



PRIPRAVLJENI na trg dela
ready for work ready for life
na življenje



CenterKontura



IFOR PMI
PROMETEO PUGLIA
Ente del Terzo Settore



Sofinancira
Evropska unija

READY for work –
READY for life

HANDBOOK

READY for work – **READY** for life Handbook

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Published by: Centerkontura d.o.o., Dunajska cesta 5, Ljubljana

For the publisher: Tita Destovnik

Language review: Irena Destovnik

Photos: Centerkontura, Shutterstock

Cover and design: Ana Destovnik

Online edition: <https://www.centerkontura.si/blog/projekt-pripravljeni-na-trg-dela-pripravljeni-na-zivljenje-2/>

This handbook was developed within the project Ready for the Labour Market – Ready for Life.

Project duration: from September 1st, 2023 to August 31st, 2025.

Project was funded by European Union.

Ljubljana, August 2025

*Note: The masculine grammatical gender used in the text applies to all genders.

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INTRODUCTION

This handbook was developed within the Erasmus+ project Ready for the Labour Market – Ready for Life. The project focused on designing and delivering training programmes that equip young people with special needs with the skills necessary for greater independence and smoother integration into the world of work.

The idea grew out of the experiences of vocational rehabilitation professionals, who often work with young adults facing multiple challenges. They observed that many of these individuals struggle to enter employment or participate in the labour market. Some are even assessed as “unemployable” due to underdeveloped practical skills and limited independence.

A key reason for this is that, during their upbringing and schooling, many everyday responsibilities are taken over by parents or caregivers. As a result, these young people have fewer opportunities to develop self-reliance. After leaving school, they often remain at home, disconnected from broader social environments. Without ongoing stimulation, their abilities, skills, and knowledge may stagnate or even decline, making professional guidance essential when they attempt to join the workforce.

This handbook is intended for professionals working with young adults with special needs or disabilities who are leaving, or have recently left, school and are preparing to enter the labour market.

Inside, you will find the structure, content, and methodology of individual workshops, as well as the accompanying materials and worksheets (WS) used during the training sessions.

You can read more about the project at:

- <https://www.centerkontura.si/blog/projekt-pripravljeni-na-trg-dela-pripravljeni-na-zivljenje-2/>
- Facebook: Ready for work
- Instagram: pripravljeni_ready

ABOUT TRAINING

Who is it for/target population

The training is designed for young people with special needs or other challenges who have completed, or are about to complete, their schooling and face difficulties entering the labour market.

Purpose/objectives of the training

The primary aim is to strengthen the life skills of young people with special needs, enabling them to live more independently and improving their chances of entering the labour market and securing employment.

Implementation method

This handbook is based on training delivered to two small groups of 8–10 young adults with special needs, aged 18–25. Training can be adapted for smaller groups or older participants. Group size should be determined by participants' ability to follow and understand the content—larger groups may be less suitable if comprehension is a challenge. The programme can be implemented in full or through selected workshops, depending on participant needs. The first workshop focuses on introductions and group cohesion; the following workshops address specific topics.

The training is hands-on and supported by worksheets (WS). Each WS is numbered and included at the end of its respective workshop. WS can be used independently or during one-on-one sessions. Participants are encouraged to keep their WS in a personal folder, as some will be useful beyond the training period.

Content of the training and individual workshops

The training addresses both preparation for employment and personal self-care. Topics include:

- Getting to know each other and connecting, social skills training
- Career Path Planning
- Digital skills
- Health and self-care
- Emotional skills
- Familiarisation with documentation in the field of employment, money management, organization of tasks and problem solving
- Personal Career Plan
- Job interview and behaviour in the workplace

Space requirements

Training should take place in a room suitable for group work, with enough tables and chairs arranged in a circle to allow comfort, relaxation, and personal space. There should be room for creative activities and for trainers to move freely to assist participants as needed.

Technical requirements

The room should be equipped with tables and chairs, a computer (for the trainer), a projector and screen, speakers, a whiteboard and markers, writing materials and paper. While the workshops can be delivered without a projector, using one can make explanations and topic presentations clearer.

Timing

The training consists of eight workshops, ideally conducted once a week (as we did it that way), followed by a refresher workshop one to two months later. Each workshop, including breaks, should not exceed five hours. After each session, participants should receive a task or activity to complete at home before the next meeting.

Workshop scheduling example:

- 9.00–9.45 Part 1
- 9.45–10.00 break
- 10.00–10.45 Part 2
- 10.45–11.00 break
- 11.00–11.45 Part 3
- 11.45–12.45 lunch break
- 12.45–14.00 Part 4 (Creative Techniques)

Recommendations

Every session should foster a pleasant, inclusive, and safe, atmosphere where participants feel accepted and respected. To ensure clear communication use short, simple sentences and avoid complex or technical words. Break longer activities into smaller, manageable steps. After giving instructions, check that participants have understood them. Allow enough space and time for questions. Speak at a calm, steady volume—avoid raising your voice unnecessarily. During activities, pay close attention to individual needs. Some participants may require extra explanations, step-by-step guidance, or additional support. Actively encourage questions and create an environment where asking for help feels safe and natural. Be mindful that participants with mental health difficulties may experience distress during an activity. For this reason, it is advisable to have at least two trainers present, so one can step aside with a participant if needed to provide reassurance and assistance.

After each activity, set aside time for reflection and discussion.

Each workshop description includes an approximate duration for activities, but timing should be adapted to the specific group. Avoid rushing—fewer, well-executed activities are more valuable than trying to cover too much too quickly.

Activities that can be included in each workshop

MINUTES FOR WELLBEING

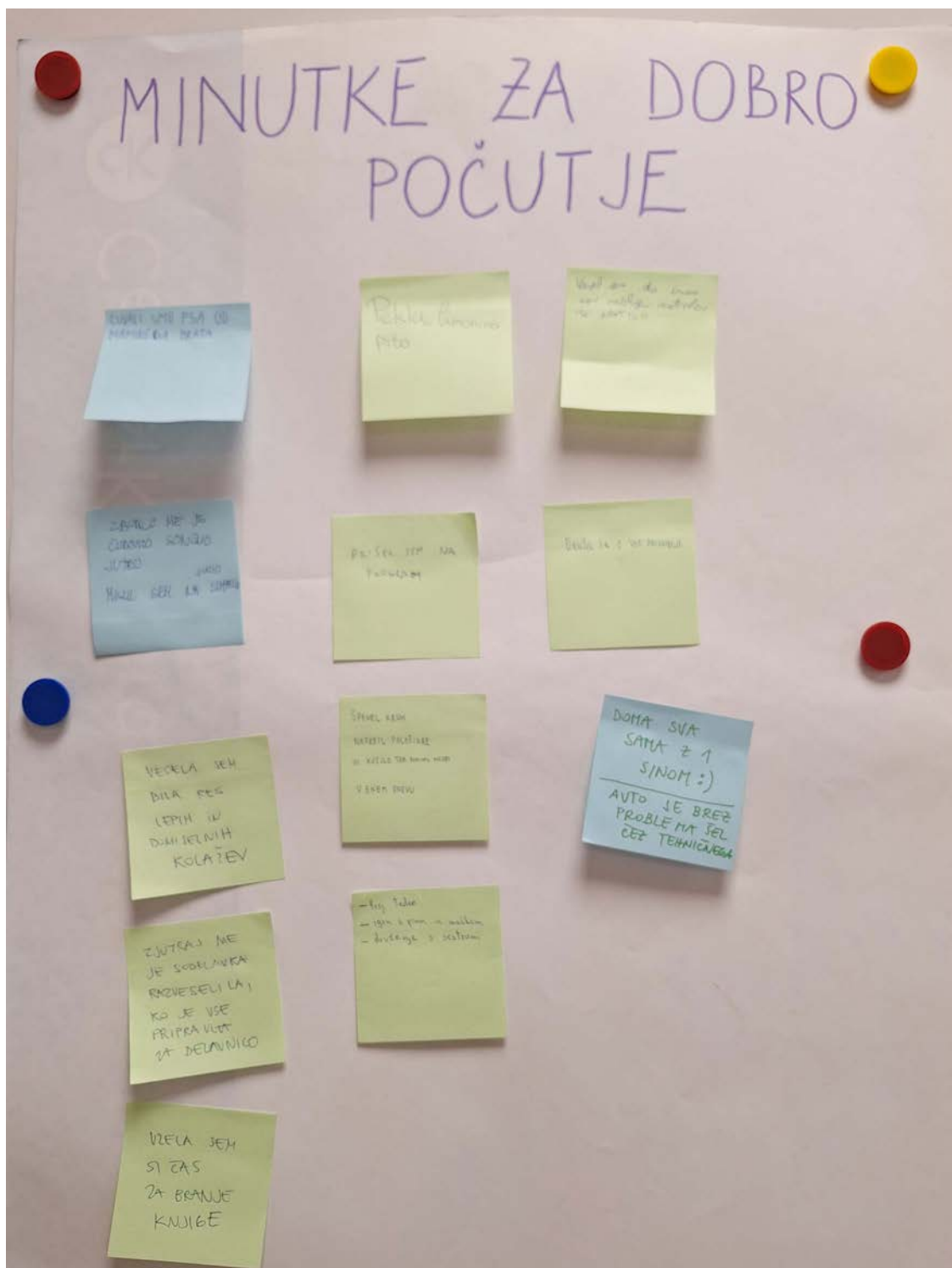
This activity encourages participants to focus on and recognise positive events in their lives. It also helps them get to know each other and practise speaking in front of a group. Give each participant three sticky notes and a pen. Ask them to think about the past week and write down one to three positive events—each on a separate sticky note. One by one, participants share what they wrote and explain how each event affected their mood. Place all sticky notes on a shared poster, which will be kept until the final workshop. In the last session, review the poster together to reflect on the many positive experiences collected over the eight weeks.

To build group connection and create a positive start to each session, we recommend doing Minutes for Wellbeing as a short icebreaker at the beginning of every training workshop.

Approximate duration of the activity: 10 min

Materials used for the activity: sticky notes, pens

Source: Jędrzejewska, P. in Pluta, K. (b. d.). Burnout Aid delavnica za posameznice_ke iz nevladnih organizacij; https://burnout-aid.eu/uploads/fcs_burnoutaid_individuals_slo-616ecfef02447.pdf



STRECHING EXERCISES

If necessary, you can perform simple stretching exercises during the workshop, which can contribute to better wellbeing and greater concentration of participants.

You can use the Internet for finding suitable stretching exercises videos. Do stretching exercises together with participants.

Approximate duration of the activity: 10 min

Materials used for the activities: /

Source: /

SUMMARY AND REFLECTION OF THE DAY

The participants summarize the content of the workshop with the aim of connecting with the content and highlighting important points. The participants reflect on the information obtained and the exercises performed. Ask them to share their thoughts with the group. Trainers should also share their thoughts.

Suggested Questions for Reflection:

- What did you like most about the workshop?
- What would you like to be different?
- What did you learn today?
- What surprised you or made you think?
- When did you feel most relaxed/connected to the group today?
- What would you like us to include in the next workshop?
- What feelings do you have at the end of today's workshop?

We recommend selecting a few of these questions for each session and projecting them so they are clearly visible to everyone. This makes it easier for participants to respond.

Ensure that every participant has an opportunity to share his or her impressions. Valuing participants' feedback not only strengthens their sense of inclusion but also provides useful insights for improving future workshops.

We suggest conducting a summary and reflection session after every workshop.

Approximate duration of the activity: 15 min

Materials used for the activity: computer and projector

Source: /

HOME ACTIVITIES

At the end of each workshop, we recommend assigning an exercise or activity for participants to complete at home. This task should relate directly to the theme of the workshop. Between-session activities encourage participants to take responsibility for their own growth, reinforce the skills learned in the workshops, and integrate new knowledge into everyday life.

How to increase the likelihood of doing activities at home?

- Homework should be a consistent part of the programme and always discussed at the next meeting. Reviewing it shows participants that their effort is valued, which can strengthen their confidence. Allow time for feedback—both praise and constructive suggestions.
- Involve participants in deciding what the task will be and discuss how it can benefit them personally.
- For more complex assignments, start the work in-session so participants are more likely to continue at home and less likely to misunderstand the instructions.

- Writing down the task helps participants remember it and ensures they have clear, detailed information to refer to later.
- Work with participants to find practical ways to remember their homework—such as a written note, a phone reminder, or a calendar alert.

Source: Grubelnik, J. (2004). *Domače naloge v vedenjsko-kognitivni terapiji*. V Anič, N. *Izbrane teme iz vedenjsko-kognitivne terapije*. Zbornik I. (str. 26–31). Društvo za vedenjsko in kognitivno terapijo.

TRAINING BY INDIVIDUAL WORKSHOPS

1. WORKSHOP: MEETING, CONNECTING AND SOCIAL SKILLS TRAINING

Workshop objectives:

- Understand the content and structure of the training programme,
- Agree on shared rules and expectations for the training sessions,
- Get to know each other and connect as a group,
- Identify and reflect on personal traits and characteristics.

Activity: PARTICIPANT RECEPTION AND PRESENTATION OF THE TRAINING PROCESS

Goals: Trainers present themselves, course of the training and workshops, and create shared rules together with the participants.

Implementation:

Presentation of the training process

After the introductory greeting, briefly introduce yourselves to each other. Participants introduce themselves with their names, write them down on (harder) sheets of paper and place them in front of them on the table so that all can see their names. Trainers do the same. They explain the training process to the participants and inform them about the duration of the activity and breaks. They also introduce the location, showing participants where the toilets are and where they can have lunch.

Participants are told that participation in the workshops is voluntary.

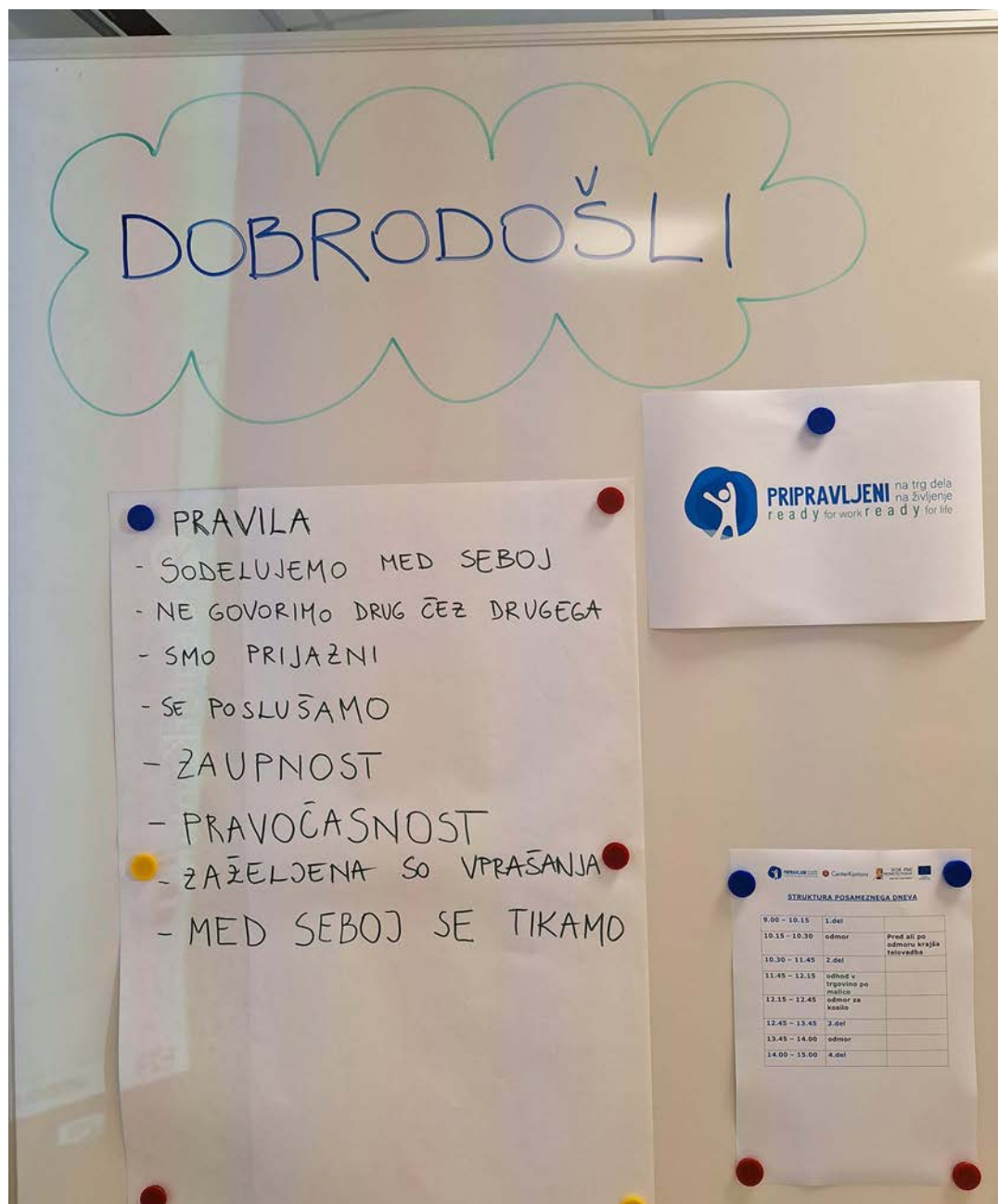


Rule setting

To ensure the wellbeing of both individuals and the group, it is important to agree on shared rules at the outset. In a discussion facilitated by one of the trainers, invite participants to collaboratively create a set of rules. Ensure that every participant has the opportunity to contribute. When a rule is suggested, discuss as a group whether it is practical and meaningful. Formulate each rule in a positive, affirmative form. The trainer records the agreed rules and displays them in a visible location, where they remain for the entire duration of the workshops.

Rule examples:

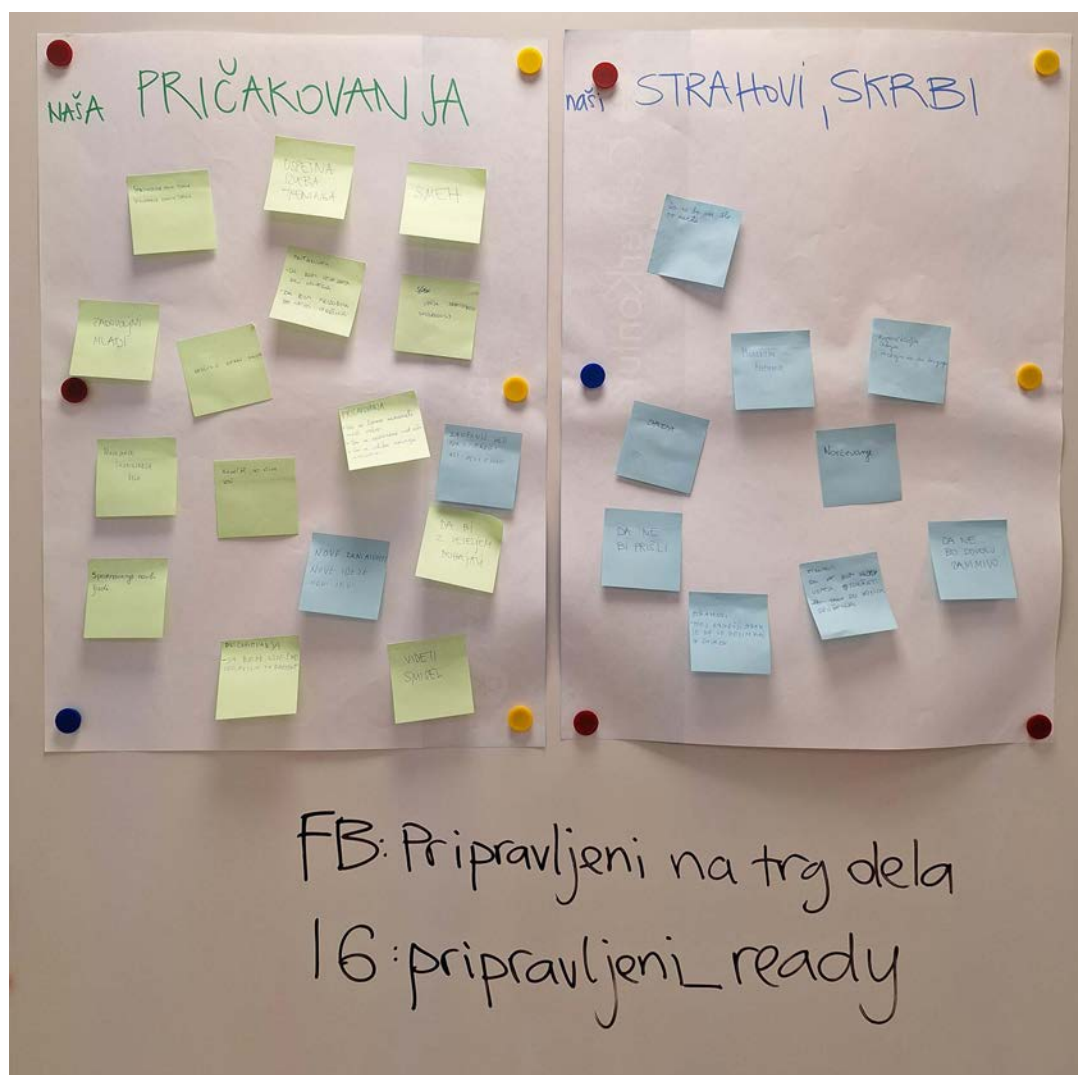
- We arrive on time for training and inform the trainer in case of delay or absence.
- We take regular, timely breaks.
- We listen attentively when someone is speaking and avoid interrupting—one person speaks at a time.
- We treat each other with respect at all times.
- We follow the rule of confidentiality: personal information shared in the group stays in the group.
- Everyone has the right to share their opinion; if someone chooses not to, we respect that choice.
- Speaking time is shared equally among all participants.
- Questions are always encouraged and welcomed.
- We address each other informally.



Speaking about expectations and fears/worries

Attach two posters to the board – “Our EXPECTATIONS” and “Our FEARS AND WORRIES”. Hand out sticky notes to the participants and invite them to write what they expect from participating in the training. They present their expectations in front of other participants and then stick them on the first poster. If any of the participants do not wish to expose themselves in front of the group, we suggest that trainer presents their expectations. In the second part, participants write down worries or fears they have about engaging in training. They also present these and stick them on the second poster. Trainers participate in the implementation, write down, and present their expectations and concerns. Talk about written expectations and concerns. Inform participants that you will revisit the content of both posters at the last workshop.

Note: It is important to try to establish a sense of security and trust in the group.



Approximate duration of the activity: 15-20 min

Materials used for the activities:

- Presentation of the training process: hard sheets of A5 format (can be colored), pens
- Rule setting: poster (e.g. A1 format)
- Conversation about expectations and fears/worries: sticky notes, two posters, pens

Source: /

Activity: INTRODUCTION – WHO AM I?

Goals: Participants get to know themselves and others in the group better.

Implementation:

Distribute WS1 (Who am I) to the participants. Ask them to complete the sentences on WS1. Each participant solves WS1 and then (if they wish) read three to five sentences of their choice about themselves. Talk about whether any of the sentences were more difficult for the participants to complete.

Approximate duration of the activity: 15-20 min

Materials used for the activity: WS1, pens

Source: Petrovič Erlih, P. in Žnidarec Demšar, S. (2004). *Asertivnost. Zakaj jo potrebujemo in kako si jo pridobimo*. Agros.

Activity: HOW DO WE INTRODUCE OURSELVES AND WHAT IS NON-VERBAL COMMUNICATION?

Goals: Participants learn to present themselves in a positive way and learn about the elements of non-verbal communication.

Implementation:

Inform participants that the exercise is to be performed in pairs and is intended to teach them how to present themselves in a positive way. Form pairs. One of the participants in the pair introduces himself, the other listens attentively and asks additional questions, and then the roles are reversed.

To help participants, questions/starting points should be written out in a visible place (e.g. in a presentation).

What can I say about myself:

- name
- where I'm from,
- where I went to school,
- whether I already have work experience,
- something about my personal life (what are my hobbies, what do I like to do in my free time, do I have a pet at home),
- what I'm good at,
- what else I would like to learn ...

