

TEACHER'S GUIDE TO USING ZOOM 2 CHOOSE



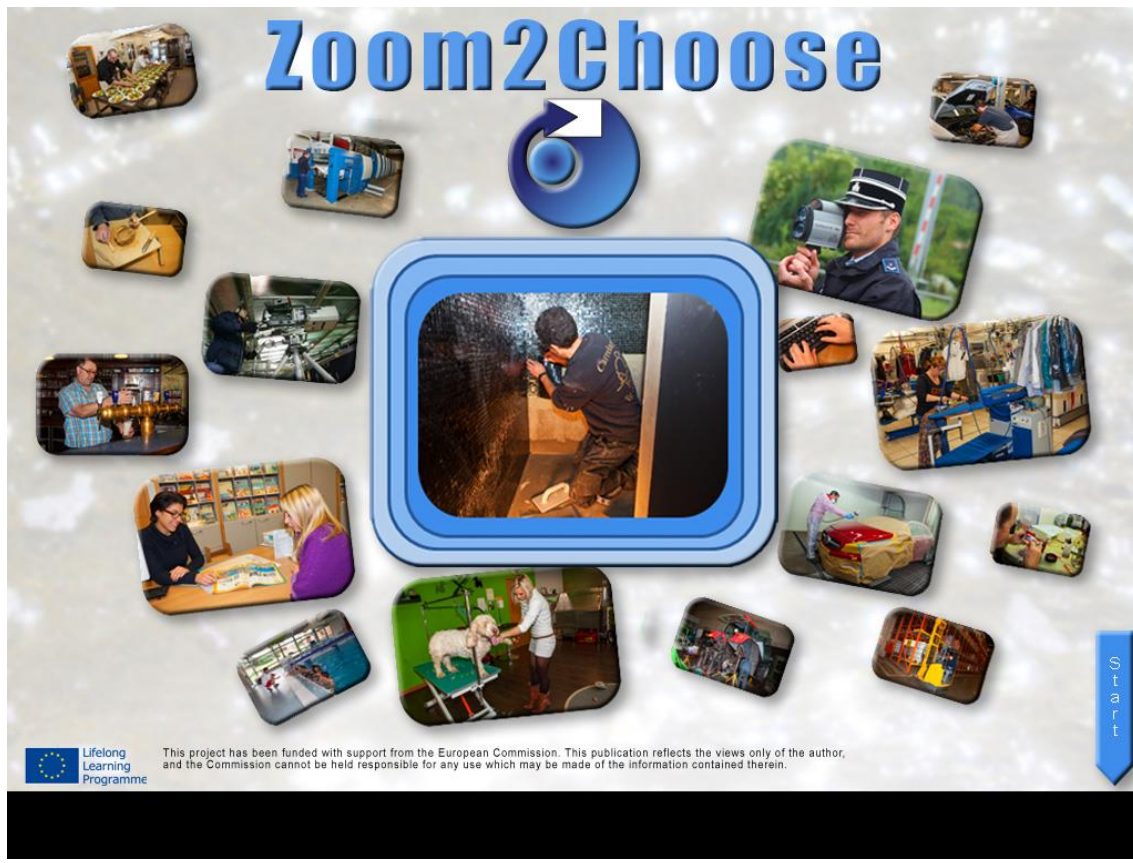
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What is Zoom2Choose (Z2C)?

1. The tool:



It is a tool for clarifying one's self-perceptions, a working tool to be used as part of a process, an aid to personal development.

It is an **aid** to career construction comprising several **stages**. It is a **career guidance tool using photos** aimed at people who have difficulty writing or using a language and/or who have difficulty projecting themselves into the future.

“Zoom to choose” is therefore *not*:

- A personality test,
- A vocational guidance predictor,
- A prognosis or an assessment,
- A test,
- Exhaustive, or quantitative, or qualitative.
- A tool for choosing a job.

Recommendations:

It is not a stand-alone tool and comes into its own when used as part of a more or less long-term **guidance programme**.

