

# LE.A.DE.R. Project

## LEARNING AND Decision making Resources

KA2-Strategic Partnership - Project N. 2014-1-IT02-KA200-004105



<b>Partner Organization (project partner) and country:</b>	Centro Studi Pluriversum, Italy
<b>Other organization involved in the Pilot Action (if not directly the partner organization):</b>	L'Ancora s.c.s. Onlus

### INFORMATION ABOUT GUIDANCE CENTER / SERVICE AND STAFF PROVIDING THE PILOT ACTION

<b>Career Guidance Center / Service</b> (NAME of the Service/Organisation)	L'Ancora s.c.s. Onlus, center Mete (Vocational training center)
Address, e-mail, website	Via Roma, 9 TIONE DI TRENTO, <a href="mailto:info@lancora.it">info@lancora.it</a> , <a href="http://www.lancora.it">www.lancora.it</a> ; <a href="http://www.conmetepuoi.it">www.conmetepuoi.it</a>
<b>Career Guidance Provision</b> Describe the service and the activities carried out by this organization (list of services and list of main target groups)	The Cooperative Ancora offers a guidance service through the Center Meta (Support and Growth Center, <a href="http://www.conmetepuoi.it">www.conmetepuoi.it</a> ). Guidance activities include individual counseling, school interventions, residential courses for lower and upper secondary school students.
<b>Staff and practitioners involved</b> Describe the main roles and professional backgrounds	The Center Meta consists of a team of experienced psychologists, trainers, pedagogues, tutors and educators. Guidance practitioners have been conducting educational and training courses for both young people and adults for years.
<b>Resources and tools</b> Describe main tools available and database, web sites, etc.	SORPRENDO career matching software. The national Isfol database, individual interviews and group sessions and specific worksheets.
<b>Other information</b> (Opening time, on line services, etc.)	

INFORMATION ABOUT PILOT ACTION	
<b>Title:</b>	<b>How to support area of specialization pupil's choice within vocational education</b> Professional Area: Sales Service Operator, Business Service Operator
<b>Short description of the Pilot Action:</b>	The guidance path proposes activities that stimulate and support the students of the Tione Institute in choosing the future professional address.
<b>Target group</b> (with description of specific guidance needs)	This is a heterogeneous group of students (30 in total) as far as skills and learning tools are concerned. The common thing is to underestimate this stage; often it is a choice given for granted, without deep analysis.
Expected <b>learning outcomes</b> , within the CMS framework	<p>Personal effectiveness:</p> <ul style="list-style-type: none"> <li>• I know who I am and what I am good at</li> <li>• I'm able to reflect on my strengths and address my weaknesses</li> <li>• I make effective decisions relating to my life, learning and works</li> <li>• I remain positive when facing setbacks and I stay positive for the future.</li> </ul> <p>Managing relationships:</p> <ul style="list-style-type: none"> <li>• I can find and use information and the support of others for my (future) career</li> </ul> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• I understand how changes in society relate to my learning and work</li> <li>• I know the world of work and professions</li> </ul>
<b>Learning plan</b> , with a list of guidance tools (please, describe the activities and the career guidance resources you will provide to users)	<p>The guidance project was centered on these two focus areas:</p> <ul style="list-style-type: none"> <li>• Increase personal knowledge. Tools: Working Papers, short stories</li> <li>• Be able to gather information for my professional growth. Tools: yellow pages, professional profiles</li> </ul> <p><i>See detailed organization of the activities below.</i></p>

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<b>Evaluation</b>	Active participation in group work, test at the end of the module: the test took place as follows; Starting from a photograph (a boy/girl looking out of the window) students were asked to summarize the path they had done highlighting what was most useful aspect in planning their own future.
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### Detailed organization of the activities:

Activity	Expected time	Description
Day 1	1 hour	Activate a process of imagination ( opening perspectives): exercising the letters of your name (each participant creates an alter ego using the letters of his/her name and describes what he is doing, where he lives, his job, what are his strengths.
Day 2	1 hour	Exercise on Desires: opening perspectives; Participants are asked to write a list of wishes, defined as achievable goals (distinction dream different from desire); Feasible elements to consider: skills, passion, personal network
Day 3	1 hour	Focusing perspectives: Choosing a professional desire and building a realization project
Day 4	1 hour	Opening perspectives: Knowledge of professional areas through the yellow pages and choice of areas that intrude (focusing perspectives)
Day 5	1 hour	Knowledge of professional profiles (sales and service provider); Definitions of attitudes (ways of being), skills (knowing how to do) and knowledge related to the profiles. Exerzise: Do I possess these skills, areas of improvement, ways to be internalized.
Day 6	1 hour	A story to reflect on maintaining positive despite the difficulties: how would I react if I were the character of the vstory?
Day 7	1 hour	Sand grain story: what can I do to distinguish myself from others?
Day 8	1 hour	Presentation of 5 extraordinary stories (Randy Pausch, Mitchell, Nando Parrando Alive): what lessons do emerge?