When the pair finish introducing themselves to each other, each of them introduces the other of the pair to the whole group. After the activity, discuss the similarities and differences between the participants. Ask them how they felt during the exercise?

Questions are one of the most effective ways to get to know another person. When you ask, you show genuine interest and encourage the conversation to flow. The answers can reveal a great deal about someone's experiences, thoughts, and feelings.

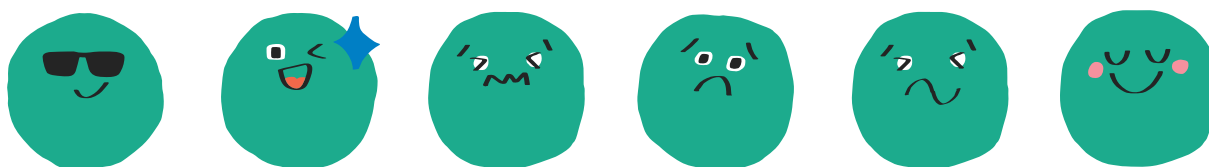
By listening attentively to their responses, you demonstrate respect—often the first step toward building trust and forming a new friendship.

The exercise should be followed by a conversation about non-verbal communication.

Non-verbal communication is just as significant as the words we speak—often conveying more than we realise. In daily interactions, we express ourselves through posture, facial expressions, gestures, touch, and tone of voice.

These subtle signals, which we may not consciously notice, reveal much about who we are and strongly influence how we connect with others.

Discuss with the participants examples of appropriate and inappropriate non-verbal communication on different occasions and in different environments (when meeting new people, at a job interview, at work...). As an example, you can use various photos from the Internet and talk about the appropriateness or inappropriateness of non-verbal communication (e.g. a photo of someone sleeping in a meeting...). Draw attention to non-verbal communication on the Internet, where we use images, smileys, GIFs and symbols, which can have different meanings in different situations and with different people.



Approximate duration of the activity: 20–30 min

Materials used for the activity: /

Source: *To sem jaz. (b. d.);* <https://www.tosemjaz.net/razisci/custva-in-psihicne-stiske/neverbalna-komunikacija/>

Activity: WHO AM I – my characteristics

Goals: Participants identify their personal characteristics and highlight those that they would like to develop; they think about how they could do it.

Implementation:

Personal characteristics describe how we act and respond in different situations or environments. They shape the way we relate to ourselves, to others, to our work, and to the world around us.

These traits influence our professional interests, job performance, and overall satisfaction at work.

Understanding your own personal characteristics is essential when choosing the right job or career path. Employers also consider them during job interviews, as they want to ensure that the person they hire will feel comfortable in the role, work well with colleagues, and perform effectively.

Distribute WS2 (My Characteristics) to the participants.

After completing the worksheets, participants who wish to do so, present others one to three of their own characteristics they identified and one characteristic they want to develop, and outline what they can do to develop it. If participants do not know how to develop a characteristic, try to help them with a group debate. Compare the characteristics on WS2 to the characteristics required for each occupation. Talk about a few examples, such as:

- Salesperson – *communicative, persistent, flexible, honest, decisive, assertive, innovative, persuasive...*
- Educator – *kind, empathetic, patient, creative, resourceful, flexible, consistent...*
- Waiter – responsible, resourceful, creative, communicative, organized...
- Chef – responsible, resourceful, creative, collaborative, consistent, organized, thrifty ...

Approximate duration of the activity: 15 min

Materials used for the activity: WS2, pens

Sources: Zavod Republike Slovenije za zaposlovanje (b. d.); <https://esvetovanje.ess.gov.si/KaksenSem/OsebnostneLastnosti/>

K. V. (2. 7. 2020). *Osebnostne lastnosti v življenjepisu*;

<https://www.student.si/studij-in-kariera/zaposlitev/osebnostne-lastnosti-v-zivljenjepisu/>

NKT VKO in Euroguidance Slovenija (2021). *Opis poklicev za osnovnošolce*;

<https://www.vkotocka.si/wp-content/uploads/2021/05/Opisi-poklicev-za-osnovno%C5%A1olce.pdf>

Activity: GETTING TO KNOW YOURSELF AND OTHERS THROUGH PHOTOS

Goals: Participants learn to lead a conversation, recognize their feelings and test themselves performing in front of a group.

Implementation:

We arrange cards with photos with different motifs around the room. Participants are asked to choose one or two photos that attracted them the most. Participants choose someone from the group to work in pairs. Trainers help those that cannot form pairs on their own. It is better if the participants in the pair do not know each other. The participants discuss the selected photo in pairs. The following written questions can help them with this:

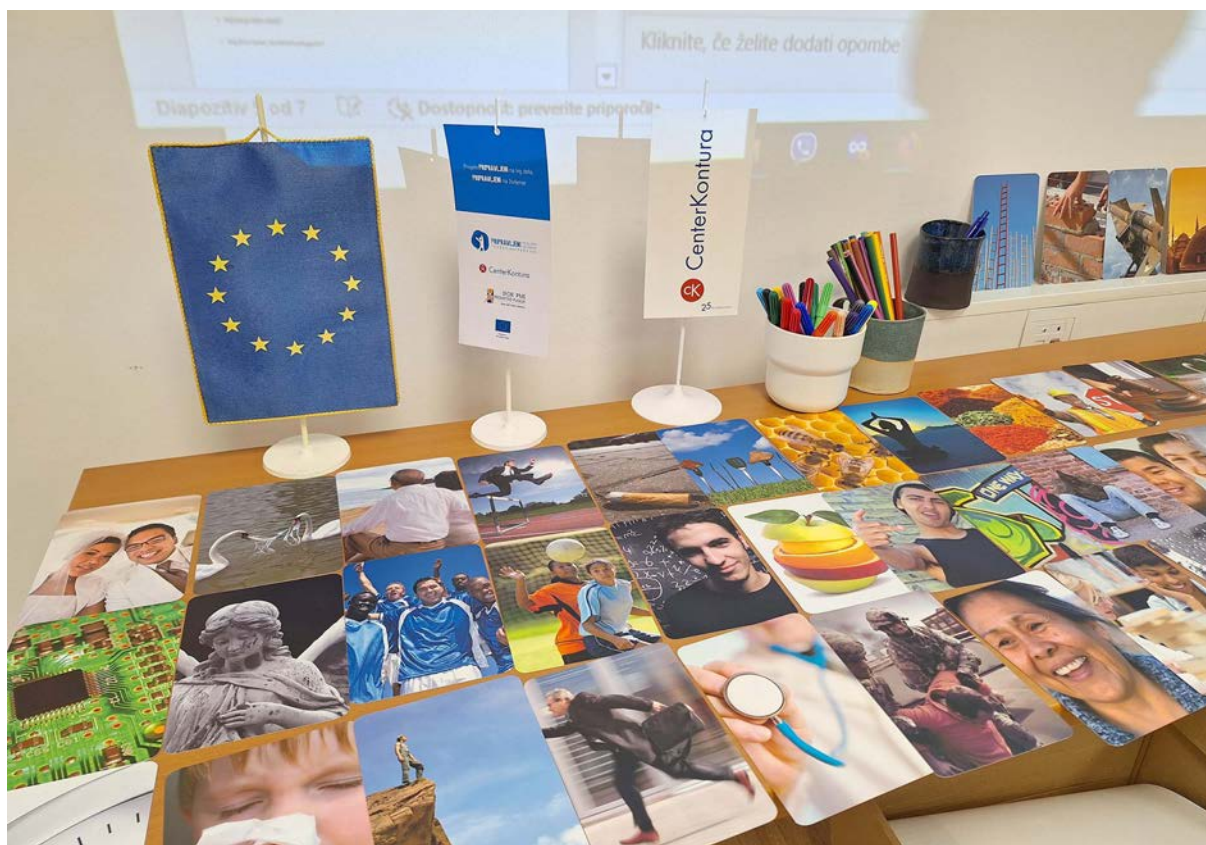
- What do I see in the photo?
- What does the photo consist of (numbers, details, background colours, light and shadows)?
- What detail is most important to me? Why?
- Where would I place myself in the photo? Would I even be in the photo?
- Do I like the photo or not? Why?
- What emotions and feelings does photography evoke in me?
- Do I have any memories when looking at the photo? Which?

The trainers conduct an example of the conversation if necessary. After completing the exercise in pairs, invite the participants to briefly introduce their partner in the pair (what he learned about him, why he chose a certain card). Encourage them to find common ground. If participants are more reserved during the first meeting, the activity can be adapted so that each person shares something about their card and explains why they chose it. This serves as both an introduction and a way to help the group get to know one another.

Approximate duration of the activity: 45 min

Materials used for the activity: Various cards with photos (e.g. JUMP, Dixit, Points of you)

Source: D. Prijanovič (2022). *Uporaba fotografije pri svetovalnem delu*. [Gradivo za izobraževanje]. ZRSZ.



Home activity: LIST OF RELAXING ACTIVITIES

Goals: Participants engage in new activities in their home environment to maintain an active lifestyle. Through these experiences, they explore the connection between activity and wellbeing, and learn how to assess their own level of wellbeing.

Implementation:

To reinforce what has been learned, it is beneficial to continue activities in the home environment. Together with the participants, agree on a task to complete at home. They receive WS3 – List of Relaxing Activities, which contains a variety of enjoyable options. Each participant selects one activity from the list to carry out before the next workshop. They are also encouraged to add their own ideas for relaxing activities.

The goal of behavioural activation is to establish healthy habits for the wellbeing of the individual. This is achieved by increasing the frequency and/or duration of behaviours that will reward the person. Rewards can be internal (a sense of accomplishment, satisfaction, or connection) or external (e.g., social attention).

Participants can use the list of relaxing activities throughout the training, each week they can perform one of the activities. At the next meeting, talk about the activities carried out and how participants felt before and after the activity.

Approximate duration of the activity: presentation 20 minutes

Materials used for the activity: WS3, pen

Source: *List of Relaxing Activities*. (n. d.)

Štern, L. in Erjavec Merklin, N. (2021). Vedenjska aktivacija. V Štern, L. (ur.). *Smernice in uporabne vsebine za vedenjsko-kognitivne terapevte* (str. 7–15). Društvo za vedenjsko in kognitivno terapijo.

WS1: WHO AM I?

Instruction: Complete sentences about yourself.

I'm happy when _____.

I feel important when _____.

I'm angry when _____.

I see myself as _____.

I've always wanted _____.

I use _____ to relax.

I'm looking forward to _____.

I believe _____.

I feel most confident when _____.

Love is _____.

Success means _____ to me.

I'm sad when _____.

Money means _____ to me.

Health means _____ to me.

I pay special attention to _____.

I don't want to see _____.

Source: Petrovič Erlih, P. in Žnidarec Demšar, S. (2004). *Asertivnost*. Zakaj jo potrebujemo in kako si jo pridobimo. Agros.

WS2: MY CHARACTERISTICS

Instruction: Circle those words that you think best describe you or apply to you.

Communicative

Accurate

Persistent

Flexible

Original

Self-Righteous

Rational

Independent

Practical

Calm

Honest

Responsible

Determined

Proactive

Organized

Attentive

Witty

Predictable

Analytical

Compelling

Messy

Cooperative

Sociable

Ingenious

Fun

Curious

Hard working

Emotional

Friendly

True to your beliefs

Focused

Frugal

Compassionate

Patient

Creative

Sensitive to the problems of others

Sincere

Perceptive

Independent

Write down five words you would like to add (someday) to your list of qualities:

List five things you can do to develop these qualities:

WS3: LIST OF RELAXING ACTIVITIES

Instruction: Choose one relaxing activity each week and try to do it during that week. Use the list of relaxing activities bellow.

Make a plan for implementation:

1. Choose an activity.
2. Determine when you will take it.
3. Rate your well-being BEFORE and AFTER the activity on a scale of 0 to 10.

very unwell 0 1 2 3 4 5 6 7 8 9 10 very well

ENJOY!

WEEK 1 ACTIVITY

FEELING

Date:	
Activity:	
	Before the activity: _____
	After activity: _____

WEEK 2 ACTIVITY

FEELING

Date:	
Activity:	
	Before the activity: _____
	After activity: _____

WEEK 3 ACTIVITY

FEELING

Date:	
Activity:	
	Before the activity: _____
	After activity: _____

WEEK 4 ACTIVITY**FEELING**

<p>Date:</p> <p>Activity:</p>	<p>Before the activity: _____</p> <p>After activity: _____</p>
-------------------------------	--

WEEK 5 ACTIVITY**FEELING**

<p>Date:</p> <p>Activity:</p>	<p>Before the activity: _____</p> <p>After activity: _____</p>
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WEEK 6 ACTIVITY**FEELING**

<p>Date:</p> <p>Activity:</p>	<p>Before the activity: _____</p> <p>After activity: _____</p>
-------------------------------	--

WEEK 7 ACTIVITY**FEELING**

<p>Date:</p> <p>Activity:</p>	<p>Before the activity: _____</p> <p>After activity: _____</p>
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Below is a list of activities that could make you relax. You can also add other activities to the list.

Stroll

Visiting the museum

Going to the cinema

Planning a trip

Visiting the library

Cooking a new dish

A visit to the zoo

Gym

Reading something fun

Learning to dance

Date

Cycling

Call someone you know

Drawing

The sport you love

Decoration of the apartment

Choosing a new hairstyle

Singing

Meditation

Organize your photos

Movie night

Playing billiards, bowling

Take part in a sporting event

Hike

Writing a story

Take a bath

Visiting the park

Spending time with family

Browsing the Internet

Making a gift for someone

Assembling the puzzle

Join a course

Voluntary work

Gardening

Listen to music

Watch an interesting show on TV

Playing a musical instrument

Chat with friends on social media

Writing poems

Reflection on pleasant events

Jewellery making

Playing with a dog or a cat

Photography

Lying in the sun

Reading magazines or newspapers

Spending time with friends

Plan your daily activities

Thinking about the future

Tidying up things around the house

Playing tennis, badminton ...

Prayer, church attendance

Sewing, crocheting

Mountaineering

Bird watching

Invite a friend to visit

Cooking, baking

Learning

Rearrangement of furniture

Reflecting on your achievements

Stargazing

Writing a diary

Thinking about how I cope with problems

Playing cards

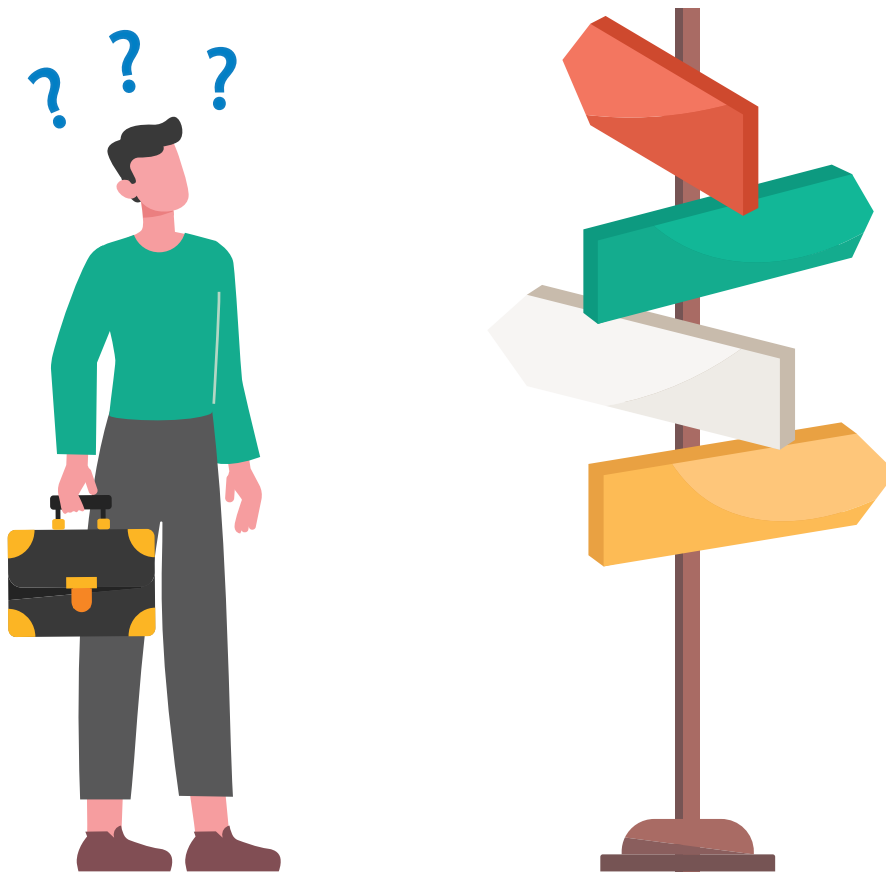
Viewing photos

Go for a coffee

To say, "I love you..."

Other ideas:

2. WORKSHOP – CAREER PATH PLANNING



Workshop objectives:

- learn about the concepts of career and lifelong career orientation,
- understanding the meaning of work,
- reflect on your educational path and write it down,
- identify your professional interests;
- recognize your values.

Activity: WHAT IS A CAREER?

Goals: Participants learn about the concept of “career” and get instructions on how to plan their career.

Implementation:

First, tell the participants some theoretical starting points about the career.

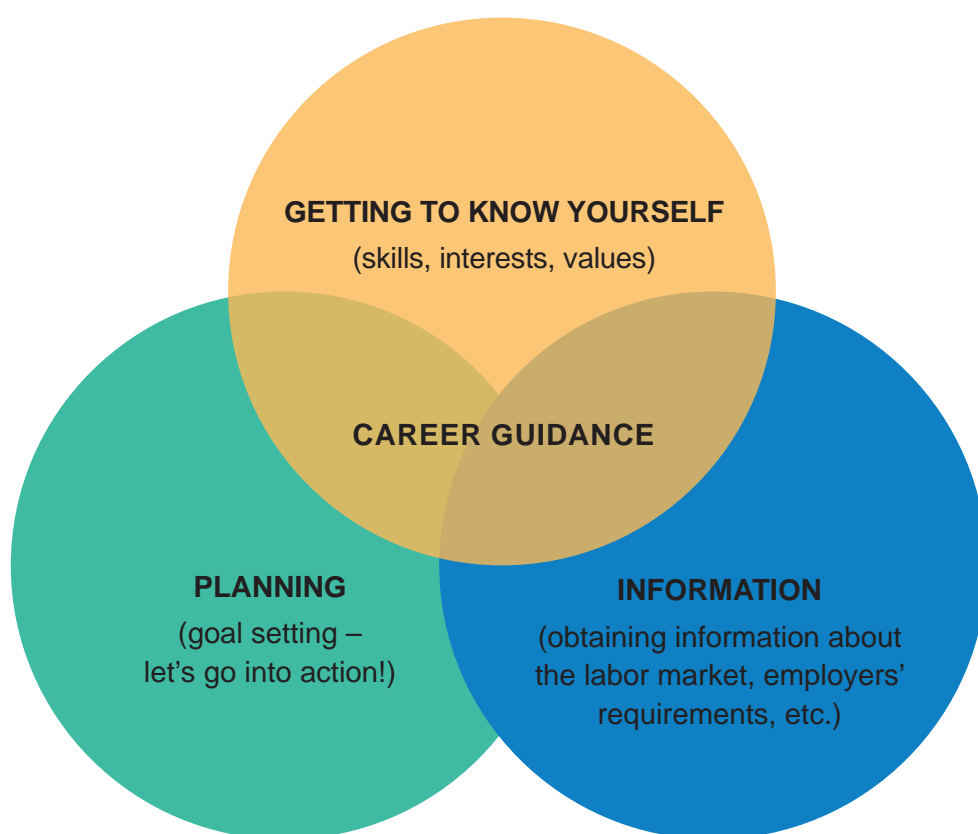
In a narrow sense, a career refers to an individual’s progression or advancement within a profession, occupation, or field of work. It can take many paths—not only through promotions, but also through job changes and shifts to different areas of work. In a broader sense, a career encompasses an individual’s entire life path, not just their professional journey. It represents lifelong development and growth across professional, educational, and personal spheres. Periods of education, employment, and even unemployment may alternate throughout this path. A career therefore includes not only the work performed within a chosen profession but also other meaningful activities undertaken in life—it is, ultimately, about personal development. Career planning is a lifelong process.

The process of career planning is called lifelong career guidance. This includes understanding one's abilities, skills and interests in order to make informed decisions about employment, education, training, and career directions, as well as learning new skills.

How to plan a career?

- Think about yourself (about your interests, abilities, values and goals)
- Acquire information about different options (find out about the offer on the labour market, employers' requirements...)
- Set your goals – what do you want to achieve
- Create a career plan (at workshop 7)
- Implement a career plan
- Find out where you can seek help (vocational rehabilitation is also an option).

Tell the participants that they will go through these steps during the workshops. In the end, they will have more information to help them plan their careers.



Approximate duration of the activity: 20 min

Materials used for the activities: /

Source: VKO Točka. (b. d.); <https://www.vkotocka.si/vko/definicija-in-pomen/>

Activity: HOW DO I PERCEIVE WORK? WHAT IS WORK?

Goals: Participants learn about the terms work, employment and occupation and learn to distinguish between them. They reflect on their views on work.

Implementation:

Talk to the participants about what is a profession and what a job is. It is important to distinguish between the terms work/employment/occupation. Talk about why a person works at all.

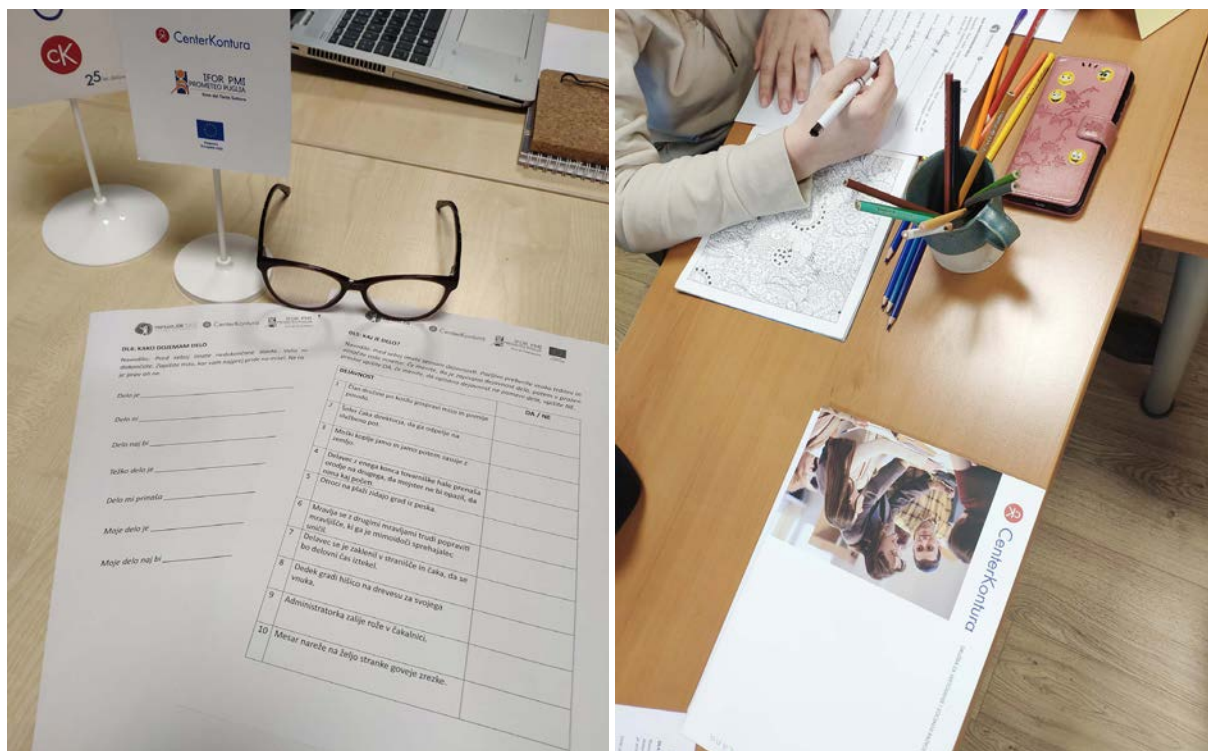
Then give them the WS4 (How I perceive the work), read the instruction together and ask them to complete the WS. Once the participants have completed them, they are invited to read the written and discuss it with them. The purpose of the activity is to recognize one's own views and opinions about work. The exercise gives you an insight into an individual's attitudes and expectations towards work.

