CAGEA

Career Guidance from an Early Age

Manual about Career Guidance

CAGEA

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Authors

Organization	Name of authors
Agrupamento de Escolas Francisco Simões	Cristina Eusébio, Américo Jones
Formative Footprint	Tereza Patkova, Manuel Carabias Herrero
INSTITUTE OF ENTREPRENEUR SHIP DEVELOPMENT	Maria Mavridou, Stella Ioannou
ARISTOTELIO PANEPISTIMIO THESSALONIKIS	Christina Athanasiades, Aikaterini Papakota
Colegio San José	Fermín Pérez Martín, María José García Egido
SEPUGS Vasil Antevski Dren	Nikolina Kirkova
Innovation in Education	Theodora Sotirova, Gabriela Ilieva

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Introduction

The *Career Guidance from an Early Age (CAGEA)* project was created in response to a clear European need: to help young people, their teachers, and their families engage meaningfully in career development from the earliest stages of education. Today's students face a world of work that is changing faster than ever — influenced by technology, globalization, and new social values. Yet, most are expected to make important life decisions without enough preparation or support. At the same time, teachers often lack accessible resources to integrate career guidance into their classrooms, and parents seek practical ways to accompany their children's choices.

This Manual for Career Guidance is one of the key outcomes of the CAGEA project (2024–2026), co-funded by the Erasmus+ Programme of the European Union. It was designed as a practical, ready-to-use toolkit to support secondary school teachers (students aged 12–17) in embedding career guidance into everyday school life. It complements two other main project results — the *Learning Nuggets Pack* (short audiovisual resources) and the *CAGEA Digital Platform* — and together they form a comprehensive system that connects research, classroom practice, and digital learning.

Background and Research Basis

The content of this Manual is based on the outcomes of **Work Package 2: National Desk Research, Surveys, and Good Practices**, which involved more than **800 participants** (students, teachers, and parents) from **Portugal, Spain, Greece, Bulgaria, and North Macedonia**. The research combined desk analysis of 37 successful career guidance programs with extensive surveys and focus groups.

The findings clearly showed that:

- Students want more tools to **understand themselves** and see how school relates to real jobs.

- Teachers are motivated but need **structured, simple activities** that fit into existing lessons.

- Parents are willing to support their children but need **clear, visual, and trustworthy resources**.

The results highlighted five priorities that shaped the structure of this Manual:

1. **Start early** – build self-awareness before key academic decisions.

2. **Empower the ecosystem** – involve teachers, students, and families together.

3. **Make it practical and visual** – use interactive, reflective, and creative tools.

4. **Connect to the real world** – link learning to life, work, and community.

5. **Use technology meaningfully** – integrate digital tools that engage young learners.

How the Manual Is Structured

The Manual is organized into **four main modules**, each reflecting a natural progression in the student's career discovery journey:

1. **Personal Awareness** – *Who am I?*
   Students explore their identity, values, skills, and strengths as the foundation for career decisions.

2. **Working Environment** – *Where do I belong?*
   They learn about the world of work, job sectors, and new career trends.

3. **Decision Making** – *How do I choose?*
   They practice connecting subjects, interests, and pathways through structured reflection.

4. **Digital Tools for Career Development** – *How do I grow and adapt?*
   They explore online tools, digital portfolios, and the role of technology in career planning.

Each module is divided into **submodules** (eight in total) that contain between **five and six practical activities**, each adaptable to classroom use. Activities follow a **common structure** for easy orientation:

- **Brief introduction/objectives** – what the activity aims to achieve.

- **Goal and expected outcomes** – what students will learn or create.

- **Tips for the teacher** – practical classroom advice.

- **Approximate time and group size.**

- **Necessary materials** – including references to annexes or worksheets.

- **Step-by-step description** – clear, ready-to-follow implementation guide.

- **Closing discussions / debriefing questions** – reflection prompts for the class.