This photo-based career guidance tool shows:

- working situations,
- various aspects of a profession,
- activities
-

In no way should it be taken as a comprehensive presentation of a profession.

It is not therefore to be used to find information about various professions but to **explore what is possible**.

“Zoom To Choose” was developed by a multidisciplinary team comprising teachers, trainers, psychologists, career guidance counsellors, career guidance and integration professionals, graphic designers and software designers from Luxembourg, Austria, Bulgaria and France.

1.1 What are the aims of the tool?

The tool aims to:

- List interests in order of preference for people with language difficulties or problems seeing themselves in the future,
- Foster discussion with a career guidance professional based on the discovery of this personal and vocational profile,
- Encourage questions about any dissonances in the profile in a career development interview,
- Confront the young people with their own perceptions rather than with the name of the job itself,
- Draw attention to links between interests and perceptions of jobs and activities,
- Highlight positive and negative choices,
- Emphasise choices which can be both positive and negative in the profile obtained,
- Prolong the development over time, in a process of exploration and of widening the scope of possibilities,
- Bring out the person's aspirations and personal and vocational interests.

1.2 Description of “Zoom to Choose”:

Using the tool

For the exercise:

One computer per person is required, if possible linked up to a printer.

Users are invited to classify photographs in order of preference:

12 photos per plate, i.e. 120 photos spread over 10 plates:

- 8 plates showing jobs
- 2 plates showing activities.

Throughout the activity, users can reorganise their choices on the current plate, and each photo can be enlarged by double-clicking on it.

Zoom2Choose

This tool was developed by :

- GIP Education et Formation Tout au Long de la Vie de Reims (FR),
- Euro Cordiale a.s.b.l. (LU)
- Action locale pour jeunes (LU)
- BEST Institut für berufsbezogene Weiterbildung und Personaltraining (AT)
- Greta du Velay (FR)
- Ecole de la Deuxième Chance de Marseille (FR)
- ONG « Union des femmes de la région du Danube » (BG)

With collaboration of Service National de la Jeunesse (LU) and Service d'orientation professionnelle de l'ADEM (LU)

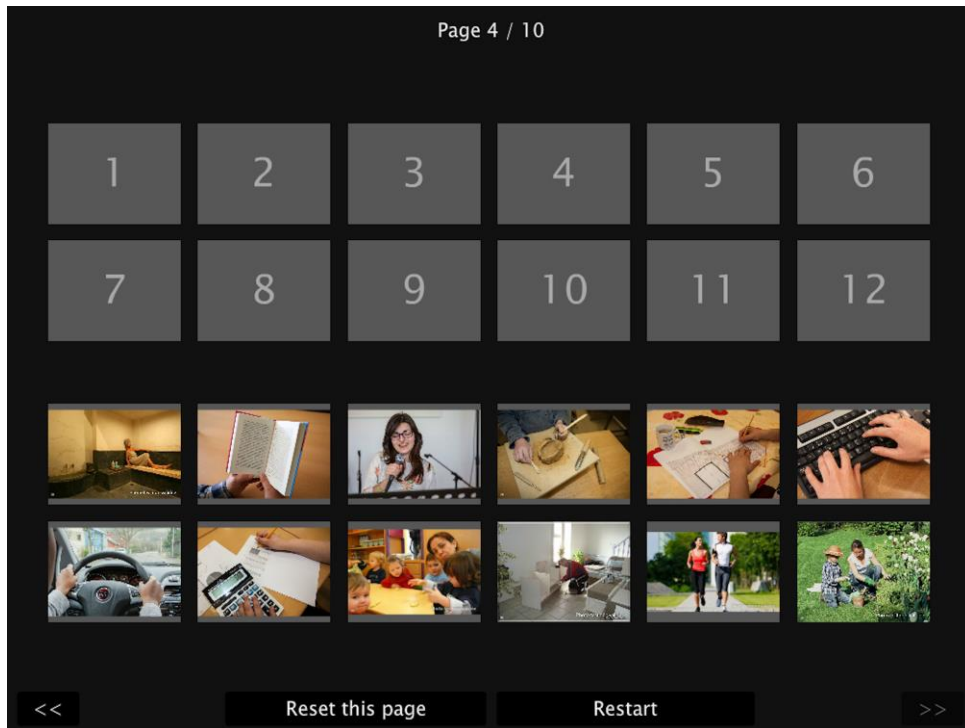
- You must sort 10 sets of 12 photos
- Move a picture of the bottom of the screen in a numbered box :
 - Case 1: the activity that interests you most
 - ...
 - Case 12: the activity that interests you least
- You can change the order of pictures before moving to the next screen.
- Double-click on the picture to enlarge

