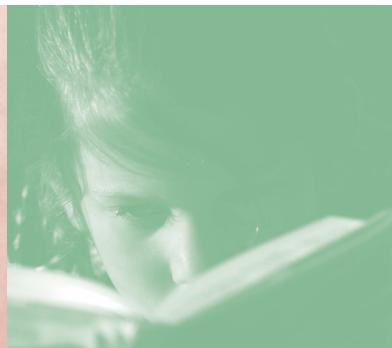




CRITICAL THINKING FOR CAREER EDUCATION



SPECIALIZED PROGRAMME AND GUIDEBOOK



DEVELOPMENT OF CRITICAL THINKING FOR SUCCESSFUL FUTURE CAREER OPTIONS

Programme
for basic
education

To find out what one is
fitted to do, and to secure
an opportunity to do it, is
the key to happiness.

JOHN DEWEY



This project has been carried out with the support of the European Community in the framework of the Socrates programme

The content of this project does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community

Developed by:



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Lithuania



YOUTH CAREER AND ADVISING CENTER,
Lithuania



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DEVELOPMENT OF CRITICAL THINKING FOR SUCCESSFUL FUTURE CAREER OPTIONS Programme for basic education

Career development is an ongoing process that allows individuals to take information they know about themselves, organise it, and use it to learn about the world of work and their relationship to it. The process usually begins very early in life and continues through retirement. Therefore, it is very important to begin to develop students' skills for planning their future career path at school.

The goal of the Programme - to help young people to adapt to an ever-changing social environment and make informed career decisions through development of critical thinking and life long learning skills.

The Programme is meant for teachers who seek to implement active teaching methods in their classrooms and who see themselves as career consultants and/or advisers to their students. This programme will help students learn about themselves and what is important to them, appreciate the importance of planning for their future careers, explore the world of work and make preliminary career choices, investigate their chosen occupations, understand the need for education, recognise that career development is a life long learning process, and acquire job seeking skills.

Programme structure. The programme assists teachers in introducing career development to students aged 11-16 years old (5-10 forms). The curriculum is designed to be used as an optional subject or extracurricular activity, depending on the teacher's preferences and the school's academic schedule.

Estimated instructional time for the programme is up to 80 academic hours. The programme is flexible, so actual time will vary depending on how much time the teacher spends on each topic and what methods are used.

The programme is divided into eight interrelated units.

Unit one: The Meaning of Career. This unit is designed to help students understand the concept of Career and the main ideas related to the concept: job, occupation. Unit topics introduce students to major types of careers, including career stages and phases. Students discuss and analyse personal career possibilities.

Unit two: Self-Understanding. This unit helps students to learn more about themselves and what is important to them. Students become aware of what kind of people they are, and how they feel about themselves. They also become aware of their hopes, dreams and goals, their abilities, and their strengths and weaknesses. Self-knowledge in this area also includes interests, abilities, values, and aspirations. Students see how the behaviours and attitudes they are developing now may affect their future and their career.

Unit three: Successful Communication. Effective communication is essential to career success. This unit's activities broaden students' views and perceptions of others in society, and

students learn to appreciate the value of diversity. Students also develop their ability to recognize and understand non-verbal communication, and their ability to say “No”. They improve their active listening skills and their ability to recognise, analyse and manage conflict. Through participation in structured activities, students learn which types of activity require teamwork and co-operation, and acquire skills in these areas. They increase their knowledge of the standards and norms of public behaviour.

Unit fourth: Work and profession. This unit gives students the opportunity to research and analyse different professions and occupations, including professional credentials, job requirements, work environments and work conditions. It helps students to understand the labour market and the requirements for employment. They will also come to appreciate how global influences can affect the local labour market.

Unit five: Goal Orientation and Profession. The ability to relate self-understanding to information about different professions is crucial to a successful career choice. In this unit students are introduced to the concept of professional suitability, and learn about the relationship between self-knowledge and occupation, and its significance for career planning.

Unit six: Decision Making. This unit takes students through the decision making process. Students have the opportunity to consider and analyse how they usually make decisions, to formulate a model of their decision making process, and then to analyse a career decision-making model presented in the programme. Students are encouraged to make a preliminary career choice using this decision making model.

Unit seven: Education. In order to obtain a job, students will need additional skills and education. The goal of this unit is to acquaint students with the educational systems of their own country and other countries, including institutions of higher education, admission requirements for these institutions, and life-long education.

Unit eight: Job Search. This final unit encourages students to think about the process of finding a job. They learn about people and organizations that provide employment counselling and job placement. There is considerable emphasis on developing job-search skills, such as introducing oneself to potential employers and negotiating a job interview.

At the beginning of each unit relevant background information is presented. In addition, this manual offers explanations of each of the unit topics. The key instructional elements of each unit are:

- Short introduction to the unit;
- Recommended references;
- The main objectives for each topic;
- Target group for whom the topic is recommended;
- Key concepts used;
- Recommended methods and strategies for each topic;
- List of materials;
- Examples of recommended activities and tasks for students of various ages;
- General outcomes for each topic;
- Estimated time for the entire topic.

Also, each topic includes teacher tips, where the teacher can find suggested optional topics, one or more optional activities, homework assignments, and useful notes on the sequence of presentation of the topics.

This programme is based on the principles and methods of critical thinking. The activities of the programme encourage students to seek new information; to analyse and evaluate information; to develop their ability to work cooperatively and participate in discussions; to express and defend their opinions. The authors suggest a variety of active tasks, discussions, role-plays, and group activities for students.

The programme is designed to be as flexible as possible, to allow teachers to use their own creativity, experience and knowledge to adapt it to their students' needs, taking into account the students' personalities, home environments, and relevant events in the community. The most effective way for students to explore career options is to cover all the units and topics in the programme, but if that is not possible teachers may choose to present only some of the units. Teachers are urged to add their own lesson plans and activities, to update the given background information, and to suggest additional strategies for working with students. Teachers are also encouraged to modify the program based on cultural differences, to adapt the suggested activities to the students' cultural framework.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
THE MEANING OF CAREER				
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> - Positive attitude to career; - Understanding of direct link between quality of life and career; - Positive attitude to work. <p>TO TEACH:</p> <ul style="list-style-type: none"> - Orientation in time-space continuum; the meaning of past, present and future; - Meaning of the concepts career, profession, job/work, job-related activities. <p>TO INFORM:</p> <ul style="list-style-type: none"> - About the types of careers. <p>TO INTRODUCE THE CONCEPTS:</p> <ul style="list-style-type: none"> - Career, career-oriented, career path, profession, job/work, job-related activities. 	<ul style="list-style-type: none"> - The concept of career; - Types of careers; - Personal career; - Concepts related to career. 	<ul style="list-style-type: none"> - Discuss the concept of career, types of careers and their implications for one's personal life; - Discuss personal career; - Discuss concepts related to the concept "career." 	<p>Different types of discussion, case studies, compilation of information, essays, projects, role-play, creative work, etc.</p>	<p>Students will:</p> <ul style="list-style-type: none"> - develop a positive attitude to career; - understand the direct link between quality of life and career; - understand relationships among the following concepts: career, profession, work/job, job-related activities, speciality; - be able to link this information with their immediate environment; - be introduced to the concepts <i>career, career-oriented, career path, profession, job/work, job-related activities, speciality</i> and will be able to use these terms as part of their everyday linguistic competence.
SELF-UNDERSTANDING				
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> - Self-worth and self-esteem; - Understanding of the importance of personal Growth and change; - Ability to identify and describe personal strengths and weaknesses. <p>TO TEACH:</p> <ul style="list-style-type: none"> - Self-knowledge; - Identification of personal dreams, desires, abilities, interests, value system. <p>TO INFORM:</p> <ul style="list-style-type: none"> - About the importance of self-knowledge and dreams for career planning. <p>TO INTRODUCE THE CONCEPTS:</p> <ul style="list-style-type: none"> - Ability, interest, value system. 	<ul style="list-style-type: none"> - Personal growth and change; - Dreams; - Likes; - Interests; - Abilities; - Values and value systems; - Self-worth; - Strengths and weaknesses. 	<ul style="list-style-type: none"> - Introduce yourself; - Discuss the importance of self-understanding for career planning; - Analyse and discuss your interests, abilities, values, strengths and weaknesses; - Analyse opportunities for personal change. 	<p>Different types of discussion, debates, case studies, individual activities, self-analysis, role-play, brainstorming, tests, mime, creative work, etc.</p>	<p>Students will:</p> <ul style="list-style-type: none"> - understand the importance of self-understanding for career planning; - know themselves better; - increase their knowledge of their own interests, values, abilities, strengths and weakness; - understand the importance of dreams for career options; - be introduced to the concepts <i>ability, interest, values</i> and will be capable of conscious application of these concepts in everyday discourse