For easier navigation and a more engaging layout, activities are visually coded using the **colors of the CAGEA logo**, with labels matching the project's name – **C, A, G, E, A** – to symbolize the variety of paths that career discovery can take. Each activity and submodule is also numbered (e.g. *1a, 1b, 2a, 2b* …), helping teachers locate materials quickly.

How to Use This Manual

Teachers can follow the proposed **sequence of modules**, beginning with *Personal Awareness* and progressing step by step toward *Digital Tools for Career Development*, or they may select individual activities that best fit their class dynamics, schedule, or student group.

Each **submodule** follows a consistent structure to ensure clarity and pedagogical coherence. It includes:

- **Purpose and Objectives** – what the submodule aims to achieve in the context of career guidance.

- **Why It Matters / Why It's Important** – a short explanation of the relevance of the topic for students' development.

- **Outcomes** – the key competences, attitudes, or results students are expected to gain.

- **General Guidelines & Tips** – practical advice for teachers on how to create a supportive and inclusive environment, how to adapt the activity for different ages or needs, and how to connect results across modules.

- **Recommended Order of Activities** – a suggested flow to guide classroom implementation.

Within each activity, the same visual and structural logic is followed for easy use: introduction, goals, materials, steps, reflection, and debriefing questions.

At the end of the Manual, a comprehensive set of **Annexes** provides **all complementary materials** — worksheets, card sets, examples, and visual templates — that can be printed or adapted digitally. These annexes are **optional** and designed to make facilitation **easier, flexible, and context-friendly**, offering inspiration for both traditional and creative lesson delivery.

Why This Manual Matters

Career guidance is not a single event — it is a process that begins with self-knowledge and evolves through exploration, decision-making, and lifelong adaptability. The CAGEA Manual supports teachers in turning this process into a **creative, inclusive, and meaningful journey** for students. It helps young people to:

- Recognize who they are and what they value.

- Understand the changing world of work.

- Make informed and confident choices.

- Use digital tools to plan and present their growth.

By integrating reflection, creativity, and exploration, the Manual embodies the spirit of CAGEA: helping students **connect with their future** — step by step, and from an early age.

Motivation & Implementation

Motivation for Teachers

Implementing career guidance activities for the first time can feel challenging — especially when lessons move away from traditional academic content toward *personal reflection and emotional growth*. Yet, as our first classroom pilots revealed, these first sessions are some of the most transformative moments for both students and teachers.

During the testing phase of the *Personal Awareness* module across different secondary school levels, teachers observed a common pattern:

- **Students are not used to thinking about themselves in depth.** Many had never been asked to describe their values, strengths, or dreams.
- **They often feel shy and uncertain.** Reflection may expose insecurities, so creating emotional safety is essential.
- **They tend to minimize their achievements** or feel "too young" to decide about their future.
- **Once engaged, students show genuine curiosity and motivation.** They become proud when recognized by peers and gain confidence through small insights.

These observations remind us that *career guidance begins with emotional intelligence*. Before students can plan their future, they must learn to understand, name, and trust their own emotions, values, and strengths. Teachers play a key mentoring role in guiding this process — not as evaluators, but as facilitators of reflection.

Tips for Building Motivation and Emotional Safety

1. **Start with empathy.** Remember that for many students, this is a new experience. Begin each session with a warm tone and assure them there are no right or wrong answers.

2. **Model openness.** Share a simple example about yourself — a value you care about, or a time you learned from failure. This helps students feel permission to be honest.

3. **Normalize vulnerability.** Some may struggle to identify strengths or goals. Encourage small steps: "Think of one thing you improved this year."

4. **Celebrate all progress.** Display "strengths walls," "growth ladders," or "values trees" where students can see their achievements.

5. **Use group reflection carefully.** Offer sharing in pairs or anonymous formats before full-class discussion, respecting comfort levels.