Participants are then invited to complete WS5 (What is Work), which is intended to consider which activity constitutes work. Once the participants have completed the worksheet, discuss the individual activities with the group. This activity helps participants explore their personal attitudes toward work, their own definition of work, and their views on different types of work. The conversation can be expanded to include the differences between paid and unpaid work, the distinction between necessary or desirable work and work done by choice, the potential consequences of leaving work unfinished or undone.

Approximate duration of the activity: 30–40 min

Materials used for the activity: WS4, WS5, pens

Source: PSMSD: Projektna skupina za modeliranje Skladov dela. (1998). *Skladi dela in instrumenti metodologije dela v poklicni orientaciji. Priročnik za trenerje – delovno gradivo iz projektne dokumentacije.*



Activity: MY EDUCATIONAL PATH AND WHAT IS MY PROFESSION

Goals: Participants write down their previous educational path and all their work experience.

Implementation:

Talk to the participants about the difference between education and profession (example – a university degree in law is an education, professions with this education can be judge,

notary, prosecutor, lawyer ...), and about the fact that you can only practice some professions with a certain education.

Participants are invited to fill out WS6 (My Educational and Career Path). During this activity, they will be able to reflect on all periods of schooling and all previous work experience. If participants do not remember all the information, they are encouraged to complete the WS at home.

It is important to collect information about your education and work experience in one place. These help you when writing a job application, CV and preparation for a job interview.

Approximate duration of the activity: 20 minutes (if necessary, additional information can be found after the workshop)

Materials used for the activity: WS6, pens.

Source: /

Activity: WHAT IS IMPORTANT TO ME – MY VALUES

Goals: Participants reflect on what values are important to them in life and how their values in their private lives differ from those that are important at work.

Implementation:

In order to make appropriate decisions about one's career path and consequently to be employed in an appropriate workplace, it is important to know oneself, one's abilities (taking into account health limitations), values, attitudes and desires.

Values serve as directions in our lives and give us meaning. Values determine what is more or less important to us.

Participants are invited to fill out WS7 (My Values). When they are done, discuss which values are most important to them and whether the values that are important to them in their private lives are different from those that are important to them at work.

Approximate duration of the activity: 20 min

Materials used for the activity: WS7, pens

Source: VKO Točka. (b. d.); <https://www.vkotocka.si/pripomocki/kartice-vrednot/>

Activity: MY INTERESTS

Goals: Participants gain insight into those areas of work that attract them the most.

Implementation:

Participants complete one of the interest questionnaires.

Suitable questionnaires:

- Iskanje poklicne poti – SDS – E oblika (J. L. Holland); <https://www.center-pds.si/Katalogtestov/Testistali%c5%a1%c4%8d,interesov,vrednot/Iskanjepoklicnepoti-SDS-E-oblika.aspx>
- Kam in Kako – računalniški program za raziskovanje svojih interesov (Zavod za zaposlovanje Republike Slovenije); <https://www.ess.gov.si/partnerji/vsezivljenjska-karierna-orientacija/karierna-orientacija-solske-mladine/kam-in-kako-za-ucence-in-dijake/> (Predlagamo uporabo različice za študente in odrasle, saj v tem primeru ne potrebujemo kode, vprašalnik pa se ne razlikuje od tistega za dijake in študente.)

- Slikovni inventar interesov (Pictorial Interest Inventory, avtor neznan) – primeren za udeležence z nižjimi sposobnostmi; https://www.cves.org/wp-content/uploads/2015/08/Pictorial_Interest_Inventory_template_SHEN.pdf

(For the activity My Interests, we used a simple Pictorial Inventory of Interests, and in the 3rd workshop “Digital Skills” Where and How.)

After solving the selected questionnaire, review the results obtained together with the participants (interest types, groups) and discuss the results.

Approximate duration of the activity: depending on the length of the questionnaire

Materials used for the activity: questionnaires, pens

Source: /

Activity: MY DREAM FUTURE (creative technique)

Goals: Participants think about what they want for themselves in the future. With the help of creative materials, they are able to express themselves and show how they see themselves in the future and what they want to achieve in life.

Implementation:

Explain the implementation of this activity to the participants. First, perform a short exercise of relaxed breathing. A brief imagination follows. Participants close their eyes, imagine their future and what they want in it. To help them imagine the future, the trainer guides them through the activity with questions.

The trainer gives the instruction slowly and in a calm voice. “Sit back. Close your eyes, take a few deep breaths, calm down. How do you envision your future? What kind of future do you want for yourself? What would you like to do in life? How would you like to live? Who with and where would you like to live? What would you like to do in your free time? What else would you like to learn?” (Take pauses between individual questions.)

“Now you can open your eyes, pick up magazines and cut out pictures, letters, text and whatever you want. You can also draw or write something. Glue the clip-outs together into a single image (called a collage) and create a picture of your future. Take enough time to flip through magazines. Cut out the images you like for whatever reason. Don’t ask yourself why some picture attracted you, just use them to paint a picture of your future.”

Participants carry out the activity using the collage technique. Collage consists of cutting, combining and pasting images from different magazines. When they are done, encourage them to describe their pictures and their future, and how they could make it a reality. We strongly encourage group discussion.

Approximate duration of the activity: 60 min

Materials used for the activity: (white) A3 paper (cardboard, hard paper), newspapers, magazines, advertising leaflets, crayons, markers, pencils, textiles (ribbons, lace ...), other available materials, tape, glue, scissors, ruler, erasers, audio system or laptop (for playing relaxing music).

Source: Power of creativity. (b. d.). *Smernice za učitelje za delo z osebami z različnimi vrstami invalidnosti*; <https://disable.altervista.org/guide-for-teachers-to-engagement-with-disabled-people/>

Gabor, P. (2012). *Če želim, da bi bilo DRUGAČE, moram nekaj spremeniti. Svetovalna delavnica za (dolgotrajno) brezposelne osebe. Priročnik za izvajalce*;

<https://www.vkotocka.si/wp-content/uploads/2018/03/DRUGA%C4%8CE.pdf>



Home activity: GOOD SELFKNOWLEDGE

Goals: Participants think about themselves and their interests – about what they like to do.

Implementation:

Participants reflect on themselves with the help of the following questions:

What do I like to do? What do I do in my spare time?

What are my strong areas? What am I good at? What do others praise me for (teachers, parents, friends)?

What can I do? But maybe what I can't do? What are my limitations?

What is important to me?

Advise them to write down their thoughts and bring them to the next meeting.

Approximate duration of the activity: /

Materials used for the activity: sheet, pen

Source: /

WS4: HOW DO I PERCEIVE WORK?

Instruction: *You have unfinished sentences in front of you. Your job is to complete them. Write down what comes first to mind. Don't think about whether it's right or wrong.*

Work is _____.

Work is not _____.

Work is supposed to _____.

Hard work is _____.

Work brings me _____.

My job is _____.

My work is supposed to _____.

Source: PSMSD: projektna skupina za modeliranje Skladov dela. (1998). *Skladi dela in instrumenti metodologije dela v poklicni orientaciji. Priročnik za trenerje – delovno gradivo iz projektne dokumentacije.*

WS5: WHAT IS A JOB?

Instruction: You have a list of activities in front of you. Read each claim carefully and mark your opinion. If you think that the recorded activity is work, then write YES in the blank space, and if you think that the described activity does not mean work, write NO.

ACTIVITY		YES / NO
1	<i>A family member tidies up the table after lunch and washes the dishes.</i>	
2	<i>The chauffeur is waiting for the director to take him on a business trip.</i>	
3	<i>The man digs a pit and then fills the pit with earth.</i>	
4	<i>A worker from one end of the factory hall transfers the tool to the other, so that the master does not notice that he has nothing to do.</i>	
5	<i>Children build a sand castle on the beach.</i>	
6	<i>Ants are trying to repair an anthill that was destroyed by a passing walker.</i>	
7	<i>The worker has locked himself in the toilet and is waiting for the working hours to expire.</i>	
8	<i>A grandfather is building a treehouse for his grandson.</i>	
9	<i>The administrator waters the flowers in the waiting room.</i>	
10	<i>The butcher cuts beef steaks at the customer's request.</i>	

Source: PSMSD: projektna skupina za modeliranje Skladov dela. (1998). Skladi dela in instrumenti metodologije dela v poklicni orientaciji. Priročnik za trenerje – delovno gradivo iz projektne dokumentacije.

WS6: MY EDUCATIONAL AND CAREER PATH

In the table below, write down when and where you went to school and what work experience you have. Work experience can be practical training with an employer (internship), student work, employment, voluntary work, holiday work, etc.

PERIOD OF SCHOOLING (year-to-year)	NAME OF THE SCHOOL

WHEN DID YOU GAIN WORK EXPERIENCE (year, duration)	TYPE OF WORK – internship, student work, volunteering, training, employment, etc.	WHERE DID YOU WORK	WHAT DID YOU DO (work tasks you have performed)

WHAT KIND OF PROFESSION HAVE YOU ACHIEVED? _____

WS7: MY VALUES

Instruction: Look at the list of values. Circle those that are important to you in life (both in your personal life and at work).

<p>ACCEPTANCE To be accepted as you are</p> <p>ACCURACY be punctual and precise in your expressions and actions</p> <p>SUCCESS To complete something successfully or achieve your goal</p> <p>ADVENTURES have new and exciting experiences</p> <p>ATTRACTION Be attractive-looking</p> <p>AUTHORITY to be responsible for others; Being a leader</p> <p>INDEPENDENT to make decisions for oneself and to be independent from others</p> <p>BEAUTY appreciate the beauty around you</p> <p>CHALLENGES take on difficult tasks and solve problems</p> <p>COOPERATION collaborate successfully with others</p>	<p>FLEXIBILITY adapt quickly and easily to new or unusual situations</p> <p>GENEROSITY share your possessions with others</p> <p>AUTHENTICITY behave in accordance with what you are</p> <p>FAITH IN GOD Seek and follow God's will</p> <p>PERSONAL GROWTH constantly grow and develop as a person</p> <p>HEALTH Be healthy and feel physically good</p> <p>HELPFUL Be helpful to others</p> <p>HONESTY Be honest and authentic</p> <p>HOPE maintain a positive and optimistic view</p> <p>MODESTY to be modest and unpretentious</p>	<p>PASSION Feel a passion for ideas, activities, or people</p> <p>PLEASURE to experience and do things that are enjoyable</p> <p>POPULARITY To be liked by a lot of people</p> <p>INFLUENCE to have power over others; Manage others</p> <p>PRIVACY to have time and space just for yourself</p> <p>MEANING have meaning and direction in life</p> <p>SENSIBILITY to have reason as a guide in life</p> <p>REALISM be practical and have a realistic view of the world</p> <p>RESPONSIBILITY to be aware of your duties and to fulfil them</p>
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<p>COMFORT have a pleasant and comfortable life</p> <p>COMMITMENT be long-term and deeply committed to the other person</p> <p>COMPASSION have compassion for others</p> <p>DIVERSITY to live a life full of change and diversity</p> <p>CONTRIBUTION make a lasting contribution to society, the community</p> <p>COURTESY Be polite and considerate of others</p> <p>CREATIVITY have new and original ideas</p> <p>RELIABILITY Be reliable and trustworthy</p> <p>DILIGENCE to fulfill one's duties and obligations</p> <p>ECOLOGY to live in harmony with nature</p> <p>LOYALTY be faithful and reliable in the partnership relationship</p>	<p>HUMOUR see the funny side of yourself and the world</p> <p>INDEPENDENCE To be independent from others</p> <p>HARD WORKING work hard and perform well</p> <p>INNER PEACE experience personal inner peace</p> <p>INTIMACY share your deep feelings and thoughts with others</p> <p>JUSTICE To advocate for equality and fair treatment of all</p> <p>KNOWLEDGE learn and gain valuable knowledge</p> <p>LEISURE Take time to relax and have fun</p> <p>BEING LOVED To be loved by one's fellow human beings</p> <p>LOVE to love others</p> <p>MASTERY be proficient in daily activities</p>	<p>RISK be willing to take risks and take advantage of opportunities</p> <p>ROMANCE have an intense, exciting love life</p> <p>SECURITY Be safe and secure</p> <p>SELF-CONTROL to be able to wait for well-being, rather than seek immediate pleasure</p> <p>SELF-CONFIDENCE have a good opinion of yourself</p> <p>WEALTH have a lot of money</p> <p>SIMPLICITY live a simple life with minimal requirements</p> <p>ALONENESS Have time to spend alone</p> <p>SPIRITUALITY Grow spiritually</p> <p>STABILITY have a relatively stable life without major changes</p> <p>POWER Be physically strong</p>
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<p>FAMILY Living in a happy, loving family</p> <p>ENTERTAINMENT Have fun, play</p> <p>FORGIVENESS know how to forgive others</p>	<p>MODERATION avoiding excesses and finding a middle ground</p> <p>CARING caring for others</p> <p>OPENNESS be open to new experiences, ideas and opinions</p> <p>ORDERLINESS have a well-organized and orderly life</p> <p>FRIENDSHIP Have good friends who support you</p>	<p>TOLERANCE accept and respect different people</p> <p>TRADITION respect and follow established customs from the past</p> <p>UNDERSTANDING YOURSELF have a deep and honest understanding of oneself</p> <p>ACCEPTING YOURSELF to love yourself as you are</p> <p>LIVING IN THE PRESENT not to focus too much on the past or the future, but to live in the moment</p>
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*From the circled ones, choose 5 values that are most important to you **at work**. Write them down in the list below. You can also add one that you haven't circled before or that isn't on the list.*

Source: VKO Točka. (b. d.); <https://www.vkotocka.si/pripomocki/kartice-vrednot/>

WORKSHOP 3 – DIGITAL SKILLS

Workshop objectives:

- assess your (excessive) use of devices/screens and reflect on it;
- check the knowledge of using new technologies,
- raise awareness of the topic of online security,
- write a short e-mail with an attachment and send it,
- learn how to search online for job advertisements and employer requirements,
- explore professional interests through the Where and How website.

Today, digital skills are among the most essential competencies. They involve the confident and critical use of digital technologies to access and share information, communicate and collaborate, create digital content, use social media safely, and solve problems.

Digital skills open the door to learning opportunities, support lifelong learning, enable access to chosen professions, and enrich leisure activities. They are also vital for integration into society and participation in active citizenship.

In addition, digital skills help develop other key competencies, such as communication, language proficiency, basic mathematics, and scientific understanding. They provide access to a wealth of information, facilitate professional work, and have become central to both interpersonal communication and recreational activities.

Activity: USING SCREENS

Goals: Participants learn how much time they spend in front of screens and for what activities.

Implementation:

Ask participants to open the screen overuse test on their phones and solve it. Talk about the results. You can use following questions:

- *What devices with screens do you use (phone, computer, tablet, TV)?*
- *How much time do you use those devices every day?*
- *What activities do you use them for?*
- *What did the test show you? Do you agree with the result?*
- *Would you like to increase or decrease the use of those devices?*
- *Would you like to use them for other activities?*
- *Would you like to be able to use other devices with displays (e.g. a computer)?*
- *Are you independent when using your computer?*
- *Do you use any digital gadgets?*
- *What programs and applications do you use and for what?*
- *What social networks do you use? What do you use them for?*
- *Who and what do you communicate with online (family, friends, doctor, strangers)?*
- *Do you post photos?*

Approximate duration of the activity: 20 min

Materials used for the activity: mobile phones/computers/tablets with Internet access

Source: Logout. (b. d.); <https://www.logout.org/sl/vprasalniki/test-splosne-zasvojenosti-z-digitalnimi-tehnologijami/>

Employers also check the web and social networks, so it is important to consider what information we publish online and with whom we share it.

Activity: LEARNING TO WRITE EMPLOYMENT RELATED DOCUMENTS

Goals: Participants learn how to write short simple emails and an accompanying email to the job application. They learn how to send documents (attachments) by e-mail.

Implementation:

Find out if the participants have an email address and if they use email. If they do not have an email address, help them create one with one of the free webmail providers (e.g. Gmail). Discuss with them how to write an e-mail to the Employment Service of the Republic of Slovenia, a school or a counsellor and how to write an e-mail accompanying the application for a vacant job position. Help them with examples from the web. Look at various templates found online and discuss them within the group (what is well written and what is not, the necessary parts of the accompanying email when applying for a job, etc.).

Talk about how skilled the participants are in writing documents and what devices they use to write them (on a computer or phone). You can use the following questions:

- *Where do you write documents, such as a school assignment or a job application? On your computer or phone?*
- *Which program do you use for that?*
- *How can a document be written on the phone?*

Do an exercise together about writing and sending emails. To do this, use WS8 (Examples of General Emails). Together, try to write an e-mail to the counsellor at the Employment Service of the Republic of Slovenia (e.g. that the participant cannot come to the meeting) and an accompanying e-mail to the application for a vacant job position. One of the trainer can write an accompanying email on a computer, and participants follow this on a projector and give their suggestions. You can use a program that most participants use (for example, Google Docs).

Next, invite participants to try to create the document on the phone and make a draft for the accompanying email. Talk about where they can find help if they are not good at writing documents (e.g. they can ask their family members, colleagues in the student dormitory, if they live there, in various programs for young people, such as Mladi zmaji, Cona Fužine, or they can also ask counsellors in employment rehabilitation or in the Career Centers of the ZRSZ).

Trainers can also check the offer for free computer trainings and invite participants to join them (often carried out by People's Universities and similar organizations, more information at: <https://www.zlus.si/klanice/>).

Talk to participants about ordering and paying online and what they should pay attention to. Continue the discussion by talking about other online services (payment of money orders in an online bank, e-government services, and appointments with a doctor...). A lot of additional information about the safe use of the Internet can be found on the <https://safe.si/> website.

Participants are also invited to enter their first and last name into one of the online search engines (e.g. Google) to see what information employers can find about them online. If they find unpleasant content about themselves (e.g. old photos, profiles they no longer use), discuss how to delete photos or close profiles.

Approximate duration of the activity: 45–60 min

Materials used for the activity: computer, projection, WS8, pens, mobile phones, Internet access

Source: /

Activity: SEARCH FOR JOB VACANCIES

Goals: Participants learn to independently search online for suitable job ads. Let them know where to look for job ads.

Implementation:

Instruct participants to find an advertisement for a job on their own (using phone). If they find it interesting, they should check the employer's requirements for the position. Then talk about it in the group. Talk to the participants about where they can find job ads. Together, look for possible resources, and discuss who can help them find a suitable job (e.g. rehabilitation counselors at the ZRSZ or at an vocational rehabilitation provider, counsellors at the Career Centre).

Approximate duration of the activity: 45 min

Materials used for the activity: computer, projector, mobile phones, Internet access

Source: /

Other useful web links:

<https://www.rtvsllo.si/dostopno> (to follow the news in an easy-to-read format)

<https://app.pravko.si/> (AI for Questions on Legislation)

<https://simbioza.eu/mladi>

<https://www.spletno-oko.si/>

<https://www.varninainternetu.si/>

<https://www.mipi.si/>

Activity: EXPLORING AND USING THE WHERE AND HOW TOOL (instead of a creative technique)*

Goals: Participants first explore the Where and How tool (a tool for researching, developing and improving career opportunities) and then use it.

Implementation: To perform this activity, it is necessary to have enough computers (as many as there are participants). In the implementation of the training, we connected with the Career Center in Ljubljana, where they have the spatial and technical capacities to carry out this type of activity. The questionnaire can also be taken by mobile phone.

First introduce the tool to the participants, help them log in to the website and give them the appropriate instructions. They should then answer the questions as independently as possible, and if necessary, help them with explanations. Together, review the results and provide them with information on how they can access the website from home and what else the tool can do. Together, review the basic characteristics of individual types of personality styles that influence the choice of profession.

(We suggest that trainers complete the questionnaire themselves and explore the information about professional interests offered by the program before the implementation.)

Approximate duration of the activity: 90 min

Materials used for the activity: computers, Internet access

Source:

Instructions for use Kam in kako;

https://www.ess.gov.si/fileadmin/user_upload/Partnerji/Dokumenti_Partnerji/Kam_in_kako_karierni_svetovalci_ZRSZ_2025.pdf

Access to Kam in kako;

<https://www.ess.gov.si/iskalci-zaposlitve/poklici-in-kompetence/priporocki-za-nacrtovanje-kariere/kam-in-kako-za-studente-in-odrasle/>

*You can replace this activity with some of the additional creative techniques presented at the end of the manual.



Home activity: SEND EMAILS AND ATTACHMENTS

Goals: Participants practice sending emails and attachments.

Implementation:

Participants are told to write a short e-mail to the workshop trainers about the relaxing activity carried out that week. They should also attach a photo of the activity to the email.

Approximate duration of the activity: /

Materials used for the activity: computer/mobile phone, Internet access

Source: /

WS8: EXAMPLES OF SIMPLE EMAILS

Case 1 – You have an appointment with a counsellor at the Employment Service. You are unable to attend because you are ill, so you would like to let him know about it and ask for another date.

Subject: Notice regarding the meeting on 25/04/2024

Hello.

I have an appointment with you at the Employment Service tomorrow, 25/04/2024. Unfortunately, I can't come because I got sick. I would like to ask you if it is possible to rearrange the meeting to another date.

Thank you and best regards.

Janez Koren

Case 2 – You are involved in on-the-job training. You would like to let your mentor know that you won't be there because you're ill.

Subject: My absence today

Hello/Dear Sir/Madam.

I woke up this morning with a high fever, so I can't get to work. I'll let you know tomorrow if I'm doing any better.

Thank you for your understanding and best regards.

Janez Koren

Case 3 – You would like to make an appointment with your GP.

Subject: Request for an appointment

Dear Sir/Madam.

I woke up this morning with a high fever, so I would like to set an appointment with you for a check-up. I won't be going to work today, so I'll need a sick leave as well.

Thank you and best regards.

Janez Koren

Example 4 – A cover letter e-mail as part of your application for a job.

Subject: Application for a vacancy as a baker

Dear Sir/Madam.

I am sending you an application for the vacancy of baker at the Kruhek bakery, which was published on 18/04/2024 on the Employment Service of the Republic of Slovenia website.

I'm sending you my CV in the attachment.

In the hope of receiving an invitation to an interview, I send you my warmest regards.

Janez Koren

3. HEALTH AND SELF-CARE

Workshop objectives:

- find about the concept of personal health,
- raise awareness of how to take care of one's health and how to cope with stress,
- learn relaxation techniques.

Activity: HEALTHY LIFESTYLE

Goals: Participants learn about the concept of health and how they can improve their health with a healthy lifestyle (diet, relaxation, activity, etc.).

Implementation:

Begin the topic with an open-ended question of what participants think the term health means. Participants are encouraged to participate as much as possible.

Health includes both physical and mental well-being. It covers areas such as regular physical activity, healthy eating, sufficient sleep, relaxation, engaging in hobbies, and maintaining quality relationships with others. A healthy lifestyle provides more energy, boosts self-esteem, and enhances overall self-confidence. It also reduces the risk of developing, worsening, or experiencing a recurrence of mental health problems.

Begin by asking participants how they currently take care of their health. Where relevant, emphasise that for individuals with mental health conditions, taking prescribed medication is an important part of maintaining overall health and well-being.

Discuss the importance of a balanced diet. Present nutritional guidelines, using the food pyramid as a visual aid to show the recommended balance between food groups. Explain how this can help participants plan healthy daily meals. Highlight the importance of drinking enough water and the negative effects of sugary drinks.

Explain the benefits of regular exercise for both physical and mental health. Present different types of physical activity (e.g., walking, yoga, strength training). Facilitate a discussion on common barriers to being active and the excuses often given for avoiding exercise. Explore strategies to stay motivated, such as group activities, scheduling exercise time, or rewarding persistence.

The most common barriers that prevent people from being physically active:

- *It's boring.*
- *I'm too old.*
- *I'm too busy.*
- *I can't afford it.*
- *I'm too fat.*
- *I'm too tired.*
- *I don't like doing it alone.*
- *I have enough of other problems.*
- *I'm going to look stupid.*
- *I tried once, but it didn't work.*
- *I'm afraid.*

Helping to maintain motivation for physical activity:

Participate in group activities or find a friend, family member and get active together. Plan time for physical activity. Perseverance in physical exercise is rewarded (e.g. watching a movie at the cinema, buying a new piece of clothing, etc. Choose a reward that makes you happy).