Start

Lifelong Learning Programme

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The photos at the bottom of the screen are classified by sliding them into the empty squares at the top of the screen.



The arrow at the bottom of the screen validates the plate, and you cannot come back to it. The same exercise will be done 10 times in all to cover all the plates.

Duration of the exercise:

Variable depending on whether the user needs to enlarge the photos.
On average it takes 30 min.

Results:

The profile will not appear until all the plates have been validated in one sequence.

1.3 Who is it for?

- For teachers, trainers, educators and career guidance specialists working with people who are not sure what they want to do,
- For people who have literacy problems, and/or difficulty understanding the language,
- For people who are wondering about their career path,
- For professionals working with people on their long-term career path,
- For all kinds of people, for adults with little or no qualification, and other types of public.

1.4. Where can the tool be used?

In all contexts where people need help in thinking about their career choices in the fairly near future, in line with their aspirations.

Schools,
Specialised classes,
Training centres,
Career guidance centres,
...

1.5. In what languages does it exist?

The tool exists in:

German,
English
Bulgarian,
French.

1.6. How to use “Zoom to Choose”:

How to do the exercise:

The exercise can be done:

Individually or in a group

Independently and/or with guidance

How to summarise:

The exercise should be summarised **only with a professional** and this should be part of a step-by-step **process**.

2. The founding principles:

The following lines cover the main principles that form the basis of our approach.

2.1 Guidance:

To ensure respect for the people involved, the counsellor must:

- Facilitate a progressive development process for the person's life designing plan,
- Allow the person to question him- or herself about expectations, skills, present level of learning, etc.

- Make room for time to look for means to explore these thoughts. (E.g. I think I am a sociable person who would like to work in a team. Work experience as part of a team would enable me to compare my representation with a real-life situation to see if it is true.)

The counsellor must:

- ▶ Respect the person's choices,
- ▶ Respect the person's independence,
- ▶ Take into account the person's information capacity,
- ▶ Respect their freedom of judgement,
- ▶ Encourage their initiatives,
- ▶ Play down the importance of the choices,
- ▶ Help the gradual maturing process,
- ▶ Ensure that the person actively makes choices.

2.2 The process of constructing the career guidance path:

Constructing a career guidance path is a **dynamic process**.

It is a **long-term** process that is **continuous** and **progressive**.

It is based on **perceptions** that need testing in real life to make sure the choices are the right ones.

The educational approach to information requires a wide variety of **sources of experience**:

Forums,

Meetings with professionals,

Trade fairs,

Work placements,

Etc.

The definition of representation that we choose to use is that of Pémartin and Legrès:

“A perception is what each person knows, thinks, believes or dreams about something. Perceptions are subjective and social visions of reality. They are obtained by a process of construction based on our notions of the real world, of our memory, and of our background, etc. which makes us choose certain aspects of reality.”

On this basis, the teacher’s aim is to allow people to express themselves **without any value judgement** of their perceptions and to help develop these perceptions by confronting them with the group and/or with real life experience.

2.3. Putting it into action:

Choosing and deciding cannot be based solely on documentation.

Finding information does not just mean reading documents!

The subject must be fully involved in the decision-making process.

