But you are really tired.
- MR. LEBOWSKI – You are construction worker. You will be very angry and unsatisfied if you have to stay longer on job. You have a date one hour after work.
- JACOB – You are construction worker. You really need to go to the hospital because your mother is sick. You had family emergency call. Find a way to leave work earlier without losing the job.



5. Name of the situation: At the Airport

There are 5 persons involved. Create situation on the stage to look like custom at the airport.

Roles:

1. You are customer officer you are asking about the reason of travelling, where and how long the person will stay because there is a reason to believe that one passenger is a drug smuggler. Try to find out who s/he is.
2. Old lady - You are a German tourist. You plan is to move to live in Italy. This time you plan to stay for 3 weeks in Rome in the hotel. But, you will search for appropriate apartment to move there during the winter season.
3. Young girl - You are student from Spain. You are visiting your aunt who lives in this country. You will stay in your aunt's house. You have a boyfriend in Italy and you adore him. You promised him that you will help him to transport some hot stuff (you suspect it is a drug) from Italy to Spain and after he will stay in Madrid and the plan is to live together.
4. You are an exchange student from Portugal. You will stay in Italy for 1 year and be engaged as a volunteer in one youth association. At the same time you study Italian language and literature in Lisbon and you have to improve your Italian skills. You are involved in EVS programme of European Commission and the costs of travel, stay and pocket money will be covered under the programme.
5. You are Polish citizen. You just arrived in Italy to sell Polish products. You plan to stay one week. You will be accommodated in very expensive hotel in the centre of Rome. You have a lot of meetings in your agenda. You speak a lot and you are in the hurry.



6. Name of the situation: GAP-YEAR

There are 5 persons involved. Create situation on the stage to look like meeting room at the university.

We are here on the meeting about a new pilot programme which is called Gap-Year. This programme allows the students of our university to spend a gap year either working on the field of their major or studying as an exchange student abroad. Today we have on our meeting several faculty and university staff. Each of you can help us to make a choice and decide whether it is necessary to apply for a programme of a gap year at our university or not.

Individual tasks:

1. The president of the university – you are the head of the university. You should start the discussion and make a decision afterwards. There are several things you should discuss with the students and faculty. You can also add any other points to discuss:
Gap-year: obligatory (as a rule for every student) or optional (only for those who want)
On what year of their studies
What would be the results and how can you measure them?
2. The Dean of Philosophy Department – you think that any decision is right. The students who will choose to study abroad during this year will have a useful experience, those who will work – necessary practical skills for the future profession. Prove your point and say why you think so.
3. A secretary from Dean's office (the Department of Medicine) – You do not like the idea at all. In your opinion, the students of your department should study without any gap-years. Prove your point and say why you think so.
4. The Dean of Mathematics Department – you like this idea, because you think that it helps the students of your department to find a job during this gap-year. Prove your point and say why you think so.
5. Professor of Physics – You work one half of the year at CERN and the other at the institute of Nuclear Physics. In your view, gap-year is great chance to go somewhere abroad, but you are afraid that some of the students will not come back to study at the university. Prove your point and say why you think so.



7. Name of the situation: Alibi

Last night between 6pm and 9pm a diamond was stolen from a store on the main street of your town. The diamond was priceless. Nobody knows exactly when the diamond was stolen but it was certainly taken between 6 and 9pm. 2 people were seen outside the shop last night and have been taken in for questioning by the police. At present, they are the prime suspects and unfortunately they are in this room.

Instructions for the youth worker/facilitator:

Point out 2 suspects in the group. Choose the most confident students who do not mind being suspected of a crime. Tell them that they need to have a strong alibi. They have to think of one story, i.e. that they were together and they need to think in detail what they did between 6 and 9.

They might say, for example, that they went to the restaurant, they ate fish, they shared the bill and that they went home on the bus. The stories must be identical. If the stories are not the same, they are guilty.

Tell the 2 students to leave the room and to think of alibi; it must be watertight.

Tell the remaining students that they are police people and what they are going to do is to interrogate the suspects. Arrange the classroom so that you have two equal groups and put one group on one side of the room and another to the other side of the room. Ask them to think of questions that they would like to ask the suspects. Tell them that they need to find differences between stories of 2 suspects.

After a few minutes of preparation, allow the 2 suspects back into classroom. Seat one suspect in front of one police station and the other in front of the other police station. Tell each group to interrogate the suspect with their prepared questions. After 10 minutes, swap the suspects over, move one suspect to the other police station and move the other suspect to the other.

Allow the time for the new interrogations.

After both police stations have spoken to both suspects, ask the stations to confer as to whether they think the suspects are guilty or not, were there any differences in their stories.

Ask the students to write up a report of what happened and also decide what will be the punishment.