Approximate duration of the activity: 30 min

Materials used for the activities: /

Source: /

Activity: COPING WITH STRESS

Goals: Participants learn about the concept of stress and explore what techniques they can use to cope with it.

Implementation:

Ask participants what stress is and discuss how to deal with it.

Stress is a feeling of tension, worry, or pressure—when it seems like “everything is too much.” It can be experienced physically, such as faster breathing, a pounding heartbeat, or muscle tension, and mentally, through worry, irritability, or restlessness. Stress is not always harmful. In small amounts, it can help us focus, stay alert, and complete tasks quickly. However, excessive or prolonged stress can negatively affect health and well-being, potentially leading to burnout or other serious problems.

What can help us to be more resilient to stress?

- *A good night's sleep*
- *Healthy eating*
- *Outdoor activities (walks, slow running, walking in the hills ...)*
- *Relaxing activities (daily activities that are relaxing in themselves: hanging out with friends, gardening, listening to music, drawing...)*
- *Good schedule, less rush*
- *Learning to cope with problems – Problem solving technique (we learn about it in the fifth workshop)*
- *Use of relaxation techniques (breathing square)*

Approximate duration of the activity: 20 min

Materials used for the activities: /

Source: /

Activity: RELAXATION TECHNIQUES – Breathing square

Goals: Participants learn the technique of relaxed breathing, one of the relaxation techniques.

Implementation:

Participants are asked if they know any relaxation techniques, if they use them and how often.

Relaxation techniques are skills that can only be mastered through consistent practice. Without regular use, it is difficult to fully adopt them or achieve lasting benefits. Practising chosen techniques regularly can have numerous positive effects on both physical and

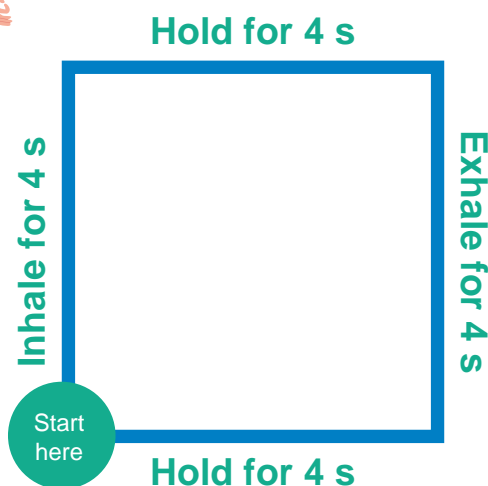
mental health, including: more effective stress management, pain relief, improved sleep quality, reduced fatigue, increased self-confidence, greater productivity, prevention or reduction of psychosomatic illnesses.

Give following instructions for relaxed breathing to participants:

- Sit comfortably for the exercise. Straighten your spine, arms should hang by your body.
- The technique is performed with closed eyes, and those who are uncomfortable should look at some immovable point in front of them.
- Try to inhale through your nose and exhale through your mouth.
- Deliberately slow down your breathing. Inhale and meanwhile (in your mind) count to four, then hold your breath and count to four, then exhale and count to four, and hold your breath again and count to four.
- Make sure your breathing is smooth, steady and continuous – not jerky.



BREATHING EXERCISE: SQUARE



Take at least five to ten breaths. It is even better if you exercise for three to five minutes every day. That way, you will learn the technique and, if you need it, use it.

You can use the relaxed breathing technique before a job interview, when you are angry, when you cannot fall asleep, or when you feel tension in your body.

After performing the breathing technique, discuss with the participants the exercise and feelings they had.

Approximate duration of the activity: 20 min

Materials used for the activities: /

Source: Osnovno zdravstvo Gorenjske, Zdravstveni dom Kranj, Center za krepitev zdravja. [Gradivo z delavnice.]

Activity: LET'S TAKE CARE OF A GOOD NIGHT'S SLEEP

Goals: Participants learn the factors that affect the quality of sleep.

Implementation:

A good night's sleep is a fundamental human need and a cornerstone of good health. It is linked to improved quality of life and well-being at all ages. Research shows that regular, sufficient sleep supports better academic performance, physical fitness, and overall health. Lack of sleep can impair memory, concentration, and thinking, and is associated with lower well-being as well as problems such as stress, sadness, and anxiety. Persistent sleep disturbances can also contribute to the development of various diseases.

Discuss with participants about how and how much time they sleep. Present them with tips for good sleep hygiene:

- Sleep only as long as you need to be rested the next day and be able to do your job well.
- Do not sleep/nap during the day.
- Regularly get up at the same time.
- Be active in sports (at least three times a week for 30 minutes).
- Do not use screens before bedtime.
- The bedroom should be comfortable, protected from light and noise.
- A good night's sleep requires a proper room temperature.
- Reduce fluid intake in the evening.
- Eliminate all caffeinated products from the diet.
- Do not eat a heavy meal at least three hours before bedtime.
- Avoid drinking alcoholic beverages, especially in the evening.
- Smoking is also a sleep disruptor.
- When waking up at night, don't bother with falling asleep again. (It's better to get up and engage in one of the relaxation activities, and after a while, try to fall asleep again.)
- Establish a relaxing routine before bed.

Approximate duration of the activity: 20 min

Materials used for the activities: /

Source: Dolenc Grošelj, L. (2009). *Kako premagati nespečnost – Lekova zbirka za bolnike*;

<http://www.lek.si/media/storage/cms/attachments/2010/05/21/20/30/25/nespecnost.pdf>

Psychology tools. (2018). *Checklist For Better Sleep*.

Other useful web links:

- <https://www.skupajzazdravje.si/dusevno-zdravje/sproscanje/>
- <https://www.zd-kranj.si/dejavnost/zdravstvena-vzgoja/program-krepitev-zdravja-odra-slih/krepitev-dusevnega-zdravja/>

Activity: LIFESTYLE PLANNING

Goals: Participants learn to plan their activities and imagine possible lifestyle changes.

Implementation:

Participants are given WS9 (Lifestyle Planning) and given instructions. Once they have finished the WS, encourage discussion about possible changes in each area.

Approximate duration of the activity: 20 min

Materials used for the activity: WS9, pens

Source: Dernovšek M. Z., Valič M. in Konec Juričič N. (2011). *Obvladajmo anksioznost: Priročnik z delovnimi listi za vodje delavnic in predavatelje*. Društvo za pomoč osebam z depresijo in anksioznimi motnjami.

Activity: CREATE YOUR OWN SAFE PLACE (creative technique)

Goals: Participants are introduced to guided visualization (of a calming place), which is one of the relaxation techniques; the trainers encourage participants to use creative techniques.

Implementation: Participants are first introduced to the method of conducting a guided visualization and given following instructions:

- First, imagine a safe place with the help of aurally guided visualization.
- The purpose of visualizing a soothing place is to calm your thoughts with the help of imagination. In your minds, shift to where you feel relaxed and completely calm.
- When you imagine yourself in a pleasant and calm place, the brain responds to it. The heart rate and breathing calm down, the body relaxes. Thus, with the power of your mind, your thoughts and ideas, you create an inner feeling of peace and relaxation.

Imagine a cozy spot. You can lie on the beach or walk in the woods ... It could be a place you have already visited, maybe you have seen it in a movie, or it is entirely a figment of your imagination.

Try to remember the details of this place. Imagine that you are looking around you – up and down, right and left, forward and backward. What do you see in your safe place? Think of all the places you have known that have made you feel safe. Think of things in your life that comfort you or make you feel safe. You can add them to your safe place. Focus on your senses. What do you see, feel, smell and hear? For example, if you think of the beach, do you see how the sea is moving slowly? Do you smell seawater? Do you hear the waves?

After completing the guided visualization, participants are invited to draw or paint an image of their safe place and they can use photos from magazines. Once participants have finished painting a safe place, they are invited to present it to the group. Ask them about how they felt while creating their own safe place. They can take their product home so that it will be available to them when they need to calm down or relax.

Approximate duration of the activity: 60 min

Materials used for the activity: crayons, pens, watercolors, brushes, paper, magazines ...

Source: Center za krepitev zdravja Kranj. (2020). *Vizualizacija pomirjujočega kraja–10 minut*. <https://www.youtube.com/watch?v=PARJxeN39aE>

Taking care of your health includes regular visits to your personal doctor, dentist and, if necessary, specialists. Discuss with the participants how they make an appointment and

whether they are independent in doing so. Ask them if they use web portals for appointments or if they know them. If necessary, you can also talk about taking prescribed medications regularly.

Home Activity: THE COURSE OF MY DAY

Goals: Participants monitor their activities by hours over a period of two days. They gain information/insight into how much time they spend on certain activities.

Implementation: Distribute WS10 (The course of my day) to the participants and give instructions for the implementation of the activity. Encourage them to choose at least two days to monitor their activities until their next meeting (ideally, one day should be during the weekend and the other during the week). Tell them to record their sleep time and the time spent on their phone, computer, or other screens.

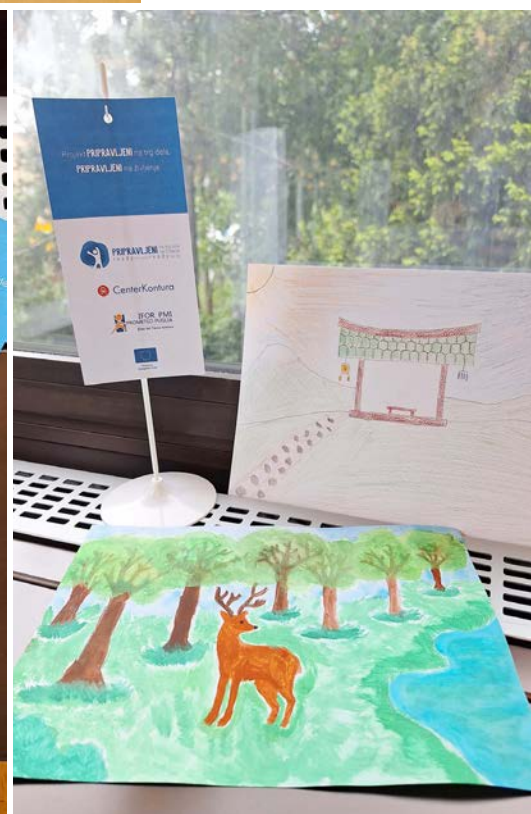
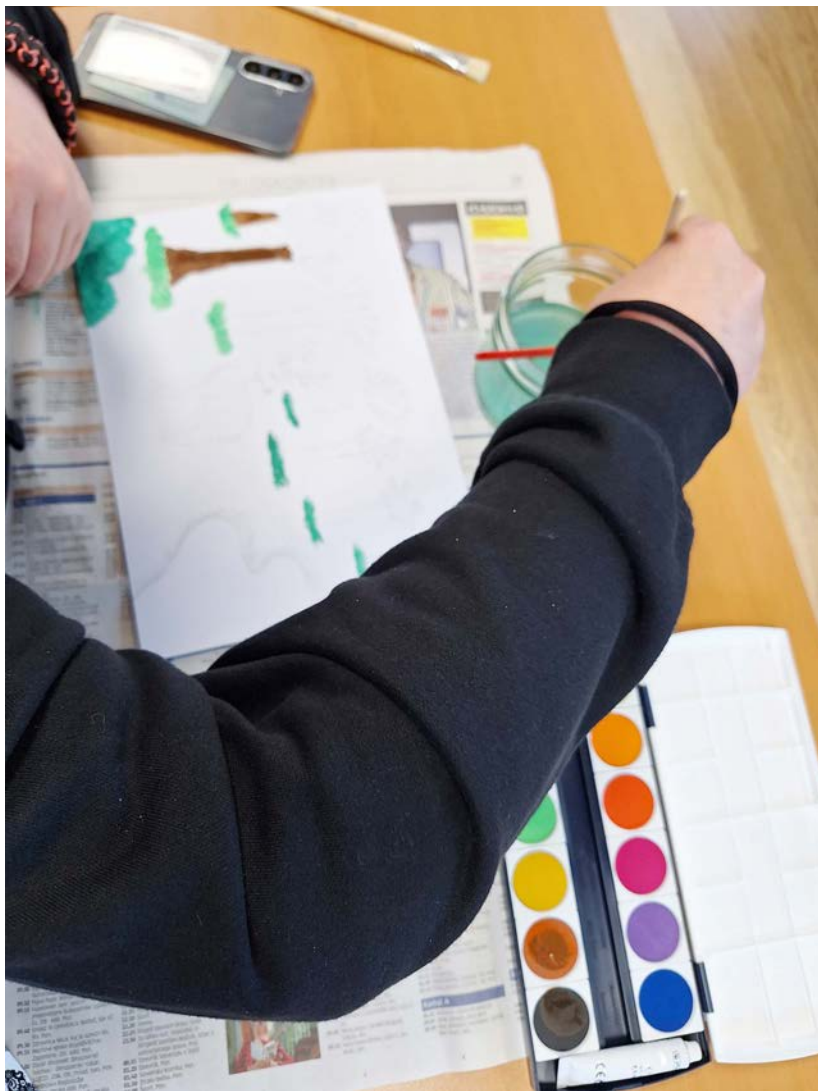
At the next meeting, talk about what they wrote. What activities do they spend too much or too little time on in a given day? What would they like to change? At what time of the day would they be able to introduce some of these new activities? WS9 (Lifestyle Planning) can help them.

Approximate duration of the activity: /

Materials used for the activity: WS10, pens

Source: /





WS9: LIFESTYLE PLANNING

Instruction: Fill the table with changes you can make in each area.

AREA	PLANNED LIFESTYLE CHANGES (MORE, LESS, DIFFERENTLY...)
Sleep	
Food Consumption	
Physical activity	
Health	
Enjoyable and relaxing activities	
Family	
School/Work	
Friends	
Acquaintances	
Hobbies	
Relationship with a partner	

Source: Dernovšek M. Z., Valič M. in Konec Juričič N. (2011). *Obvladajmo anksioznost: priročnik z delovnimi listi za vodje delavnic in predavatelje*. Društvo za pomoč osebam z depresijo in anksioznimi motnjami.

WS10: THE COURSE OF MY DAY

Tip: Choose at least two days until your next meeting and write down what you did during each hour of the day. Record when you woke up and when you went to bed. Don't forget to record the time you spent on your phone/computer and other screens.

HOURS	DATE:	DATE:	DATE:
06–07			
07–08			
08–09			
09–10			
10–11			
11–12			
12–13			
13–14			
14–15			
15–16			
16–17			
17–18			
18–19			
19–20			
20–21			
21–22			
22–23			
23–24			
24–25			
00–01			
01–02			
02–03			
03–04			
04–05			
05–06			

4. EMOTIONAL SKILLS

Objectives:

- Participants learn to recognize both their own and others' emotions.
- Participants recognize different communication styles (passive, assertive and aggressive) and characteristics of assertive behaviour.
- Participants strengthen communication skills to communicate more effectively in different situations.
- Participants learn about the connection between thoughts, emotions, bodily signs, and behaviour.
- Participants learn to use the “detective thinking” technique to transform unhelpful thoughts.

In life, we encounter a variety of emotions. We experience both pleasant (e.g., joy, surprise, pride, satisfaction) and unpleasant emotions (e.g., sadness, fear, shame, guilt, jealousy). Emotions can also be more or less intense, and can last from a few moments to several days.

How are you? – is a question we often ask each other. We usually answer it very superficially, but if you think about it, it is a very personal question. Sometimes we do not even know how to answer it or we cannot find the words to describe how we feel. We know we are experiencing something, but we do not know what to call it. If we want to answer this question honestly, we need to know the emotions and their names.

Activity: EMOGRAM

Goals: Participants explore different feelings and find out how they feel about themselves.

Implementation:

Hand out a WS11 (Emogram) to the participants and ask them to fill it out. When they are done, invite them to say some thoughts about how they feel. They are encouraged to express a variety of emotions.

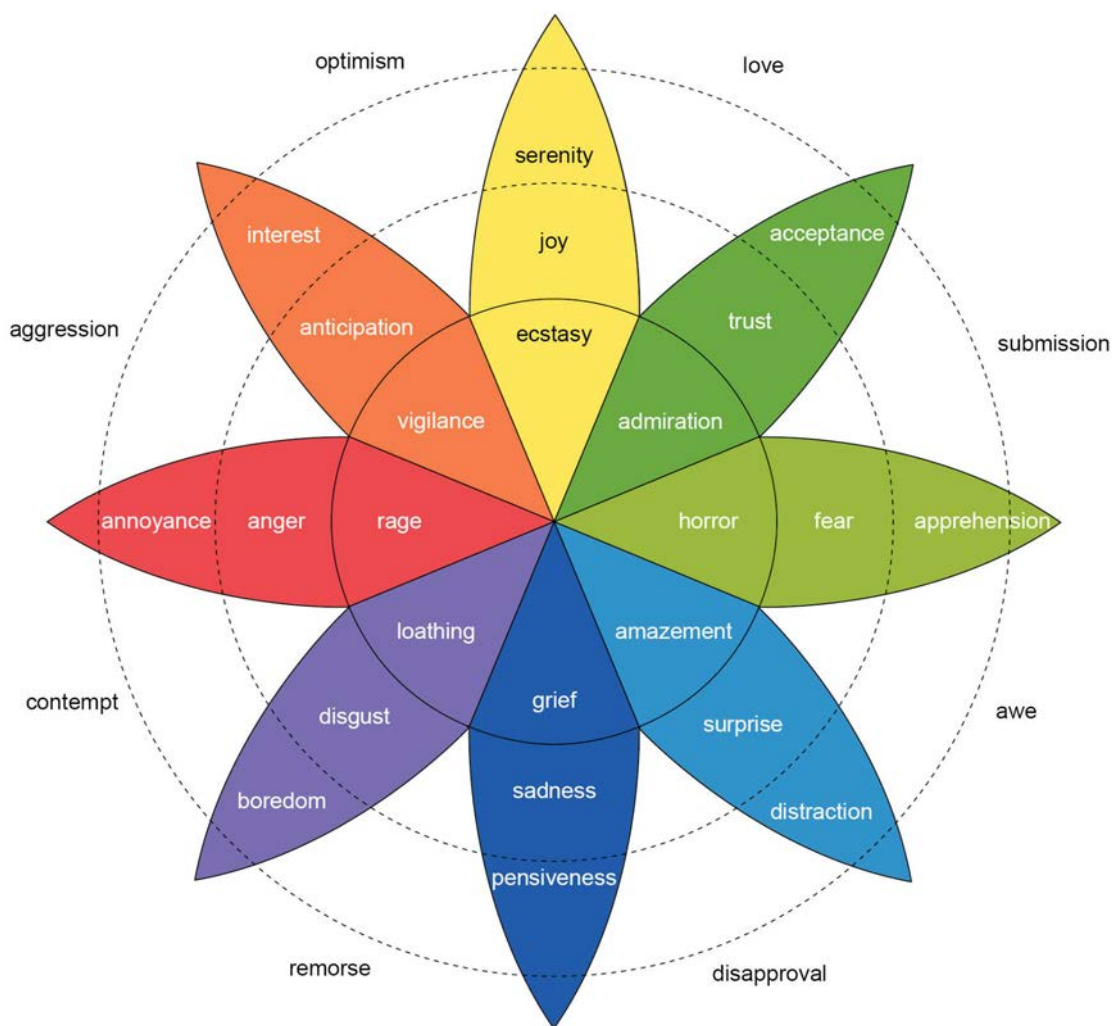
Approximate duration of the activity: 15 min

Materials used for the activity: WS11, pens

Source: R. Plutchik (n.d.). *The Wheel of Emotion*; <https://web.archive.org/web/20010818040222/http://americanscientist.org/articles/01articles/plutchikcap6.html>

Being able to work with our emotions can greatly help us in daily life. Emotions act as signposts, signalling what matters to us and what we do—or do not—want. It is helpful to view emotions as allies rather than enemies. No emotion is inherently “good” or “bad.” When we learn to manage them well, even less pleasant feelings (such as fear or guilt) can serve a purpose by motivating us to take meaningful action. Psychologists identify eight basic emotions: fear, trust, joy, anticipation, anger, disgust, sadness, and surprise. Combinations of these form more complex feelings—for example, love is a blend of joy and trust.

If we struggle to find words to describe what we feel, tools like Plutchik’s Wheel of Emotions can help. Expanding our emotional vocabulary makes it easier to recognise and process our experiences, communicate them to others, and cope more effectively.



Activity: EMOTIONS

Goals: Participants explore the circumstances and situations in which they experience different emotions and become aware of a wide range of different emotions.

Implementation:

Our bodies often signal what we are feeling before we even put it into words. For example, a rapid heartbeat, sweating, and trembling hands may indicate fear, while clenched teeth and fists can signal anger. Many emotions have distinct physical sensations that accompany them.

By paying attention to these bodily cues, we can more easily identify the emotions we experience in different situations. This awareness not only helps us better understand ourselves but also improves how we interact and communicate with others.

Participants are given WS12 (Emotions) and asked to answer questions about experiencing different emotions. When they are done, encourage a conversation about in what situations they feel any of the emotions.

Approximate duration of the activity: 30 min

Materials used for the activity: WS12, pens

Source: *Inštitut za razvijanje osebne kakovosti. (2000). Identiteta. Delovni list I–16..*

Activity: ASSERTIVENESS

Goals: Participants in small groups think about how they would react in different situations or what style of communication they would use.

Implementation:

There are different styles of communication – aggressive, passive and assertive.

Aggressive style means that an individual expresses his feelings and opinions, but usually hurt other people's feelings. Such an individual is convinced that he is multivalued and thus harms interpersonal relationships. He usually gets what he wants, but people do not like him because of his aggressiveness. This type of behaviour is detrimental to self-esteem.

Passive style means that an individual either does not express his feelings and opinions or does not express them enough. He is convinced of his own inferiority. Such communication reduces responsibility for decisions, but at the same time lowers self-esteem.

Assertive style means that an individual clearly expresses his thoughts and feelings without being aggressive towards others. He understands that people are different and that we are entitled to our opinions. A responsible individual makes thoughtful decisions and feels confident and satisfied when communicating with others.



Distribute WS13 (Assertiveness) to the participants and form smaller groups. Ask them to choose four examples of situations and discuss how they would react or what they would say. Each group presents its selected examples to other groups. Encourage conversation about different communication styles. In the end, summarize good examples of communication and point out the most common mistakes in each type of communication.

Approximate duration of the activity: 30 min

Materials used for the activity: WS13, pens

Source: Petrovič Erlih, P., in Žnidarec Demšar, S. (2004). *Asertivnost. Zakaj jo potrebujemo in kako si jo pridobimo*. Agros.

Activity: THOUGHT TRANSFORMATION

Goals: Participants learn the technique of transforming their thoughts.

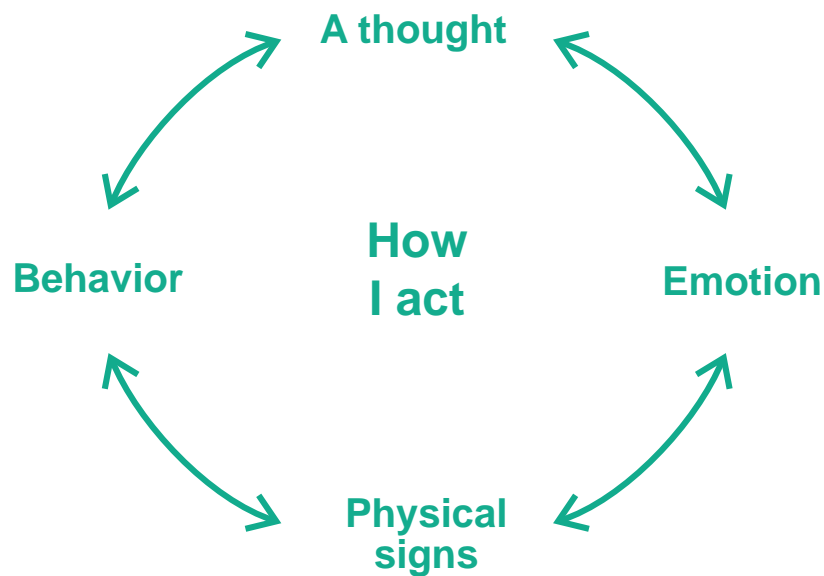
Implementation:

Thoughts, emotions, bodily signals, and behaviour are interconnected. Our physical sensations are closely linked to our emotional experiences. By paying attention to bodily cues, we can often identify what we're feeling. For example, if our heart is racing, our palms are sweaty, and our hands are trembling, we are likely feeling fear. We can directly influence our thoughts, attitudes, interpretations, conclusions, decisions, and behaviours—and in doing so, we have a choice (e.g., to greet someone or look away, to leave or stay). However, we cannot directly "switch on" or "switch off" emotions such as fear, anger, or sadness. Likewise, we have no immediate control over involuntary physical reactions

like blushing, a rapid heartbeat, or trembling hands. Our behaviour is often shaped by the emotions we experience in a given moment. For instance, when we succeed at something at work, we may feel joy and pride, which can make us more friendly and open toward others. Conversely, when things go wrong, we may feel sadness or anger and respond in a more withdrawn or irritable way.