Educators must therefore:

- ▶ Put themselves in a position of humility: no one can predict how someone will develop, especially if that someone is a young person,
- ▶ Encourage alternation between time for exploring and time for taking in the information,
- ▶ Encourage time for self-reflection, to reorganise their original representations,
- ▶ Ensure the people actively make their own choices,
- ▶ Allow them to contribute to drawing up a plan of action,
- ▶ Agree to give guidance in a developing plan, without adhering rigidly to it, particularly if the person is trying to find his or her identity during adolescence at the same time.
- ▶ Ensure that the following transferable skills are mastered:
 - Know how to look for the information,
 - Know how to classify the information,
 - Look at the information source with a critical mind,
 - Arm yourself with the necessary skills for lifelong career development.

2.4 The social cognitive conflict:

Socio-cognitive conflict, in the theory of the psychologist [Lev Vygotski](#) is a facilitating element in child development. Appearing at around the age of 7-8, socio-cognitive conflict occurs when several children are confronted with a problem. It is educationally valuable in that it allows the child to become aware of others' points of view and helps him to reformulate his own. After looking at the various perspectives of the problem, the child will build his own perspective by judging which of the solutions is the most appropriate.

Representation tends to **change** thanks to the confrontation.

The **arguments of peers** are more effective in fostering this change, rather than an imposed speech that is not taken in by the person.

The professional must be willing to:

- ▶ Let the person advance at their own **speed** when developing their representation,
- ▶ Encourage **discussion and confrontation** of ideas to make it feasible.
- ▶ Make sure that the proposed representation is **neither too distant nor too destabilising** compared with the original representation so that it can develop more easily.

3. How to proceed:

3.1. Setting up:

Whether in individual or group sessions, the professional should make sure that:

- The person is comfortably seated,

- The person is alone in front of the screen,
- The exercise takes place in the best possible conditions: peace and quiet, no distractions,
- There are no possible influences,
- There will be no intervention during the exercise,
- No comments will be accepted.

When the exercise is done in a group, care must also be given to the following:

- The screen must be visible only to the individual person,
- There must be no intervention from the others when making the choices,
- No intervention must be made during the exercise (e.g. comments on the photos).

3.2. How to start the exercise:

“You are going to see 10 plates of 12 photos in succession displayed on the screen.

These photos will help you to think about your future and build up a career guidance programme.

So we will be meeting again to look into some suggestions with you.

This work must be done individually.

Please refrain from speaking during the exercise.

Opinions should be kept quiet until the discussion at the end.

The exercise must be done alone, without any help.

No explanation will be given about the photos during the exercise.

Please remain silent and do not express your emotions about the photos, nor state your opinions aloud.

You must place the 12 photos in order of preference in the empty frames at the top, from the one you like best (square 1) to the one you like the least, in the bottom right-hand square number 12. Just slide the photos at the bottom into the squares at the top.

To go to the next page, you must finish classifying the 12 photos on the current page.

You must do this exercise 10 times as there are 12 plates of photos.

You can correct yourself by refreshing the page if you are not satisfied with what you have done.

You can always alter the order of your photos as long as you have not validated the page.

The whole exercise takes about 30mn but everyone should work at their own speed.

To enlarge a photo, just double click on it.”

3.3. The professional's behaviour during the exercise:

The professional must ensure that:

- The equipment is in good working order,
- The exercise goes smoothly,
- There is no noise in the vicinity,
- They help any people who might have difficulty understanding how to classify the photos,
- That there is no discussion and that no answers are given about the content of the photo,
- He or she is reassuring and kindly,
- He or she never shows his or her own choices.

3.4. Printing the results:

The results are presented with:

On the one hand,

- The photos in positive choices, i.e. the first two photos chosen on each plate, which gives 20 positive photos

Highest ranked pictures



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And

- The photos in negative choices, i.e. the photo listed number 12 on each plate, which gives 10 negative photos.

