



## PREPARATION PHASE

### WITH WORKSHOPS ABOUT MY VALUES, ABILITIES AND GOALS



#### Purposes and objectives:

##### GROUP

- Establish a safe and relaxed environment for team work
- Experiential learning
- Participation of each student in the group
- get positive feedback from peers
- empowering participants in the field of self-assessment
- raising social competences
- inclusion
- communication
- collaboration

##### INDIVIDUAL

- forming and arguing your views and opinions
- Critical thinking
- Exploring the importance of values in my environment
- Discovering your skills
- broadening the set of information related to decision-making on further educational and career paths
- strengthening self-confidence and self-esteem and self-esteem

##### CAREER ORIENTATION

- exploring different career fields and connecting with my views
- Exploring the different values and abilities that characterise a particular professional field
- Identifying suitable career areas according to personal strengths
- Goal Formation and Exploration of Possible Paths to the Goal (S.M.A.R.T)



## ***Plan and evaluation of career guidance workshops***

### ***1. Purpose and starting points***

Career orientation workshops were conducted with the aim of systematically supporting students in grades 8 and 9 in exploring their own values, abilities and interests and in formulating realistic and personally meaningful career goals. They arose from the needs of students for a safe space to talk about the future, personality and career paths, as well as from the perceived deficit of career orientation content in the regular learning process.

The vocational orientation workshop is planned and carried out in accordance with the role of the counselling service in primary school, as defined **by the Concept of Counselling Service in Primary School (ZRSŠ)**, ZOsň and current professional guidelines in the field of career guidance.

The activities are directly related to the following areas of work of the advisory service:

- **developmental and preventive work with students** (development of self-esteem, social and career competences),
- **advising and accompanying students in important developmental and educational decisions,**
- **planning and implementation of career guidance activities,**
- **care for inclusion and equal opportunities** (students with learning difficulties, socially less integrated students);
- **professional evaluation and planning of further work.**

The workshop is based on a developmental understanding of vocational orientation as a long-term process that begins in primary school and requires systematic, vertical and professionally guided support to students.

The purpose of the workshops carried out in a short consecutive period of time (the interval between the 2 implementations is 1 week):

- systematic support for students in the development of career orientation,
- strengthening self-knowledge (values, abilities, interests),
- development of social and career competencies,
- providing a safe space for reflection on future educational and career paths,
- Obtaining expert insights for further planning of the work of the consulting service.

### ***2. Objectives of the workshops***

Operational objectives

Students:

- recognize and name their personal values,
- distinguish between short-term and long-term goals and formulate them according to the S.M.A.R.T. method,
- recognize their own abilities and skills (cognitive, social, manual),
- learn about different career paths and the diversity of career options,

- understand the importance of interpersonal skills in all professional fields.

Developmental and preventive goals

- strengthening the positive self-esteem and self-confidence of students,
- developing the ability of self-reflection and self-judgment,
- promoting a realistic perception of one's own strengths,
- development of social skills (cooperation, communication, assertiveness).

### *3. The role of the counsellor*

- planning and conducting the workshop,
- establishing a safe and supportive learning environment,
- moderation of group processes,
- observing students from the point of view of social functioning, self-esteem and motivation,
- Identifying learners who need additional support or are suitable for inclusion in follow-up activities (Erasmus+).

### *4. Target group*

- students of the 8th and 9th grades of primary school,
- total number of participants: 107 students,
- Of these, 25 students are expected to be selected for a follow-up workshop under the Erasmus+ programme.

### *5. Teaching methods and forms of work*

- experiential learning,
- Guided conversation and discussion;
- work in small groups,
- individual reflection,
- collaborative learning.

### *6. Aids and didactic material*

- specially prepared didactic material for working with students,
- self-reflection sheets (values, goals, abilities),
- creating a career path diary with written goals, values and abilities,
- pens, posters, cards with values and professions.

### *7. Course of activities*

Organization of work

- implementation time: beginning of September 2025
- Duration: 2 school hours per class, implementation time between 1 and 2 hours in 1 week
- form of work: experiential learning workshop,

- Contractors: two contractors - a MAT teacher and a consultant (independent process management),
- inclusion in the regular schedule (Slovenian, mathematics, class lessons).