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
SUCCESSFUL COMMUNICATION				
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> - Tolerance; - Active listening; - The ability to say "no"; - Co-operation skills; - Positive attitude toward conflict. <p>TO TEACH:</p> <ul style="list-style-type: none"> - Standards of behaviour; - Identification and interpretation of non-verbal information; - Conflict analysis. <p>TO INTRODUCE THE CONCEPTS:</p> <ul style="list-style-type: none"> - Non-verbal communication, conflict; co-operation. 	<ul style="list-style-type: none"> - Understanding other people; - Verbal and non-verbal communication; - Active listening skills; - Ability to say "no"; - Conflict; - Characteristics of communication and co-operation in a group setting; - Standards and norms of public behaviour. 	<ul style="list-style-type: none"> - Listen to and analyse peers' stories; - Topic for discussion: "Saying 'no' - easy or difficult?"; - Analyse examples of conflict situations; - Research the norms and standards of public behaviour. 	<p>Observation of people's behaviour in different situations, analysis of different sources (text and graphic), practical activities, role-play, brainstorming, etc.</p>	<p>Students:</p> <ul style="list-style-type: none"> - will advance active listening skills; - will be able to recognise and analyse conflicts; - will acquire co-operation skills; - will advance knowledge of standards of behaviour; - will get acquainted with concepts "non-verbal communication", "conflict"; "co-operation" and will be capable of conscious application of these concepts in everyday discourse.
WORK AND PROFESSION/OCCUPATION				
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> - Focus and direction in career planning, organization; - Open-minded attitude toward professions, free of stereotypes; - Positive attitude to volunteer work. <p>TO TEACH:</p> <ul style="list-style-type: none"> - Compilation and analysis of information about professions/occupations; - Categorization of professions/occupations. <p>TO INFORM:</p> <ul style="list-style-type: none"> - About the types and categories of professions and requirements for them; - About sources of career information. <p>TO INTRODUCE THE CONCEPTS:</p> <ul style="list-style-type: none"> - Stereotype, labour market, unemployment. 	<ul style="list-style-type: none"> - Diversity of professions and occupational activities; - Occupational categories; - Diversity of job environments and work conditions; - Requirements for various professions/occupations; - Profession and gender stereotypes; - Labour market, unemployment; - Volunteer work. 	<ul style="list-style-type: none"> - Explore different professions/occupations; - Compile and analyse information about professions; - Categorize professions; - Discuss differences in job environments and work conditions; - Discuss the advantages and disadvantages of self-employment and working for an employer; - Discuss profession and gender stereotypes and their origins. 	<p>Analysis of information sources, life-story narratives, different types of discussion, debates, case studies, individual activities, role-play, brainstorming, meeting people of different professions, interviews, questionnaires, polls, etc.</p>	<p>Students will:</p> <ul style="list-style-type: none"> - be introduced to the diversity of occupations, work activities, and work environments; - understand the negative effects of stereotyped attitudes to professions; - be introduced to the major sources of information on professions and the job market; - learn to compile and analyse information about professions; - be able to apply research skills to acquire career information; - become familiar with the concepts: stereotype, labour market, unemployment and will be capable of conscious application of these concepts in everyday discourse.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
GOALS AND PROFESSIONS				
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> – Ability to link information about one’s personal traits with information about professions and career possibilities; <p>TO INFORM:</p> <ul style="list-style-type: none"> – About the importance of assessing vocational aptitude; – About organisations providing vocational testing and counselling services. 	<ul style="list-style-type: none"> – Understanding of the significance of professional goals and personal aptitudes; – Relationship between self-knowledge and occupation. 	<ul style="list-style-type: none"> – Analyse compatibility of professional goals and personal aptitudes; – Analyse the constellation of professional goals, personal aptitudes, and societal demands; – Define personal aims in relation to professional goals with the assistance of various self-assessment tools. 	<p>Testing, individual consultations, group work, compilation and analysis of information, etc.</p>	<p>Students will:</p> <ul style="list-style-type: none"> – be able to link information about themselves with information about professions; – understand relationships among personal professional goals, aptitudes, and societal demands; – understand the importance of assessing their own vocational aptitudes; – learn about organisations providing vocational testing and counselling services.
DECISION-MAKING				
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> – Understanding that present decisions have implications for the future; – responsibility for decisions already made. <p>TO TEACH:</p> <ul style="list-style-type: none"> – Investigation and evaluation of various alternatives; – Strategies for career decision-making. <p>TO INTRODUCE:</p> <ul style="list-style-type: none"> – A model for career-related decision-making. 	<ul style="list-style-type: none"> – Decision making process; – Model for career decision-making; – Preliminary career decision-making. 	<ul style="list-style-type: none"> – Identify and formulate short-term and long-term goals; – Discuss the importance of present-day decisions for your future; – Use career decision-making model to make a preliminary career choice. 	<p>Different types of discussion, case study, individual activities, brainstorming, sharing personal experiences, etc.</p>	<p>Students will:</p> <ul style="list-style-type: none"> – understand the importance of present decisions for their future lives and careers; – understand the decision-making process; – be able to put it into practice.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
	EDUCATION			
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> – Focus and direction. <p>TO TEACH:</p> <ul style="list-style-type: none"> – Compilation and analysis of information; <p>TO INFORM:</p> <ul style="list-style-type: none"> – About the system of education in country; – About the vocational training system in country – About different levels of education; – About sources of information about educational institutions and programs. 	<ul style="list-style-type: none"> – Educational system in country; – Sources of information about educational institutions and their study programs; – Vocational schools and their study programs; – Colleges and their study programs; – Higher education in country. 	<ul style="list-style-type: none"> – Compile and analyse information about continuing education and present it to the class. 	<p>Video materials, field trips, guest visits, analysis of informational materials, individual consultations, visits to educational fairs, etc.</p>	<p>Students will:</p> <ul style="list-style-type: none"> – become familiar with the educational system in country; – learn about sources of information about educational institutions and programs; – learn to use information about opportunities for continuing/further education in country; – become familiar with different levels of education in country.
	JOB SEARCH			
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> – Ability to present oneself so as to make a favourable impression; – Job seeking skills. <p>TO TEACH:</p> <ul style="list-style-type: none"> – Preparation of employment-related documents. <p>TO INFORM:</p> <ul style="list-style-type: none"> – About strategies for finding employment, and sources of information about the job market; – About laws regulating hiring and employment. 	<ul style="list-style-type: none"> – Job search methods; – Job search sources; – Relevant documents, CV or resume, cover letter; – Job interviews; – Laws regulating hiring and employment. 	<ul style="list-style-type: none"> – Write out personal CV; – Write a cover letter, a resume, a job application; – Role play a job interview; – Learn about laws regulating employment, and official procedures involved in hiring. 	<p>Lectures, video materials and discussion, case study, compiling job-related documents, analysis of sources of information, analysis of situations, contests, role-play.</p>	<p>Students will:</p> <ul style="list-style-type: none"> – be introduced to different job-seeking strategies; – be able to use reference sources for job searching; – be able to fill out relevant documents for a job search; – become familiar with the major laws regulating hiring and employment.

THE MEANING OF CAREER

INTRODUCTION

The first unit of the programme is designed to help students understand the meaning of Career and is recommended for 11- to 16-year-old students. The theme is divided into three topics, each of which includes an explanation, main objectives, sample activities, and estimated time.

The initial topic presents the concept of career; extends students' knowledge of the concept, and introduces them to the main types of careers. The second topic, "The meaning of career" introduces the main ideas related to the concept of career: job, occupation. In the final topic, students examine the idea of a personal career path, including career stages and phases. The total estimated time for this unit is 4 academic hours.

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The concept of career; Types of careers

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To introduce students to the concept of career; - To develop a positive attitude toward career development; - To acquaint students with the career planning process; - To provide students with information about various types of careers <p>TARGET GROUPS: Students: ages 11-16 years</p> <p>KEY CONCEPTS: Career Career planning Career type Career focus</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion, group work.</p> <p>MATERIALS: Writing materials.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12 Students work in groups. Each group outlines their concept of career and presents their work to the class. Class discussion of the importance of career in people's lives. Teacher supplements group presentations and class discussion with theoretical facts and information.</p> <p>Ages 13-14 Students list the letters in their own names, and then write a list of career-related words beginning with these letters. Each student reads his or her words. The teacher writes the words on a chart, formulating the class's notion of career. The teacher supplements the students' discussion with theoretical facts. Students discuss the process of career planning.</p> <p>Ages 15-16 Students work in groups. They role-play situations that depict various types of career "linear career", "transit career", "spiral career" and "stable career". Groups then come together to analyse various types of Careers.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand the concept of career; - Students will develop a positive attitude toward career; - Students will understand career planning as a process; - Students will know about various types of careers. <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS: Types of workers (for ages 15-16)</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Discussion of the themes: "Type of workers"; "Career prejudices"</p> <p>HOME ASSIGNMENTS: Interview adults about their attitudes toward career.</p>

Career-related concepts

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To introduce students to various career-related concepts. - To develop students' ability to differentiate between <i>profession</i> and <i>specialty</i>. <p>TARGET GROUPS: Students: ages 11-16 years</p> <p>KEY CONCEPTS: Job Profession Specialty</p> <p>METHODS AND STRATEGIES: Venn diagram; discussion; work in pairs.</p> <p>MATERIALS: Student worksheets, writing materials, Internet resources.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12 Teacher introduces and explains the concepts <i>job</i>, <i>profession</i>, and <i>specialty</i>. Then students write a short essay using these notions.</p> <p>Ages 13-14 Working in groups, students look up definitions for the words written on the board (<i>job</i>, <i>profession</i>, <i>specialty</i>). All groups then present their definitions to the class.</p> <p>Ages 15-16 Students work in pairs. They compare the two notions <i>profession</i> and <i>specialty</i>, and fill in the student worksheet to create a Venn diagram. Then all pairs present their results to the rest of the class.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand the relationships among <i>job</i>, <i>work</i>, <i>profession</i>, and <i>specialty</i>; - Students will be able to use these terms as part of their everyday linguistic competence. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: -</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: -</p> <p>HOME ASSIGNMENTS: -</p> <p>NOTES! This theme should be explored only after the theme "The concept of career".</p>

Personal career

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To introduce the concept of a personal career path; - To inform students about personal career stages; - To inform students about the importance of career for quality of life. <p>TARGET GROUPS: Students: ages 11-16 years</p> <p>KEY CONCEPTS: Personal career Personal career stages</p> <p>METHODS AND STRATEGIES: Discussion, analysis of texts, group work, round table.</p> <p>MATERIALS: Writing materials.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12 Students work in groups. Each group draws a picture that expresses their notion of a person pursuing a career. Then the groups present and explain their drawings to the class.</p> <p>Ages 13-14 Students work in groups. Each group reads a different text and must explain the main idea of this text to the other groups. Presentations may take various forms: pantomime, drawings, role-play etc.</p> <p>Ages 15-16 Students work in groups using round table strategy and analyse each stage of an individual's career, focusing on its significance for personal life.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand the idea of a personal career path; - Students will understand the significance of personal career for quality of life. <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL MATERIALS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL ACTIVITIES: Guest speaker</p> <p>HOME ASSIGNMENTS: Interview adults about their personal careers.</p> <p>NOTES! This theme should be explored only after the themes "The concept of career" and "Career-related concepts".</p>

SELF-UNDERSTANDING

This unit will help students learn more about themselves and what is important to them. Students will become aware of what kind of people they are, and how they feel about themselves. They will also become aware of their hopes, dreams, and goals, their abilities, and their strengths and weaknesses. Self-knowledge in this area also includes recognising interests, abilities, values, and aspirations. Students will see how the behaviours and attitudes they are developing now may affect their future and their career.

The “Self-understanding” unit is recommended for 11- to 16-year-old students. This unit is divided into seven parts: self-concept, personal change and growth, dreams, interests, abilities, strengths and weaknesses, values and value systems. The maximum estimated time for the unit is 15 academic hours.

The topics in this unit should precede the lessons on professions and professional training, and the lessons on decision-making and career choices. The activities in these later units will help students develop strategies for choosing a profession, strategies that build upon their personality traits, strengths, and abilities.

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Self-concept

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the importance of self-knowledge for career planning; - To extend students' knowledge about themselves; - To develop self-worth and self-esteem. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Self-knowledge Self-concept Self-worth</p> <p>METHODS AND STRATEGIES: Discussion, self-analysis, brainstorming, drawing.</p> <p>MATERIALS: Writing materials Drawing materials</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students express various aspects of their personalities through artwork and discussion.</p> <p>Ages 13-14: A vocabulary lesson is used to demonstrate various facets of self-knowledge (<i>interest, aptitude, trait, value, achievement, personality, competency, role, knowledge</i> etc.). Students work in groups to create stories that include the vocabulary words.</p> <p>Ages 15-16: Students outline both positive and negative self-concepts, and explore how self-concept influences behaviour and decision-making.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> – Students will understand the importance of self-knowledge for career planning; – Students will know themselves better; – Students will develop self-esteem. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Self-worth</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students are asked to complete the statement "I am proud of..." describing their own positive acquired traits.</p> <p>HOME ASSIGNMENTS: -</p>

Personal growth and change

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To develop understanding of personal change; - To develop understanding that not all personal change can be viewed as personal growth; - To develop understanding of the importance of personal change and growth to one's career. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Personal change Personal growth</p> <p>METHODS AND STRATEGIES: Discussion, debate, case studies, self-analysis, brainstorming, drawing.</p> <p>MATERIALS: Drawing materials Writing materials</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students draw pictures showing themselves as they were three years ago and as they are now. Then they present their drawings to the class, explaining the changes that have occurred: new skills gained, new knowledge acquired etc.</p> <p>Ages 13-14: Students identify significant changes in their personalities during the last year and write a brief essay about these changes. Students share their essays in pairs. Then they try to identify which changes qualify as personal growth. A discussion follows about the interrelations between change and growth.</p> <p>Ages 15-16: Students complete a Life Clock, noting past and future benchmarks in their lives, and then discuss changes that have occurred and that will occur in their lives. Analyse opportunities for personal change and personal growth.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> – Students will understand that individuals change over time, and that change can be consciously initiated; – Students will understand that not all personal change can be viewed as personal growth; – Students will understand the importance of personal change and growth to their careers. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Societal changes and individual changes</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students identify major changes taking place at the local, national and international levels and relate them to changes in their personal lives.</p> <p>HOME ASSIGNMENTS:</p> <p>Ages 15-16: Take home the completed Life Clock and invite a parent or other adult to complete his or her own Life Clock. Report on the differences, similarities and surprises you discover on an adult's Life Clock. Discuss with adults how the world has changed and how it continues to change.</p>