8. Name of the situation: Cave in

General situation: we have 4 people mining in a good ol' coal mine, and one of them got trapped under rocks while searching for some grade A coal. Other 3 are trying to save him, but one of them started panicking because the other got trapped and methane started to build up. Two others are trying to calm everybody down and save the trapped miner. Time is quite limited (2min30sec)

People included:

Person no. 1: Should be himself, here are some guidelines: Shift leader, mining for some years, has experience, needs to calm down the panicking one and save the trapped one with others, You have leadership conflict with person number four.

Person no. 2: It's your first day of the work and things aren't going well. As it happens sometimes, one of your colleagues got trapped under rocks, everybody started smelling methane and all you think about is escaping before methane goes off. Good luck.

Person no. 3: Sometimes people have fight with colleagues and it's a bad day at work, but today you got buried under rocks. By worried looks you see that everybody smells methane and that probably everybody need to help you in order to move those rocks. If they don't start moving rocks soon, you will get a panic attack as well.

Person no. 4: Should be himself, here are some guidelines: you are best friend of person number three (you know, the one who actually has a bad day at work), need to calm down person number two (rookie at work) and you are in a leadership conflict with person number one.

Trapped in a job: Once upon a time, 4 good friends who just finished their youth exchange, decided to become part-time coal miners. But of course before that they actually did the follow up as they had promised. Because it was the first day of the job and they had no experience, they started mining with a huge tree trunk. Nothing went as planned! The cave started trembling, stones were falling all over the place, and one of them got trapped on the other side of the huge rocks. Methane started hissing and the four friends knew that they were in huge trouble. They had to come with a solution as fast as possible, before whole place blows up. One of them started panicking and screaming, while the other two were trying to find a solution. Meanwhile the trapped guy was, well... Let's put it like this. He was trapped of course.



9. Name of the situation: Road Rage

General situation: There has been an accident on the highway between three cars, the people involved are trying to solve the situation because there are some people with injuries and expensive cars got destroyed. Police were also notified and the team will arrive soon to assess the situation and arrest the responsible ones for the accident.

People involved:

Mercedes guy - You just had a pretty bad car accident on the highway and your car is destroyed. It is obviously your fault. You are pretty known in society and it would be bad for your reputation if news about you being the cause of the accident spread out. You have a lot of connections, money is not the problem for you. You will do everything that is possible to put blame on the Trabant guy. You will try to convince VW to cooperate.

VW guy - You just had a pretty bad car accident on the highway and your car is destroyed. Everyone knows that the Mercedes guy has the most fault for it, but you had a bit to do with it as well. The police will come soon to find out what happened and who to hold responsible for the accident, then put into jail. Act as yourself and as you feel like it in this situation.

Trabant guy - You just had a pretty bad car accident on the highway and your car is destroyed. It is obviously the fault of the Mercedes guy. You are in a bad economic situation, you are barely surviving the month. Your car was your main source of income. You have health problems that make you cough a lot. You also have a wife and one child, and you are the only one employed, so you don't want to end up in jail 'cause they might starve to death. You will try to persuade the VW guy to be honest and tell the truth about who is the guilty one.

Police woman - There was a car accident on the highway and your team has been dispatched to get there as soon as possible to assess the situation. You need to find out which person is truly guilty and arrest them. Try to act and decide as yourself as much as possible.

Police man - There was a car accident on the highway and your team has been dispatched to get there as soon as possible to assess the situation. You need to find out which person is truly guilty and arrest them. Try to act and decide as yourself as much as possible.

Additional self-assessment questions:

Car guys - How did you feel acting your role?

Mercedes guy - How did you feel blaming the wrong person? How



would you actually act in a similar situation if you had the same social status?

VW guy - You had a lot of options, what did you actually decide for yourself to do? Did it feel like the right thing to do?

Police - Why did you chose this person? Was there a good dynamic between the two of you?

Road rage warming up story - There has been an accident on the highway between three cars. The people involved are trying to resolve the situation because there's some people with injuries and expensive cars which got destroyed. The police was also notified and a team will arrive soon to assess the situation and arrest the people responsible for the accident!



10. Name of the situation: Angry GON

General situation: Gon, the dragon, woke up and decided it is the perfect day to attack the city near his cave as a leisure activity. He flaps his wings and flies away. As soon as he arrives he starts to destroy as many buildings as possible and every citizen was running away terrified. Then one moment a brave warrior steps forward and charges the dragon with his sword. Apparently the tip of the weapon just tickles the leg of Gon and him turn his head towards the warrior in a lazy way. Then Gon opens his mouth and burns him to ashes with some red and orange flames. He looks at the ashes and the sword lying on the ground and laughs. After this Gon stretches his huge long arm and grabs a cute girl by the back of the shirt with his dirty yellow claws. The girls screams and shouts in panic, but Gon doesn't care. He thinks that some female company is exactly what he needs to not get bored during weekends. But while the dragon was thinking about going back, a skinny citizen with short trousers and no armor nor weapon steps forward...