The meaning we attach to events or thoughts plays a key role—it influences our emotions, bodily reactions, and the behaviors we choose.

How we think and what we do affects our feelings.



Discuss the following examples with the participants:

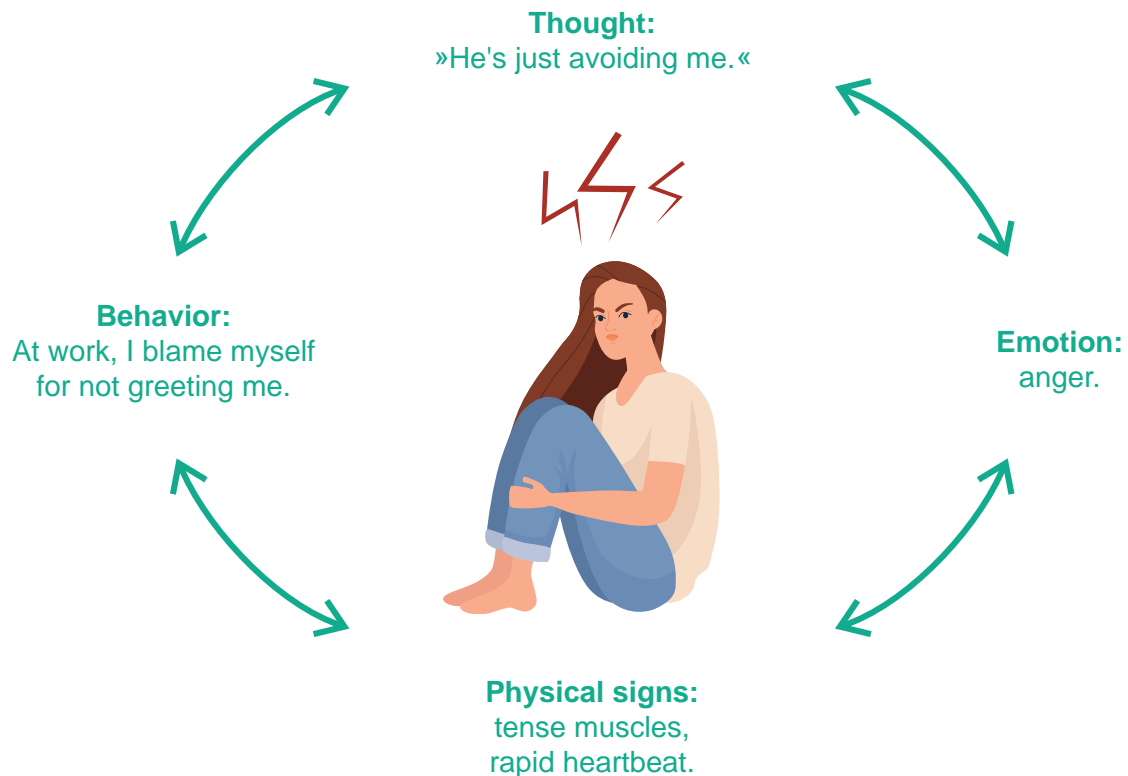
Example 1:

On your way to work, you meet a co-worker. You greet her, but she does not answer you. You can interpret the situation in different ways.



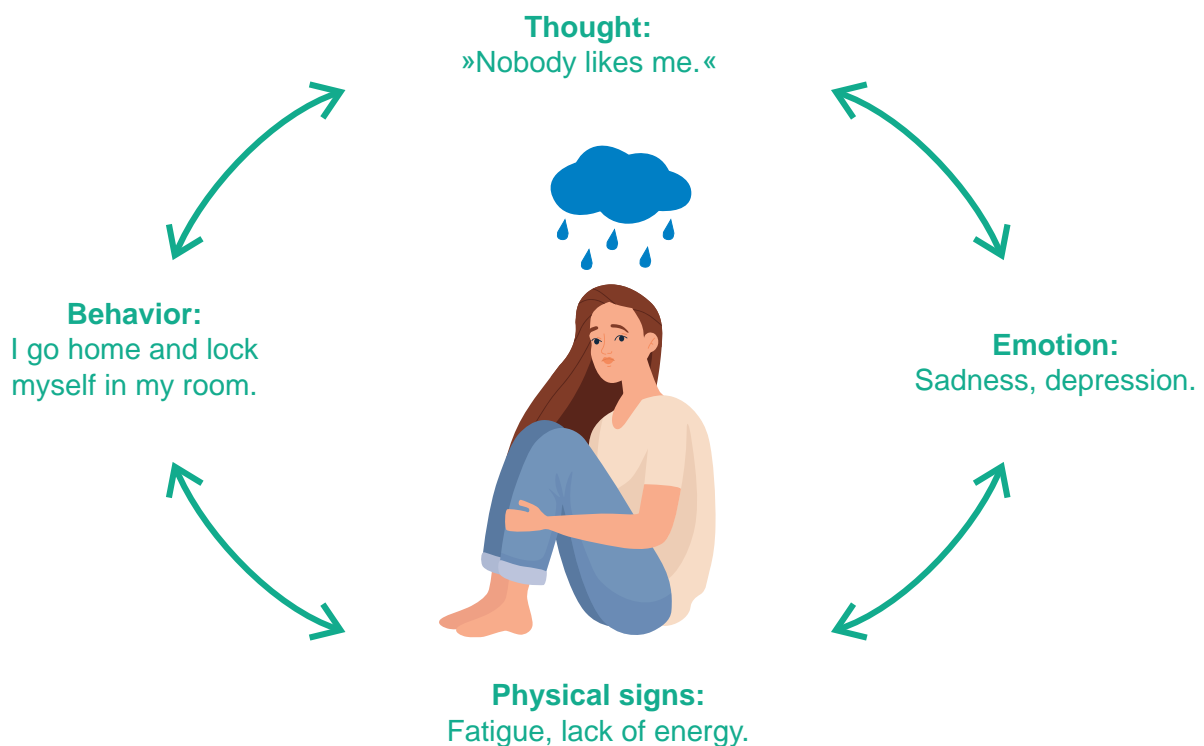
Explanation No. 1:

If you think that a co-worker has deliberately ignored you, you will probably be angry with her. And if you're angry with her, you'll react unkindly, and your co-worker will probably avoid you in the future.



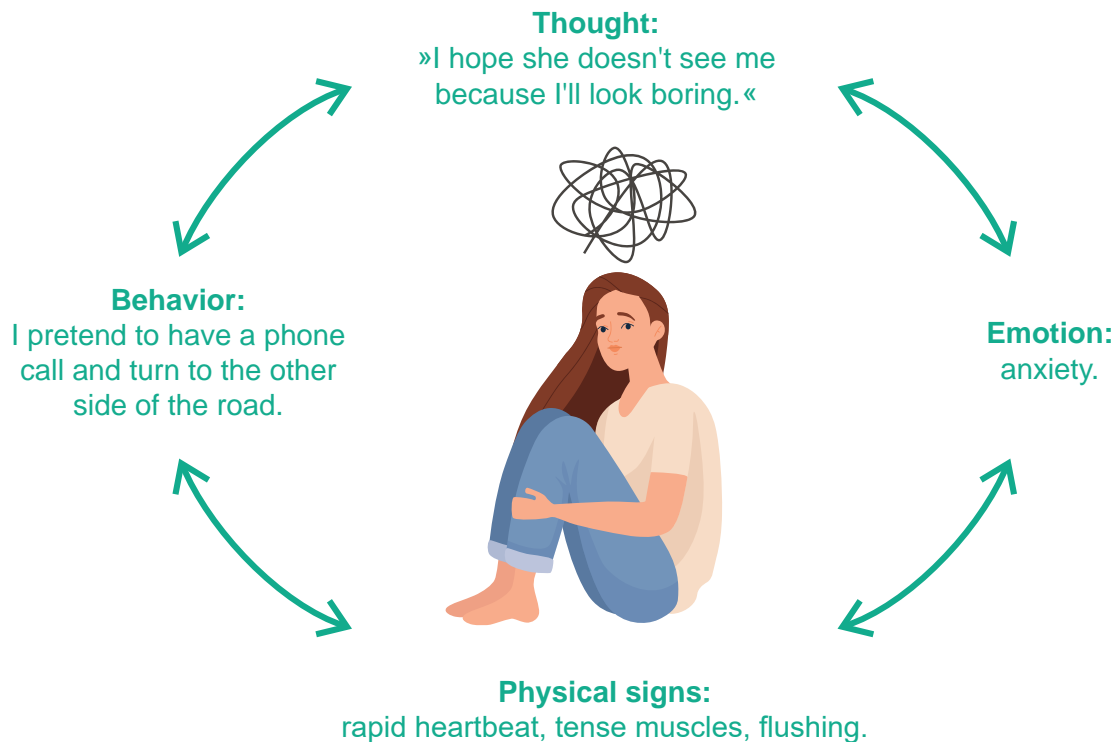
Explanation No. 2:

If you think that no one likes you anyway, and neither does your co-worker, you may feel intense sadness because of it. If you feel that she does not like you, you will not dare to get close to her, she will find another company, and you will continue to be lonely.



Explanation No. 3:

You hope your co-worker does not even notice you, because you do not know how to start a conversation. You feel anxious and afraid that she will think how stupid and boring you are.



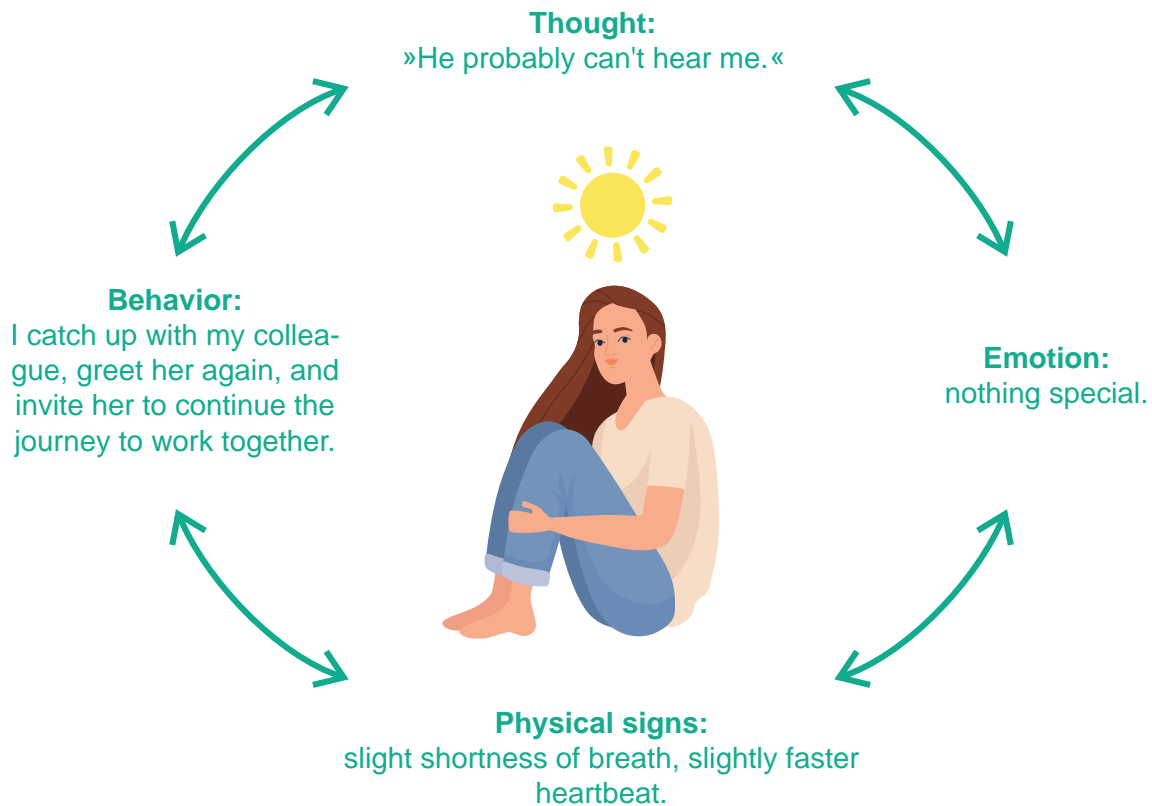
The vicious circle of thoughts, emotions, bodily signs, and behaviours is closed.

When we recognize individual parts (thoughts, emotions, bodily signs and behaviours) in a vicious circle, we can change them and thus indirectly affect our wellbeing.

Look at the situation differently....

Explanation No. 4:

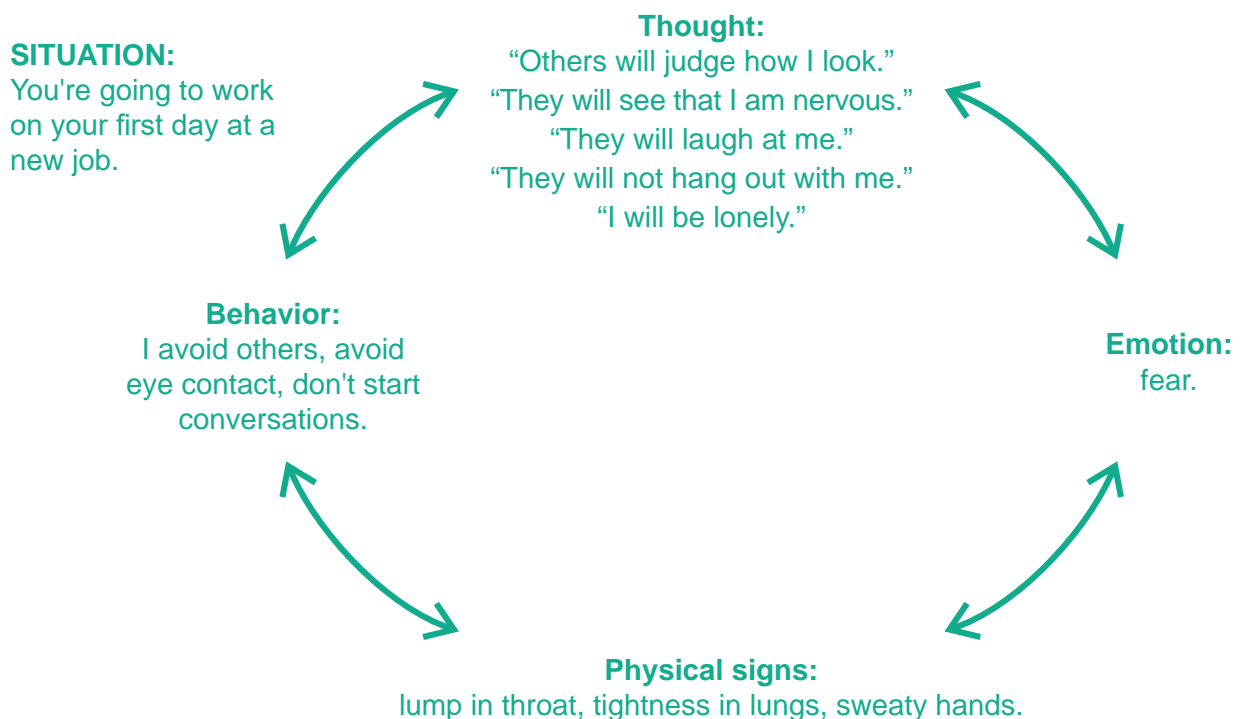
If you allow the possibility that your co-worker just did not see or hear you, you will catch up with her, say hello again, maybe you will continue the rest of the way to work together, and you will have a great time.



Example 2:

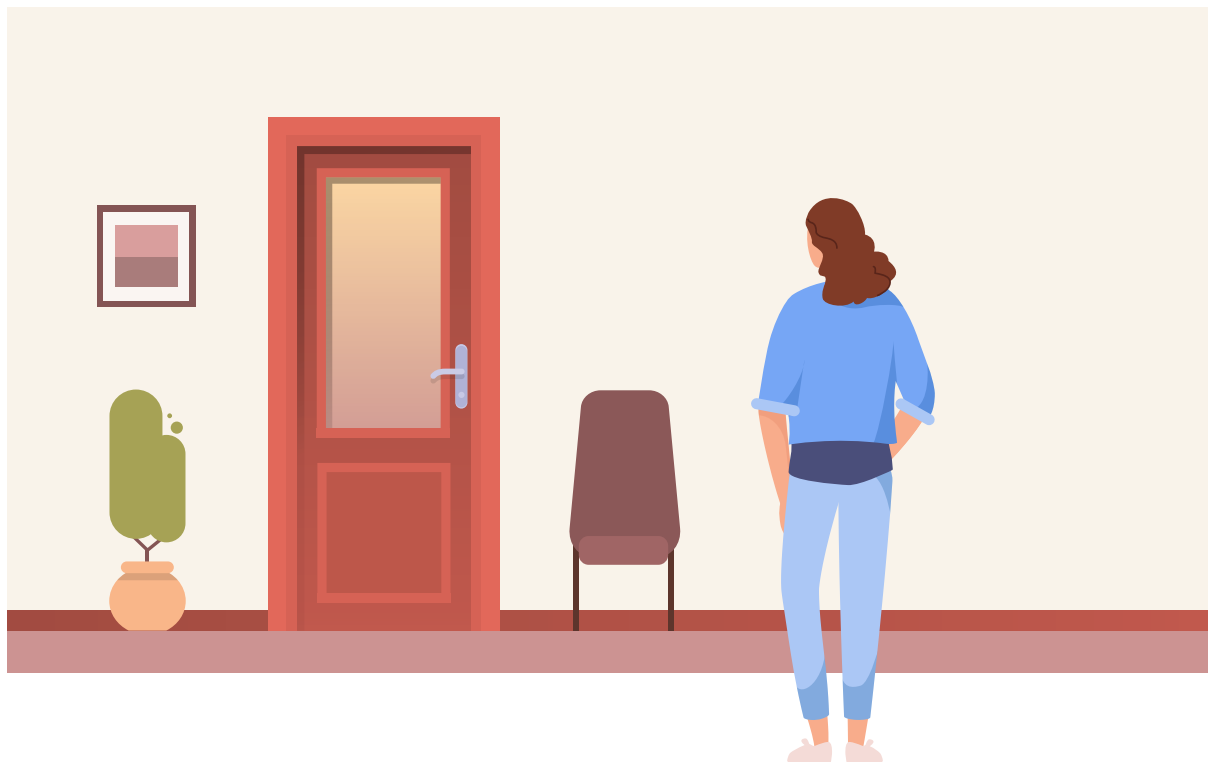
It is your first day at a new job. You are among new co-workers, you will have new work tasks ...

What do you think? What emotions do you feel? What do you feel in your body? How do you behave? Discuss different experiences in the group.



Now try to replace your thoughts with a more realistic view ...

What happens?



Distribute WS15 (Transforming Thoughts) to the participants. With the help of the questions on the worksheet, guide participants in the process of transforming thoughts (detective thinking) using example No. 2. Try to replace unpleasant thoughts with more realistic ones. (Note: it is necessary to distinguish between thoughts and a real problem. E.g. – I do not know how to get to work on my first day. In this case, it is a real problem and not a distorted thought. In real problems, we can help ourselves with a problem-solving technique. See Workshop 6.)

Participants are invited to share their situations and thoughts that have made their mood worse, and transform them together with the help of detective thinking (WS15).

Forming realistic thoughts helps us feel better. When we replace exaggerated or overly negative thoughts with more realistic ones, we tend to feel reassured. Unpleasant emotions become less intense, our bodily sensations shift, and we feel calmer. In our own eyes—and in the eyes of others—we appear more relaxed, approachable, and ready to engage in new situations and meet new people.

Certain situations—such as a job interview, joining an unfamiliar group, being told “no” by our parents, or having a friend do something unexpected—can trigger strong emotions. These emotions can be difficult to control, sometimes leaving us unsure how to react. In other moments, we may respond rudely or aggressively, only to regret it later.

When we notice ourselves in situations that spark strong emotions, it’s important to pause, become aware of our thoughts, and work on reframing them. By doing so, we can shift both our emotional state and our behavioral response. One practical tool for this is Detective Thinking (see WS15), which helps us examine our thoughts, check their accuracy, and find more balanced perspectives.

Approximate duration of the activity: 45–60 min

Materials used for the activity: WS15, pens

Source: Lekić, K., Konec Juričič M., Kralj, D., Pinter, K. in Tratnjek, P. (ur.). (2021). *Kaj lahko naredim, da mi bo lažje?* Priročnik za mladostnice in mladostnike. NIJZ; <https://www.tosemjaz.net/prirocniki/>

Tacol, A. (b. d.). *10. korakov do boljše samopodobe – Prepoznavam, sprejemam in izražam svoja čustva*. NIJZ; <https://www.tosemjaz.net/razisci/custva-in-psihicne-stiske/prepoznavam-sprejemam-in-izrazam-svoja-custva/>

Frumen, T. (b. d.). *Delovni zvezek – Kdo sem jaz?*; <https://tatjanafrumen.si/delovni-zvezek-kdo-sem-jaz/>

Activity: WHEEL OF EMOTIONS (creative technique)

Goals: Participants strengthen self-awareness. They think deeply about emotions, recognize them, and think about how they affect their lives and how they relate to their behaviour.

Implementation:

Distribute WS14 (Wheel of Emotions) to the participants and explain them the instructions. Encourage them to be as creative as possible. After the exercise, talk about how they felt during the exercise and what they were thinking about.

Participants take their wheel of emotions home, where they store it in a visible, easily accessible place so that they can use it repeatedly. A wheel of emotions can be a good tool when they want to recognize what's going on or when they want to talk to someone about their feelings. Another possible use is described in the "home activity" of this workshop.

Approximate duration of the activity: 60 min

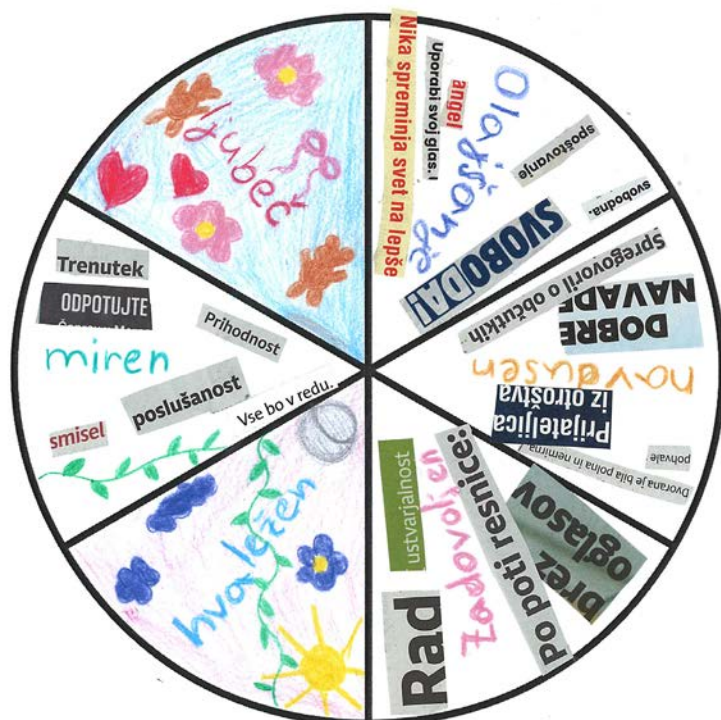
Materials used for the activity: WS14, pens, crayons, watercolors, magazines (for collage), stickers, strings ...