Dreams and goals

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the importance of dreams for career planning; - To encourage students to dream and thus to know themselves better. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Dreams</p> <p>METHODS AND STRATEGIES: Discussion, self-analysis, brainstorming.</p> <p>MATERIALS: Writing materials, Worksheet “When I am Thirty”.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students draw pictures of their future: future work, house, family etc., and present their drawings to the class.</p> <p>Ages 13-14: Students are encouraged to daydream in order to explore possible goals for the future. Then they create artistic drawings. The drawings are displayed and used as a focus for a discussion of future aspirations and the challenges young people face in pursuing their dreams.</p> <p>Ages 15-16: “When I am Thirty”. Students write about their personal visions of an ideal life, imagining what their lives will be like when they are thirty. In small groups, students share their compositions and ask others to analyse their dreams for the future—lifestyle, job and surroundings. What do the student’s dreams reveal about his or her values and aspirations?</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will identify their dreams; - Students will understand the importance of dreams for career options. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: -</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: -</p> <p>HOME ASSIGNMENTS: Interview adults about the dreams they had for their future when they were the student’s age. Did they achieve their dreams? Why or why not?</p>

Interests and likes

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> – To extend students’ knowledge about their interests; – To develop an understanding that hobbies can contribute to one’s future career. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Interest Hobby</p> <p>METHODS AND STRATEGIES: Discussion, self-analysis, brainstorming.</p> <p>MATERIALS: Drawing materials Writing materials Student worksheet: Interests</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students draw a picture showing what they like to do, or what their hobbies are, and explain their drawing to the class. Then they analyse what makes their hobbies attractive to them.</p> <p>Ages 13-14: Students list their hobbies and explore how hobbies or leisure activities can contribute to success in the future (e.g. skills they gain when engaged in a hobby can be used in a future career).</p> <p>Ages 15-16: Students think about their interests and how they are related to possible occupations. Students complete a worksheet of interests and share their worksheets in small groups. Then they categorise the interests according to types of activity such as working with people, working with ideas, and working with things.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> – Students will extend their understanding of their own interests; – Students will understand the potential importance of their hobbies to future career opportunities. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: -</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Have students identify hobbies in which they are <i>not</i> currently involved, but which they would like to pursue in the future. Have them develop a plan for pursuing the chosen hobby.</p> <p>HOME ASSIGNMENTS: Interview adults and ask them about the role of leisure activities in their lives.</p>

Abilities

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To increase students' knowledge of their personal abilities. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Ability Learning style Gardner's Seven Intelligences</p> <p>METHODS AND STRATEGIES: Discussion, self-analysis, brainstorming, diagnostic test.</p> <p>MATERIALS: Writing materials Gardner's Seven Intelligences test</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students informally assess their abilities in different domains, and compare their evaluations with the opinions of their classmates or the results of academic assessments.</p> <p>Ages 13-14: Students informally assess their learning styles (auditory, visual, kinaesthetic, and combination). Then in groups comprised of people with similar learning styles, they create an advertisement that reflects their style.</p> <p>Ages 15-16: Students are introduced to Gardner's Seven Intelligences. Students informally define their own intelligence type. In small groups comprised of people with the same intelligence type, students create activities for each of the seven intelligences and present them to the class. Then they complete Gardner's Seven Intelligences test.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will increase their knowledge of their personal abilities. <p>ESTIMATED TIME: 135 minutes</p>	<p>ADDITIONAL TOPICS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL MATERIALS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> - <p>HOME ASSIGNMENTS:</p> <ul style="list-style-type: none"> -

Strengths and weaknesses

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To develop students' ability to identify and discuss personal strengths and weaknesses. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Strength Weakness</p> <p>METHODS AND STRATEGIES: Discussion, self-analysis, brainstorming.</p> <p>MATERIALS: -</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students assess their current strengths and weaknesses and compose stories to illustrate them. They share their stories in small groups.</p> <p>Ages 13-14: By relating a successful experience they have had, students recognise the skills they have already attained and how these skills may be related to future occupational choice. They also relate an unsuccessful experience, and consider what skills or abilities might have been used to make this event successful.</p> <p>Ages 15-16: Students compile all the information they have acquired on their own abilities (through the activities and tests in the "Abilities" section) and create a profile of their personal strengths and weaknesses. They share their profile with the class. Then they consider how these qualities could relate to their future choice of occupation.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will increase their knowledge of their own strengths and weakness; - Students will be able to assess their present strengths and weaknesses; - Students will be able to talk about their strengths and weaknesses. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: -</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: In small groups, students relate an experience in which they were successful because they used the strengths of their personal type of intelligence. Other students offer feedback concerning these strengths.</p> <p>HOME ASSIGNMENTS: Create a "Plan of Action" for improving your performance in certain domains that present particular challenges for you, and monitor your progress in meeting your goals.</p> <p>NOTE! This topic should be presented after the topic "Abilities".</p>

Values and system of values

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> – To increase students’ awareness of their own values; – To develop students’ understanding of how their values influence their behaviour. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Value System of values Work ethic</p> <p>METHODS AND STRATEGIES: Discussion, self-analysis, brainstorming,</p> <p>MATERIALS: Writing materials Work Values List</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students interview their parents or teachers, seeking “words of wisdom” about various aspects of life. Then they create stories that integrate these messages. Students share their stories in small groups. The whole class identifies common themes or significant messages that stand out.</p> <p>Ages 13-14: A list of values dictated by students is written on the board, and an auction is organized. Each student has a limited amount of “money” to purchase the value or values he/she wants most. Discussion follows: Did all students want the same value? Did they get what they wanted? Was every value valued equally? Why not? etc.</p> <p>Ages 15-16: Students will identify the work values most important to them by choosing from the list of Work Values and then arranging them in order of priority.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> – Students will increase their awareness of their own values; – Students will increase their understanding of how their values influence their behaviour. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Values and decision making.</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: -</p> <p>HOME ASSIGNMENTS: Ages 15-16: Take home the list of work values and talk to your parents about their Work Values. Have they changed over the years? How?</p>

SUCCESSFUL COMMUNICATION

Effective communication is essential to career success. This unit's activities will broaden students' views and perceptions of others and of society as a whole, and students will learn to appreciate the value of diversity. They also will develop their ability to recognize and understand non-verbal communication, and their ability to say "No". They will improve their active listening skills and their ability to recognise, analyse and manage conflict. Through participation in structured activities, students will learn which types of activities require teamwork and co-operation, and will acquire skills in these areas. They will increase their knowledge of the standards and norms of public behaviour.

The "Successful communication" unit is recommended for 11- to 16-year-old students. This unit is divided into seven parts: perception of other people, verbal and non-verbal communication, active listening skills, the ability to say "No", conflict management, communication and cooperation in a group, and standards and norms of public behaviour. The maximum estimated time for the unit is 15 academic hours.

Teachers should present this unit after the lessons on self-understanding.

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Perception of other people

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To broaden students' views and their perception of society; - To develop students' ability to perceive situations from various perspectives; - To introduce the concepts: <i>perception, attitude, stereotype, prejudice, labelling, discrimination</i>; - To develop tolerance. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Perception Appreciating diversity Attitude Stereotype Prejudice Labelling</p> <p>METHODS AND STRATEGIES: Observation, brainstorming, discussion.</p> <p>MATERIALS: Writing materials Stereotype worksheet</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students close their eyes and, without talking, tear a sheet of paper according to the teacher's verbal instructions. Then they open their eyes and look around to see how different each classmate's piece of paper has turned out. A discussion about the perception of differences follows.</p> <p>Ages 13-14: The teacher lists different qualities and tells students that those who have a given quality should go to the right side of the room, and those who do not have the quality should go to the left side. A class discussion on similarities and differences between people follows.</p> <p>Ages 15-16: In small groups, students fill out the Stereotype Worksheet and present their answers to the class. Students discuss the benefits and dangers of stereotyping in everyday life.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will be able to describe how people view the world from different perspectives and interpret concepts in different ways, and explain why this happens; - Students will be able to identify similarities and differences among people; - Students will be able to name common stereotypes and prejudices; - Students will be able to identify benefits and dangers of stereotyping, labelling, and prejudice; - Students will be acquainted with the concepts <i>perception, attitude, stereotype, prejudice, labelling, and discrimination</i>, and will be capable of applying these concepts in everyday discourse. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Discrimination</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students discuss the meaning of discrimination and are introduced to the different types of discrimination. Then in small groups, students describe a representative situation for each type of discrimination.</p> <p>HOME ASSIGNMENTS: Interview adults about acts of discrimination they have experienced or witnessed on the job or in the course of their career.</p>

Verbal and non-verbal communication

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To introduce the concepts: verbal and non-verbal communication; - To teach identification and interpretation of non-verbal information; - To develop understanding of the importance of attending to both verbal and non-verbal communication. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Verbal communication Non-verbal communication</p> <p>METHODS AND STRATEGIES: Discussion, case studies, brainstorming.</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: In small groups, students form knots by interlacing their arms and hands, then try to untangle them, first with the use of verbal communication and then without verbal communication. Discussion follows.</p> <p>Ages 13-14: Small groups of students are given a phrase written on the sheet of paper. One student starts by rewriting the phrase in his own words. Each participant in turn rewrites the phrase, after seeing only the previous student's version of the phrase. The final version is then compared with the original phrase. A discussion about the transmission of verbal information follows.</p> <p>Ages 15-16: Students create "vocabularies" of non-verbal communication based on their everyday observations.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will be acquainted with the concept of non-verbal communication and will be capable of applying the concept in everyday discourse; - Students will be able to identify how people communicate by means of tone of voice and body language; - Students will understand the importance attending to both verbal and non-verbal communication. <p>ESTIMATED TIME: 135 minutes</p>	<p>ADDITIONAL TOPICS: Non-verbal cues and feelings/emotions.</p> <p>ADDITIONAL MATERIALS: Newspapers, magazines with illustrations.</p> <p>ADDITIONAL ACTIVITIES: In groups, students try to express a given emotion or feeling by non-verbal means. They observe how differently the same emotion is expressed by different people. Discussion about the individuality of non-verbal expression follows.</p> <p>HOME ASSIGNMENTS: Collect photos from magazines, newspapers etc. where the subject's facial expression and gestures illustrate an emotional reaction. Share the photos in class.</p>

Active listening skills

General topic descriptions:	Teacher tips
<p>OBJECTIVES: - To develop active listening skills.</p> <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Active listening</p> <p>METHODS AND STRATEGIES: Discussion, case studies, role-play, brainstorming.</p> <p>MATERIALS: -</p> <p>EXAMPLES OF ACTIVITIES: Ages 11-12: Students write down all the steps for making a peanut butter and jelly sandwich. A volunteer reads the directions and the teacher attempts to follow them literally, without assuming anything. Reflections on the task. Ages 13-14: Students are divided into pairs and each member relates a story to the other. Then the student who heard the story retells it, and they determine whether it has been heard and retold accurately. Partners reverse roles. Reflection on the task follows. Ages 15-16: Students identify reasons for not listening, and why it is important to listen attentively to a speaker. Then they brainstorm and identify the main principles of active listening.</p> <p>GENERAL OUTCOMES: - Students will improve their active listening skills.</p> <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS: Listening as way of offering personal support.</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students recall situations in which someone listened attentively to them, and describe how this listening act helped them to overcome a difficult situation.</p> <p>HOME ASSIGNMENTS: Observe scenes on TV or in films where one person listens to another, analyse the scenes and share your observations in class.</p>