6. **Reinforce emotional intelligence.** Ask students how they *felt* when receiving peer feedback or remembering success. Help them notice pride, gratitude, or surprise.

7. **End with a motivational reflection.** After each session, highlight the idea of growth: "You've already taken a first step toward knowing yourself — and that's the foundation of any future decision."

When teachers guide students through these exercises with empathy and patience, they cultivate confidence, self-esteem, and a sense of belonging — all of which are prerequisites for effective career decision-making.

Implementation Guidance

To support structured and consistent application, this chapter includes two practical tools for teachers:

1. **The Implementation Tracker (Checklist Table)** – a printable or digital table listing all activities by module and submodule. It allows teachers to tick off completed activities and monitor which activities have been implemented during the semester or school year and plan continuity across classes or grades (e.g., repeat certain activities mid-year).

2. **The Recommended Implementation Strategy Table** – an overview suggesting how to sequence the modules across the academic term, helping teachers plan a balanced progression from self-awareness to digital skills.

Implementation Tips

- Combine **reflection and discussion**: start each session with a warm-up and end with a short sharing circle.
- Keep a **"Career Folder" or digital portfolio** for each student to store all activity outputs.
- Link activities across modules (e.g., values discovered in Module 1 can guide decisions in Module 3).
- Encourage **cross-curricular collaboration** — activities can fit into language, art, ICT, or social science lessons.
- Use the **Annex materials** for visual support; adapt them freely to class dynamics.
- Document brief observations after each activity — these notes will inform next cycles or mentoring conversations.

Recommended Implementation Strategy

Stage	Weeks	Focus	Teacher's Role	Suggested Duration
1. Introduction Phase	1-3	Build trust & self-reflection with Personal Awareness activities	Facilitator, motivator, emotional guide	4-6 sessions
2. Exploration Phase	4-10	Transition to Working Environment — exploring sectors, jobs, and global trends.	Connector between school subjects and real world	5-7 sessions
3. Decision Phase	11-16	Guide Decision-Making modules; teach analysis tools	Coach and mentor	5-6 sessions
4. Integration Phase	17-20	Introduce Digital Tools — portfolios, digital CVs, online career maps.	Technical guide and reflective coach	4-5 sessions
5. Reflection Phase	End of semester	Revisit early activities to measure growth.	Evaluator of progress (formative, not graded)	2 sessions

Implementation Tracker (Checklist Table)

			Jan	Feb	Mar	Apr	May
Module	Submodule	Activity	M1	M2	M3	M4	M5
Personal Awareness	Who Am I? – Self-Discovery & Awareness	1a. The Mirror Activity					
		1b. Personality Snapshot – My Identity Card					
		1c. My Superpower Story					
		1d. My Skills Map					
		1e. Self-Efficacy Ladder					
		1f. My Values Compass					
Working environment	Understanding the World of Work – Global Trends & Sectors	2a. Future Headlines					
		2b. Sector Snapshots					
		2c. Guess the Future – Macro-trend Match					
		2d. Sector Exploration Carousel					
		2e. My Top 3 Job Sectors					
	New and Evolving Job Markets – Specific Roles & Skills	3a. Job Profile Cards					
		3b. Interview a Professional					
		3c. Skills Match Game					
		3d. Invent a Job of the Future					
		3e. Career Exploration Sheet – 3 Jobs I Want to Know More About					

	Learning Opportunities – International & Local Programs	4a. Program Fact Sheet Hunt					
		4b. Mobility Map					
		4c. Program Pitch					
		4d. Testimony Analysis					
		4e. My Opportunity Passport					
Decision Making	From Subjects to Careers – Connecting the Dots	5a. Subject to Career Flowchart					
		5b. Subject –Sector Bingo Cards					
		5c. Follow the Path – Career Connections Game					
		5d. Mapping alternative career options					
		5e. How will manage to study what you want					
	Decision Making in Real Life – Planning with Purpose	6a. Decision Tree					
		6b. Career Crossroads – SWOT Analysis					
		6c. Choosing between alternative solutions					
		6d. Pros & Cons Worksheet					
		6e. SMART Career Goal Setting					
	Real Talk – From Dream to Reality/Let's	7a. Dream to Plan Timeline: 10 Year Goals					
		7b. Career Goals Step by Step					