Source: Mindsight Counselling & Art Therapy Melbourne Bayside. (n. d.). *Wheel of emotions in art therapy*; <https://www.mindsightcounselling.com.au/resources/wheel-of-emotions-in-art-therapy>

Other options:

Artist year. (n. d.). *Create Your Wheel of Emotions*; https://www.youtube.com/watch?v=qBhvz33_gAk

The Inspired Classroom. (n.d.). *How to Make and Use an Emotional Wheel*; <https://www.youtube.com/watch?v=PYN9qMID4NE>





Home Activity: Using the Wheel of Emotions

Goals: Participants strengthen self-awareness by thinking about their emotions. They recognize a different range of emotions and the connection between emotions and behaviours.

Implementation:

Participants are invited to take time to reflect on their emotions at least once in the coming week. They can also perform the task several times, e.g. each day separately. They should choose a quiet moment, take their wheel of emotions and reflect on the emotions they have experienced in the past week or day. Emotions are written down. They also add a description of the situation in which an emotion arose. They write down their thoughts and bring the notes to the next meeting.

Approximate duration of the activity: /

Materials used for the activity: sheet, pen

Source: /

WS11: EMOGRAM

Instruction: Circle those faces that represent your feelings *TODAY*.

Happy



Disappointed



Lonely



Distrustful



Meditative



Satisfied



Sad



Exhausted



Scared



Unmotivated



Blissful



Anxious



Confident



Pensive



Bored



Disapproving



Unhappy



Motivated



Fed up



Optimistic



Indifferently



Frustrating



Cautiously



WS12: EMOTIONS

It is important for people to know their emotions and feelings and learn to express them.

Instruction: *Answering these questions will help you understand the feelings you experience in different circumstances. If you don't understand a word, ask for an explanation.*

1. What makes you angry?

2. When do you feel lonely?

3. What are you looking forward to?

4. What makes you happy?

5. What worries you?

6. When do you feel most responsible?

7. When do you feel loved?

8. When are you offended?

9. When are you especially helpless?

10. When do you feel very safe?

11. When are you vindictive?

12. What makes you afraid?

13. What confuses you?

14. What are you proud of?

15. What makes you angry/upset?

16. What humiliates you?

17. When do you empathize with others?

18. When are you overjoyed?

19. What makes you impatient?

20. When do you feel desperate?

21. What are you excited about?

22. When do you feel relieved?

Source: Inštitut za razvijanje osebne kakovosti. (2000). *Identiteta*. Delovni list I–16.

WS13: ASSERTIVENESS

Instruction: *Each group chooses four examples and think about what they would say (how they would react) in given situations.*

Examples:

1. Your neighbours have been very loud lately. That evening, their music is very noisy.
2. Your boss keeps hugging you around your shoulders, and you don't like it.
3. A colleague interrupts you in an important phone conversation.
4. At a party, someone who is not close to you asks for a dance.
5. A family member asked if you could prepare dinner. But you've just come home from work, you're exhausted, and you really want some time for yourself.
6. After leaving the store, you find out that the shopkeeper forgot to give you 5 euros change.
7. You get an undercooked steak at the restaurant.
8. You've been looking forward going to see a comedy with a friend, and then he informs you that he'd rather see an action movie.
9. You wait in line at the cashiers and another buyer cuts in front of you.

Source: Petrovič Erlih, P., in Žnidarec Demšar, S. (2004). *Asertivnost. Zakaj jo potrebujemo in kako si jo pridobimo*. Agros.

WS14: THE WHEEL OF EMOTIONS

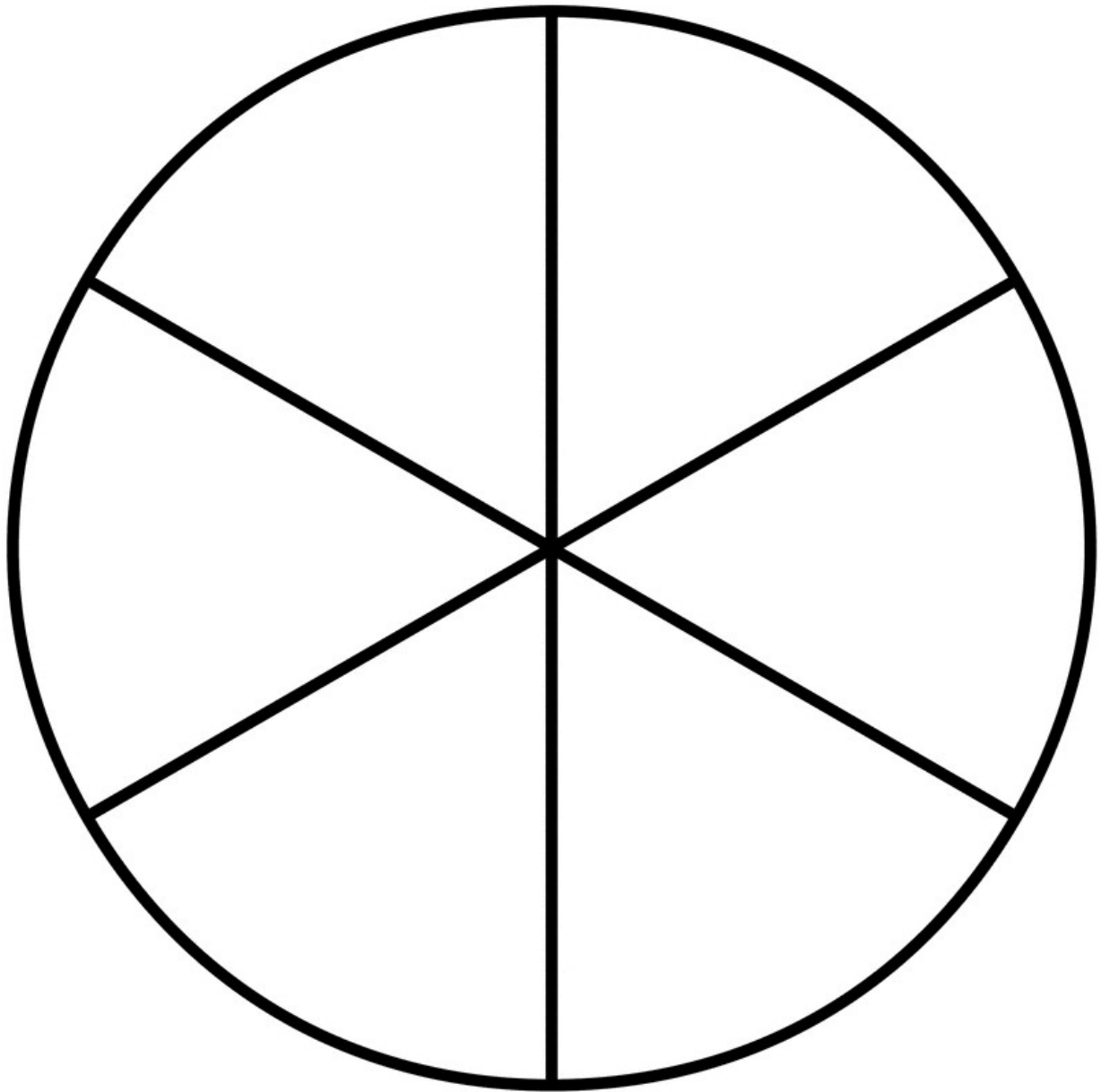
Instructions:

1. Go through the list of emotions and choose 6 emotions that you want to include in your wheel. (You can choose any emotion, even if it's not on the list.)
2. Write down selected emotions in the wheel of emotions. Write one emotion in each part of the circle.
3. Think about your chosen emotions. Think about what each emotion means to you personally and how it affects your life.
4. Add colours, drawings, shapes, symbols, or whatever you like to each part of the wheel to illustrate what that emotion means. You can use coloured pencils, paints, collages, stickers...
5. Express each emotion in a way that feels genuine to you. There are no rules – let your creativity flow. Start creating ...

Accepted	Surprised	Angry	Upset
Terrible	Bored	Confident	Confused
Disappointed	Appalled	Jealous	Lonely
Loving	Crazy	Overloaded	Relieved
Calm	Playful	Strong	Proud
Rejected	Satisfied	Frightened	Disgraced
Shocked	Stupid	Stressed out	Endangered
Weak	Embarrassed	Delighted	Grateful
Sad	Guilty	Helpless	Indecisive
Hopeful	Affected	Uncertain	

My wheel of emotions

Date:



SOURCE: *Mindsight Counselling & Art Therapy Melbourne Bayside. (n. d.). Wheel of emotions in art therapy;*
<https://www.mindsightcounselling.com.au/resources/wheel-of-emotions-in-art-therapy>

WS15: THOUGHT TRANSFORMATION

When I feel anxious, tense, fearful, restless, angry, sad...



Try detective thinking about your thoughts.

Are my thoughts realistic?

Helping questions:



- What event or situation caused my concern/distress?
- What thought came to my mind in this situation?
- What happened in the past when I was worried about a similar thing?
- What happened to others in similar situations?
- What's the worst that can happen? What's the best that can happen? What is most likely to happen?
- What advice would you give to a friend if he had the same thoughts?

Formulate a more realistic thought that will calm you down.

NEW THOUGHT = different experience and feeling!

Source: Lekić, K., Konec Juričić M., Kralj, D., Pinter, K. in Tratnjek, P. (ur.). (2021). *Kaj lahko naredim, da mi bo lažje? Priročnik za mladostnice in mladostnike*. NIJZ; <https://www.tosemjaz.net/prirocniki/>

5. FAMILIARISATION WITH DOCUMENTATION IN THE FIELD OF EMPLOYMENT, MONEY MANAGEMENT, ORGANIZATION OF TASKS AND PROBLEM SOLVING

Workshop objectives: Participants will learn about the basic documentation in the field of employment. They learn to organize tasks. They become aware of money management and learn the technique of solving problems both as a group and individually.

ACTIVITY: Documentation in the field of employment

Goals: Participants learn basic documentation and terminology in the field of employment.

Implementation: Discuss the different types of employment contracts with the participants. To clarify any ambiguities, encourage them to ask questions, and to make it as clear as possible, we suggest using a computer and a projector (e.g. to project an employment contract). For further illustration, use a whiteboard and pens.

At the beginning, ask the participants whether they know what EMŠO and tax number are for? Where should they look for them? Explain them what personal data is and why it is important to handle it carefully. Explain what information they need to include in an employment contract. (During the conversation about the tax number, include an explanation of salary, explain the difference between the net and gross amounts, and about taxes – who pays them, what are they for? ...). Talk about the minimum wage as well. (What is the minimum wage? How much is it? What is a wage made of – the employee's right to a break and to payment of transport costs). Talk about terminating an employment contract and other topics that arise when reading the employment contract together.

The main law governing the field of employment is the Labour Relations Act. It regulates the employment contract, the rights, obligations and responsibilities arising from the employment relationship, the protection of certain categories of workers, the exercise and protection of rights, obligations and responsibilities arising from the employment relationship etc.

An important document is the employment contract, which is an official document by which the employee and the employer agree on the method of cooperation – employment. The employment contract sets out the rights and duties of the employee and the employer. It is very important to read the employment contract in detail before signing it, and if something is not understandable, ask for an explanation. You should never sign a blank sheet.

The employment contract must contain the details of both parties, the date of commencement of the contract, the reason for concluding the contract, the validity of the contract and the signature of both parties. Some contracts may also contain the date of commencement of work, the title and description of the job, the place of work, the time and period of the contract, the distribution of working hours, information on the basic salary, other components of the salary, a provision on annual leave, a clause on the notice period and an indication of collective agreements binding on the employer.

With a contract for work, which is not an employment contract, the client orders the contractor to perform certain works, and the contractor undertakes to perform these works in the agreed manner.

Together with the participants, examine an example of an employment contract.

Approximate duration of the activity: 30–45 min

Materials used for the activity: an example of an employment contract and the possibility of projection, a whiteboard and markers

Source: Ministrstvo za digitalno preobrazbo. (2025). *Delovna razmerja*; <https://spot.gov.si/sl/poslovanje/zaposlovanje-in-delovno-razmerje/delovno-razmerje/#e20767>

Activity: MY INCOME AND EXPENSES

Goals: Participants reflect on their monthly income and expenses and become aware of their spending.

Implementation:

Talk to the participants about how to handle money. The following questions can help with this:

- *Do you have your own income?*
- *Do you plan how to spend the money?*
- *How do you handle money?*
- *What things do you spend your money on during the month?*
- *Do you have any money left at the end of the month?*

Dealing with money accompanies us all our lives. It starts with pocket money, occasional earnings from high school or student work, maybe with a scholarship, and then with some other earnings or salary.

We learn how to handle money in the family, with our parents, peers, in the media and in the society. The patterns we follow in life are also reflected in our handling of money and are part of our personal habits.

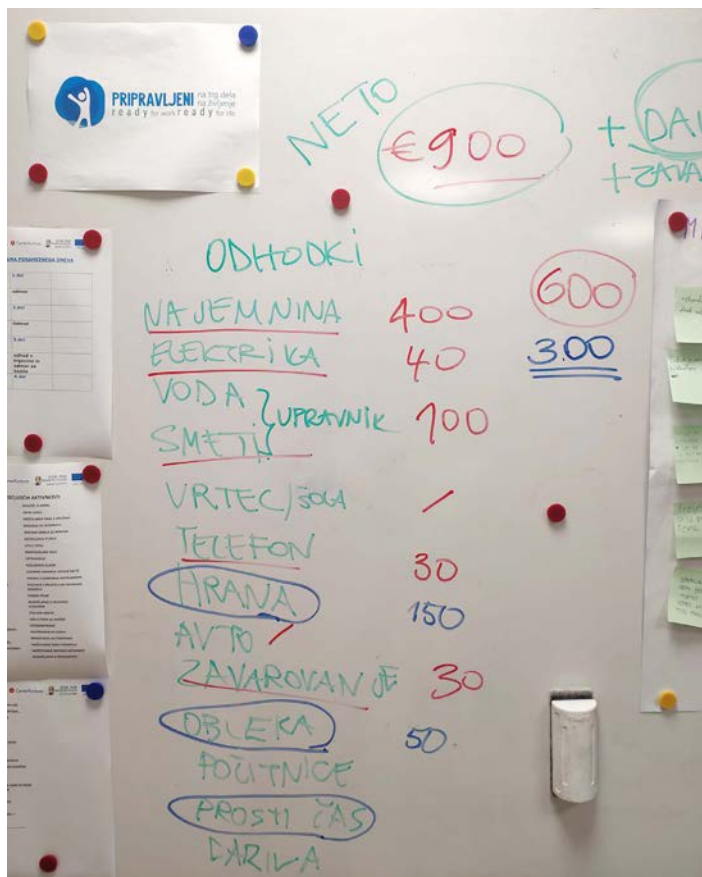
Our financial capabilities depend on our income.

The handling of money can also be called financial literacy.

It is important to do at least some planning about spending the money, otherwise it will run out quickly.

Distribute WS16 (My income and expenses) to the participants. Ask them to enter all their income and expenses of one month in the table. Once they are done, talk to them about their status and how to plan spending the money. Explain how important it is to know what your monthly income is and how much you spend on:

- payment of monthly bills (rent, water, electricity, gas, garbage collection, television, internet),
- living expenses (food, bank charges, insurance, interest on the loan),
- family and friends (e.g. for gifts, various events such as birthdays and other anniversaries, weddings, lunch invitations...),
- travel and holidays,
- car costs (e.g. fuel, insurance and maintenance of the car) and public transport,
- leisure, which includes sports, educational and other activities, membership fees, entertainment,
- health (medicines, personal help, etc.),
- other ...



Some useful tips!

Before making a purchase, try the PDD method – Pause, Delay, Decide – or simply “sleep on it” for a day or two. This extra time often prevents us from spending money on things we don’t truly need or value. Paying bills isn’t anyone’s favorite task, which is why many people forget to do it. If this happens to you, use a calendar or notepad—either paper or digital—to record important payment dates, just as you would for a medical appointment.

Practical tips for managing bills:

- Organize invoices in a physical folder or store them digitally on your computer. This keeps payment deadlines visible and easy to track.
- Set up direct debit (permanent debit order) for regular payments—it’s often the cheapest and simplest option, though other methods exist.
- Use online banking for manual payments. This can give you more control compared to automatic debits.
- Match payment methods to income stability—with fixed monthly income, standing orders work well; for fluctuating bills (e.g., electricity, water), some providers allow you to report monthly consumption and pay only for what you use.
- Check your bills regularly for errors or unusual changes in expenses.
- Review bank statements to confirm payments and spot any overcharges.
- Avoid overpaying—ensure you’re not paying too much for services.

Approximate duration of the activity: 30–45 min

Materials used for the activity: WS16, pens, blackboard, whiteboard pen

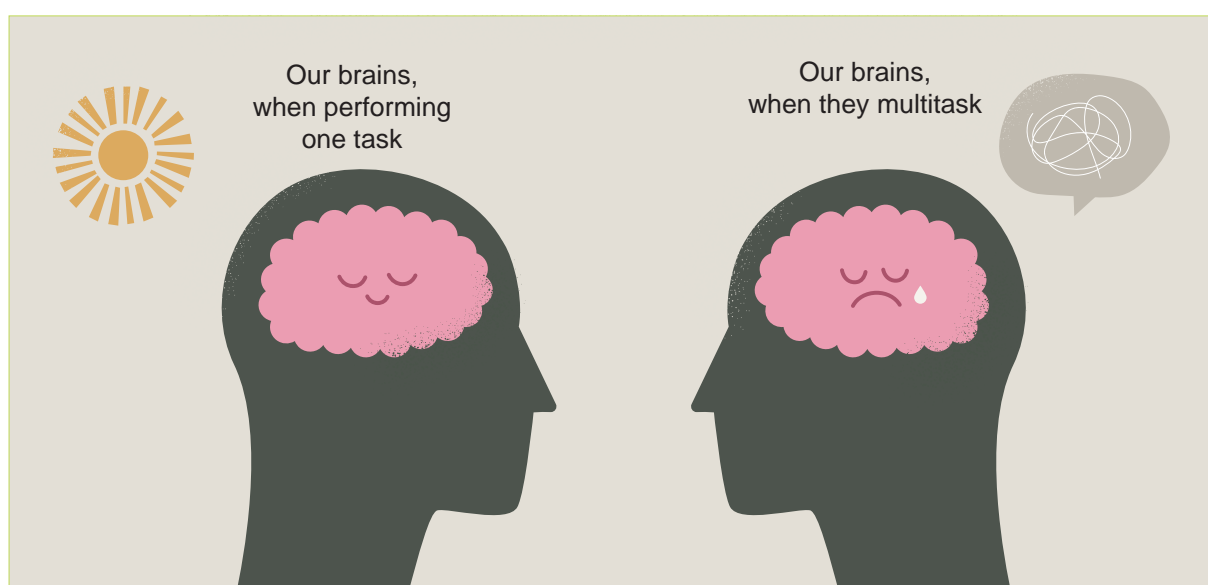
Source: Vezovišek, A. (b. d.). *6 pravil ravnanja z denarjem, da ga boš imel/-a vedno več*. Izzi blog; <https://www.izzirokus.si/blog/clanki/6-pravil-ravnanja-z-denarjem-da-ga-bos-imel-vedno-vec>
Prelomi. (b. d.). *Plačevanje računov in varčevanje*; <https://www.prelomi.si/financna-pismenost/placevanje-racunov-in-varcevanje/>

ACTIVITY: ORGANIZE YOUR TASKS

Goals: Participants learn the importance of planning activities.

Implementation:

Discuss the organization of tasks with the participants. This knowledge can benefit them both during school and later at a job. Humans cannot multitask, we can only pay attention to one task at a time; Multitasking increases stress levels.



Help each other organize their tasks. Write down tasks, thoughts and ideas in a notebook, make a to-do list and set priorities. Every morning, take a few minutes to think/write down what you urgently need to do that day, what would be good to do, and what can wait. Set the time that each task requires. Do not overburden yourselves. Larger tasks can be divided into smaller ones, and similar ones can be combined (e.g. paying bills). Once the task is done, cross it out off the list; Doodling is also relaxing.

Writing down things we need to do, or ideas, helps us to “disconnect” more easily in our free time.



Approximate duration of the activity: 10–15 min

Materials used for the activities: /

Source: /

Activity: PROBLEM SOLVING AS A GROUP

Goals: Participants learn to solve problems as a group and realize that others can help them perceive the problem differently.

Implementation:

In everyday life, we encounter smaller and larger problems. Sometimes we can solve them immediately, but sometimes we cannot find a solution and we go around in circles or choose ineffective solutions that do not solve the problem. In such cases, we can help ourselves by defining the problem well and finding the most appropriate solution using special methods.

The trainer invites one of the participants to present their problem that they want to solve. If no one wishes to do it, the trainer does it himself (e.g. I’m lonely, I’m overweight...).

Presentation of the problem

The participant briefly presents the problem and tells some facts about it (when did the problem arise ...). He formulates a question about the problem and states the goals he wants to achieve.

Each member of the group asks one question to clarify the problem. The participant who presented the problem answers the questions briefly and concisely. There is no interim discussion; everyone can only ask one question.

Defining the problem

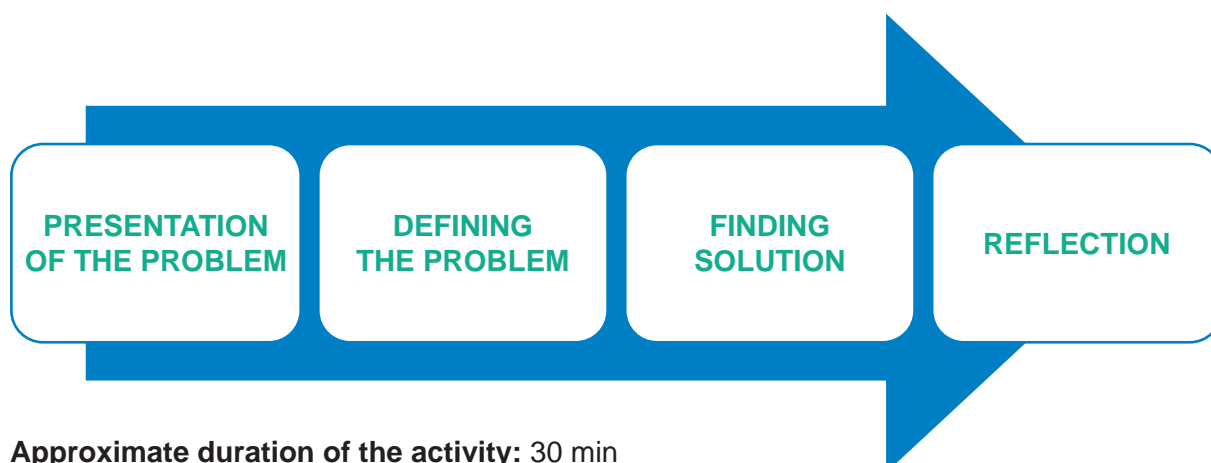
As a group, define the problem. Everyone (including the participant who presented their problem) writes down what they think the problem is and presents their opinion to the group. There is no discussion, questioning, feedback, explanation or commentary.

Finding solutions

Next, search for solutions. Each participant (even the participant who presented his problem) thinks and presents options for solving the problem. Everyone presents his or her thoughts to the group, and the last to do so is the participant who presented the problem. He also tells what the ideas of the other participants brought him and what he learned from them.

Reflection

At the end, there is a reflection – each participant explains which realization was important to him or what he learned.



Approximate duration of the activity: 30 min

Materials used for the activity: sheets, pens, computer and projector

Source: Bizjak, K. (2018). *Kakovostno komuniciranje in obvladovanje konfliktov 2. del* [skripta izobraževalne delavnice]. Peskovnik.

Activity: PROBLEM-SOLVING TECHNIQUE

Goals: Participants learn about the problem-solving technique. This technique helps participants manage life more effectively, strengthen self-confidence and improve their sense of competence, reduce stress by using problem-solving as a coping strategy, lower emotional distress, make decisions more easily, stay active in the face of problems instead of withdrawing into worry and identify and solve specific problems. The aim is not only to solve the current problem but to acquire a skill that participants can apply in different areas of life.