The Ability to say “No”

General topic descriptions:	Teacher tips
<p>OBJECTIVES: - To develop the ability to say “No”.</p> <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: The ability to say “No”</p> <p>METHODS AND STRATEGIES: Discussion, case studies, self-analysis, role-play, brainstorming.</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLES OF ACTIVITIES: Ages 11-12: Students are encouraged to recall how they felt in a situation when they said “No”. Ages 13-16: Students are introduced to different ways of saying “No”. In small groups, they role-play situations where one participant needs to refuse something or say “No” to another participant’s invitation. Reflections on the task.</p> <p>GENERAL OUTCOMES: - Students will understand why it is important to know how to say “No”; - Students will improve their ability to say “No”.</p> <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS: Moral dilemmas</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Small groups of students are given examples of moral dilemmas and role-play the situations. Reflection on the task follows.</p> <p>HOME ASSIGNMENTS: -</p>

Conflict management

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To introduce the concept of conflict and different types of conflicts; - To develop a positive attitude toward conflict; - To teach conflict analysis; - To develop conflict management skills. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Conflict Conflict analysis Sources of conflict Feelings related to conflict Conflict management Conflict management strategies</p> <p>METHODS AND STRATEGIES: Discussion, case studies, role-play, brainstorming, tests, mime.</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students write down various words and ideas that they associate with conflicts. Then in small groups, they try to agree on a common definition of conflict. Discussion of whether most of their ideas about conflict are positive or negative, and why.</p> <p>Ages 13-14: In small groups, students write down as many possible physical responses to conflict as they can think of. The groups share their responses with the rest of the class. A discussion of how feelings affect behaviour follows.</p> <p>Ages 15-16: Students are introduced to different personal styles of behaviour in response to conflict situations. In small groups students try to identify positive and negative aspects of each of the conflict behaviour styles, and present their ideas in class. Then they complete a test to determine which behavioural style applies to them personally.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will be acquainted with the concept of conflict; - Students will develop a positive attitude toward conflict; - Students will be able to recognise, analyse and manage conflict. <p>ESTIMATED TIME: 135 minutes</p>	<p>ADDITIONAL TOPICS: Mediation</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students do a role-play to consolidate their theoretical knowledge. They recall an actual conflict situation and dramatize it, demonstrating their acquired skills in conflict resolution. Discussion of the success of the role-play.</p> <p>HOME ASSIGNMENTS: Recall and analyse a recent conflict in which you were involved. What were the reasons for the conflict? Who was involved? How were the participants feeling? What were they thinking? What were their arguments? How did they behave? What solution was found, if any? etc.</p>

Communication and cooperation in a group

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To encourage teamwork; - To develop understanding of the advantages of working in a team in specific cases; - To develop co-operation skills. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Group Team Team work Co-operation</p> <p>METHODS AND STRATEGIES: Teamwork, discussion, brainstorming.</p> <p>MATERIALS: A set of partitioned squares.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students invent a product that represents the interests of everyone in the group. Each group chooses a spokesperson to describe the group's work and how it represents their "team".</p> <p>Ages 13-14: Use brainstorm techniques in class to compile a list of situations where people need to work in a team (e.g. arranging group activities preparing a report, developing a strategy for the activities of an organization, etc.), and situations where it is better to work individually.</p> <p>Ages 15-16: "Partitioned squares". Each team of five students must compose five identical squares. Team members are permitted only minimal communication. Each member of the team assembles only his/her square. After finishing discuss this exercise.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand and be able to define the concepts <i>group</i>, <i>team</i>, and <i>co-operation</i> and will be capable of applying the concepts in everyday discourse; - Students will understand which types of activities require team work and co-operation with others, and where an individualized approach is preferable; - Students will acquire co-operation skills. <p>ESTIMATED TIME: 135 minutes</p>	<p>ADDITIONAL TOPICS: Impact of teamwork on the performance of personal tasks.</p> <p>ADDITIONAL MATERIALS: Schemes "Let's count!" I and II</p> <p>ADDITIONAL ACTIVITIES:</p> <p>Ages 15-16: Students individually count triangles in the scheme "Let's count!" I, then they do the same in small groups. Afterwards they count individually other geometrical figures according the scheme II. Results of the two individual tasks are compared, and the impact of teamwork on the performance of the second individual task is discussed.</p> <p>HOME ASSIGNMENTS: -</p>

Standards and norms of public behaviour

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To broaden students' knowledge of the standards and norms of public behaviour; - To emphasise the importance of knowing and conforming to standards and norms of public behaviour with regard to students' social life and future careers. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Public behaviour Norms of behaviour</p> <p>METHODS AND STRATEGIES: Observation, brainstorming, discussion.</p> <p>MATERIALS: Book on standards of public behaviour, Writing materials.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students individually list public behaviour norms they know. Then they share their knowledge in small groups as well as with the whole class. Teacher supplements their presentations.</p> <p>Ages 13-14: In small groups students prepare role-plays of different situations where they try to behave according to existing norms and standards. The class discusses each role-play and offers suggestions. Teacher supplements the discussion with additional information if needed.</p> <p>Ages 15-16: In small groups students gather information and prepare presentations on existing norms for public behaviour in different environments and situations e.g. introducing oneself, inviting guests, table manners, behaviour in a dance club etc. Students may use different sources of information: books, Internet etc.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand the importance of knowing and conforming to standards and norms of public behaviour with regard to their social life and future careers; - Students will increase their knowledge of standards of public behaviour. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Public behaviour norms and social acceptance.</p> <p>ADDITIONAL MATERIALS: Drawing materials.</p> <p>ADDITIONAL ACTIVITIES: Students make posters illustrating the norms of public behaviour and display them in class.</p> <p>HOME ASSIGNMENTS: Interview adults about existing norms of public behaviour.</p>

WORK AND PROFESSION/OCCUPATION

This unit includes seven topics related to the world of work. It provides students with information about the skills and credentials required for various occupations. It also offers information about job environments and work conditions, and provides an introduction to the labour market.

Each topic includes a variety of age-appropriate activities that help students examine the various factors that contribute to positive career choices.

The first topic deals with the diversity of professions and occupations.

The second topic introduces the concept of grouping similar occupations into categories. Students become familiar with occupational categories and use this information as a basis for further investigation of the labour market. They learn that skills valued in one occupation can often be transferred to another similar occupation.

The third topic helps students to analyse differences in work environments and work conditions and the “additional topic” in this section offers insight into the advantages and disadvantages of working for an employer as compared with self-employment.

In the fourth topic students research the requirements for entering different occupations.

The fifth topic touches upon the negative effects of stereotyped attitudes toward certain professions. Students are made aware of attitudes and stereotypes that keep people from following their dreams and limit their choices.

The sixth topic helps students understand the labour market and the requirements for employment. It also encourages them to consider the global workplace. They are asked to identify wider economic, political, cultural trends that might affect their local labour market.

In the seventh topic students discuss how volunteer work can develop skills that can help them to get a job.

In this unit students are asked to perform certain activities outside the classroom: to interview an employer, an employee, members of their family. They report on their findings in the classroom.

The maximum estimated time for the unit is 16 academic hours.

References:

- Darbo rinkos terminai ir sąvokos.- Darbo ir socialinių tyrimų institutas.V., 1998.
- Lietuvos profesijų klasifikatorius.- Lietuvos darbo rinkos mokymo tarnyba. V., 1998.
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- Bernard Gittelson, How to Make Your Own Luck. - Dunleith Books,USA,1994.
- Katherine Lea. Careers Encyclopedia- Cassell Wellington House, New York,1997.
- Joanna Grig. Getting into Self- Employment.- Trotman and Company Ltd.,1999.
- Juleann S.Fallgatter, Sarah K.Fox, Crystal M.Henderson, Lia G.Hutton, 1995.
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Diversity of professions and occupational activities

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To explore various professions; - To teach students to compile and analyse information about professions. <p>TARGET GROUPS: Students: ages 10-16</p> <p>KEY CONCEPTS: Profession/occupation Work/job</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion, role-play.</p> <p>MATERIALS: Writing materials, Occupational Outlook Handbook.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12: Students draw pictures depicting their parents' occupations and describe them to their classmates.</p> <p>Ages 13-14: Students are given the name of an occupation and have to describe the occupation to their classmates.</p> <p>Ages 15-16: Students explore and analyse different occupations and professions using a variety of sources of information.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will be introduced to various professions and professional activities; - Students will be introduced to the major sources of information about professions. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL MATERIALS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL ACTIVITIES: Meeting people of different professions.</p> <p>HOME ASSIGNMENTS: Interview people in different occupations and present the information to the class.</p>

Occupational categories

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To demonstrate that most occupations share commonalities with other occupations; - To teach students how to group common occupations into categories. <p>TARGET GROUPS: Students: ages 13-16</p> <p>KEY CONCEPTS: Occupational categories Common occupations Characteristics of occupations</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion.</p> <p>MATERIALS: List of occupations.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 13-14 Students compile a list of occupations and try to assign each occupation to an appropriate category. They determine common characteristics of the occupations in each category.</p> <p>Ages 15-16 Students discuss whether their own interests can be related to a specific occupational category, and whether their strengths are compatible with occupations in that category.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will learn to categorize occupations; - Students will be acquainted with differences and similarities among various occupations. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: The difference between an occupation and an industry.</p> <p>ADDITIONAL MATERIALS: Industry classification list; Occupational Outlook Handbook.</p> <p>ADDITIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students brainstorm a list of all the jobs that exist in their local area. They create categories to group jobs that belong to specific industries. Students identify the Top Five Industries within their geographic area. 2. Invite a representative from the Ministry of Social Affairs and Labour to talk about major industries in the country. <p>HOME ASSIGNMENTS: Suggest your own categories for occupations.</p>

Diversity of work environments and work conditions

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To help students to analyse differences in work environments and work conditions. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Work environment</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion</p> <p>MATERIALS: Occupational Outlook Handbook</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages: 11-13 Students identify occupations held by members of their extended family and ask these family members about their work places and work conditions. They share that information in the classroom.</p> <p>Ages: 14-16 Field trips to a factory, hospital, farm, etc.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will be introduced to the diversity of work environments and work conditions. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Working for an employer and self-employment.</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Students have a general discussion about what it means to work for an employer versus what it means to be self-employed. Then they list the advantages and disadvantages of each on the board. 2. Invite a self-employed person to tell about how he/she got started. <p>HOME ASSIGNMENTS: Interview people in various occupations about their work environments and work conditions.</p>

Requirements for various professions/occupations

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the types of professions and the credentials necessary for them; - To research the requirements for entry into various occupations; to determine the necessary skills and knowledge for students' selected occupations. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Entry requirements Competencies Employee attributes</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion.</p> <p>MATERIALS: Reference books, government publications, Occupational Outlook Handbook.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages: 11-12 Students create a portrait of a representative employee engaged in intellectual/creative work and of a worker doing manual labour.</p> <p>Ages: 13-14 Students research the entry requirements for their chosen occupations and make a list of all the requirements they can find. Students consider how they will be able to meet these requirements.</p> <p>Ages: 15-16 Introduce universal skills needed for employment, basic competencies that are necessary for success in the work place. Students choose an occupation and identify how those competencies might be used in this particular occupation.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will gain an understanding of the educational and training requirements for many different occupations; - Students will be able to apply research skills to acquire information about careers. <p>ESTIMATED TIME: 180 min.</p>	<p>ADDITIONAL TOPICS: Worker Know-how (The competencies of the 21st Century).</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students are introduced to the five “competencies of the 21st Century, which are based on a three-part foundation (basic skills, thinking skills and personal qualities). They discuss attaining these competences and establishing the foundation on which the competencies are built.</p> <p>HOME ASSIGNMENTS: Interview workers to find out how they use the five competencies; Interview an employer concerning desirable attributes in an employee.</p>