get real and confident		7c. My Action Plan					
		7d. Create your Vision Board					
		7e. Resilience Reflection					
		7f. Failure is Feedback					
Digital Tools for Career Development	Discover with Tech	8a. Exploring Jobs with Career Platforms					
		8b. Jobs & Apps & Skills					
		8c. My Digital Career Portfolio					
		8d. Future CV: Skills for Jobs That Don't Exist Yet					
		8e. My Digital Career Map					

Final Encouragement

Career guidance from an early age is not about predicting a student's future — it's about
helping them become curious, self-aware, and confident explorers.
Every reflection, drawing, or conversation plants a seed of self-knowledge. The teacher's role is
to water those seeds with patience and encouragement until students begin to recognize their
unique paths.

**"You don't have to have all the answers. You just have to ask the right questions and listen
with interest — that's where true guidance begins."**
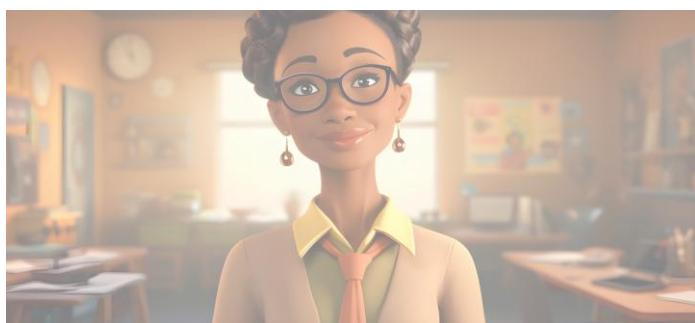
Module 1: Personal Awareness

Submodule (1): Who am I? Self-Discovery & Awareness

Purpose & Objectives

This section is designed to help students reflect on their own identity, who they are, what they value or believe, what they're good at, and where they want to grow. Before any career decisions are made, students must build a strong foundation of self-awareness. This includes recognizing not only their strengths but also the qualities others see in them, and how those perceptions can influence their self-image.

Why this matters/Why it's important

Many students make career choices based on external expectations (parents, teachers, society) or trends, not on a grounded understanding of their own interests, skills, and values. Self-awareness and Self-efficacy are the first step in meaningful career planning and helps students:

- Develop a growth mindset
- Recognize their potential
- Build confidence and emotional intelligence
- Start taking ownership of their choices

Outcomes

- Greater emotional intelligence and self-reflection capacity
- Improved confidence in expressing strengths and values
- A more grounded and individual-centered basis for career decisions

General Guidelines & Tips

Set the tone: Emphasize that this module is not about grades or comparison. It's about exploration, self-expression, and reflection.

Create a safe space: Encourage respectful listening. Allow students to keep some reflections private. Normalize differences and insecurities, this is not competition.

Encourage creativity & storytelling: Let students draw, write, or use symbols. Self-awareness emerges through multiple forms of expression.

Use visuals: Display ladders, cards, or posters in the classroom if students are comfortable (can build a "strengths wall" or "values tree").

Link activities: After each activity, connect outcomes to future steps:

- "This strength/value could guide your future path."
- "What we discovered today can be used later in career exploration."
- "You enjoy helping others → that could guide your future path"

Repeat activities mid-year to help students track their development

Encourage students to keep all outputs in a personal guidance folder.

Suggested Order of Activities

1a. The Mirror Activity (self- & peer-perception)

→ Students reflect on how they see themselves vs. how others see them.

🔑 Outcome: Opens the door to self-awareness, confidence, and empathy.