Lower ranked pictures



On the other hand,

a list of keywords corresponding to these:

- profiles,
- working conditions,
- jobs,
- activities

in positive choices



Positive Keywords

Profiles

Qui recherche des tâches administratives (8) -- Qui recherche des tâches manuelles (8) -- Qui recherche à conseiller (6) -- Qui recherche des tâches d'exécution (5) -- Qui recherche des tâches prévisibles (5) -- Qui recherche à vendre (5) -- Qui recherche des tâches artistiques (4) -- Qui cherche à avoir des responsabilités (3) -- Ich suche Aufgaben mit Reisetätigkeit (2) -- Qui recherche des tâches d'animation (1) -- Qui recherche de l'autonomie dans les tâches (1) -- Qui recherche des tâches techniques (1) --

Activities

Contrôler (8) -- Communiquer (6) -- Créer (5) -- Accueillir (5) -- Utiliser un ordinateur (5) -- Cuisiner (5) -- Décorer (4) -- Servir (4) -- Vendre (4) -- Organiser (3) -- Lire (2) -- Utiliser une machine (2) -- Ecrire (2) -- Compter (2) -- Conduire (2) -- Classer (2) -- Manipuler des outils (2) -- Ranger (1) -- Prendre soin (1) -- Nettoyer (1) -- Réparer (1) -- Assembler (1) -- Transporter (1) --

Working conditions

Implique un lieu de travail fixe (14) -- Implique d'être en contact avec des clients, usagers (9) -- Implique de respect de règles hygiéniques spéciales (9) -- Implique d'être debout la plupart du temps (8) -- Implique de faire de tâches répétitives (8) -- Demande à avoir une bonne capacité manuelle/dextérité (7) -- Implique de travailler en équipe (6) -- Implique des horaires décalés (6) -- Demande à avoir une bonne résistance au stress (6) -- Implique d'être assis la plupart du temps (5) -- Comporte des risques de développer des allergies (4) -- Implique d'être soumis à des heures de travail irrégulières (3) -- Implique d'être exposé à des températures hors du commun (basses ou élevées) (2) -- Implique le respect de règles de sécurité (2) -- Demande une bonne condition physique (1) -- Implique d'être exposé à des bruits forts (1) -- Travailler dans une grande entreprise (1) -- Implique d'être exposés à des odeurs fortes (1) -- Implique d'être exposés aux conditions météo (1) -- Implique une exposition élevée à des accidents corporels (1) --

Trades

Cuisinier, commis de cuisine (5) -- Employé polyvalent de restauration collective (4) -- Poissonnier (4) -- Traiteur (4) -- Agent de voyage (3) -- Boucher, charcutier (3) -- Serveur (3) -- Barman, cafetier (3) -- Agent d'accueil, standardiste (3) -- Employé de bureau, employé administratif (classement de documents ou photocopies) (3) -- Caissier (3) -- Personnel d'étage (2) -- Boulanger, Pâtissier (2) -- Facteur / distribution de courrier et colis / agent de tri (2) -- Vendeur spécialisé, technique (électroménager) (2) -- Préparateur de commandes, magasinier (2) -- Télé-conseil et télé-vente (2) -- Photographe, caméraman, cadreur (photo plateau de tournage, plusieurs personnes) (2) -- Opérateur/technicien d'usinage (photo d'une fonderie, industrie lourde) (1) -- Opérateur de tri (sur une chaîne) (1) -- Ouvriers de l'imprimerie, de la presse et de l'édition (conducteur sur machine offset) (1) -- Opérateur industriel (travail à la chaîne, secteur cosmétique) (1) -- Opérateur, conducteur d'appareils de l'industrie chimique (1) -- Ouvrier industries agro-alimentaires (sur une chaîne de production type conserves) (1) -- Lingère, blanchisserie, pressing (1) -- Agent d'entretien des locaux (1) -- animateur du secteur artistique et culturel (1) -- Tourneur fraiseur, opérateur sur machine à commande numérique (1) -- Policier (1) -- Pompier (1) -- Ambulancier (1) -- Chauffeur Livreur (1) -- Chauffeur marchandises poids-lourds (1) -- Chauffeur passagers (conducteur de car) (1) -- Clarkiste (cariste) (1) -- Moniteur d'auto-école (1) -- Coiffeur (1) -- Eleveur d'animaux (1) -- Toilettier de chien (1) -- Employé de libre service (grande surface) (1) -- Vendeur alimentation (en boulangerie) (1) -- endeur textile, chaussures, prêt-à-porter (1) -- Opticien (1) -- Orthopédiste, Bandagiste (1) -- Prothésiste dentaire (1) --

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And,

A list of key words on the same criteria in negative choices.



