



**BRIDGE – Building Reality through Inclusive Discovery**  
2024-2-LI01-KA210-VET-000287514



## FOLLOW-UP PHASE

The Bridge project was conceived as a career orientation process for 8th and 9th grade students, with the aim of promoting self-knowledge, reflection on professional interests and developing a positive attitude towards practical and manual work. In the preparatory phase of the project, the students explored their attitudes towards professions, identified their own abilities and interests, and set personal goals according to the principles of S.M.A.R.T. The further phase of the project represented an important upgrade of this process.

The main purpose of the follow-up phase was to check and evaluate the effects of experiential learning on the learner's self-esteem, perception of their own abilities and professional preferences. For this purpose, questionnaires were used, which the students solved before and after the experiential training. The comparative analysis of the results provided a systematic insight into the progress of students and changes in their attitudes towards practical work and learning.

The results of the analysis show important positive developments, especially in the area of appreciation of practical and manual work, self-confidence in the use of manual skills and preference for practical learning. After the workshops, the students expressed a broader understanding of professions involving working with their hands and a greater openness to technical and craft careers. The follow-up phase thus contributed to breaking the initial stereotypes and to a more balanced perception of the relationship between "working with the head" and "working with the hands".

An important part of the follow-up phase was also the implementation of workshops of the students' choice. In this way, the students were actively involved in the process, had the opportunity to express their own opinion and the opportunity to creatively upgrade their ideas. Such an approach strengthened internal motivation, a sense of competence and responsibility for one's own career development.

From a professional point of view, the continuing phase of the project is also important for counselling work, as it enables the identification of individual changes in students and represents a quality starting point for further career conversations and support in decision-making on further education. The project confirms the importance of experiential learning as an effective approach to career orientation and as an important factor in developing a positive attitude towards practical, technical and craft professions.

## Activities of the follow-up phase

1. Career Orientation Workshop
2. Questionnaires and analysis
3. Interviews with students
4. Creative with a wire

### 1. Career Orientation Workshop

#### 1.1 PURPOSE OF THE MATERIAL

The worksheet, based on Ivo Boscarola's success story, is designed to:

- developing the career maturity of students,
- promoting self-reflection on interests, abilities and values,
- Understanding that careers are not always linear.
- strengthening perseverance, intrinsic motivation and a realistic view of success.

The material is suitable for:

- class hour,
- individual or group career counselling,
- career day or activity week.

#### 1.2 ESTIMATED EXECUTION TIME

- 1 school hour (45 min): basic treatment and independent solving of the worksheet.
- 2 school hours (90 min): in-depth discussion with discussion, group work and reflection.

### 3.1 METHODOLOGICAL RECOMMENDATIONS BY STAGES

#### A) INTRODUCTORY MOTIVATION (5–10 min)

The goal: to arouse interest and activate prior knowledge.

Suggestions:

- Questions to ponder:
  - "What do you think it means to be successful?"
  - "Do you know any famous person who didn't make it right away?"
- a short presentation by Ivo Boscarolo (no details, focus on perseverance).

Didactic emphasis: We do not idealize success – we emphasize real obstacles and the learning process.

#### B) WORK WITH TEXT (10–15 min)

Objective: to develop reading comprehension and critical thinking.

- Students read the text independently or in a guided way.

- The counsellor monitors understanding and, if necessary, clarifies concepts (e.g. entrepreneur, innovation, perseverance).

Recommendation: For students with learning difficulties, it makes sense to read in pairs or read aloud.

#### C) SELF-REFLECTION (15–20 min)

Objective: to promote insight into one's own interests, strengths and challenges.

- We emphasize that there are no right or wrong answers.
- We encourage students to be honest and feel safe.

Role of a Counsellor:

- observing the student's answers as a starting point for further counselling,
- Perception of low self-esteem or unrealistic expectations.

#### D) CONNECTION WITH PROFESSIONS (10-15 min)

Objective: to understand the relationship between school subjects, abilities and occupations.

- A discussion about how one story can lead to multiple career paths.
- Emphasis on transferable competencies (perseverance, creativity, responsibility).

Extension: Students research their chosen profession in groups and give a brief presentation of it.

#### E) FINAL REFLECTION (5–10 min)

Goal: Internalize messages and transfer them into a personal context.

- Voluntarily share messages written in the "Message to yourself" section.
- Focus on small, realistic steps (e.g. improving learning habits, career research).

#### 4.1 SPECIAL WARNINGS

- We are careful not to present the story as a measure of success for everyone.
- We do not create pressure on the choice of profession.
- We use the story as inspiration, not as a comparison.

#### 5.1 OPTIONS FOR FURTHER WORK

- individual career interview based on a completed worksheet,
- link to high school enrollment,
- parental involvement (e.g. discussion at a parent-teacher meeting);
- Comparison with other success stories (different areas).