People included:

Person no. 1 (Dragon): You are a dragon from the old tales with green scales and all that stuff. You feel bored and lonely so you decide to attack the city as a leisure time activity. As you enjoy roasting trees and stuff, you see this pretty girl and you decide that some feminine company would be nice. But you are open to any kind of suggestions that could kill your 100 year boredom.

Person no. 2 (City Guard): You are a brave soldier of the city. When you see the dragon attacking the innocent you go head-on and try to kill him with your weapons, all the time thinking how the town board is going to sing about this new brave dragon slayer (*YOU*). But in your rush and excitement, seems like a trickster fairy took your thoughts away and you totally forgot that dragons have this nasty thing called dragon-fire. So, you eventually die after he spits that on you! God Bless your poor soul! Or the old gods, whichever you believe in.

Person no. 3 (Wise Chinese Master): You are just a peaceful random guy with no weapons or any kind of training in the arts of war whatsoever. You see this dragon destroying the city and you think that maybe trying to reason with this 2000 years old creature would be a good idea. Try to act as yourself as much as possible.

Person no. 1 (Cute Girl): You are an ordinary girl, having a stroll in the city streets. Suddenly you see this large green lizard-looking creature that is destroying the city in the distance. After sometime it seems he is getting closer to you more and more. You get a bit scared but you try to remain calm. You also decide not to run away and die by the wrath of the flames. As he approaches you try to reason and make him stop. Try to act as yourself as much as possible.

Additional self-assessment questions:

Girl-wise guy: Did you try to cooperate? Did you feel like your goal was the same?

Soldier: How did you feel knowing from the start that no matter what you do, you will fail anyway?



11. Name of the situation: Giving Advice “Healthy living”

At adviser’s office.

Advices for advisor / How to start the sentence when you want to give someone an advice: You should, You ought to, It would be a good idea if you, If I were you, I would, You had better, You will have to, It is time you, why do not you, You could always, Have you thought about, etc.

Individual tasks:

- You are and adviser, very expensive and popular one. Some people will come and ask to help them. what will be your advice for overweight, healthy lifestyle + sports, alcohol and cigarettes, etc.
- 6 persons have problems and they are asking for advice, coming into office one by one.
 - Person with 1st problem – I cannot do any of my jeans up. I really need to lose some weight. what shall I do?
 - Person with 2nd problem – I wish I could put on some weight. I am so skinny. what shall I do?
 - Person with 3rd problem – I feel sleepy all the time. what is wrong with me?
 - Person with 4th problem – what should I do to lead a healthy lifestyle?
 - Person with 5th problem – After a long working day couple of beers do not hurt, what do you think?
 - Person with 6th problem – Cigarette? why not?



12. Name of the situation: Crazy Family

There are 6 persons involved. Create situation on the stage to look like room at home.

You are at home. It is Sunday. Everybody wants to rest or do what s/he prefers. Mum is always giving commands. 2 minutes to develop the role and 10 to perform.

Roles:

- Grandma – you think everyone in your family is crazy, except for yourself, of course. Maybe when they get older they will become wise, like you. Sometimes you are able to help them communicate and solve their problems. Possible sentences: Everyone calm down. Tell me what is wrong. I think you should...
- Father – You want to be a cool dad, so you like to play and make jokes with your children. You do not like to be too strict with them. You can not understand why your older son likes to study so much. You think he is too serious. Possible sentences: Hey son, how it is hanging? Let us play a family game.
- Mother – you want your children to grow up safe and healthy, so you are quiet strict with them. You wish your daughter would study as much as her brother. Possible sentences: Eat your vegetables. Tonight you must clean your room. Why? Because I said so. I know what is good for you.
- Teenage boy – you like to spend time alone to study and read books. Your mother thinks that is good, but she always makes you do housework and eat food you do not like. Possible sentences: Why do I have to do it? Just leave me alone. You do not understand me.
- Teenage girl – you love to play sports, but you have little time because your mother always makes you study and baby sit your little brother. You love your little brother, but he is so annoying. At least your dad likes to play sports with you. Possible sentences: Little brother, stop it. Can I go play volleyball with my friends? But mum, dad said that I can go.
- Little brother – you think the most fun game in the world is to annoy your older brother and sister. You like to sing songs loudly when they are studying, steal their things, tell you mother when they do something wrong, etc. Possible sentences: I am bored. Mum, big sis did not do her homework. Can I have some candy?



13. Name of the situation: Movie Star

Just 2 roles: a celebrity and a journalist. Journalist has prepared questions, but can add some if s/he wants. Celebrity, be creative while answering. People trust you and you have a lot of followers.

If people went to different time periods on holiday instead of different countries, which time period would you visit? What would you do for your two week visit to that time?

If you were away from home for more than a year, what would be the first thing you did when you got back? What would you miss most about your house?