Profession and gender stereotyping

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To develop an open-minded attitude toward professions/occupations, free of stereotypes. <p>TARGET GROUPS: Students: ages 13-16</p> <p>KEY CONCEPTS: Stereotype Gender Stereotyped preconceptions</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion.</p> <p>MATERIALS: Writing materials.</p> <p>EXAMPLES OF ACTIVITIES: Ages: 13-14 Students discuss “feminine” and “masculine” jobs and whether such a division is possible. Ages: 15-16 Students make two lists: one with occupations that they consider to be female occupations and one with occupations that they consider to be male. They decide whether each job could be done by the opposite gender. Students comment on stereotypical preconceptions regarding the listed occupations and discuss resulting barriers to career choice.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand the negative effects of stereotyped attitudes toward occupations and professions; - Students will understand that gender stereotyping limits choices. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Gender and the labour market.</p> <p>ADDITIONAL MATERIALS: Newspapers, ads, collage.</p> <p>ADDITIONAL ACTIVITIES: In small groups, students study the entry requirements for various occupations in newspaper ads, and then draw or describe a person who meets those requirements. Students separate job requirements into “female” and “male” characteristics and then discuss those requirements.</p> <p>HOME ASSIGNMENTS: Interview workers in non-traditional occupations (e.g. a female in a predominantly male occupation) and talk about their career choice.</p>

Labour market. Unemployment

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none">- To teach students to analyse information about the labour market and relate their analysis to a specific profession. <p>TARGET GROUPS: Students: ages 13-16</p> <p>KEY CONCEPTS: Labour market Unemployment Labour exchange Job placement</p> <p>METHODS AND STRATEGIES: Discussion</p> <p>MATERIALS: -</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages: 13-14 Choose a company or employment office that deals with job placement and arrange a visit for the students to explore various jobs utilized in the company.</p> <p>Ages: 15-16 Students make use of various information resources to identify as many trends as possible that might influence the job market in their town, and estimate how these trends might affect the local labour market. They discuss the reasons for unemployment.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none">- Students will have an understanding of the local labour market;- Students will appreciate how global influences can affect the local labour market. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Local and regional economies</p> <p>ADDITIONAL MATERIALS: Map of the country with regions outlined</p> <p>ADDITIONAL ACTIVITIES: Looking at a map of their country, students identify the major industries associated with particular regions. Students brainstorm a list of ways these industries affect the people in the region, and a list of ways the regions affect the industries. They discuss how regional industries are affected by an ever-changing world economy.</p> <p>HOME ASSIGNMENTS:</p> <ol style="list-style-type: none">1. Make a map showing regional industries and occupational opportunities.2. Listen to the television or radio and read the newspapers to generate a list of major economic changes that are taking place at the local, national, and international levels.

Volunteer work

General topic descriptions:	Teacher tips
<p>OBJECTIVES: - To develop a positive attitude toward volunteer work.</p> <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Volunteer work</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion, presentation</p> <p>MATERIALS: -</p> <p>EXAMPLES OF ACTIVITIES: Ages: 13-14 Students find examples of volunteer work and present them in the class. They discuss how they can help those in need, what they can do for others. Ages: 15-16 Students list ways to attain the entry requirements for their selected occupations, including internships or volunteer work in the field they wish to enter. They discuss volunteer work as a way to gain experience and skills needed for entering their selected occupation.</p> <p>GENERAL OUTCOMES: - Students will gain an understanding that volunteering can provide them with skills that may help them to get a job.</p> <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Non-governmental organizations.</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Invite a representative from a local NGO to talk about volunteer activities.</p> <p>HOME ASSIGNMENTS: Engage in some type of volunteer work.</p>

GOAL ORIENTATION AND PROFESSION

INTRODUCTION

The ability to relate self-understanding to an understanding of the demands of various professions is crucial for a successful career choice.

The unit “Goal orientation and profession” is divided into two themes. The first theme introduces various factors related to the concept of professional suitability. The second theme deals with the relationship between self-knowledge and occupation, and its significance in choosing a profession.

This theme is recommended for 15- to 16-year-old students.

The maximum estimated time for the unit is 3 academic hours.

Teachers should present this theme after the lessons about self-understanding and information about various professions.

References:

Darbo rinkos terminai ir sąvokos, - V. 1998.

Jovaiša L. Profesinio konsultavimo psichologija, - V. 1999.

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Profesinės karjeros vadovas, - K., 1998.

www.leonardo.lt - ES Leonardo da Vinči programos koordinavimo paramos fondas.

www.mokykla.smm.lt - LR Švietimo ir mokslo ministerija.

Personal suitability for professional goals

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To acquaint students with the concept of professional suitability; - To inform students about various factors involved in professional suitability; - To give students an opportunity to test their theoretical knowledge in practice; - To develop students' understanding of the significance of professional suitability for future career. <p>TARGET GROUPS: Students: ages 15-16 years</p> <p>KEY CONCEPTS: Professional suitability Vocation</p> <p>METHODS AND STRATEGIES: Discussion, lecturer.</p> <p>MATERIALS: Writing materials, guest speaker.</p> <p>EXAMPLES OF ACTIVITIES: Teacher presents the concepts and theories of professional suitability. Students test themselves using Klimovas "Diagnostic questionnaire".</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will understand the concept of professional suitability. They will acquire some theoretical background relating to professional suitability; - Students will receive the results of the diagnostic test and can compare these results with their previous opinions about themselves. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: J. Holland self-estimation theory (for 15- to 16-year-old students) and J. Holland test.</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Teacher could invite a specialist from the Career Advising Centre to test students using Holland methodology.</p> <p>HOME ASSIGNMENTS: Students share test results with parents.</p> <p>NOTES! Only a qualified psychologist or career counsellor can administer the J. Holland test.</p>

The relationship between self-knowledge and occupation

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the relationship between self-knowledge and occupation; - To develop students' ability to compare information about themselves with the demands of actual occupations. <p>TARGET GROUPS: Students: ages 15-16 years</p> <p>KEY CONCEPTS: Self-knowledge Requirements of occupation/profession</p> <p>METHODS AND STRATEGIES: Individual work, comparison and analysis, discussion.</p> <p>MATERIALS: Writing materials; Lists of job requirements student worksheet.</p> <p>EXAMPLES OF ACTIVITIES: Students fill in worksheets and compare and analyse results.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will be able to relate what they know about themselves to information about the demands of various professions; - Students will understand the importance of the relationship between self-knowledge and occupational requirements. <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS: What is more important for an ideal career decision: self-knowledge or information about various professions? (for 15- to16-year-old students)</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Organize a debate on the theme "What is more important for an ideal career decision: self-knowledge or information about various professions?"</p> <p>HOME ASSIGNMENTS: Discuss your own analysis of information about yourself and information about your chosen profession with a worker in that profession.</p> <p>NOTES! This theme should be explored only after the themes "Work and profession" and "Self- understanding".</p>

DECISION MAKING

INTRODUCTION

This unit takes students through the decision-making process. The first topic provides an opportunity for them to consider and analyse how they usually make decisions, and formulate a model of their own decision-making process. The second topic has students analyse a model for making career decisions. In the last topic students are asked to make a preliminary career choice using the programme's career decision-making model.

“Decision making” is recommended for 11- to 16-year-old students.

The maximum estimated time for the theme is 4 academic hours.

Teachers should present this theme only after the lesson about dreams and goals.

References:

- Darbo rinkos terminai ir sąvokos,-V.1998
- Everard B., Morris G. Efektyvus mokyklos valdymas,- V. 1997
- N. Perry, Z. Vanzand. Focus on the future. – Soros Foundation, 1997.
- Vijeikienė B., Vijeikis J. Komandinio darbo pagrindai.-V. 2000

The Decision-making process

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the decision-making process; - To inform students about various approaches to decision making; - To develop students' ability to make independent decisions. <p>TARGET GROUPS: Students: ages 11-16</p> <p>KEY CONCEPTS: Decision making</p> <p>METHODS AND STRATEGIES: Individual work, group work, brainstorming, discussion.</p> <p>MATERIALS: Writing materials, teacher information sheet "Decision making by the numbers"; teacher information sheet "The Decision making process"; student worksheet "NASA".</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 11-12 Students write down all the decisions they have made that day: to get up in the morning, what to wear, etc. They share the results in small groups and discuss how they usually make decisions.</p> <p>Ages 13-14 Students write a brief essay on how they usually make decisions and present it to the class. Teacher makes a general list of all the different ways people make decisions. The students' essays are used as a focus for discussion of the question "Is it difficult to make independent decisions? Why or why not?"</p> <p>Ages 15-16 Teacher informs students about various approaches to decision making. In groups, students make a communal decision on a given real-life issue using one of these methods (for example NASA).</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will learn about the decision-making process; - Students will develop the ability to use different decision-making models; - Students will understand the significance of independent decision making for their future careers. <p>ESTIMATED TIME: 45 minutes (for ages 11-12) 90 minutes (for ages 13-14 and 15-16)</p>	<p>ADDITIONAL TOPICS: Whom can we turn to for help in making an important decision?</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students draw their own support network of people who could help them make an important decision.</p> <p>HOME ASSIGNMENTS: Interview adults about how they usually make decisions.</p>

Career decision- making model

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To provide students with a model for making career decisions; - To develop students’ ability to apply this model. <p>TARGET GROUPS: Students: ages 13 – 16</p> <p>KEY CONCEPTS: Career decision-making model</p> <p>METHODS AND STRATEGIES: Group work, discussion.</p> <p>MATERIALS: Writing materials; decision-making charts; list of possible career challenges.</p> <p>EXAMPLES OF ACTIVITIES:</p> <p>Ages 13-14 Students work in groups. Each group has a decision-making chart. Students discuss what career decisions the chart might be useful for. Then students analyse the chart and explain what they think each part means.</p> <p>Ages 15-16 Students work in groups. Each group has a career decision-making model. Each group chooses a different career-related issue and decides how to resolve the problem using the career decision-making model.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will have a model for making career decisions; - Students will develop their ability to apply this model. <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL MATERIALS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> - <p>HOME ASSIGNMENTS: Students share the career decision-making model with their parents.</p> <p>NOTES! This theme should be explored only after the theme “Decision making”.</p>

Preliminary career decision making

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To help students make preliminary career decisions using the career decision-making model. <p>TARGET GROUPS: Students: ages 15-16 years</p> <p>KEY CONCEPTS: Career decision-making model</p> <p>METHODS AND STRATEGIES: Individual work, work in pairs.</p> <p>MATERIALS: Student worksheet “Career decision-making model”</p> <p>EXAMPLES OF ACTIVITIES: Students make individual preliminary career decisions: they fill in the worksheet for the career decision-making model. Then they share their experience in pairs.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will develop their ability to make an individual career decision; - Students will have the opportunity to analyse their preliminary career choice. <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL MATERIALS:</p> <ul style="list-style-type: none"> - <p>ADDITIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> - <p>HOME ASSIGNMENTS: Students share their preliminary career decision with their parents.</p> <p>NOTES! This theme should be introduced only after the units: “Self-understanding”; “Work and profession”, and “Goal orientation and profession” and the themes “Decision making” and “Career decision-making model”.</p>

EDUCATION

The unit “Education” helps students to realize that they will have to gain additional skills and education in order to obtain a job. The main goal of this unit is to acquaint students with the countrys’ educational system, its institutions of higher education, and admission requirements for these institutions.