Implementation:

The problem-solving technique is short and effective, and it is intended to solve real life problems and make decisions about important life changes. The aim of the technique is also to learn a skill, and not just to solve a problem. Through learning, participants are able to cope with their problems.

The problem-solving technique is most often used in:

- *making important decisions*
- *problems at the workplace*
- *losses (partner, job)*
- *potential losses*
- *conflicts*
- *relationship problems*
- *coping with loneliness*

- problems resulting from psychological or psychiatric disorders.

The abbreviation for the problem-solving technique is IDEAS, and its individual steps are:

I – IDENTIFY THE PROBLEM

IDENTIFICATION AND DEFINITION OF THE PROBLEM

Define the problem precisely and concretely. A distinction must be made between facts and assumptions or concerns. Worries are negative thought processes that do not solve the problem. If there are several problems, make a priority scale of problems and choose one. Simplify the more complex ones and break them down into smaller units in order to make them manageable. Gather relevant information and clarify the situation (What is the current situation? What would you like? What is holding you back from achieving this? Who is involved? ...). Set a realistic, achievable goal.

D – DETERMINE THE OPTIONS

FINDING SOLUTIONS

Carry out a “brain storm” and without evaluation (quantity stimulates quality) string together as many possible solutions as possible. If you get stuck trying to find different solutions, ask for help someone close to you or a counsellor (trainer during the workshop).

E – EVALUATE OPTIONS AND CHOOSE THE BEST ONE

EVALUATION OF SOLUTIONS

Quickly review solutions and weed out obvious inadequate ones – because they are either too risky or poorly executed. If you have a large number of possible solutions, select a few of the best ones (e.g. three) for further evaluation. Evaluate each individual solution and consider the advantages and disadvantages of each of them.

CHOOSING A SOLUTION

Weigh all the solutions and evaluate them if necessary. Identify the consequences for each possible choice (short-term and long-term consequences). Assess the probability of success for each individual solution. Choose the solution that brings the greatest benefit and requires the least investment.

A – ACT

DEVELOPMENT OF AN ACTION PLAN

Plan concrete steps to implement the solution. When? Where? How? With whom? What do you need? – What are you going to do first? What later? What should you pay attention to?

IMPLEMENTATION OF THE ACTION PLAN

Implement the selected solution according to the set steps from the action plan.

S – SEE IF IT WORKED

CHECKING THE SOLUTION TO THE PROBLEM AND EVALUATING THE PHASES OF SOLVING THE PROBLEM

If the problem is solved, the goal is achieved. It is important for the participants to admit to themselves that they have done something well (self-reinforcement). If they are not satisfied with the solution or they have not achieved the goal, return to the starting point and

check at what stage you should do something differently. The participant may also choose not to take the decision. The decision not to make a decision is also a decision. The question is, was the chosen solution successful? If not, what were the main obstacles? You can always choose a new solution.

Participants are introduced to the technique of solving problems. Give them WS17 (Problem Solving Technique) and help and guide them in individual steps. Encourage them to keep an open mind.

What if you can't solve the problem?

- Seek the help of a consultant, maybe he can help you find a solution. More heads know more.
- If the problem is unsolvable, start working on accepting the unsolvability of the problem, or accepting the situation as it is. Stop investing time and effort in solving the problem.
- If you could not solve the problem, reassess the situation or change your view of it. Look at the problem as a challenge – what positive things could be gained from an unfavourable situation.
- Taking the Third Party's Point of View: What advice would you give to a friend/child if they came for advice with the same problem?

Approximate duration of the activity: 45 min + implementation of the action plan

Materials used for the activity: WS17, pens

Source: Šinigoj Batistič I. (2007). Reševanje problemov. V Anić, N. in Janjušević P. (ur.). *Izbrane teme iz vedenjsko-kognitivne terapije. Zbornik II.* (str. 143–162). Društvo za vedenjsko in kognitivno terapijo.

Bončina, G. (2021). Reševanje problemov. V Štern, L. (ur.). *Smernice in uporabne vsebine za vedenjsko-kognitivne terapevte* (str. 17–21). Društvo za vedenjsko in kognitivno terapijo.

Home activity: Organizing tasks

Goals: Participants try out an organizing-tasks technique.

Implementation:

Participants preview the coming week – what they need to do urgently by then and what they would like to do. They write down tasks on a sheet of paper and color-code the most urgent ones. Every day for the coming week, they take a few minutes in the morning, look at the list, think about it, and choose the task they need to do that day. They write down tasks on a sheet as a list for that day. They also set the time it will take to implement it. They can help themselves by asking: What/Where/When? (Don't let them load themselves up with too many tasks for the day.) When they do a task, they cross it off the list.

They bring their to-do list to the next meeting.

Approximate duration of the activity: /

Materials used for the activity: sheet, pen, crayons or markers

Source: /

WS16: MY INCOME AND EXPENSES

Instruction: Enter your income and expenses over a period of one month. Think about all your income and what you spent it on.

MY INCOME IN ONE MONTH	
TYPE OF INCOME (financial social assistance, scholarship, earnings...)	AMOUNT OF REVENUE

MY EXPENSES IN ONE MONTH	
TYPE OF EXPENSE (bills, food, clothing...)	AMOUNT OF EXPENDITURE

WS17: PROBLEM SOLVING TECHNIQUE

1. Problem Definition:

What's the problem? _____

What is the current situation? _____

What would you like to do? _____

What is stopping you from achieving this? _____

Who is involved? _____

2. What are the possible solutions?

3. Evaluation and choosing solution (+ and -)?

Solution:	Advantages (+):	Disadvantages (-):
1.		
2.		
3.		
4.		
5.		
6.		

4. My plan to implement the solution (Small steps. Who could help me?)

1. _____
2. _____
3. _____
4. _____

5. ACTION. Perform the steps.

6. Checking the solution to the problem.

Was the chosen solution successful?

YES → **The goal has been achieved. I did well!**

NO → **The problem is not solved:** What went wrong? Choose a new solution and repeat the steps.

6. PERSONAL CAREER PLAN

Workshop objectives:

- obtain information on vocational rehabilitation,
- think about your goals in different areas of life,
- learn to set goals,
- learn how to write a resume and cover letter for job application.

Activity: PRESENTING VOCATIONAL REHABILITATION

Goals: Participants learn about the vocational rehabilitation and what they can gain from the treatment. They learn about the procedures for obtaining disability status and finding a suitable employer.

Implementation:

Present vocational rehabilitation services to users in an understandable way. Introduce them to the process itself and what they can gain by getting involved in the process. We recommend that a rehabilitation counsellor is present at the workshop to explain the services of vocational rehabilitation. (A rehabilitation counsellor are located at a nearby Employment Service of the Republic of Slovenia or one of the concessionaires of vocational rehabilitation. Vocational rehabilitation concessionaires employ people who work with young people with special needs in their teams. More information and their contacts can be found on the website <https://prehodmladih.si/>.)

The Act on Vocational Rehabilitation and Employment of Persons with Disabilities defines vocational rehabilitation as the right of a disabled person, which means that inclusion in services is voluntary or everyone can decide for themselves whether to use this right. These services are provided by the Republic of Slovenia and are provided by providers of vocational rehabilitation (of which there are 13 in Slovenia).

Procedure:

- *After completing your education, you apply to the Employment Service of the Republic of Slovenia.*
- *If you had a guidance decision during school, we recommend that you have it with you.*
- *When you apply, you say that you are interested in the possibility of joining the vocational rehabilitation services.*
- *You will be invited to speak to a rehabilitation counsellor who will assess whether to refer you to vocational rehabilitation.*
- *The process of vocational rehabilitation is divided into two parts. In the first, work skills and interests are determined, and in the second, you engage in training with one or more employers with the aim of employment. Professional workers at the vocational rehabilitation provider, i.e. rehabilitation counsellors, will assist you.*
- *The whole process takes a long time (it can take a year or more), and you receive a monetary compensation during your training with your employer.*

Vocational rehabilitation services increase the employability of a disabled person; They are trained for a suitable job, get a job, keep their job or get promoted in it, or change their professional career.

Approximate duration of the activity: 45–60 min

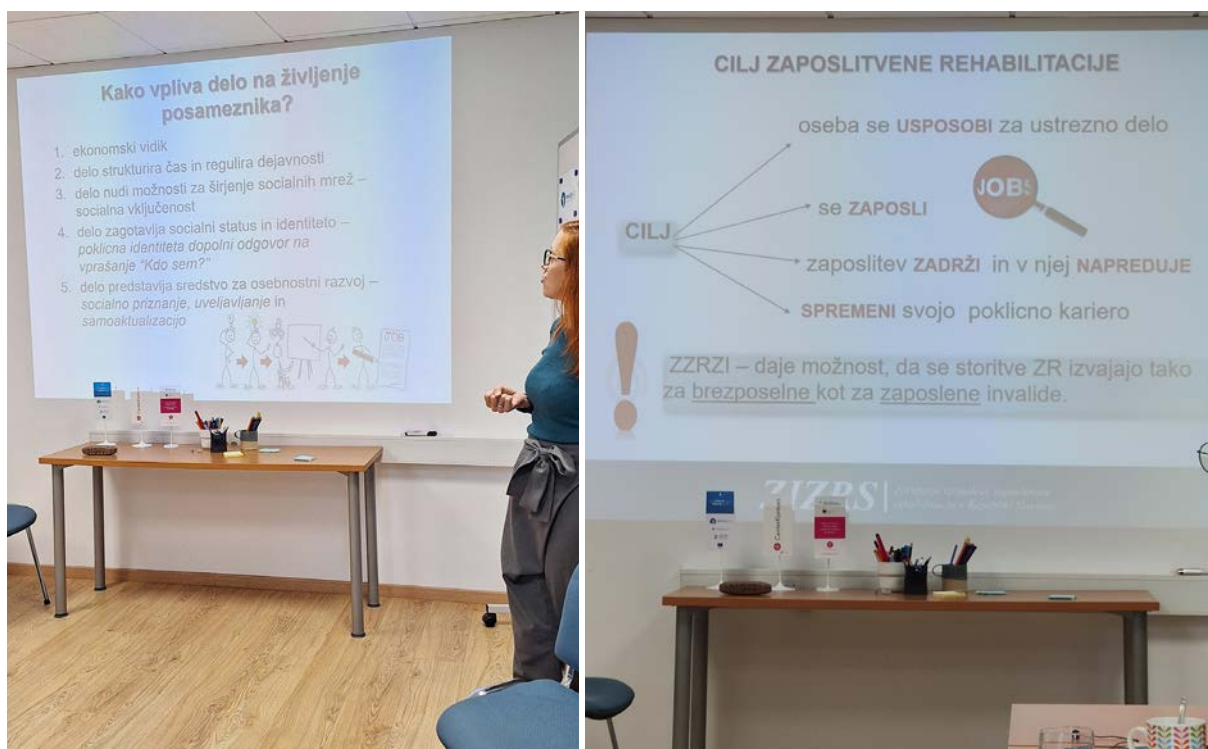
Materials used for the activity: computer and projector

Source: Združenje izvajalcev zaposlitvene rehabilitacije v RS. (b. d.). *Zaposlitvena rehabilitacija*; <https://zizrs.si/predstavitev/zaposlitvena-rehabilitacija/>

Združenje izvajalcev zaposlitvene rehabilitacije v RS. (b. d.). *Članstvo – izvajalci zaposlitvene rehabilitacije*; <https://zizrs.si/predstavitev/clanstvo-izvajalci-zaposlitvene-rehabilitacija/>

Zavod republike Slovenije za zaposlovanje. (b. d.). *Zaposlovanje invalidov*; <https://www.ess.gov.si/iskalci-zaposlitve/programi-za-zaposlovanje/zaposlovanje-invalidov/>

PISRS. (b. d.). *Zakon o zaposlitveni rehabilitaciji in zaposlovanju invalidov (ZZRZI)*; <https://pisrs.si/pregledPredpisa?id=ZAKO3841>



Activity: MY GOALS

Goals: Participants reflect on their goals in different areas of life and learn how to evaluate goals according to the S M A R T method.

Implementation:

*Goals arise from our wants and needs, so we must first recognize them. Goal setting guides our behaviour and contributes to better achievement of results. **It is important that the objectives are challenging to the participants, concrete, measurable and flexible. The S M A R T method helps you set goals:***

- *S = specific: A good goal is concrete and clear. Define exactly what you want to achieve. Identify all the aspects by which you will know it's achieved: by number (I will be able to pronounce ten French words), by feeling (this will no longer burden me) or by progress (I will be able to change a car tire).*
- *M = measurable: A clear goal can be measured. Track your progress with numbers, milestones, or completed tasks.*
- *A = achievable: Consider your available resources: time, motivation, energy, money, knowledge, fitness level. If resources are lacking, break the goal into smaller, more manageable steps..*

- *R = realistic: When creating goals, it is reasonable to ask yourselves whether the goal is relevant to you personally or why you really want to achieve it (e.g. is it something you really want or strive for because of desirability in society, to the objections of others...). Ask yourselves whether the achieved individual goal will bring you stimulating feelings (e.g. satisfaction, pride, personal growth) or not (e.g. avoiding feelings of guilt, pleasing others, glorifying self-worth, etc.).*
- *T = timely: Set a clear deadline or time frame in which you want to achieve it. (E.g.: "I'll reply to the email by the end of this work week.")*

Distribute WS18 (My Goals) to the participants and guide them in the implementation of the activities. Encourage them to think creatively and to formulate goals and sub-goals or steps as concretely as possible.

Approximate duration of the activity: 30 min

Materials used for the activity: WS8, pens

Source: Mira. Nacionalni program duševnega zdravja. (b. d.). Postavljanje ciljev in prioritet za večjo učinkovitost;

<https://www.zadusevnozdravje.si/pomagam-sebi/nasveti-za-boljse-pocutje/postavljanje-ciljev-in-prioritet-za-vecjo-ucinkovitost/>

Simonič Tonkli, M. (2007). *Cilji in načrt terapije*. V Anić, N. in Janjušević P. (ur.). Izbrane teme iz vedenjsko-kognitivne terapije. Zbornik II. (str. 71–78). Društvo za vedenjsko in kognitivno terapijo.

Inštitut za produktivnost. (b. d.). *Smart cilji namesto novoletnih zaobljub*;

<https://www.produktivnost.si/smart-cilji/>

Activity: MY CAREER PLAN

Goals: Participants reflect on themselves and write down important information that they will use when writing a resume. They make their career plan.

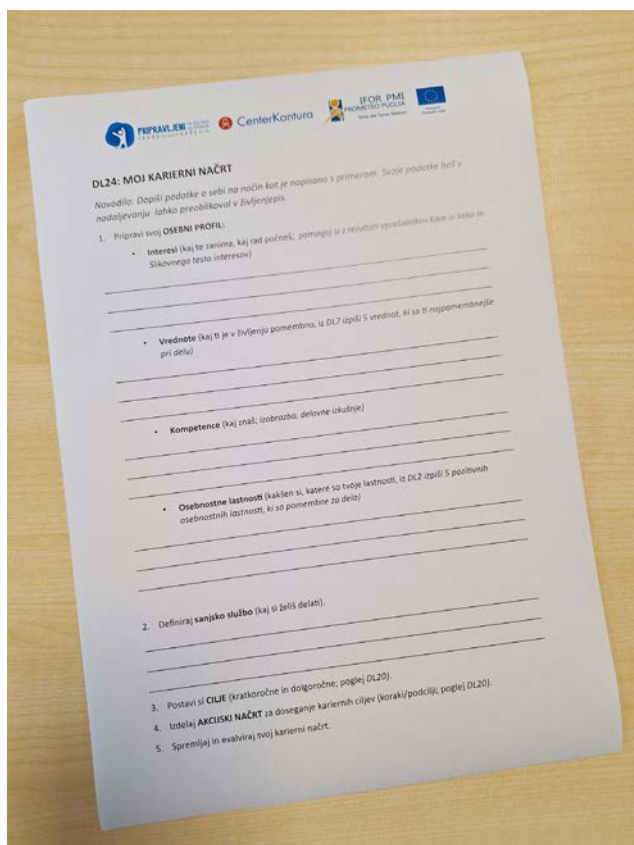
Implementation:

Distribute WS19 (My Career Plan) to the participants and guide them in the implementation of the activities. Encourage them to think about themselves, their interests, values, skills and personality traits. To make it easier to complete the career plan, participants should use the different worksheets they filled out during the training. Encourage them to set realistic career goals. In case of sub-objectives, they are drawn to the possibilities offered by the regulation of employment of persons with special needs (vocational rehabilitation).

Approximate duration of the activity: 45 min

Materials used for the activity: WS19, pens

Source: /



Activity: CV

Goals: Participants try to write down information about themselves according to instructions and then form it into a resume. They learn what is appropriate to write in a resume and how to design it.

Implementation:

Preparing for a job search also includes writing a resume. Participants are shown different examples of CVs (Europass, formal, creative CVs...) on the Internet. Talk about the suitability of different resume formats for different jobs. Present them with information that is important for inclusion in the CV and how it can be formatted. Review the templates offered by MS Word for writing resumes, where you only need to insert data.

Distribute WS20 (CV) to the participants and guide them in the implementation of the activities. They finish the activity at home if necessary.

Approximate duration of the activity: 30–45 min

Materials used for the activity: WS20, pens, computer with the possibility of projection, various examples of CVs found online

Source: /

Activity: COVER LETTER

Goals: Participants try to write a cover letter to their CV according to the instructions.

Implementation:

When applying for a vacancy, it's not enough to send just your CV — you should also include a cover letter (sometimes called an application letter). This is often your first official

contact with an employer, so it's your opportunity to make a strong first impression. The purpose of a cover letter is to highlight work experience, skills, and qualities that match the requirements of the job; show the employer that you understand their needs — research the company beforehand; demonstrate professionalism in both content and presentation.

The cover letter should be well-formatted, clear, and free of spelling or grammar mistakes. Always have another person review your draft — they can point out unclear parts, missing details, or whether your personality and suitability come through. Never send the same application to multiple jobs. Write a fresh, tailored letter for each position.

Structure of a Cover Letter:

- *Header - your full name, address, phone, and email; place and date of writing; employer's name, position, company, and address.*
- *Core (Main Body) - state the purpose of your letter (which position you're applying for); briefly introduce yourself; link your experience, abilities, and personal traits to the job requirements; explain why you want to work for this specific employer.*
- *Conclusion - express gratitude for the employer's consideration; end with a polite closing and your signature; your signature confirms that the information provided is accurate.*
- *Include any supporting documents requested or relevant, such as copies of diplomas or certificates.*

Review various examples of job applications, cover letters or motivation letters together with the participants. Talk about the differences between them and think about which format is best suited for different jobs. Participants are given a WS20 (Cover Letter) and guided in writing their job application or cover letter.

Approximate duration of the activity: 45 min

Materials used for the activity: WS21, pens

Source: /

Homework activity: CV completion

Goals: Participants finish writing their resume at home; they write down a few sentences about themselves to introduce themselves to the employer.

Implementation:

Participants are motivated to complete their CV by the next workshop. Instruct them to send the written CV by e-mail (as an attachment). This trains their digital skills, and the trainers can review the CVs they receive and provide any notes and suggestions for improvement before the next workshop. Participants are also asked to think about themselves and write a few sentences that they could use to introduce themselves to the employer at the job interview.

Approximate duration of the activity: 30 min

Materials used for the activity: computer/telephone, Internet access

Source: /

WS19: MY CAREER PLAN

Instruction: Fill in the information about yourself. You can transform your information below into a resume.

1. Prepare your **PERSONAL PROFILE**:

- **Interests** (what interests you, what you like to do; *help yourself with the results of the questionnaires Where and how and Picture test of interests*)

- **Values** (what is important to you in life, from DL7 “My values” list the 5 values that are most important to you at work)

- **Skills** (what do you know; *education, work experience, you can help yourself with DL6 “My educational path”*)

- **Personality traits** (who are you, what are your qualities, from DL2 “My characteristics” list 5 positive personality traits that are important for work)

2. Define **your desired job** (what you want to do).

3. Set **GOALS** (short and long-term; see DL18 “My goals”).

4. Create an **ACTION PLAN** to achieve your career goals (steps/sub-goals; see DL18 “My goals”).

5. Monitor and evaluate your career plan.

WS20: CV

Instruction: Fill in the information about yourself as is shown in the example. You can transform your information below into a resume.

Name and surname (e.g. Janez Novak): _____

Date of birth (e.g. 25.03.1992): _____

Address (e.g. Zaloška cesta 11, Ljubljana): _____

Phone (e.g. 031 785 435): _____

E-mail (e.g. janez.novak@gmail.com): _____

Nationality (e.g. Slovenian): _____

Full-time education: completed school, education (e.g. BIC – lower vocational education):

Occupation (e.g. biotechnical and care assistant): _____

Work experience: practical training with an employer, regular work, student work, volunteer work (e.g. internship in a SPAR store, internship in the kitchen of a primary school, holiday work in a store): _____

Additional knowledge and additional training:

- Knowledge of foreign languages (e.g. English): _____
- Courses (e.g. Cookie Baking, HACAP): _____
- Computer Skills (e.g., Word, Excel): _____
- Driving licence (e.g. category B): _____

Hobbies and interests (e.g. hiking in the mountains, gardening): _____

My characteristics (e.g. communicative, hard working):

EXAMPLE OF A CV (from previously entered data):

Name and surname: Janez Novak

DOB: 25.3.1992

Address: Zaloška cesta 11, Ljubljana

Phone: 031 785 435

E-mail: janez.novak@gmail.com

Nationality: Slovenian

Full-time education:

2020–2022 Biotechnics and Supply Assistant, Biotechnical Education Centre (BIC) Ljubljana

Profession: Biotechnics and Supply Assistant

Work experience:

I don't have any regular work experience yet.

Internship 1st year, SPAR store Štepanjsko naselje: stacking products on shelves, taking care of cleanliness, and occasionally receiving products.

Internship 2nd year, kitchen of the Fužine Primary School: auxiliary work in the kitchen, preparation of vegetables and washing dishes.

June, July 2022 – Holiday work in the SPAR store.

Additional knowledge and additional training:

- Knowledge of foreign languages: I speak English well.
- Courses: Since I am interested in baking cookies, I took a baking class at BIC.
- Computer skills: I'm good at using a computer. I can create and write a document and find information online.
- driving licence: B-category

Hobbies and interests: Walking in the hills, taking care of the garden, growing herbs.

My characteristics: I am communicative, hardworking and precise. I love working in a group.

Instruction: Try to build your CV.

WS21: COVER LETTER

Note: Below is a cover letter to Janez Novak's CV from the previous worksheet (DL 20 Curriculum vitae). Read it and try to write a cover letter to your resume.

Janez Novak

Zaloška cesta 11

1000 Ljubljana

Phone number: 031 785 435

E-mail: janez.novak@gmail.com

Ljubljana, 25/05/2024

Kindergarten Vrhovci

Vrhovci, cesta XIX 10

1000 Ljubljana

Subject: Application for the position of Chef's Assistant M/F

Dear Sir/Madam

I am applying for the vacancy of Chef Assistant, published on the Employment Service of the Republic of Slovenia website.

I have completed lower vocational education at the Biotechnical Education Centre in Ljubljana, and I am a biotechnics and supply assistant by profession.

I don't have any regular work experience yet. In the 1st year of education, I did an internship in the SPAR store, where I stacked various products on the shelves and made sure that there were always enough of them. I also took care of the cleanliness and occasionally received the products. In the 2nd year, I did an internship in the kitchen of an elementary school, where I did auxiliary work in the kitchen, such as preparing vegetables and washing dishes, according to instructions. During the school holidays, I did a holiday job at the SPAR store for several weeks.

I speak English well and have a category B driving licence. I like hiking, and I help take care of the garden. I especially like herbs.

I'm communicative, hardworking, and precise. I love working in a group. I'm willing to learn new things.



I'm also attaching my resume.

In anticipation of the invitation to the interview, I greet you very warmly.

Greetings!