Imagine what would happen if you put two most different people you know into a room together, with nobody else. Describe the encounter. Imagine you had an identical twin that was given up to a foster family when you were both born.

Describe your twin and how he or she would be different from you.

If you were a robot, what would your main function be? Would you be useful to humans, and how?

If you could learn one musical instrument, what would it be? Why?

What if you were only allowed to receive one type of gift (such as books, computer games, clothes) for Christmas for the rest of your life? What would you choose and why?

If you could spend 24 hours locked in a room with any person throughout history, who would it be?

Why?

Would you ever buy a drink for a desperate, homeless alcoholic? Why or why not?

If you were a character from any book, who would you be? Why?

If you were forbidden from entering one continent, but you could choose which one, which would you choose? Why?

Describe the biggest disappointment in your life. What made it so disappointing?

Invent a new form of government and describe how it works. Do you think it would be better or worse than democracy?

Describe the funniest thing that one of your family members has ever done. What sets it apart from anything else?

If you could invent your own tax, what would you tax? How would the world change if your tax was put in place?

If you could change the length of a day, would you lengthen it or shorten it? How would the world change as a result?



14. Name of the situation: Problem at School

Primary school is located in XY city. There are currently 637 kids studying at school. The school is considered as one of the best schools in the city. School was established 50 years ago.

Situation:

All the students who are present were involved in the robbery of the Jewellery store. They have stolen 2 golden bracelet, 2 diamond rings and silver chain. The principle has been aware of this situation and have made a deal with shop owner that he is not going to report to the police if the goods will be found and returned.

At the moment only the golden bracelet has been returned. The meeting you are going to have now is about returning the shop owner stolen goods; otherwise he will report the police.

The most important decision that is going to be discussed is whether the children should continue to study at the same school or have to be kicked out.

ROLES IN THE GAME.

- Shop owner: 48 years old single, spent a lot of time and money to develop his jewellery. He grew up in poverty. His father was drinking a lot and beating him. In his childhood he swears that he would never beat his children, but he does not have any. He thinks that children who do crime should be kicked out from the school and punished, because there is no other way to fight against crime. He wants to get his jewellery back. If they give him back all jewellery he will let them to stay at the school and won't say anything to police.
- Social worker Mrs Betty
Grew up in big family with her two sisters and 1 brother. It's not first time when she meets these children. She knows them very well. Her position in the game is to help children anyway to avoid crime from them and not to repeat such crimes ever.
- School counsellor Mr. Jonson:
26 years old single, his primary interest is career, he thinks the same as shop owner. He doesn't want to go deeper and just trying to support the owner. He has a little brother and thinks that his brother would never dare this. He is trying to manage kick children out because if they stay at school they will create bad situation at school.
- School principal Mr. Jack
30 years old. His main motivation is to make negotiation between all of them because if one side will lose something his school rating will decrease and he will lose his job. If he solves this problem his rating in society will increase and has chance to work in ministry



of education with good salary. He is responsible to lead the whole process.

- Child #1 Bill
16 years old: he has older brother who lost some money in gambling and made him to find some friends who would help him to steal jewellery. So you found some your classmates who also needed some money and planned with your older brother how to steal the jewellery. You are studying at school very well and have excellent marks. If you will be kicked out from the school you will not have chance to get good education because this is the only one good school in your region. From stolen thing, you have 1 bracelet.
- Child #2 Danny
16 years old: your mother died and father is drinking too much, sometimes beat you up. You have financial problems, you are not able to buy any food and books and you are often starving. Bill and you aren't good friends, only classmates, but the reason you were doing the crime is because you were sick of being bullied and discriminated among the other children. You always ask for some food. You are bullied because you always are wearing the same clothes that even have some holes. You had 1 bracelet (that you already gave them back) and 1 diamond ring. You need this ring to sell and buy clothes, food and books for you and you need 200\$.
If you will be kicked out from the school you will never continue studying.
- Child #3 Arthur
16 years old: Bill's best friend. Your parents have no time to spend with you because they are working for whole day and when they come back are very tired. By stealing the jewellery you were trying to get attention from parents and also trying to help your friend. You don't care what will happen next and you don't want to give back anything.
- Child #4 Allison
16 years old: she is the best student at the school with excellent marks but she is not sure if she get s some scholarship and is less self-confident. She lives with her grandmother. Her parents died in the car crash. She hates the town, she is living and wants to go somewhere else. If she will be kicked out of the school she won't be able to reach her dreams. You have 1 diamond ring, silver chain. You are trying to avoid all responsibility and trying to get free even all your friends get in jail.

Debriefing

How comfortable did you feel in your role?

Tell one word that would describe your feelings during the game.

Do you feel that you have got into role well?

What skills helped you to react in proper way in this situation?



15. Name of the situation: Tower

There is a king who wants to build a new war tower. He promised some presents if job is done on time.

