

Activity Handout for Module 3:

Contents

Guidance Service Model (GSM) in the Broader Context of Career Guidance

A 1.1 Ice-breaking activity (15 min)

A 1.3 Focus on participant's own practice and counselling process (30 min)

Model of Counselling in Career Guidance and GSM

A 2.2 Practice setting career goals (10 min)

A 2.4 Recognize the obstacles in the counselling process and define ways to overcome them (20 min)

Counselling Skills

A 3.2 Practice active listening skills (20+20 min)

A 3.6 Practice steps in the counselling process using case examples (30 min)

Specifics of Working with Unemployed Persons and Learners

A 4.1 Be aware of biases in working with unemployed persons (5 min)

Evaluation of Counselling Process

A 5.3 Reflect on their guidance practice (15 min)



Unit title	Guidance Service Model (GSM) in the Broader Context of Career Guidance
No. of Activity: A 1.1	Duration: 15 min
Learning outcomes:	Look at the unit/outcomes
Aim of activity	Ice-breaker activity
Description of activity	Two truths and a lie
Material Required:	-
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. Form small groups of three. 2. Think of three statements about your career. 3. Two statements should be true, and one should be false. 4. The other two participants need to ask “yes or no” questions and discover which statement is false. 5. Each participant should be in the role of a person whose statements the others guess at least once.
References/ Sources	

Unit title	Guidance Service Model (GSM) in the Broader Context of Career Guidance
No. of Activity: A 1.3	Duration: 30 min
Learning outcomes:	Place the participant's practice in a broader context.
Aim of activity	Encourage participants to focus on their own practices and counselling methods during the course, stressing the importance of networking with different guidance service providers (GSPs)
Description of activity	List existing GSP organisations
Material Required:	Flipchart, markers, scotch tape
Step-by-step instructions for the activity	<p>Guidance services and challenges.</p> <p>Form small groups:</p> <ol style="list-style-type: none"> 1. Write down all the guidance services your institution is providing to the farmers. 2. Write down all the challenges you face in counselling the farmers. 3. Divide the flipchart paper in half. On one half, write down the answers to the first question, and on the other half, write down the answers to the second. Stick the paper to the wall. One participant from each group presents the answers to the whole group. <p>Follow-up Questions. Set of questions for reflection</p> <ul style="list-style-type: none"> • Which of the challenges do you face most often? Which seems the hardest or easiest?
References/ Sources	

Unit title	Model of Counselling in Career Guidance and GSM
No. of Activity: A 2.2	Duration: 10 min
Learning outcomes:	Identify client needs, set counselling goals
Aim of activity	Participants practice the skill of helping their clients to set their own career goals using SMART rules.
Description of activity	Practice setting career goals
Material Required:	Worksheet: career goals
Step-by-step instructions for the activity	<p>Counselling goals</p> <p>The Moderator gives the participants instructions: Write down career goals for three of your clients using SMART rules.</p> <p>Follow-up Question for reflection.</p> <ul style="list-style-type: none"> • How do you find these goals helpful for future counselling of these clients?
References/ Sources	University of California; ucop.edu/local-human-resources/your-career/performance-management/how-to-write-smart-goals-2018.pdf

Unit title	Model of Counselling in Career Guidance and GSM
No. of Activity: A 2.4	Duration: 20 min
Learning outcomes:	Identify client needs
Aim of activity	Recognize the obstacles in the counselling process and define ways to overcome them. Recognize participant's blind spots in communication.
Description of activity	Blind spot identification
Material Required:	-
Step-by-step instructions for the activity	<p>Johari window</p> <p>Form small groups of four and discuss the following questions:</p> <ol style="list-style-type: none"> 1. What information do your clients most often keep in their blind, hidden or unknown areas? How do you bring them to the open arena? 2. What information used to be in your blind spot as a counsellor, or, in some cases, still is? <p>After the discussion, one member of each group presents the answers to the whole group</p> <p>Follow-up Question for reflection.</p> <ul style="list-style-type: none"> • What can you do about your own blind spots?
References/ Sources	youtube.com/watch?v=Zi4SvpAFRmY