## Course of the workshop

### Introductory part

- establishing contact and agreeing on the rules of cooperation,
- short activities to create a group climate

#### ***Exercise: Name + Movement***

The students stand in a circle. Each introduces himself by name and shows one movement that he thinks best characterizes him. When an individual presents his movement, the other participants in the circle repeat it together. The game ends when everyone introduces themselves with a name and a move.

Possibility of upgrading: in the next round, we are called by moves and not names (e.g. that the one who is in turn wants to call Jaka, he will not call him by name, but will show the movement that Jaka presented as his own). Important: persons/movements should not be repeated more than 1x, so that everyone takes their turn.

### Centerpiece

#### **1. Values**

- individual recognition of personal values,
- Group reflection on the impact of values on life and professional decisions.

#### ***Find Your Worth***

We introduce the concept of value to the participants. Values are positive spiritual and material states or goals in a person or people, which are generally valued by civilization because they enable the civilized, stable and safe value development of a person and a community.

Through the game, the search for associations, we explore what guides the participants in life. We write the associations on the poster in real time.

#### Questions:

- What is important to us?
- What drives us forward?
- What are our values?

#### Discussion of each value written on the poster:

- What is characteristic?
- How is it reflected in our lives?
- Where/when can we detect it, notice it?
- Why is it important to us, what does it offer us?
- How do we express it, how is it reflected in our relationships...?

Utilities: Value Set worksheet, poster, pen, ball.

**Value set:**

Creativity Wealth Responsibility Diligence Courage Respect  
Kindness, Help, Solidarity, Modesty, Sincerity  
Popularity/Fame Health Success Friendship Knowledge Belonging Art Nature Sustainability  
Family Mutual Relationships Peace Growth and Personal Development Humor/Fun Exploring  
Travel and Exploring New Cultures Beauty Sports

**2. Abilities and skills**

- discussion of different types of abilities,
- promoting awareness of one's own strengths,
- normalization of doubts and uncertainty about one's own capabilities.

*My Sources of Power*

We explain to the participants that we will now learn about our inner sources of power and look for answers to the question of what we are good at. Based on real-life examples, participants extract abilities and skills that are important to them. An overview of the general skills that we prepared for the practitioner before the workshop can be helpful. Participants write down their list of abilities, which they share with others if they wish.

Abilities are innate potentials and represent the ability to do, learn or achieve something. They indicate the likelihood that you are successful at work, but they are not necessarily a guarantee that you will be successful. Abilities are divided into several subgroups (physical, mental, ...), which are developed differently in humans.

**Skill set:**

Logical Reasoning Creative Writing Empathy  
Communication skills Manual skills Organization and planning  
Technical Skills, Problem Solving, Listening Skills  
Leadership Precision Artistic Talent Musical Talent  
Perseverance and patience Physical coordination Ability to learn quickly Spontaneity  
Analytical skills Good memory Public speaking skills  
Ability to work in a team Flexibility  
Sense of language Ability to visualize Sense of aesthetics  
Ability to work with numbers Discipline Ability to think abstractly Ability to resolve conflicts

**3. Goals and career guidance**

- creation of short-term and long-term goals according to the S.M.A.R.T. method,
- Comparison of developmental differences between 8th and 9th grade students.

### Exercise: My goal

Based on the explanation of the S.M.A.R.T method of setting goals, participants formulate their goal that meets the criteria - it is specific, measurable, achievable, realistic and time-limited. They share their goals with others in the group.

Possibility of upgrading: an agreement to meet again at the end of the school year in order to verify the achievement of the set goals.

#### Goal set:

Make a statue    Post a video on Tiktok    Work as a journalist on the radio  
Become a marine explorer    Fix a bike    Work on a farm  
Save money    Successfully complete a class    Take care of animals in a shelter  
Run a marathon    Write a song    Help with volunteers  
Do homework    Organize a birthday party    Enroll in high school  
Find a profession that interests me    Meet 5 people who practice different professions  
Invite a friend to the movies    Find an apprenticeship    Find a holiday job  
Find a learning place to job (Practica)



#### 4. Different careers

- a conversation about linear and non-linear career paths,
- Emphasis on the importance of experience, learning and adaptability.

### Exercise Guided Story

The workshop leader presents the participants with the career stories of 2 different people.

The first person is a doctor, and the second is an individual entrepreneur. The story presents the participants with the diversity of career path design and presents the importance of intertwining knowledge, experience, abilities, goals, and presents various options for shaping one's own career path.

Participants reflect on their goals and present their views on the continuation of their educational and career paths.