He asked to the citizens living in his community to build it. In the community there are a few people that are acting in different way:

- 1st person acting slowly with serious and sad face and will wait for 5 second before any acting or reacting. S/he is constructor in charge to build the tower of 2 meters using 30 sheets of paper and tape but can do only if 2/3 of the group is agreed on how to make it.
- 2nd person gives opposite answers to questions and s/he is against.
- 3rd and 4th persons are forced to sit in chairs without possibility to leave them; they talk but they cannot move their bodies.
- The rest of the citizens can help but only when constructor asks and can do just one step in construction.

10 minutes to complete the tower.

For debriefing: we expect that the group will build the tower excluding the people with handicaps, because they will slow down the process and act as they do not care about it.



16. Name of the situation: Employability Skills

Starts with a presentation about employability skills, linking the skills needed in the job market and the skills developed through volunteering.



After that students are introduced to 6 persons playing the following:

1. Human Resources Manager at a company
2. Parent
3. Admission Officer at a university
4. NGO representative
5. Donor/Sponsor

Up to 2 participant will be given a piece of paper on which the 5 persons are listed with their locations, and will have to visit in a 1 hour time at least 3 persons.

The objective of the visits are:

1. Human Resources Manager at a company: to apply for a job and convince the Human Resource Manager that the skills he/she gained through volunteering are valuable
2. Parent: convince his/her parents that volunteering is not a waste of time and does not affect the school or university



grades, and that the skills gained are valuable

3. Admission Officer at a university: convince the admissions officer that the skills he/she gained through volunteering are an added value to his/her university application

4. NGO representative: convince the NGO representative that he/she has the experience needed to join the organization

5. Donor: convince the donor that his/her volunteering experience is valuable and that he/she deserves the funds needed for his/her project idea.

Reflection questions might include:

1. What did you learn from this activity?

2. How difficult was it to make other people recognize the skills you gained through volunteering?

3. Who was the most difficult person to convince?

4. Who was the easiest person to convince?

5. What could we do to increase the recognition of the skills we gain through volunteering (Highlight it in our CV, interactions between the business field and the NGO field, etc...)



17. Name of the situation: Customer Support

John, Customer Service Manager for Mythco Technologies (youth worker/facilitator in our situation), brings together two groups: Group A represents the customer support representatives; Group B represents the customer.

Task for Group A - customer in this situation is one of Mythco's longest-standing customers. This customer accounts for nearly 15 percent of the company's overall annual revenue. Mythco has previously sold them not good software on two occasions. In short, the company cannot afford to lose this business!

Task for Group B - customer has recently received a software product that did not live up to expectations. While the customer has a long-standing relationship with Mythco, this time customer is tired because Mythco has previously sold them not good software on two occasions. Clearly, customer's relationship with Mythco is in problems.

Groups has a time to brainstorm for a few minutes.

Each group sends one representative to take part in the role-play. The actor receives support and coaching from members of the team throughout the role-playing process. Each team is able to take time-outs and regroup quickly as needed.

It is possible to change scenario several times, starting with the "customer" behaving from gently to not nice at all.

During debriefs, they discuss the strategies and the solutions that the actors implemented, and how they could apply them to a real-life situation.



18. Name of the situation: At work / Situations for Pairs

1st situation	(1a) You are a working man/woman who has a large family. You are at work. Your boss wants to talk with you.	(1b) You are a manager. You have an employee that hasn't been performing well. He/she is often late. He/she also spends a lot of time checking his/her private emails and strange websites instead of doing work. Yesterday, you caught her/him sleeping at his/her desk. Please fire the employee (in a nice way).
2 nd situation	(2a) You are a manager. You are in your office. Your best employee knocks on your door. He/she wants to talk with you.	(2b) You are at work. Please tell your boss that you have accepted a position at another company, so you will be leaving the company in 2 weeks.



19. Name of the situation: worker's Rights / in pairs

Role-play #1

Employee	You have recently been hired as a security guard. When you were hired, you were offered an hourly wage of \$10. You accepted this because you needed the money. However, recently you have learned that this is below the minimum wage. Discuss this issue with your boss.
Boss	You run a security company. An employee of yours has asked to speak with you. The employee is a newcomer to Canada; you hired him/her recently even though s/he was inexperienced.