The “Education” unit is recommended for 13- to16-year-old students. The topics in this unit focus on compiling and analysing information about educational institutions and their programs of study. Beginning with a general overview of the countrys’ education system in the first topic, teachers then proceed to introduce various levels of advanced education in the following topics: vocational training, higher education, and continuing education.

This unit may include field trips to various educational institutions, college fairs, and career centres.

The maximum estimated time for the unit is 8 academic hours.

References:

- Profesinis rengimas. Tyrimai ir realijos – Profesinio rengimo studijų centras, Kaunas,1999.
- Lithuanian labour market training and counselling system- Lithuanian labour market training authority, Vilnius, 2000.
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- Kur mokytis (2003), Infoleidyba.
- Priėmimas į Lietuvos aukštąsias mokyklas 2003 metais- Leidybos centras Dakra, 2003.
- <http://www.ldrmt.lt> - Lietuvos darbo rinkos mokymo tarnyba.
- <http://www.mokykla.smm.lt> - Lietuvos švietimo informacinė sistema.
- <http://eac.osf.lt> - Studijų užsienyje informacijos centras.
- <http://karjeroscentras.org> - Jaunimo karjeros centras.

Country's educational system

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the country's educational system; - To make students aware of educational options. <p>TARGET GROUPS: Students: ages 15-16</p> <p>KEY CONCEPTS: Vocational school College University Life-long learning</p> <p>METHODS AND STRATEGIES: Lecture, discussion, presentation.</p> <p>MATERIALS: Reference materials.</p> <p>EXAMPLES OF ACTIVITIES: Teacher introduces country's educational system. Students find out what institutions of higher education are located in or near their town, and share this information with the class.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will become familiar with various levels of education. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Educational systems around the world.</p> <p>ADDITIONAL MATERIALS: Reference materials.</p> <p>ADDITIONAL ACTIVITIES: Each student researches the educational system of a specific country, and presents information about that country's system in class.</p> <p>HOME ASSIGNMENTS: Find as much information as possible about one of the levels of education in country. Explore the education system of a specific country.</p>

Finding information about educational institutions and their study programmes

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To explore educational opportunities for acquiring the credentials for a desired career; - To inform students about sources of information about educational institutions and their programmes. <p>TARGET GROUPS: Students: ages 15-16</p> <p>KEY CONCEPTS: Occupational outlook handbook General guides to colleges, universities, vocational schools Educational advising Guidance counsellor Education fair</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion, presentation.</p> <p>MATERIALS: Occupational outlook handbook; General guides to colleges, universities, vocational schools; Internet and software resources for educational guidance.</p> <p>EXAMPLES OF ACTIVITIES: Students identify 3 or 4 different educational institutions about which they would like to learn more. They investigate all possible sources of such information and share the results in class. Visits to Education fairs.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will learn how to find information about educational institutions and their programmes. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Resources for information on study abroad.</p> <p>ADDITIONAL MATERIALS: International Handbook of Universities; Resources on Careers and Higher Education Abroad.</p> <p>ADDITIONAL ACTIVITIES: Visit to a Study Abroad information centre.</p> <p>HOME ASSIGNMENTS: Explore possible sources of information about 3 or 4 educational institutions of your choice.</p>

Vocational schools

General topic descriptions:	Teacher tips
<p>OBJECTIVES: - To provide information about the system of vocational training in country.</p> <p>TARGET GROUPS: Students: ages 15 -16</p> <p>KEY CONCEPTS: Vocational training Vocational school Vocational qualifications</p> <p>METHODS: Lecture, discussion, presentation.</p> <p>MATERIALS: -</p> <p>EXAMPLES OF ACTIVITIES: 1. Students learn about different types of vocational training. Students create lists of local vocational training schools and programmes, including as many as possible. They discuss what they have heard about the various programmes and schools. 2. Group visit to a local vocational school.</p> <p>GENERAL OUTCOMES: - Students will explore various vocational training opportunities and admission requirements for these programmes.</p> <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Junior college education.</p> <p>ADDITIONAL MATERIALS: Informational publications of junior colleges.</p> <p>ADDITIONAL ACTIVITIES: Visit to a junior college.</p> <p>HOME ASSIGNMENTS: Add to your list of local educational institutions by asking others at home or by using the Internet or reference books.</p>

Higher education

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about opportunities for higher education; - To investigate different ways to access higher education. <p>TARGET GROUPS: Students: ages 15-16</p> <p>KEY CONCEPTS: Undergraduate study Bachelor's degree Graduate study Master's degree Doctoral degree</p> <p>METHODS AND STRATEGIES: Discussion, presentation.</p> <p>MATERIALS: Reference materials.</p> <p>EXAMPLES OF ACTIVITIES: Students identify 10 occupations that require higher education and find out which educational institutions prepare students for those occupations. Students analyse the differences between a university and a college.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will become familiar with university and college admission requirements; - Students will be able to identify differences among different types of institutions of higher education. <p>ESTIMATED TIME: 90 min.</p>	<p>ADDITIONAL TOPICS: Life-long learning</p> <p>ADDITIONAL MATERIALS: -</p> <p>ADDITIONAL ACTIVITIES: Students are given an explanation of the concept of life-long learning. Students interview people who have been in the workforce for at least 10 years to determine what kind of continuing education they have needed to remain current in their jobs.</p> <p>HOME ASSIGNMENTS: Interview people of different professions about their continuing education.</p>

JOB SEARCH

INTRODUCTION

This final unit takes students through the actual process of seeking employment. The first topic encourages them to think about how people find jobs. During the second topic students learn about people or organizations that could provide assistance with employment information or job placement. The third and fourth topics are concerned with job search skills. Students learn about presenting themselves to employers and about interviewing techniques.

The last theme offers an opportunity for students to discuss the principal laws governing employment.

The “Job search” theme is recommended for 14- to 16-year-old students. This theme is divided into five parts.

The maximum estimated time for the theme is 10 academic hours.

Teachers should introduce this theme only after the lessons about self-understanding and information about various professions.

References:

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- Rogers J. – Efektyvus pokalbis su būsimu darbdaviu, - V., 1998.
- www.CVonline.lt - UAB CV-online, Lietuva.
- www.ldb.lt - Lietuvos darbo birža.
- www.sociumas.lt - Internetinis žurnalas “Sociumas”.

Job search strategies

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about various job search strategies; - To develop students' ability to adapt theoretical information to real-life situations. <p>TARGET GROUPS: Students: ages 14-16 years</p> <p>KEY CONCEPTS: Labour market Job search</p> <p>METHODS AND STRATEGIES: Brainstorming, discussion, lecture, group work</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLES OF ACTIVITIES: In groups students explore the theme, "How can I find a job?" Each group presents their work to the class, and students compile a common list of job search strategies. Students choose the methods they believe are most important and most effective, and explain their choices. Teacher supplements their presentations with theoretical facts and information.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will have information about various job search strategies; - Students will understand that they can choose the most appropriate strategies for their personal job search. <p>ESTIMATED TIME: 45 minutes</p>	<p>ADDITIONAL TOPICS: Active and non-active job search, types of unemployment.</p> <p>ADDITIONAL MATERIALS: Newspapers, Internet sites.</p> <p>ADDITIONAL ACTIVITIES: Discussion on the themes: "The most popular job search strategy in Lithuania today"; "Prejudice against an official job search".</p> <p>HOME ASSIGNMENTS: Ask parents how they found their jobs.</p> <p>NOTE! This theme could be presented after the theme "Work and profession".</p>

Job search resources

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To teach students to use their research skills to identify job search resources; - To inform students about sources of job search information; - To inform students about centres for career advising and professional information. <p>TARGET GROUPS: Students: ages 15-16 years</p> <p>KEY CONCEPTS: Job search resources</p> <p>METHODS AND STRATEGIES: Clustering; discussion, group work.</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLES OF ACTIVITIES: Working in small groups, students diagram their support network of people who could help them with their job search.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will have information about various job search resources; - Students will understand that there are many organizations and individuals who could help them find a job. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Labour exchange, Employment trends.</p> <p>ADDITIONAL MATERIALS: Newspapers, Internet sites.</p> <p>ADDITIONAL ACTIVITIES: Visits to various career advising centres.</p> <p>HOME ASSIGNMENTS: Collect information about one particular career-advising centre. It could be a government centre or a non-governmental organization.</p> <p>NOTES! This theme should be explored only after the theme "Job search methods".</p>

Required documents: CV, cover letter, resume

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To improve students' ability to present themselves on paper; - To teach students how to create their own CV, cover letter and resume; - To develop students' knowledge of the conventions of business correspondence. <p>TARGET GROUPS: Students: ages 15-16 years</p> <p>KEY CONCEPTS: Curriculum vitae First impression Cover letter Resume Business correspondence</p> <p>METHODS AND STRATEGIES: Round table, discussion, work in pairs, group work.</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLES OF ACTIVITIES: Students work in groups. Each group has a different assignment: to write a CV, to write a cover letter, or to write a resume. Each group supplements the others' work.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will have information about how to present themselves effectively on paper; - Students will understand the concepts <i>CV</i>, <i>cover letter</i> and <i>resume</i>; - Students will be able to create their own CV, cover letter and resume. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: -</p> <p>ADDITIONAL MATERIALS: Newspapers, Internet sites; help wanted advertisements.</p> <p>ADDITIONAL ACTIVITIES: Students choose a help wanted advertisement from the newspaper and write an appropriate resume and cover letter in response to it.</p> <p>HOME ASSIGNMENTS: Go over all the prepared documents with parents and ask them to make any necessary corrections. Find various examples of CVs, cover letters and resumes.</p> <p>NOTES! This theme should be explored only after the theme "Job search methods and sources".</p>

Job interviews

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none">- To develop students' ability to introduce themselves effectively;- To inform students about job interview techniques. <p>TARGET GROUPS: Students: ages 15-16 years</p> <p>KEY CONCEPTS: Applicant Job interview Self-promotion</p> <p>METHODS AND STRATEGIES: Role-play, discussion.</p> <p>MATERIALS: Writing materials, student worksheet.</p> <p>EXAMPLES OF ACTIVITIES: Students role-play a job interview: some of them are applicants, some are employers.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none">- Students will learn about effective interviewing techniques;- Students will improve their ability to introduce themselves. <p>ESTIMATED TIME: 90 minutes</p>	<p>ADDITIONAL TOPICS: Discussion of the theme "The significance of self-confidence for the success of an interview".</p> <p>ADDITIONAL MATERIALS: Newspapers, Internet sites.</p> <p>ADDITIONAL ACTIVITIES: Invite actual employers to class to conduct mock interviews.</p> <p>HOME ASSIGNMENTS: Ask parents about their experience with job interviews.</p> <p>NOTES! This theme should be explored only after the theme "Job search methods and resources". This theme should be used only with students aged 15-16 years.</p>