Unit title	Counselling Skills
No. of Activity: A 3.2	Duration: 20 + 20 min
Learning outcomes:	Apply active listening skills
Aim of activity	Practice active listening skills, to be aware of the importance of AL skills for counselling.
Description of activity	Active listening versus passive listening
Material Required:	Worksheet: Active listening
Step-by-step instructions for the activity	<p>Active listening</p> <p>Part 1</p> <p>Make pairs and take the role of person A or B. Person A will talk about some easy topics, for example, how they spent their last holidays. Person B listens but without any verbal or nonverbal sign of listening. After two minutes the moderator will give you a sign to switch roles.</p> <p>After the exercise: Answer the questions meant for reflection in the worksheet. Discuss your answers with your partner for 5 minutes. The participants are invited to share their answers and impressions with the whole group.</p> <p>Part 2</p> <p>Make pairs and take the role of a person A or B. Person A will talk about how they chose their career. Person B listens using all the skills of active listening including paraphrasing and reflecting. After two minutes I will give you a sign to switch roles.</p> <p>After the exercise: Answer the questions meant for reflection in the worksheet. Discuss your answers with your partner for 5 minutes. The participants are invited to share their answers and impressions with the whole group.</p> <p>Follow-up Questions for reflection.</p>
References/ Sources	coursera.org/articles/active-listening

Unit title	Counselling Skills
No. of Activity: A 3.6	Duration: 30 min
Learning outcomes:	Guide clients through the decision-making process, set counselling goals and plan activities, identify client needs, Take client perspective
Aim of activity	Practice steps in the counselling process using case examples.
Description of activity	Analysis of a case
Material Required:	Flipchart, markers
Step-by-step instructions for the activity	<p>Case examples</p> <p>Form the small groups of four. Each group will get one case example. The task is to come up with all the information you need from that particular client and with as many alternatives/solutions you can to help the client reach his goals. One person in each group will present the results to the whole group.</p> <p>Case examples:</p> <p>Case 1: The user (50 years old) has 1 hectare that he wants to use to plant a fig orchard. His aim is to use the fruits, both in a fresh state and for drying, so he can widen his offer to the tourists during the whole year on his family agritourism farm. He is also interested in applying for EU funding, as he has done that successfully in the past. He is looking for information on how to prepare the soil properly, where to find certified plant material and recommendations on which varieties he should plant.</p> <p>Case 2: The user is a young farmer (25 years old) that has inherited land with old olive trees. She needs counselling on the regeneration of the trees as well as on pest and disease management, as she wants to farm biologically. She is interested in planting more species to increase the biodiversity within her orchard, so she needs recommendations regarding this. Highly motivated to continue with the family tradition of olive oil production, she also shows interest in undertaking professional training in pruning, sustainable farming and processing.</p> <p>Case 3: The user is graduating from secondary agricultural school. His family has land he could use to start farming. His family is not into agriculture. He wants to start farming as soon as he finishes high school, but he is also thinking about continuing education at the university. He is not sure what to do.</p> <p>Case 4: The user is an unemployed person (40 years old) that has recently lost his job. He was working as an accountant, and now he</p>

	wants to take a new career path in agriculture. He is not planning to work in his former occupation anymore. He has little knowledge in agriculture and doesn't have enough land, but he has some savings to invest and is very motivated.
References/ Sources	



Unit title	Specifics of Working with Unemployed Persons and Students/Pupils
No. of Activity: A 4.1	Duration: 5 min
Learning outcomes:	Recognize specifics of unemployed persons
Aim of activity	To be aware of biases in working with unemployed persons
Description of activity	First associations
Material Required:	Mentimeter, cell phones with access to the internet, laptop, projector
Step-by-step instructions for the activity	<p>Unemployed persons</p> <p>Open the Mentimeter tool on menti.com using the required code. Write down your first associations with the term “unemployed persons”?</p> <p>Follow-up Question for reflection.</p> <ul style="list-style-type: none"> • How can these associations affect the counselling of unemployed persons?
References/ Sources	

Unit title	Evaluation of Counselling Process
No. of Activity: A 5.3	Duration: 15 min
Learning outcomes:	Create evaluating techniques of counselling process
Aim of activity	Reflect on guidance practice.
Description of activity	Reflection of the guidance process
Material Required:	Worksheet
Step-by-step instructions for the activity	<p>The evaluation process.</p> <p>Make small groups. Think about your guidance practices and write down how you can improve the evaluation process of their guidance service and guidance service in general. Present your ideas to the participants in your group. Share some ideas from your small group with the whole group.</p> <p>Follow-up Questions for reflection.</p>
References/ Sources	