Final part

- reflection of participants,
- a summary of key findings,
- an incentive for further reflection and conversation.

#### ***Exercise: Thermometer***

The leader makes the claim. Participants are positioned according to their satisfaction rating by an imaginary thermometer - the closer they are to the boiling point, the more satisfied they are, the closer they are to the freezing point, the less satisfied they are with the statement made.

Possible claims:

I liked the method of work that we experienced today.

I am satisfied with my work and active contribution to the process.

I learned something new about myself (or about my professions).

I learned something new.

I wish I had more of this kind of experience during class.

I felt relaxed/safe/accepted/okay at work.

### ***8. Evaluation of the course and effects of the workshops***

Findings

- students are more likely to identify and name their values than their abilities.
- perceived low level of self-awareness of their own strengths in the work of students,
- Ninth-graders have clearer career goals than eighth-graders.
- Students' career choices are strongly linked to the local environment and family examples.
- a pronounced need for more systematic content of professional orientation and personal development.

Pedagogical conclusions

- in the future, it makes sense to introduce vocational orientation earlier and gradually (already in lower grades),
- greater emphasis should be placed on the development of social skills, self-esteem and self-reflection,

- Introduce more hands-on, sensory and collaborative forms of learning.
- Particular attention should be paid to the inclusion of students with learning difficulties and socially less integrated students.

### *9. Evaluation (internal peer evaluation – Erasmus+)*

The evaluation was carried out as an internal expert evaluation of the counselling service and at the same time as part of the evaluation process of the Erasmus+ project. It is based on observation, reflection of practitioners and feedback from students.

For the purpose of evaluating the entire process, the students also filled out a questionnaire before and after the three-day workshops. Data analysis was carried out in the follow-up phase.

Findings of the advisory service

- students find it easier to name values than their own abilities and skills,
- a low level of self-awareness of strong areas is detected, especially in students with lower self-esteem,
- significant developmental differences between grades 8 and 9 in terms of clarity of goals and maturity of career orientation,
- the strong influence of the family and local environment on career aspirations,
- A high level of involvement and motivation in experiential, practical and collaborative activities.

Activity performance indicators

- the proportion of students who are able to name at least three personal values;
- the proportion of students who identify at least one of their strengths;
- the ability of students to formulate a goal according to the principles of S.M.A.R.T.,
- active involvement of students in group activities,
- expressed motivation for further involvement in career orientation activities,
- perceived growth in self-confidence and collaboration in students with learning or social difficulties.

Expert conclusions

- it makes sense to introduce career guidance early and gradually (vertically),
- activities must systematically include the development of self-esteem and self-reflection,
- practical and sensory forms of learning make an important contribution to greater inclusion;
- An inclusive approach represents an important added value for students with fewer opportunities.

### *10. Further professional work*

Based on the observations and evaluation, 25 students will be selected to participate in the Erasmus+ workshop. The selection will be based on motivation, perceived skills, cooperation and the need for additional support and an inclusive approach from the counselling service.

## ***Guidelines for Counsellors – Vocational Guidance in Primary School***

### **Purpose of the document**

The document is intended for primary school counsellors as professional support in the planning, implementation and evaluation of career guidance activities. It is based on the experience from the Erasmus+ project and on the professional basis of the Concept of Counselling Service in Primary School.

### **Key starting points**

- career orientation is a developmental process,
- is based on the student's self-knowledge,
- requires a safe, supportive and inclusive learning environment;
- makes an important contribution to the development of career competences.

### **Recommended content highlights**

- researching values, interests and abilities,
- development of self-esteem and self-confidence,
- goal formation (S.M.A.R.T.),
- learning about different career paths,
- development of social and cooperative skills.

### **Methodological recommendations**

- use of experiential and collaborative methods,
- work in small groups,
- incorporating reflection and conversation,
- adaptation of activities to the developmental characteristics of students.

### **Inclusive aspect**

- the inclusion of students with learning difficulties and social challenges;
- Focus on students' strengths
- the use of practical and sensory forms of learning.

### **Evaluation and follow-up**

- regular internal evaluation of activities,
- use of performance indicators,
- planning of further activities based on evaluation,
- liaising with projects and external institutions.

### **Conclusion**

Systematic and professionally managed vocational orientation in primary school represents an important factor in empowering students to make responsible decisions about their further educational and career paths, and strengthens the role of the counselling service as a developmental pillar of the school. <span style="float: right;">>