Negative Keywords

Profiles

*Qui cherche à avoir des responsabilités (4) -- Qui recherche à pratiquer des soins (4) -- **Ich suche Aufgaben mit Reisetätigkeit (4) -- Qui recherche de l'autonomie dans les tâches (3) -- Qui recherche des tâches physiques (3) -- Qui recherche des tâches en plein air (3) -- Qui recherche des tâches administratives (2) -- Qui recherche des tâches prévisibles (2) -- Qui recherche des tâches manuelles (2) -- Qui recherche de la diversité dans les tâches (2) -- Qui recherche à conseiller (1) -- Qui recherche à exercer une autorité (1) -- Qui recherche des tâches d'exécution (1) --***

Activities

Prendre soin (6) -- Aider (5) -- Bouger (5) -- Soigner (4) -- Nettoyer (4) -- Transporter (3) -- Communiquer (2) -- Ranger (2) -- Protéger (2) -- Conduire (2) -- Voyager (1) -- Servir (1) -- Protéger l'environnement (1) -- Utiliser une machine (1) -- Nourrir (1) -- Contrôler (1) --

Working conditions

Implique d'être soumis à des heures de travail irrégulières (6) -- Demande à avoir une bonne robustesse psychologique (6) -- Implique le respect de règles de sécurité (5) -- Implique de respect de règles hygiéniques spéciales (5) -- Demande une bonne condition physique (5) -- Implique de travailler en équipe (4) -- Implique d'être debout la plupart du temps (3) -- Implique de faire de tâches répétitives (3) -- Demande à avoir une bonne résistance au stress (3) -- Implique d'être en contact avec des clients, usagers (3) -- Implique d'être exposés aux conditions météo (3) -- Implique des horaires décalées (2) -- Implique d'être exposés à des odeurs fortes (2) -- Implique une exposition élevée à des accidents corporels (2) -- Comporte des risques d'agression (2) -- Implique d'être exposé à des températures hors du commun (basses ou élevées) (1) -- Implique d'être assis la plupart du temps (1) -- Demande de ne pas être sujet au vertige (1) --

Trades

*Brancardier (6) -- **Ambulancier (6) -- Aide-soignant (personne âgée) (5) -- Auxiliaire de vie, aide à domicile, aide aux familles (enfant) (4) -- Agent de service hospitalier (3) -- Pompier (3) -- Conducteur d'engin (2) -- Chauffeur Livreur (1) -- Clarkiste (cariste) (1) -- Chauffeur passagers (conducteur de car) (1) -- Moniteur d'auto-école (1) -- Agent de déchetterie (1) -- Chauffeur marchandises poids-lourds (1) -- Eboueur/Rippeur (1) -- Barman, cafetier (1) -- Animateur sportif (natation) (1) -- Militaire de carrière (1) -- Agent de sécurité (1) -- Gardien de prison (1) -- Policier (1) -- Agent de nettoyage industriel (extérieur/ hauteur) (1) -- Personnel d'étage (1) -- Lingère, blanchisserie, pressing (1) -- Agent d'entretien des locaux (1) --***

Discuss these results with a professional of orientation

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The words in normal type correspond to keywords which appeared in both the positive and negative choices.

The number next to it corresponds to how many times the choice appears.

The words in bold type correspond to words that are selected only as positive or as negative choices.

4. Different ways of using “Zoom to Choose”:

4.1 In a group:

Ideal group size: 8 - 12 people

Exercise: one computer per person, group exercise.

Application: Every person's profile can be used collectively, which uses the socio-cognitive conflict idea.

For example similar photos may have been chosen by different pupils for different reasons with different criteria. Discussion can then ensue on how they each represent the actions, activities or jobs photographed. Maintaining respect for each person, expressing the original perception can become clearer and be part of the reconstruction of a new representation.

The educator should enable all the people to become aware of the others' points of view and help them to reason their own point of view. The consensus obtained by the group should enable everyone to progress in their own perceptions.