Role-play #2

Employee	<p>You work at a bank. When you started working there, you worked the standard 40 hours a week. However, the boss has been slowly giving you more and more work. As a result, you've been doing more and more overtime.</p> <p>There are two issues: there overtime is unpaid and you have too much work. Discuss the issue with your boss.</p>
Boss	<p>You are a manager at a bank. Business is difficult nowadays because of the weak economy. Everyone needs to work hard in order for the bank to succeed.</p> <p>Today, one of your employees asks to speak with you about an issue.</p>



20. Name of the situation: Relations at work
Place / in pairs

<p>1st situation</p>	<p>You are a boss. Tell your employees that because of the economic crisis, they will be taking a 20% pay cut. This pay cut actually started last month, but you forgot to tell them. Also, you will need them to come in on the weekends for the next few months, until things get better.</p>	<p>You are at work. Your lovely boss has an announcement.</p>
<p>2nd situation</p>	<p>You are the manager of a busy company. One of your employees wants to talk with you.</p>	<p>Your boss has been forcing you to work more and more overtime every week. You have also been given many extra responsibilities that do not fall under your job description. You haven't been able to spend much time with your family, and your husband/wife is threatening to divorce you. Please talk to your boss.</p>



21. Name of the situation: Shoe Store / in pair

Role-Play

Employee	You work at a shoe store. You need to go back to the country you lived in before Canada during Christmas time for personal reasons. Make this request to your boss.
Boss	You manage a shoe store. Two of your employees have asked for a vacation time during the Christmas season. You rejected their request because Christmas is your busiest season. Now, another one of your employees would like to speak with you.



22. Name of the situation: Receptionist / in pair

Role/Play

Employer	Employee
<p>You are the owner of a small company. Your company has 6 employees.</p> <p>You have recently hired a new receptionist. Your company is very busy; it's important that this receptionist is in the reception area to greet clients and answer the phone at all times.</p> <p>Today, s/he asks to speak with you.</p>	<p>You were hired as a receptionist at a small company last week. Every day, you work from 8 to 3 pm. Your boss is very demanding, and s/he wants you to be by the telephone at the reception area all day without breaks.</p> <p>You have recently learned that workers are entitled to a 30-minute break for every 5 hours of work in Canada.</p> <p>Talk to your boss and try to convince him/her to let you have a break/breaks every day.</p>



23. Name of the situation: Bullying

Your child has repeatedly come home from school complaining about being bullied. You have been in contact with your child's teacher and there has been no significant change. Now your child is complaining about stomach aches and does not want to go to school.

You have a meeting with director and psychologist in 5 minutes. What will be your course of action?

Director believes that there is no bullying in the school.



24. Name of the situation: Mental Health Clinic

The situation happens in a mental health clinic specialized in any kind of problems, but most of all in those with split personalities. As a guide all of the roles are described wide, but you must lead the performance as follows:

- 1st part: Role 1 and Role 2 are in one room and are interacting after the start of the activity.
- 2nd part: Role 2 and Role 4 will enter the room and continue the interaction.

Role 1: Visitor/wanna-be-patient

You act naturally as yourself, but you are in the following situation for the past months: You had really hard times lately – your dog died, your wife left with younger lover, you found out that your son is gay and there are a lot of problems at your job – administration in the municipality. So you decided after advice from friend to pay few visits to psychologist in a local mental health clinic. You now have appointment with the specialist in the clinic to discuss your issues and feel better.

Role 2: Patient / Fake psychologist doctor

You are called Jonny and you suffer from split personality (aka alter ego) and you are staying in a local mental health clinic for your treatment. Every day you love to enter in somebody else's personality and today you pretending that you are your favourite doctor in the clinic – the psychologist, Dr. Smith. Whoever comes to the clinic, you are taking them as a patient and try to “heal” them the same way – first you are asking reasonable questions as a real psychologist and after couple of minutes you ask them to do something really stupid as a task.

Role 3: Psychologist Doctor in mental clinic

You are Dr. Smith – working in a local mental clinic and you are specialist in patients with split personality, who are thinking that they are another person. Today you are expecting new patient to come to your clinic and your idea is to bring him/her together with your favourite patient with split personality – Jonny. You have many years of practice and you know that your patients can invent every possible character and pretend that they are normal. Your task is to listen to them carefully, no matter what they say and to convince them to go back to their rooms and take the pills. If you cannot do it with word, you are asking the staff to apply force and help you.

Role 4: Male Nurse

You are strong man working as a male nurse in a local mental health clinic. You are working together with Dr. Smith (Psychologist) and there are situations in your work in which you must apply force to help him with the insane patients, who doesn't want to go to their room or take the pills. You are shy and silent person, but when Dr. Smith asks you for help, you are right away there for him. You don't pay any attention to the patients in the clinic – there are all sort of ill people and they are speaking nonsense all the time, so you only communicate with Dr. Smith.



25. Name of the situation: Plane Engine Issues

Flight L0556 is flying from London to Istanbul. On altitude of around 10.107m somewhere over the Alps, engine no. 2 stopped working. Captain Price told passengers that there are issues with engine, but that he's trying his best to fix them. Some of the passengers are angry, some are terrified and it's up to one brave flight attendant to calm them down so that captain could fix everything on time. Plane flew into an unexpected storm and some time before it started flying up and down enough to startle everybody. (There can be more passengers if needed)

Depending on flight attendant:
good - everything done on time
so-so - just saved on time
bad - plane crashes

Captain - you have 500 flights behind you, but this time one of the engines failed. You can fix it as long as you aren't interrupted. Don't forget to give a word of assurance or two if passengers don't believe flight attendant

Angry passenger - once captain told everybody how things are, you weren't pleased. Quite opposite, you are nearly furious. You are probably angry because plane might crash, captain didn't say much about problem, you want to speak with captain, you love your life, might have more family members on board and are powerless. Someone might pay for that!