## 6.1 KEY TECHNICAL MESSAGE

Career orientation is not a decision in one moment, but a process of getting to know oneself, one's abilities and possibilities.

The material is intended for professional use in primary school.

### SUCCESS STORY: IVO BOSCAROL

(From a curious boy to a globally successful entrepreneur)

#### 1. Who is Ivo Boscarol?

Ivo Boscarol is a Slovenian entrepreneur, innovator and founder of Pipistrel, which has become world-famous for the production of light and electric aircraft. His story proves that with perseverance, knowledge and courage, even from a small country we can achieve global success.

#### 2. Childhood and first interests

Ivo Boscarol did not grow up in a wealthy family, nor did he have everything at his fingertips. Even as a child, however, he showed great curiosity:

- he was interested in how things worked,
- He loved to make models,
- He was interested in flying and engineering.

👉 Important message for students: Success is often measured by interest and curiosity, not by excellent grades or special conditions.

#### 3. The path to a profession – it was not easy

Boscarol was educated in the technical field, but his path was not straight:

- he was facing financial problems,
- he was repeatedly told that his idea would not work,
- He worked long hours, often at night.

Still, he didn't give up. He believed in his idea and constantly learned from his mistakes.

👉 Message to students: Mistakes are not the end of the road – they are part of learning.

#### 4. Establishment of Pipistrel

With a lot of work and knowledge, he founded the company Pipistrel. His aircrafts:

- won international competitions,
- are more environmentally friendly (electric aircraft),
- are used all over the world.

Boscarol was not only an entrepreneur, but also a:

- manager,
- researcher,

- creator of new solutions.

## 5. Success and values

Having achieved great business success, Boscarol said:

- I sold the company,
- I dedicate part of the property to the development of young people, science and the community,
- I emphasized the importance of knowledge, ethics and responsibility.

👉 Key message: True success is not only about money, but also about doing good for others.

## USE IN VOCATIONAL GUIDANCE (PRIMARY SCHOOL)

### Objectives:

- encouraging reflection on interests and talents;
- understanding that a career is not always linear,
- strengthening perseverance and positive self-esteem.

### Career reflection:

- What interests could lead to professions?
- How do we apply the knowledge from school in real life?

### Project:

- Occupation research: entrepreneur, engineer, innovator.
- Introducing a celebrity who inspires them.

### Final message for students

"It doesn't matter where you come from, it's where you're willing to go and how much you're willing to work on yourself."

## WORKSHEET – CAREER ORIENTATION

8th and 9th grade of primary school

Topic: Ivo Boscarolo's success, but also obstacles and failure story – perseverance, interests and career path

### 1. SHORT TEXT

Ivo Boscarol is a Slovenian entrepreneur and innovator, founder of Pipistrel. Even at a young age, he showed an interest in engineering, aviation and creation. His path was not easy – he faced financial problems, doubts from his surroundings and many mistakes. Nevertheless, he persevered, learned from experience and used his knowledge to create a

company that achieved global success. He paid special attention to the development of environmentally friendly technologies and the importance of knowledge.

## 2. UNDERSTANDING THE TEXT

Answers to questions.

1. What challenges did Ivo Boscarolo face along the way?
2. What personal qualities helped him to succeed?
3. Why can we say that his path was not "straight"?

## 3. SELF-REFLECTION

Answer honestly. There are no right or wrong answers.

1. What activities or areas are you most interested in at the moment?
2. In which of your qualities or abilities do you recognize an advantage?
3. What difficulties or challenges do you face when learning or making decisions about the future?

## 4. CONNECTION WITH PROFESSIONS

1. Mark the professions that are related to the story of Ivo Boscarolo (there may be several):

- Engineer
- Entrepreneur
- Researcher
- Teacher
- designer
- Other: \_\_\_\_\_

Choose one profession and write:

- What school subjects would I need for this profession?
- What personal qualities are important?

## 5. THINKING ABOUT THE FUTURE

1. What appealed to you the most about Ivo Boscarolo's story?
2. What did you learn from this story for your future?

## 6. MESSAGE TO YOURSELF

He concludes the sentence: "In the future, I want to develop my perseverance by..."