Discussion: Each person will then be interviewed individually to discuss his or her profile, based on their own analysis and on feedback from the others in the group.

This counselling work requires opening new horizons for the individual with concrete ways of facing reality (work placement, interview with the professionals, discovery of a job, documentary research, etc.) and bringing out their aspirations, their personal and professional interests, as well as new avenues to explore.

The educator will then have to work on cognitive dissonance with the person, examining their perceptions before the experience and the reality encountered, and look at some levers they can use to reduce any discrepancies between their way of thinking and real facts.

4.2 Individually:

Exercise: one computer: individual exercise.

Application: The person's profile is studied by the career guidance specialist who discusses the coherences and the elements that are both in positive and negative choice in their profile.

- The reasons for the choices must be discussed with the person.
- The idea is to bring out the perceptions and identify where there are gaps that need to be tested and compared with real life situations.
- The interview should also identify the links between interests, vocational representations and activities.

Discussion: Each person will then be interviewed individually to discuss his or her profile based on this analysis.

This counselling work requires opening new horizons for the individual with concrete ways of facing reality (work placement, interview with the professionals, discovery of a job, documentary research, etc.) and bringing out their aspirations, their personal and professional interests, as well as new avenues to explore.

The educator will then have to work on cognitive dissonance with the person, examining their perceptions before the experience and the reality encountered, and look at some levers they can use to reduce any discrepancies between their way of thinking and real facts.

5. Further suggestions for using the tool

5.1 With individuals:

After the step described in section 5.2, add the possibility of reclassifying the 20 photos chosen in positive place (print, cut out and organise a classification from 1 to 20),

Identify any points in common in the photos, and repeat the same work on the photos listed in the negative choices.

5.2 In groups:

5.2.1

Print the 120 photos

The educator picks a photo at random and shows it to the group, then asks if it appears in anyone's positive choices. The people talk about the reasons for their choice, and these are then noted down on a board and examined. This highlights the different reasons why a choice is or is not made. It also pinpoints the different contexts for choices or rejections and their incidences on our decisions. Choices are never made on one single criterion. The exercise should allow them to classify different types of criteria used (context, appearance, atmosphere, etc.).

5.2.2

This same exercise can be done with the negative choices.

5.2.3

Everyone sits around a round table and the trainer participates on a par with the public. A photo is chosen at random and everyone takes turns giving a positive statement about the photo, including the professional, who must give a statement that has not already been given. The representation should then expand. The game stops when no one has any more arguments. The aim is to show everything that can come into play when making a choice from one simple image and to transfer these thoughts to all kinds of choices we make during our lifetimes. After several discussions of the same type with other photos, have the group try to identify the various types of arguments leading to the choices (context, atmosphere, affect...)

5.2.4

The same work can be done with negative statements.

5.2.5

After a discussion on how they feel about the tool:

Use the results of a volunteer who can explain the reasons for his or her positive or negative choices of photos.

Then the group can complete the exercise with other positive or negative arguments on these same photos.

NB:

However you choose to lead the group, you must make sure that:

- You encourage discussion with respect for everyone, without judging and without taking sides in any of the discussions.
- Everyone hears the arguments put forward by the others and can complete their own without feeling called into question for doing so.
- You help the user to take in and adopt the others' arguments by listening to them.
- You encourage them to look for information which will allow them to expand their initial knowledge with concrete elements.

6. Suggested questions for the career development interview:

Using the person's most significantly positive photo:

- Describe the photo.
- What do you understand about the proposed activity or occupation?
- Do you know about this job or activity personally?
- What do you think the working conditions would be?
- What advantages do you think would be useful to do this job or this activity?
- Do you think you have these skills?
- Have you checked yet?
- What steps have you already taken?
- What do you think might hold you back?
- What could you do to prevent this?
- What could you do to add to your knowledge of this field?
- What steps would be necessary?
- What new steps do you feel able to achieve?
- What deadlines will you set yourself to achieve these steps?
- What help do you expect from the professional working with you?