Scared passenger - once captain told everybody how things are, you weren't pleased. You felt shivers and cold sweat engulf you, and all of a sudden, panic struck you. You are probably scared because plane might crash, you are terrified of heights and flight, but you couldn't arrive on time without miracles of flight. You love your life and feel powerless. Hope that somebody will help you during panic attack.

Flight attendant - captain told the situation, and some passengers aren't pleased with it. Your task is to calm both angry and afraid passengers so that captain can fix engine on time. Plus, do what you'd do IRL.



26. Name of the situation: Morning Meeting in the Company

Morning meeting in a company includes boss, three workers and a cleaning staff member whose place is not there. The meeting is in chaos. Two workers are indifferent, uninterested and cooperative towards each other, while one is focused on the job and tries to start a working atmosphere. The cleaning staff member enters the meeting and starts asking unimportant and irrelevant questions.

Person no.1 - Boss in a state firm. Situation must be kept under control and back into working order. This person behaves the way he/she would behave in real life situation.

Person no. 2 - worker absolutely uninterested in his work task, prone to lollygagging and generally lazy, but scared of intimidation methods such as salary cut, suspension and dismissal from workplace. He/she and person no. 3 are cooperative in their affairs.

Person no. 3 - worker absolutely uninterested in his work task, prone to lollygagging and generally lazy, but scared of intimidation methods such as salary cut, suspension and dismissal from workplace. He/she and person no. 2 are cooperative in their affairs.

Person no. 4 - worker focused on fulfilling obligations in the company. Enthusiastic and comfortable with working. This person puts pressure on the boss to complete the work tasks set and generally tries to make working atmosphere a bit pleasant.

Person no. 5 - Cleaning staff member who always complains barges into a morning meeting and spends time where s/he is not invited and not supposed to be. Interrupts meeting with irrelevant subjects, also scared of intimidation methods, such as salary cut, suspension and dismissal from workspace.



Useful self-questionnaire for participants to discover the level of control of someone's behaviour

Question	1 never	2 some- times	3 often	4 always
Emotional Control				
- Keep your voice low				
- Never interrupt just because you disagree				
- Never make personal comments or ask personal questions				
- Never say anything offensive or hurtful to someone				
- Never shout or talk over someone				
Treat everyone as important				
- Make sure everyone has an equal opportunity to participate				
- Maintain eye contact with everyone in the group				
- Pay attention to everything that everyone says				
- Be a good listener				
- Never dismiss anything that anyone says				
- Always smile and keep the discussion friendly				
Interrupt only if				
- Someone talks for too long without giving others the chance				
- Someone is completely irrelevant to the topic				
- The discussion is becoming hostile				
Contribute to the discussion				
- Show enthusiasm with your body language				
- Help participants understand each other				
- Pay attention to time limits				
Give constructive feedback (useful)				
- Never discourage anyone				
- Make sure that your comments are mostly positive				
- Give points of improvements with a view to helping the receiver				



Chapter 4 Career Development:

The career planning process has four steps:

- Step 1: knowing yourself
- Step 2: finding out
- Step 3: making decisions
- Step 4: taking action

Step 1: knowing yourself

Begin by thinking about where you are now, where you want to be and how you're going to get there.

Begin by asking yourself the following questions:

- where am I at now?
- where do I want to be?
- what do I want out of a job or career?
- what do I like to do?
- what are my strengths?
- what is important to me?

Step 2: finding out

This step is about exploring the occupations and learning areas that interest you. Once you have some idea of your occupational preferences you can research the specific skills and qualifications required for those occupations.

- Explore occupations that interest you and ask yourself how do my skills and interests match up with these occupations?
- where are the gaps?
- what options do I have to gain these skills or qualify for these occupations?
- what skills do I need?

Step 3: making decisions

This step involves comparing your options, narrowing down your choices and thinking about what suits you best at this point in time.

Ask yourself:

- what are my best work/training options?
- How do they match with my skills, interests and values?
- How do they fit with the current labour market?



- How do they fit with my current situation and responsibilities?
- What are the advantages and disadvantages of each option?
- What will help and what will hinder me?
- What can I do about it?

Step 4: taking action

Here you plan the steps you need to take to put your plan into action.

Use all you have learnt about your skills, interests and values together with the information you have gathered about the world of work to create your plan.

Begin by asking yourself:

- What actions/steps will help me achieve my work, training and career goals?
- Where can I get help?
- Who will support me?