Name and surname: \_\_\_\_\_ Grade: \_\_\_\_\_

Didactic Orientations – The Success Story of Ivo Boscarolo

## 2. Questionnaires and analysis

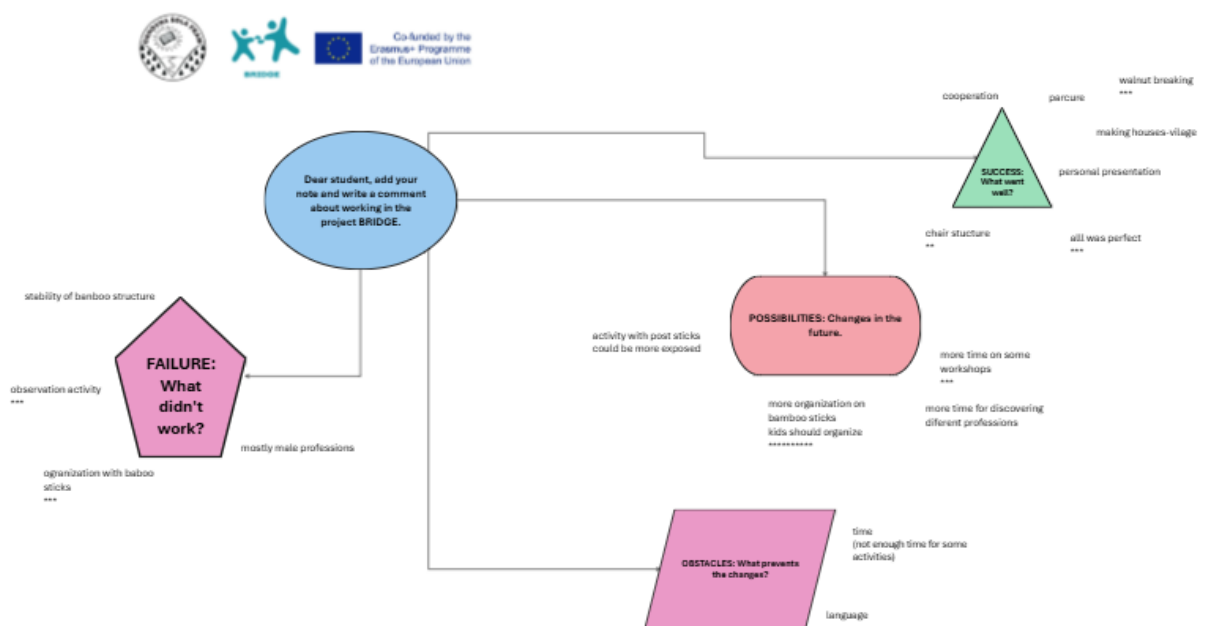
### 2.1 QUESTIONNAIRE ANALYSIS

During the preparatory phase and after the workshops, the students filled out a questionnaire that measured changes in their thinking, professional decision-making and enthusiasm for manual skills. Summaries of the analysis are attached, the full analysis of the questionnaires is in a separate document.

Summary of key changes after the workshops:

1. Confirmation of the value of practical work: The workshops have successfully changed the perception of learning. Students now have a strong preference for hands-on learning and have moved away from the theoretical.
2. Self-confidence in manual skills: Students have moved towards a preference for working with their hands and have a high average score on ability in practical/manual tasks (4.05).
3. Improvement in soft skills: Students reported significantly greater self-confidence in managing pressure and interpreting ideas.

### 2.2 SPFO ANALYSIS



The image shows the thought pattern that the smog formed together with the students as part of the analysis.

The evaluation of the three-day workshop showed that the students were extremely satisfied with the implementation and the experience gained. They said that they liked the workshops very much and that they learned a lot and expressed their desire to gain even more knowledge. They said that they would have needed a similar way of working in school and that they had learned things that they would not have learned in school.

Successes were recorded mainly in the areas of cooperation and manual work, such as the creation of villages and activities within the "parcours". The students also positively highlighted the workshop leader Dagmar, as they are aware that she is very experienced and has a lot of practical knowledge.

Despite the overall positive experience, challenges have also emerged:

- Language: The students highlighted language as one of the obstacles, although on the first day we noticed that we also had to provide translations to some of them, which we did in the future.
- Desire for improvement: The students want to turn challenges into opportunities – they want to rebuild a hunting observatory made of bamboo sticks, organizing the work themselves.
- Time limit: The students mentioned that it would be beneficial if some activities could take more time and that they could devote time to learning more about the professions.

In short, the workshop successfully inspired young people to create by hand and teamwork, and at the same time aroused their desire to continue learning and improve their own organization in complex tasks.

The full analysis is in a separate document.

## 2. Interviews with students

We conducted informal interviews with the students, where we talked about the implementation of the workshops. We talked about content, stories, manual skills, choice of profession. We have obtained interesting testimonials that show us the success of the workshops carried out.

Every experience is valuable for building a career path – positive and negative. One could not exist without another. (Oscar)

"I learned how to collaborate better. « (Jaka)

"I learned things that I wouldn't have learned in school." (Marko)

## 3. Creative with a wire

During the evaluation phase, the students expressed a desire to gain additional knowledge in the field of wire design, so we organized an additional workshop, which was conducted via Zoom link. Dagmar Frick-Isplitzer prepared some exercises and instructions for the students to follow.