Laws regulating employment

General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> - To inform students about the principal laws governing employment; - To develop students' ability to find necessary information about employment laws; - To develop students' ability to understand and interpret legal language. <p>TARGET GROUPS: Students: ages 13-16 years</p> <p>KEY CONCEPTS: Labour market Job search Labour law</p> <p>METHODS AND STRATEGIES: Jigsaw, discussion, group work.</p> <p>MATERIALS: Writing materials</p> <p>EXAMPLE ACTIVITIES:</p> <p>Ages 13-14 Working in groups, students collect information about the principal laws regulating employment. Sources of information might include books, Internet, and external experts.</p> <p>Ages 15-16 Students work in groups. Each group is given texts about a different aspect of labour law. Each group analyses and presents its assigned theme to the others.</p> <p>GENERAL OUTCOMES:</p> <ul style="list-style-type: none"> - Students will learn about basic laws regulating employment; - Students will gain the ability to interpret and understand labour laws. <p>ESTIMATED TIME: 90 minutes – 135 minutes</p>	<p>ADDITIONAL TOPICS: Detailed analysis of labour laws regulating child labour (for 15-16 year students).</p> <p>ADDITIONAL MATERIALS: Newspapers, Internet sites.</p> <p>ADDITIONAL ACTIVITIES: Teacher could invite an attorney specializing in labour law to speak to the class.</p> <p>HOME ASSIGNMENTS: Collect information about what kinds of jobs are open to minors.</p> <p>NOTES! Students should have a general understanding of the legal system in Lithuania and be familiar with the major legal documents regulating all spheres of life before studying this theme.</p>

GLOSSARY OF MAIN TERMS AND CONCEPTS

- Ability** Characteristic indicative of an individual's competence in a particular field. The word "ability" is frequently used interchangeably with aptitude, although many psychologists use "ability" to include what others term "aptitude" and "achievement."
- Academic discipline** A subject of academic study and research.
- Active job search** An active job search is one that could have resulted in a job offer without further action on the part of the job seeker.
- Active learning** An approach to learning that encourages inquiry and discovery.
- Activity** The conditions of being active or moving about.
- Analysis question** A question that invites students to examine sub-parts of a topic in light of general understandings, and with an awareness of the thinking process.
- Application question** A question that invites students to solve a problem or generalize an idea to a new situation.
- Assessment** The measure of the processes and attainment of students' learning.
- Attitude / knowledge / skills** The attitude to perform (to want to perform), the knowledge upon which that attitude is based (to know what is required to want to perform) and the skills necessary to perform.
- Authors chair** Place in front of the classroom for students oral or written presentations to the rest of the classroom.
- Basic education** Generally refers to early childhood, primary and lower secondary education, as well as education in literacy, general knowledge and life skills. The number of years of education considered as basic education may vary among education systems.
- Behavior** The way one conducts oneself; manners; the treatment of others; moral conduct.
- Bloom's Taxonomy** A framework proposed by Jeremiah Bloom to describe a hierarchy of cognitive processes-knowledge, comprehension, application, analysis, synthesis, evaluation.
- Brainstorming** The act of freely generating many ideas about a topic, initially without critical restraint.
- Budget** An estimate of the income and expenses needed to carry out programs for a fiscal year.
- Career** Is a lifestyle concept that involves a sequence of work and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. They include not only occupations, but prevocational and post vocational concerns as well as how persons balance their work and personal life roles.
- Careerist** Person predominantly or overly concerned with personal advancement in a career.
- Children and youth at risk** Students with socioeconomic hardships, such as poverty or teen pregnancy, which could place them at an academic or social disadvantage.
- Cinquain** A five-line unrhymed form poem, used as a device to encourage students to reflect on a topic.
- Classroom assessment** An assessment developed, administered, and scored by a teacher or get of teachers with the purpose of evaluating individual or classroom student performance in a particular area.
- Clustering** Sometimes referred to as cognitive or semantic mapping, clustering is a strategy for displaying the relations between parts of a topic.
- Comenius** Part of the European Programme, Socrates. Its overall objectives are to enhance the quality and reinforce the European dimension of school education, by encouraging transnational cooperation between schools, contributing to the improved professional development of staff directly involved in the school education sector.
- Communication** Transmitting of information.
- Comprehension** Understanding; linking what is unfamiliar with what is familiar, and hence expanding what one knows.
- Confidential** Entrusted with secrets.
- Confirmation** Verifying that a prediction or a speculation is borne out by what has been revealed.
- Conflict** Disagreement between two or more persons.
- Conflict management** The ability to manage conflict effectively.
- Constructivism** A branch of learning theory in which it is held that people create or construct meaning through acts of discovery and interpretation.
- Content areas** As opposed to study that develops the abilities of reading, writing, and thinking, this term refers to that which is studied, such as history, mathematics, science, and literature.
- Cooperation** Common pursuing of object, participating in common activity.

- Cooperative learning** An instructional task design that engages students actively in achieving a lesson objective through their own efforts and the efforts of the members of their small, heterogeneous learning team.
- Critical thinking** Having ideas that go beyond what was given; seeing new dimensions in a topic; finding and solving problems; also discrimination among ideas, as in argumentative writing or debate.
- Critical writing** The use of writing as an aid to reflection and learning.
- Corners** Is cooperative learning activity that is intended to generate debate and use group processes to stimulate constructive arguments.
- Cross-curriculum** An approach that is based on finding links and similarities in the contents of different subjects and in relating them to show curriculum knowledge in a differing light.
- Cubing** An instructional technique that invites students to ask six different kinds of questions about a topic. The questions correspond to the levels of questions in Bloom's Taxonomy.
- Curriculum** A tool for some more or less systematic transmission of a certain portion of a selected cultural heritage from one segment of a population to another. It involves change at both the "macro-level" of policy making and the "micro-level" of implementation.
- Curriculum development** The process of assessing needs, formulating objectives, and developing instructional opportunities and evaluation.
- Curriculum evaluation** The gathering and analysis of evidence so as to inform judgments in relation to the qualities of courses of study.
- Debate** A competitive exchange of ideas, according to formal or informal rules.
- Debriefing** Following an activity, a period of review and reflection on that activity.
- Decision making** Having the desire and ability to make wise choices.
- Discrimination** The unequal treatment of individuals on the basis of their personal characteristics, which may include age, sex, sexual orientation, ethnic or physical identity.
- Discussion** Conversation on specific subject, a debate.
- Discussion Web** A cooperative technique for managing the discussion of a binary question (that is, "right" versus "wrong") using a graphic organizer.
- Dismissal** Dissolution of labour treaty on employer's initiative.
- Drafting** This is the phase in the writing process in which writers write out their ideas in a tentative way to see what they have to say. The term implies that the work at this stage may yet be rewritten.
- Editing** This is the review and correction of a piece of writing for "mechanical" concerns, such as spelling, punctuation, and grammar.
- Education** A complex process by which related skills, attitudes, knowledge and behaviors and enhanced, developed and supported through a planned series of experiences.
- Education system** Education system is comprised of many interacting elements, and that the effects of each element are dependent to a great extent upon other elements of the system. There are four levels of educational systems: (a) the learning-experience level; (b) the instructional system that implements those learning experiences; (c) the administrative system that supports the instructional system; and (d) the governance system that owns, rules, and funds the entire educational or training enterprise.
- Employee** Means a person who is permitted, required or directed by any employer to engage in any employment for consideration of direct gain or profit. A person separated from employment while receiving a mandated benefit, including but not limited to workers' compensation, unemployment compensation and family medical leave, is an employee for the period the person receives the benefit and for a minimum of 30 days beyond the termination of the benefit. A person separated from employment while receiving a nonmandated benefit is an employee for a minimum of 30 days beyond the separation.
- Employer** Means any person, partnership, corporation, association or other legal entity, public or private, that employs one or more employees.
- Evaluation** Assessment for the purpose of making a value judgment, e.g. to judge the effectiveness of a teaching program and using it to form judgments that, in turn, may be used in decision-making. Evaluation is often used interchangeably with assessment. Evaluation can be summative or formative. Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome.
- Evaluation question** A question that invites students to form judgments or opinions according to the application of some system of values to their understanding of the topic.
- Evocation** A phase in a lesson in which students are asked to think about what they already know about a topic, to raise questions about the topic, and to set purposes for learning.
- Evocation; Realization of meaning; Reflection (ERR)**
Evocation—The beginning phase of the RWCT framework for teaching and learning, in which students' curiosity is aroused and they are encouraged to set purposes for learning.
Realization of meaning—In the RWCT framework for teaching and learning, this is the middle phase, in which students inquire and construct meaning.

Reflection—In the RWCT framework for teaching and learning, this is the end phase, in which students reflect on what they have learned in light of the questions they set out to answer: They apply the learning to new situations, they question or debate the ideas, and they begin to reorder their thinking to accommodate what they have learned.

Extension activity Following a lesson or unit of study, an activity that extends the ideas into further study of real-life applications.

Formal education A highly institutionalized, chronologically graded and hierarchically structured education system, spanning from the primary schools to the tertiary schools.

Framework A set of (often substitutable) ideas in relation to one another: For example, the evocation/realization of meaning/reflection framework allows the substitution, within categories, of teaching strategies that serve similar purposes.

Framework for teaching and learning A pattern of teaching methods suitable for the beginning, middle, and end of a lesson or learning activity.

Gallery A place for students works exhibition with goal to re-examine their products in comparison to the others and review the comments left on their own work by others.

Games and simulations Teaching and learning tools designed to model reality. A simulation can focus on specific aspects of the situation and provide an essentially non-threatening environment for the learning experience. Educational games are usually simulations of reality, which introduce the competitive element.

Gender bias Conscious or unconscious differential treatment of females and males based on their sex. Gender bias can occur in a textbook, by a teacher, or by an employer.

Group Number of people working together.

Group conflict Disagreement between groups.

Group method Useful method for engaging a small group of students in discussion to encourage them to share and discuss their ideas with others, and to see how others receive and interpret information.

Groupwork This is a way of organizing students in which the teacher assigns tasks to groups of students or students who must then learn through organizing themselves.

Higher-order learning through exploring the foundations, justification, implication, and value of a fact, principle skill, or concept.

Higher order thinking Thinking that stresses analysis, comparison, interpretation, application, debate, innovation, problem solving, or evaluation of a line of thinking.

Higher-order questions Questions that require thinking and reflection rather than single-solution responses.

Homework The regular setting and marking of homework is a normal feature of school life in the *secondary* phase, and increasingly at the tap end of the *primary school* too.

Implementation Putting an idea into practice, as in trying out new teaching methods in a classroom.

Inclusion A process whereby students who are in the special education program enroll in general education classes. The students are officially included on the general education roster and are graded by the general education teacher, while continuing to receive support by the special education teacher. Compare with “mainstreaming”.

Inference Using reason to derive a conclusion that is not directly stated.

Inner conflict Clash of almost the same strong, but oppositional motives, requirements, interests.

INSERT Interactive Noting System for Effective Reading and Thinking, a procedure that begins with searching prior knowledge and asking questions for marking texts, and then marking the different kinds of information that are found in the texts.

In-service meeting / training A workshop, class, or seminar designed to provide practicing teachers or administrators with an opportunity for professional development in order to reach specific goals.

Instruction Occurs when a learner follows, and is able to do, something he or she has been shown or told by an instructor. Instruction is usually thought of as being less complex than teaching.

Integrated curriculum Subject matter from two or more are as combined into thematic units.

Interest Subject, hobby, etc. in which one is concerned.

Interpersonal conflict Disagreement between people, which seek different aims, have different point of view about values and norms and try to implement its in interrelations.

Interpretation question A question that invites students to discover relations among ideas, facts, and values.

Interpretive question In the Shared-Inquiry procedure, this is an important question, specific to a text that must be answered by a process of interpretation or inference.

Interviewing Is a rehearsal technique that involves a partner. Students give questions to each other or people outside classrooms and get, fix answers.