Janez Novak



DL21: ŽIVLJENJEPIŠ
 Navodilo: Dopolni podatke o sebi na način kot je napisano s primerom. Svoje podatke boš v nadaljevanju lahko preoblikoval v življenjepiš.

Ime in priimek (npr. Janez Novak): _____
 Datum rojstva (npr. 25.3.1992): _____
 Naslov (npr. Zaloška cesta 11, Ljubljana): _____
 Telefon (npr. 031 785 435): _____
 E-mail (npr. janez.novak@gmail.com): _____
 Državljanstvo (npr. slovensko): _____
 Redno izobraževanje - dokončane šole, izobrazba (npr. Blic - nižje poklicno izobraževanje): _____
 Poklic (npr. pomočnik v biotehnik in oskrbi): _____
 Delovne izkušnje - praktična usposabljanja pri delodajalcu, redno delo, študentsko delo, prostovoljno delo (npr. v 1. letniku PUD v trgovini SPAR, v 2. letniku PUD v kuhinji osnovne šole, počitniško delo v trgovini): _____
 Dodatna znanja in dodatno izpolnjevanje: _____
 - znanje tujih jezikov (npr. angleščina): _____
 - tečajji (npr. peka piškotov, HACAP): _____
 - računalništvo (npr. B kategorija): _____
 - vozniki izpit (npr. B kategorija): _____
 Hobbiji in zanimanja (npr. hoja v hribe, vrtnarjenje): _____

DL22: SPREMNO PISMO
 Navodilo: Spodaj je spremno pismo k življenjepisju Janeza Novaka s prejšnjega delovnega lista. Preberi ga in poskusi napisati spremno pismo k svojemu življenjepisju.

Janez Novak
 Zaloška cesta 11
 1000 Ljubljana
 Telefonska številka: 031 785 435
 E-mail: janez.novak@gmail.com

Vrtec Vrhovci
 Vrhovci, cesta XIX 10
 1000 Ljubljana

Ljubljana, 25.5.2024

Zadeva: Prijava na delovno mesto kuharskega pomočnika M/Z
 Spoštovani,
 prijavljam se na prosto delovno mesto kuharskega pomočnika, ki ste ga objavili na spletni strani Zavoda RS za zaposlovanje.
 Imam zaključeno nižje poklicno izobraževanje na Biotehniškem izobraževalnem centru v Ljubljani, po poklicu sem pomočnik v biotehnik in oskrbi.
 Rednih delovnih izkušenj še nimam. V 1. letniku sem prakso opravil v trgovini SPAR, kjer sem zlagal različne izdelke na police in skrbel, da jih je bilo na njih vedno dovolj. Prav tako sem skrbel za čistočo, občasno pa tudi prevzel izdelke. V 2. letniku sem prakso opravil v kuhinji osnovne šole, kjer sem po navodilih delal pomožna dela v kuhinji, kot so priprava zelenjave in pomivanje posode. Med šolskimi počitnicami sem več tednov opravljal počitniško delo v trgovini SPAR. Dobro govorim angleško ter imam vozniško dovoljenje kategorije B. Rad hodim v hribe, doma pa pomagam skrbeti za vrt. Posebej so mi všeč zelišča.
 Prilagam tudi svoj življenjepiš.
 V pričakovanju vabila na razgovor vas lepo pozdravljam.
 Lep pozdrav,
 Janez Novak

7. JOB INTERVIEW, WORKPLACE BEHAVIOUR AND WORKSHOP SUMMARY

Workshop objectives:

- learn how to prepare for a job interview,
- consider appropriate behaviour in the workplace,
- think about preparing for the first day at work.

Activity: PREPARATION FOR A JOB INTERVIEW

Goals: Participants try to answer questions relevant to preparing for the interview. Participants get their (first) interview experience through role-play.

Implementation:

A job interview is a predictable situation and we can prepare for it. Success in an interview depends on our preparation.

The employer wants to get the most suitable employees, and the job seeker wants to present himself as the most suitable person for the job.

How to prepare for a job interview:

- *Gather as much information as possible about the employer and the work itself (who they are, what they do, what their challenges are, what are they known for).*
- *Think about what you're going to wear (personal look).*
- *Think about your expectations and desires.*
- *Prepare the questions you want to ask.*
- *Be prepared for uncomfortable questions that may be asked.*
- *Find out where the company's headquarters are so you won't be late.*
- *Make sure you have all the documents you may need with you (CV, application, photo-copy of your certificate or final exam, etc.).*

What is important during the interview:

- *The first impression or the first ten minutes of the interview are important.*
- *Proper non-verbal communication is important:*
 - *Shake hands with the interviewer. A firm handshake is desirable at the beginning and the end of the interview.*
 - *Make eye contact.*
 - *Listen to the interviewer.*
 - *Your stance and facial expression (a friendly smile) are very important.*
 - *Be calm, which means you don't bite your nails, drum on the table, or chew.*
 - *The following arrangements are made for the interview:*
 - *The outfit depends on what kind of job you're applying for.*
 - *When it comes to fashion accessories, it is better that there are fewer of them than too many.*
 - *Tidy up your hair, beard, nails ...*
- *Make the conversation a challenge for you. Be interested and ask.*

- *Do not mention personal problems (family situation, financial problems...). Start from the point of view of what you can do for the employer.*
- *Do not drink alcohol or smoke at the interview, even if they offer it to you.*
- *Turn off your mobile phone.*
- *At the end, express gratitude for the conversation.*

What most employers don't like:

- *people who criticize former employers and co-workers,*
- *conflicting people,*
- *people who are not motivated,*
- *people who are not ready for an interview,*
- *indecisive people.*

Most employers like people who:

- *answer their questions clearly,*
- *come to the interview prepared,*
- *act confidently.*

Sometimes employers also ask a question, such as:

- *What have you not done in your life so far that you regret?*
- *What did you do in your last job?*
- *Why did you leave your last job?*
- *Have you ever done this type of work before?*
- *How long were you absent from your last job?*

Distribute WS22 (Preparation for the interview) to the participants and guide them in the implementation of the activities. Give them some additional instructions (e.g. explain your qualities with experiences, stories or concrete examples from your life; honesty is important here, do not exaggerate when presenting yourself and do not compare yourself with others).

Once participants have completed the worksheets, discuss their answers. Ask them which questions were the easiest and which were the hardest to answer. Find answers to more difficult questions together. Find out the answers to unusual questions.

You can also try role-playing at a job interview as a group. Trainer plays the role of the employer and the participants are in the role of a job seeker. Depending on the group, you can also opt for a role-playing game, where participants take on both roles and swap them accordingly. The questions in WS22 (Preparing for the interview) may be helpful.

Approximate duration of the activity: 60 min

Materials used for the activity: WS22, pens

Source: PSMSD: projektna skupina za modeliranje Skladov dela. (1998). *Skladi dela in instrumenti metodologije dela v poklicni orientaciji*. Priročnik za trenerje – delovno gradivo iz projektne dokumentacije.



Activity: WORKPLACE BEHAVIOR

Goals: Participants learn about the importance of appropriate workplace behaviour. They also learn about undesirable workplace behaviour. Inform them what is good to know before their first day at a new job. Equipped with information, they build their self-confidence.

Implementation:

Behavior in the workplace is important. The way we behave at work shapes the atmosphere, relationships, and productivity of the whole team. A positive and respectful work environment benefits everyone — employees and employers alike. Key elements for pleasant coexistence and successful cooperation in the workplace are mutual respect and consideration, for differences.

Talk to the participants about what is good to know on the first day of a new job and what to pay attention to.

- You need to know exactly when the weekday starts (day and hour) and be punctual.
- Dress appropriately. Appropriate clothing and footwear for the workplace depends on the workplace.
- Make sure you are rested.
- Introduce yourself to your colleagues. Introduce yourself by your name; if you are asked something, answer kindly.
- Get acquainted with the new job. Find out:
 - Where will your workplace be?
 - Where can you get work equipment?
 - When and where can you take a break?
 - Where are the toilets?
 - What rules do you have to follow if you're a smoker?

- Ask for precise instructions on what your job is and what your work duties are.
- If you don't understand something, ask. Find out who you can turn to with questions (you may have a mentor).
- Find out what time you have to arrive at work and what time you can leave (e.g. if you work in a store, you have to arrive ten minutes before the opening so that you can prepare).
- Show interest in the work, ask questions and listen.

What is appropriate behaviour in the workplace?

- Always be kind and courteous. (Even on a bad day.) Say hello, please and thank you.
- Arrive at work on time. Do not be late.
- Be clean and rested. Arrive appropriately dressed and ready to work.
- Try your best to do your job conscientiously.
- Respect your colleagues and customers. Treat everyone nicely, no matter what.
- If you work in a team, cooperate.
- Do not disturb others while working. Provide them with peace and personal space.
- Help your colleagues if you can.
- Take care of safety. Wear protective clothing and be careful with tools. (You will get education on occupational safety at the workplace and take an exam.)
- Politely communicate your opinions, which should be honest and sincere. Before you speak, think carefully and do not allow disagreements to turn into conflict. Listen to others and respect different opinions.
- When you are assigned a task, immediately start it.
- Follow the instructions of your superiors.
- When you finish the task, ask for a new one. Don't wait for the mentor to notice that you've run out of work.
- If you don't know or understand something – ask: "Please provide further instructions".
- Do not use the phone while working.
- Don't steal and don't destroy property.
- Never arrive to work drunk or under the influence of drugs.
- If someone criticizes your work, do not react angrily and don't become sad. Ask him how you can improve your work. You can learn from criticism.
- If you are late, apologize for it and tell the reason for the delay.
- If you get sick and can't get to work:
 - inform the supervisor that you will not be there (call, SMS, e-mail – depending on the agreement)
 - inform the doctor to get sick leave.

Discuss inappropriate workplace behaviour with the participants. Inappropriate workplace behaviour harms others, disturbs them or creates a bad atmosphere. This means that someone is not behaving nicely, respectfully, or appropriately for the job.

Examples of inappropriate behaviour:

- Someone yells at co-workers or is rude to them.
- He makes fun of others or speaks offensively.
- Fails to follow the rules (e.g. being late, misusing working time).

- Behaves dishonestly (e.g., lies, steals things, or takes others' credit).
- Harasses others (by words, actions, or physical proximity).
- Refuses to talk or engage with others.
- Such behaviours can cause ill mood, stress, or conflicts among co-workers and affect work.

What to do if something like this happens to you in the workplace?

Talk to a person you can trust (mentor, HR consultant, etc.) or seek counselling help.

What about the employer's behaviour? An employer must also treat its employees fairly and respectfully.

- An employer may not discriminate against employees. This means that it must not distinguish between employees on the basis of gender, age, religion, nationality or other personal characteristics. Everyone must have equal opportunities in employment, pay and promotion.
- The employer must make sure that employees feel safe and respected in the workplace. Managers or co-workers must not behave inappropriately towards employees, sexually harass them, mock them, insult them or blackmail them (bully them). If this happens, the employer must take immediate action.

Approximate duration of the activity: 60 min

Materials used for the activities: /

Source: Naprej Zdravo in aktivno v prihodnost. (2021). *Ustrezno vedenje ter dobri odnosi na delovnem mestu izboljšujejo zadovoljstvo in učinkovitost zaposlenih*; <https://www.naprej.eu/clanki/ustrezno-vedenje-ter-dobri-odnosi-na-delovnem-mestu-izboljsujejo-zadovoljstvo-in-ucinkovitost-zaposlenih/>

<https://vzd.mddsz.gov.si/varnost-in-zdravje-pri-delu/informacije-po-temah/psihosocialna-tveganja/nadlegovanje-in-trpinčenje-na-delovnem-mestu>

MDDSZ. (b. d.). *Nadlegovanje in trpinčenje na delovnem mestu*; <https://www.mojedelo.com/karierni-nasveti/neprimerno-vedenje-na-delovnem-mestu-kaj-storiti-4121>

Stenovec, S. (b. d.). *Pravila vedenja na delovnem mestu*; <http://tukajsem.splet.arnes.si/files/2018/03/Pravila-vedenja-na-delovnem-mestu.pdf>

You can also present the following content to the participants:

- reasonable (appropriate) accommodations for people with disabilities,
- quota system for the employment of people with disabilities,
- financial incentives for employers.

WS22: PREPARING FOR THE INTERVIEW

Good preparation for a job interview is very important.

NOTE: *Employers often ask following questions in job interviews. Answer them.*

1. Tell me a little bit about yourself. (3 positive things about your skills and work experience – Related to the job position)

2. What are your strengths? (3–5 advantages)?

3. What are your weak points? (1–2 weak points). Describe how you're trying to fix them, or what adjustments you need to make to do the job successfully.

4. Why do you want to work here?

5. How long have you been looking for a job?

6. What kind of salary do you expect?

7. When can you start working?

8. What do you know about our company?

9. Why should we hire you and not someone else?

10. Do you have any other questions?

Sometimes employers ask some unusual question:

11. What would you do if you won the lottery?

REFRESHING MEETING

A meeting to refresh acquired skills bring together participants and trainers a few weeks after the last workshop. This meeting is shorter. You can start it by talking about their feelings today (feelings they have at this last meeting). At the meeting, discuss with the participants the topics of the workshops and possible changes in their lives. Ask them if they need any further information on the topics discussed.

You can also carry out some of the additional activities and the activity How I Spent My Time Since the Last Meeting.

Activity: HOW I'VE SPENT MY TIME SINCE THE LAST MEETING (presentation with photo cards)

Goals: Participants practice having a conversation on a specific topic, listening, and resuming the conversation. They practice performing in front of a group.

Implementation:

Each participant chooses one of the photographs displayed on the table. Everyone chooses his pair by himself or there is a draw. The couples discuss the selected images.

Participants can use following questions

- *What do I see in the photo?*
- *What does it consist of? (numbers, details, background colours, light and shadows)*
- *What detail is most important to me? Why?*
- *What do I think happened a minute ago?*
- *What do I think will happen next minute?*
- *What's missing in the photo? What would I add to it?*
- *Where would I stand? If at all?*
- *Do I like the photo or not? Why?*
- *What emotions, feelings, memories does photography evoke?*
- *How does all of this relate to the question/topic I'm exploring today: How have I spent time since our last meeting?*

If necessary, the trainer illustrate the conversation with the selected photo. After the exercise in pairs, the participants are invited to briefly present what their partner in the pair has told them.

Approximate duration of the activity: 30–45 min

Materials used for the activity: various cards with photos (e.g. JUMP, Dixit, Points of you)

Source: D. Prijanovič (2022). *Uporaba fotografije pri svetovalnem delu*. [Gradivo za izobraževanje]. ZRSZ.

ADDITIONAL ACTIVITIES

Activity: MAKING A MANDALA OF NATURAL MATERIALS (creative technique)

Goals: Participants learn to observe nature, feel relaxed while making a mandala, strengthen creativity, connect and collaborate with other participants, experience working in a group.

Implementation:

Before making a mandala, find a suitable location in nature – a park, a forest or a meadow (depending on what is nearby). You need a flat empty space, at least 60 x 60 cm in size. We chose a place in a nearby park where there are benches and gravel on the floor, which is a nice contrast to the natural materials chosen for the mandala.

Walk with the participants to the selected space and show them some photos of mandalas. (Since there were ten participants in our group, we divided them into two groups of five.) Participants are instructed to look around, walk around and look for natural materials. Mandalas often have repeating patterns, so they should try to collect several pieces of the same objects (e.g. cobs, leaves in different colours and shapes, flowers, twigs, stones...).

Participants look for material as a group. Encourage them to communicate with each other, to discuss the mandala and the material/objects they are looking for. Once they have gathered the material, they begin to make mandalas. To make it easier, they should sort the found items into small piles. The most interesting object found, which will be the inner ring of the mandala, is placed in the centre of their workspace. With the various objects from their collection they create a circle around the selected object, which they then repeat to create as many rings as possible in the desired pattern. Encourage them to play with different patterns, e.g. by placing objects in different directions. By creating repetitive shapes and colour combinations, mandalas become even more interesting.

Take a look at the mandalas they made together. Talk about the fact that nature mandalas are only temporary. They can be photographed and then left in the place where they were made, so that they can be observed by others until they are blown away by the wind or destroyed by other natural influences. (You just need to make sure that your mandalas are in a place where no one will trip over them and that they are made of materials found in nature.)

At the end of the activity, talk to the participants about how they feel while making the mandalas and how did the work in the group go.

Approximate duration of the activity: 45–90 min

Materials used for the activity: photographs of various mandalas made of natural materials, natural materials

Source: Mary makes good. (n. d.). *How to Make Nature Mandalas*; <https://marymakesgood.com/2020/05/nature-mandalas.html>.

Burrington, K. (n. d.). *Creating a nature mandala*; <https://mandalameadow.com/nature-mandala/>



Activity: MY SELF CARE MANDALA (creative technique)

Goals: Participants think about the relaxing activities, make a self-care mandala, which becomes a reminder of everyday self-care.

Implementation:

We take care of flowers. We take care of pets. We care about others. And so it is all right that we take care of ourselves as well.

A mandala is a circle that redirects our attention to our inner world.

Participants draw a circle – a mandala – on a blank sheet. They can draw it with a saucer, a compass or some other round object. Then they take a deep breath and exhale. When they are ready, they consider the following questions:

- What activity helps you feel better when you're upset?
- What helps you calm down?
- People/things/places/events that make you feel good?
- Which song do you like to listen to when you want to feel more energized?
- Do you like to read/draw/create?
- What physical activity you like to do?
- What do you need to feel good? How do you take care of your well-being (of your inner world)?

They write some of the answers on a sheet. Then, have them think about what activities they could place on their self-care mandala. They should choose activities that are feasible for them, are uncomplicated and make them happy.

Then they start creating. They divide the mandala/circle into several parts – as many parts as they have ideas (like pieces of pie). They can have four sections or more – it's their choice! They should only bear in mind that each part can only contain one idea for self-care.

When they are ready, invite them to choose tools for creation. They fill each piece of the mandala with one of their ideas. They can use any tool they like (crayons, markers, watercolours, collage ...).

They can write a few words (ideas) on the outer edge of the mandala piece, and illustrate the idea with one of the creative techniques inside it. They can use a variety of techniques. Encourage them to let creativity run free. Participants should observe how they feel as they write and draw ideas.

How is a self-care mandala used? They should place a self-care mandala in a prominent place in their home. They can attach it to the refrigerator, wall or even to the mirror in the bathroom. They choose one idea every day and put it into practice that day. (They can imagine spinning the wheel while choosing an idea/activity for the day.)

Approximate duration of the activity: 45–60 min

Materials used for the activity: (white) A4 paper (cardboard, harder paper), newspapers, magazines, advertising leaflets, crayons, markers, pencils, watercolours, glue, scissors, ruler, erasers, etc.

Source: Roizen, S. (2020). *Easy care mandala*; <https://arttherapyspot.com/2020/10/23/simple-self-care-mandalas/>



Activity: GROUNDING TECHNIQUE – FIVE SENSES

Goals: Participants learn to use a simple and effective technique useful in moments of stress and anxiety.

Implementation:

The technique of grounding the five senses is useful in moments of stress and anxiety or panic. By using this simple technique, we focus on the present moment, calm the body and mind, shift our attention from worry or panic to “here and now”, stop overthinking, and manage emotions more easily in stressful moments.

Hand out cards (WS 23) to the participants with instructions for the implementation of the grounding technique.

Instruction: Look around you and find ...

- five things you see (e.g. chair, tree, car ...),
- four things you FEEL (things you can touch, e.g. the floor under your feet, pants, chair ...),
- three things you can HEAR (e.g. birds, traffic, wind ...),
- two things you can SMELL (e.g. soap on your hands, perfume, exhaust fumes ...),
- one thing you can TASTE (e.g. the taste of chewing gum, coffee or food in your mouth ...).

Approximate duration of the activity: 15-20 min

Materials used for the activity: WS 23

Source: /

WS23: GROUNDING TECHNIQUE

GROUNDING TECHNIQUE

Useful in moments of stress and anxiety (panic).

Look around you and find...



5 things you SEE



4 things you can FEEL



3 things you can HEAR



2 things you can SMELL



And one thing you can TASTE

CONCLUSIONS, EXPERIENCE GAINED AND RECOMMENDATIONS

During the implementation of the training we confirmed our assumptions that young people with special needs need education on employment topics. They are much more ill equipped entering the labour market than their peers without special needs are. Some of them need additional adjustments at the workplace, which makes finding a suitable employer and employment even more difficult.

In our training, we formed two groups. The response to engaging in and participating in the training was greater than expected in both groups. Young participants positively surprised us with their mutual connection, respect and acceptance of each other.

It was proven very important to teach young people with special needs to access information that is self-evident to others (e.g. what a tax number is and why we need it). Much of the information gained and the activities carried out were completely new to them.

It also proved useful that young people were able to explore their professional interests and aspirations for their future in a structured, slower way and over a long period.

We would like to emphasize that it is necessary to take sufficient time for the implementation of workshops and individual activities, and to provide the content and instructions for the implementation of activities as comprehensibly as possible. Participants' understanding of the content and instructions should be checked regularly, and they should be encouraged to ask as many questions as possible when they do not understand something. It is also necessary to consider the scope of the content given in each workshop. Sometimes it is better to have less content in order to make it easier to understand.

We recommend that part of the content of the training is devoted to the limitations of participants in employment (due to their special needs) and existing employment opportunities. You should be prepared for the fact that their special needs will affect the implementation of the workshops themselves (e.g. the possibility of withdrawing in case of anxiety or panic attack, enlargement of worksheets for someone who is visually impaired).

For a more creative implementation of the workshops, you can help yourselves with content from the Internet.

The participants of the training really liked the creative techniques, both those that we practiced inside and those that we practiced outside. Creative techniques allowed them to think, express themselves differently and collaborate with each other, thus connecting them even more.

It is necessary to check the satisfaction of the participants with the content and organization of the workshops during the training, because with feedback you can improve the training.

And finally, we believe that all young people, taking into account their abilities and limitations, should be given the opportunity to get a job. Young people with special needs need relevant information, professional help and support, as well as sympathetic employers who would be willing to hire them and adapt their working spaces.

PROJECT PARTNERS:

1. CENTERKONTURA D.O.O.

Since 1996, Centerkontura has been developing and implementing various services, programs and projects, and producing unique products, all for the purpose of training and employing people with disabilities, people with special needs and other vulnerable groups. In the first years of its operation, Centerkontura developed primarily as a consulting, educational and publishing company. Later, we developed service programmes, an employment agency, employment and vocational rehabilitation, research, a social inclusion programme and smaller service and production programmes, suitable primarily for the training and employment of people with disabilities. We have also participated in the implementation of projects such as the Transition of Young People with Special Needs to the Labour Market (MDDSZ and ESF, providing professional assistance to young people with special needs in facilitating the transition to a higher level of education or the labour market), Learning Workshops (acquiring general skills and strengthening work-specific knowledge, skills and abilities), Labour Factory (MDDSZ, promoting the development of social entrepreneurship) and many others. The Centre fulfils the quota of legally defined employees with disabilities and also operates as a disability enterprise and is part of the social economy.

Centerkontura is also one of the partners in the Youth Transition + project (2025–2029). In the project, we help young people with special needs with individual counselling to establish contact with employers and facilitate the transition to the labour market.

<https://www.centerkontura.si/>

2. IFOR PMI PROMETEO PUGLIA

Founded in 1997, IFOR PMI PROMETEO is a cross-sectoral educational company that offers a variety of socio-educational services in lifelong learning. The programmes are aimed at different target groups, especially individuals who are at risk of social marginalisation due to early school leaving. A two-year secondary education in Italy is compulsory for young people between the ages of 14 and 19, but they often drop out of compulsory schooling due to various problems. For more than ten years, IFOR PMI PROMETEO has been carrying out activities to reintegrate this target group into the national school system through training courses, at the end of which pupils have the opportunity to re-enrol in a public school and obtain a diploma. Such trainings are innovative and interactive non-formal learning environments for pupils who would otherwise be left without education. In 2020, they were accredited by the regional government as an employment agency, a career counselling service, and a training centre; They provide its users with nationally recognised training certificates.

<https://www.prometeoets.it/>

Logos of the project, partners and funder:



PRIPRAVLJENI na trg dela
ready for work ready for life



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**IFOR PMI
PROMETEO PUGLIA**
Ente del Terzo Settore



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