Identify your options

For most people, there is no clear career path ahead – just a series of potential opportunities. The key steps are to:

- Clarify what you actually want out of your career in general
- Investigate what roles and opportunities might be available to you in the short and longer term
- Start building your skills and experience to be best placed for these opportunities

Grow your role

Having identified areas which interest you and skills you would like to develop, think creatively about ways you can develop within your present role.

Some options are: develop expertise; attend trainings and professional events; volunteer; job swap; etc. ASK YOUNG PERSON TO MAKE OWN IDEAS FOR GROWING ROLE.

Make it happen

You should now have a much clearer grasp of:

- What skills and expertise you already possess
- What skills are likely to be required in the sector in future?
- What gaps exist when preparing yourself for your future roles?
- What you are looking for in your career
- What opportunities exist to grow your present role?



Check list

Have you	✓
Completed your skills audit?	
Set up a Continuing Professional Development file?	
Clarify your aspirations?	
Targeted people from your existing network you would like to meet?	
Reflect on areas where you could grow your present role?	

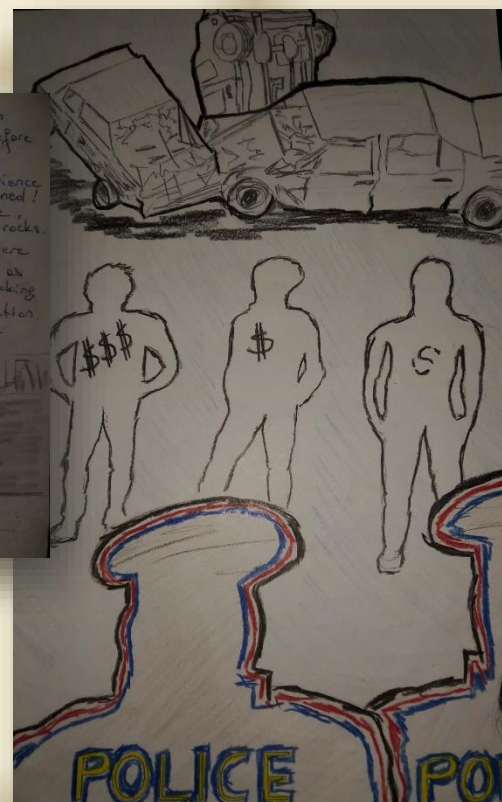
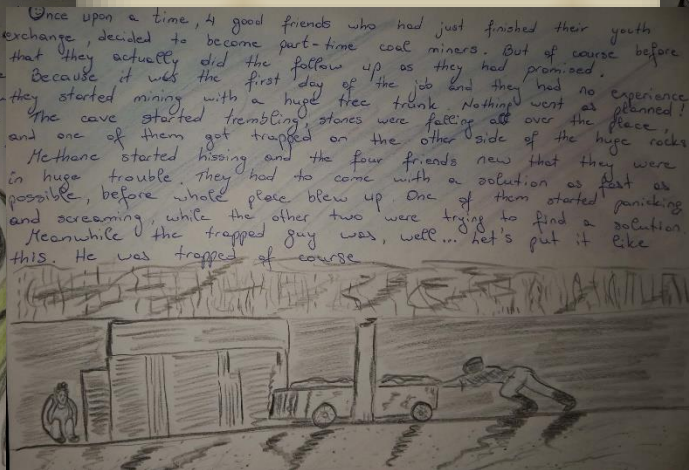
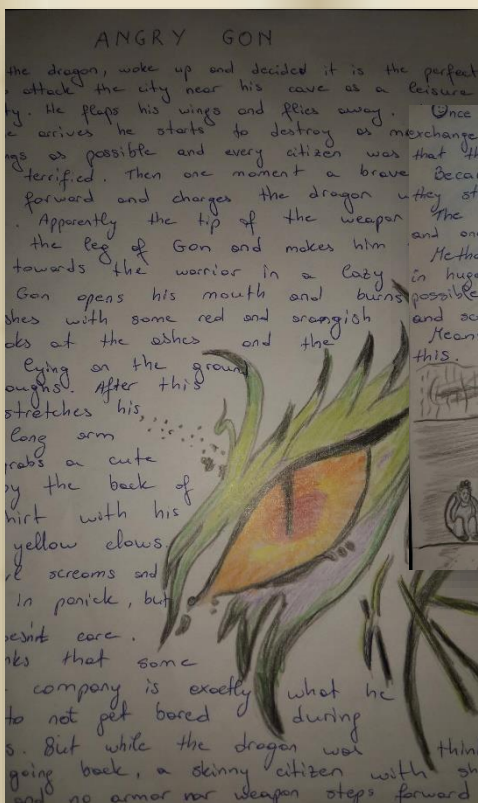
Hope this new approach in Professional Orientation can help you in delivering youth services.

Authors of Manual / team from each participating Association



IMPRESSUM

T-kit / User Manual for Job Browser Method



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