Intuition Immediate apprehension by the mind or sense without reasoning.

Jigsaw A cooperative learning strategy in which students participate first in expert groups, where they learn about a particular aspect of a subject, and then return to learning teams.

Job place Is a respondent's place of paid employment, except for those respondents who work unpaid in a family business, in which case it refers to the place at which the respondent works unpaid for that business.

Job search methods Determines all the ways the respondent looked for paid work in the four weeks prior to the census including: looked at job advertisements wrote, phoned or applied in person to an employer contacted Department of Work and Income to look for a job contacted friends or relatives for help in finding a job contacted career advisers or vocational guidance officers other job search methods.

Job search Personal efforts to find the job.

Job seeker Person who has no job and want to have it, or person who have work but want to change work place.

Job/work A paid position requiring a group of specific attributes enabling a person to perform a configuration of tasks in an organization.

KWL (Know, Want to know, Learn) Students identify what they know about a topic, what they want to know, and after reading or instruction, identify what they learned or would still like to learn.

Labour exchange Institution, which mediates between employers and job seekers and helps to get the job.

Labour force That part of the working age population participating in work or actively job searching. Retired people, students, people not actively seeking work or unavailable for work for other reasons are not part of the labour force.

Labour laws The laws, which regulate the interrelationships between employers and employees, regulate their rights, obligations and labour conflicts management.

Labour market Arena where those who are in need of labour and those who can supply the labour come together.

Leadership Those behaviors, usually of an individual, that help the group move toward the accomplishment of its objectives.

Learning The act or process, which develops or changes the behavior of the learner to a degree of permanence, usually with the intervention or support of an educator.

Learning community The creation of more personal collaboration between teachers and students to promote similar academic goals and values.

Levels of education Refers to pre-primary, elementary, secondary, post-secondary and higher levels.

Lifelong learning Refers to the idea that people can be involved in a range of learning activities, at any time in life and in a wide range of environments (schools, colleges, community centers, workplace, etc) It means regarding learning as an everyday activity, so people can return to learning throughout their lives to update and acquire skills, knowledge and experience.

Literacy Information processing skills, including numeracy, that adults need in order to perform tasks encountered at work, at home or in the community.

Lower order learning Learning by rote memorization, association, and drill. There are a variety of forms of lower order learning in the schools, which can be identified by understanding the relative lack of logic informing them.

Memory question A question that invites recognition and recall of information.

Mini-lesson A short instructional session, usually focused on developing one skill or conveying one insight and not lasting more than 10 minutes. The skill that is taught is usually applied immediately by the students to a piece of their writing.

Model An example of a coherent method, approach, procedure, or strategy of teaching or of teacher evaluation, as defined by its key or unique assumptions, propositions, attributes, supportive theory, research, practical precedent, or foundation, and which implicitly defines accomplished or good teaching.

Modelling Demonstrating; providing an example that can organize someone else's ideas or activities.

Monitoring Keeping track of the performance of a system, largely by the use of performance indicators focused on outcomes.

Multicultural education Educational policies and practices that not only recognize but also affirm human differences and similarities associated with gender, race, ethnicity, nationality, disability, and class.

Needs assessment A broad-based appraisal of objectives and conditions in a particular situation as they interrelate; an attempt to relate goals to existing strengths, weaknesses, and feasible changes.

Non-formal education Any organized, systematic educational activity outside the framework of the formal system to provide selected types of learning to a cross-section of population and across age groups.

- Non-verbal communication** The transfer of information between persons without the use of speech.
- Objective** A specific, usually observable and measurable, desired outcome of a lesson.
- Open-ended questions** Questions, that have no direct answer “no” or “yes” . They invite students to reflect, speculate, reconstruct, imagine, create.
- Organization** Group of people formed for implementing some activity or work.
- Ownership** The state of taking personal responsibility for, pride in, and investment of enthusiasm in a piece of writing.
- Passive job search** A job search that will not result in a job offer unless the job seeker takes further action.
- Personal responsibility** Being accountable for your own actions without blaming others.
- Placement** The concluding of labour treaty between employer and employee.
- Portfolio** An alternative way of assessing students in which the teacher and student collect and organize the student’s work throughout a course or class year. Grades are based on this packet of materials, which measures the student’s knowledge and skills, and often includes some form of self-reflection, by the student.
- Portfolio assessment** An approach to authentic assessment in which students collect writings and other artefacts that demonstrate their learning of a subject during a fixed period, and are asked to reflect on their own learning.
- Prediction** Anticipating the yet-to-be-revealed on the basis of what has been revealed.
- Prejudice** A negative attitude based on faulty generalizations about members of selected racial and ethnic groups.
- Presentation of self** Erving Goffman’s term for people’s efforts to present themselves to others in ways that are most favorable to their own interests or image.
- Prestige** The respect or regard with which a person or status position is regarded by others.
- Primary schools** Refers to education provided for children aged 5/6/7 to 11/14, which varies in different countries. In some countries primary school has 8 grades, which are divided in lower primary (classroom teachers) and upper primary (subject teachers). Usually primary schools are composed by 6 grades and taught by classroom teachers.
- Priority** Precedence in rank.
- Problem approach** This methodology is designed to facilitate educational planning and policy considerations, and to identify underlying laws and principles governing the education process.
- Problem solving** A method of learning in which students evaluate their thinking and progress while solving problems. The process includes strategy discussion-determining solution strategies to similar problems and pinpointing additional problems with in the context of their investigation.
- Profession/occupation** A group of similar jobs found in different industries or organizations; an occupation that requires special skills and advanced training.
- Publishing** The sharing of a piece of writing with an audience other than the teacher.
- Questionnaire** An instrument consisting of a series of queries and statements that is used to collect data and information from a teacher concerning such factors as educational background, goals and objectives, instructional plans, teaching context, attitudes and opinions, and professional activities, and from others (e.g., students, parents) concerning the teacher’s performance.
- Realization of meaning** A phase in a lesson in which students inquire and search for knowledge and, as a result of their activity construct or realize meaning.
- Reflection** A phase in a lesson in which students look back over the ideas they have encountered and the meaning they have realized, and question, interpret, apply, debate, challenge, and extend that meaning to new areas of endeavour.
- Revising** This is the phase in the writing process in which writers look over and rewrite their work in order to make it more complete, focused, and coherent.
- Roundtable** Is a cooperative structure in which by systematic passing of paper and pencil around, each student or group has possibility to express ideas , approaches and views.
- Rubrics** Criteria on which a grade is based, and which are communicated explicitly to the students.
- Salary** The compensation an employee receives for accomplishing the basic responsibilities of the job.
- School** Institution recognized by the state, which undertakes educational operations.
- School-based curriculum development** The process of designing and developing the curriculum at school, where the learner and teacher meet. The degree of freedom that teachers have on curriculum design depends on the system, starting from very centralized till totally decentralized. Teachers need freedom to regulate the range and tempo of curriculum tasks, to form the educative relationships with students which externally imposed syllabuses and examinations distort, and to use the local environment and culture as a curriculum resource.

Secondary education The stage of formal education following the primary level concerned essentially with continuing basic education and expanding it to include the learning of employable/gainful skills, usually corresponding to four years of high school. There are various kinds of secondary schools. *Note:* Such schools may be called high school, lyceum, gymnasium, college, etc. under different systems.

Self concept The totality of our beliefs and feelings about ourselves.

Self respect The secure feeling that no one, as yet, is suspicious.

Self seeking/careerism Seeking one's own welfare before that of others.

Self-assessment and self-reflection The process of having students (or teachers) look at their own work and apply agreed upon criteria to judge the quality of their work. When students self-reflect, they think about their own learning and use both their thoughts and collections of their work as a mirror to look at their own strengths, weaknesses and overall achievement.

Self-employed Someone who is self employed works for profit or fee in his/her own business. Does not apply to superintendents, foreman, or managers who manage a business or farm, or to salesman who work for commission. The business does not have to be incorporated for the respondent to be self employed.

Self-esteem A person's evaluation of his or her self concept.

Self-knowledge Understanding the essential components of oneself.

Self-reliance Reliance on one's own resources.

Shared Inquiry The Great Books Foundation's technique for managing discussions, in which the teacher poses select interpretive or open-ended questions, and groups of students cooperate to discuss each question in depth.

Skill An attribute a worker has to complete a work task.

Social conflict Open struggle over values and meanings or property, income, and power, or both. Social conflict derives out of inequality of power and authority within and between social organizations.

Social skills Social and interpersonal *skills* are interrelated. In social situations in schools, colleges and workplaces, successful participants communicate sensitively and effectively. Thus, students and students need to practice these skills. See *collaborative/cooperative groupwork; personal and social education* (PSE).

SOCRATES The European programme for education. Its aim is to build up a Europe of knowledge and

thus provide a better response to the major challenges of this new century: to promote lifelong learning, encourage access to education for everybody, and help people acquire recognized qualifications and skills. It seeks to promote language learning, and to encourage mobility and innovation.

Special education Schooling for those who are very different in one or more ways in intellectual, physical, social, or emotional development from the usual student.

Staff Body of persons employed in a business

Stereotype A set of beliefs or perceptions of groups of people, or ideas held by a number of people, often not based on fact.

Stress The condition that comes about when the demands of a situation place a strain on a person's resources.

Student One who regularly attends an educational institution of secondary or higher level.

Synthesis question A question that invites students to reconstruct ideas into unique or original forms.

Taxonomy of objectives A classification system of organizing information and translating aims into instructional objectives. The idea is particularly associated with Bloom's work in the cognitive domain of learning.

Team Effective group, in which the each person participation is indispensable.

Tendency The direction in which some process is going on.

Textbook A book used for instructional purposes, especially in schools and colleges.

Thematic unit A unit of instruction that approaches a topic from several disciplinary perspectives.

Tolerance Ability to accept the differences of other people without depreciation and belittling.

Training The provision of instruction and planned activities to facilitate the learning of specific knowledge, skills, abilities, attitudes, and behaviors.

Translation question A question that invites students to change information into new forms.

Unemployed Include all persons who did not work during the survey week, who had made specific efforts to find a job within the past 4 weeks, and who were available for work during the survey week (except for temporary illness). Also included as unemployed are those who did not work at all, were available for work, and were waiting to be called back to a job from which they had been laid off, or were waiting to report to a new wage or salary job within 30 days.

Unemployment rate The percentage of unemployed persons in the labour force actively seeking jobs.

Unemployment When an individual is not employed, is looking for work, and is available for work. Unemployment is an involuntary loss of wage income. Official unemployment or those counted in the unemployment statistics are those who cannot find paid employment, and are actively looking for a job.

Value A collective idea about what is right or wrong, good or bad, and desirable or undesirable in a particular culture.

Value added This term is used to denote the extent to which a school or an educational process provides additional benefit to learners.

Venn diagram. It is construction of two or more large partially overlapping circles with space in the middle. It can be used to contrast ideas and show overlap between them.

Vocational / technical education Learning that is organized to prepare students for with the skills and competence for participation I in the labor market.

Volunteerism Extending time and effort to help others.

Whole curriculum The whole curriculum of a school incorporates the basic *curriculum* and all other curricular provision.

Working age The population aged 16-65 years.

Writing process This term describes a process by which both professional and student writers create compositions. The process consists of activities to plan or rehearse ideas for writing, drafting, revision, editing, and (sometimes) publishing.

Writing workshop This is a classroom session that is characterized by the student activities of writing and sharing, and with supervision and occasional brief instruction by the teacher. Students in a writing workshop may be working on different phases of writing at the same time.