1b. Personality Snapshot – My Identity Card (identity mapping)

→ Students create a personal "ID card" with hobbies, strengths, learning style, motto, etc.

🔑 Outcome: Consolidates a "portrait" of who they are at this stage.

1c. My Superpower Story (strengths through creativity)

→ Students transform one strength into a "superpower" story or comic and link it to real life.

🔑 Outcome: Helps them recognize and celebrate strengths in an engaging, playful way.

1d. My Skills Map (skills awareness & application)

→ Students identify their personal skills (academic, social, creative, digital, practical) and connect them to real-life examples and possible careers.

🔑 Outcome: Builds awareness of transferable skills, shows how abilities connect to school subjects and future opportunities.

1e. Self-Efficacy Ladder (achievements & goals)
→ Students map past successes and future goals on a ladder.

🔑 Outcome: Builds confidence, shows growth, and introduces goal setting.

1f. My Values Compass (values exploration)
→ Students select their core values and create a compass to guide decisions.

🔑 Outcome: Links identity and choices, shows what truly motivates them.

Activity n. 1: The Mirror Activity

MODULE: PERSONAL AWARENESS: Who Am I? – Self-Discovery & Awareness **NAME OF THE ACTIVITY:** The Mirror Activity
BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY: This activity allows students to reflect on how they see themselves and how others see them, identify patterns, and build awareness of their core strengths and possible blind spots.
AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK): Developed within the CAGEA project. Inspired by reflectiveness, self-awareness, and youth coaching methodologies commonly applied in career education.
GOAL OF THIS ACTIVITY: To compare self-perception with peer perception and build a realistic, rounded view of personal strengths and weaknesses.
OUTCOME / OUTPUT OF THE ACTIVITY: Completed reflection worksheet or journal entry, in Peers - "Mirror Cards" Increased self-awareness, boost in confidence and empathy, deeper understanding of how perception works.
TIP FOR THE TEACHER: Encourage students to frame weaknesses as "areas to grow." Consider pairing this with a "Strength Tree" wall activity where students post anonymous compliments or affirmations for classmates.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
60- 75 minutes	Starts individually, followed by small group

AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 1a: Mirror Cards

Pens

Blank paper

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Each student will write down what they believe about themselves by using the 10 Mirror cards. (15 min)

2. Peer feedback (15–20 min):
   In small groups, students will use Mirror Cards (choose 3) and write positive strengths they see in each of their groupmates. Collect, shuffle, and return them so feedback stays anonymous.

3. Comparison & Analysis (10 min):
   Students compare their self-list with what others wrote. Where is there overlap? Any surprises?

4. Strengths (10 min):
   Each student writes down 5 strengths they believe they have and 2–3 areas they'd like to improve (weaknesses or insecurities).

5. Reflection (10 min):
   Students complete a short reflection:
   o   What strength surprised me?
   o   What do others see that I don't?
   o   What am I proud of?

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Were there any surprises in how others see you?
- Did you agree or disagree with the peer feedback?
- How can this activity help you make future decisions about your learning or career?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Instead of writing full sentences, allow them to use simple words, emojis, or drawings on the Mirror Cards (e.g., a smiley face for "you make me happy," a star for "you shine in class").
- Adaptation for older students: Encourage them to give more detailed feedback, linking each strength to a concrete example (e.g., *"You're good at listening — like when you helped me last week."*). This makes feedback more meaningful.
- Cross-link to other activities: Works well with the *Personality Snapshot* (students compare peer feedback with their self-description) and with *My Superpower Story* (students might choose their "superpower" based on feedback from peers).
- Motivational tip: Remind students that feedback should always be positive and constructive. Emphasize that every quality is valuable, not just outgoing ones like humor or leadership.
- Classroom Display: With consent, strengths collected on Mirror Cards can be compiled into a "Strength Tree" or "Confidence Wall" in the classroom. Seeing positive feedback visually boosts group morale.
- Follow-up Idea: Repeat the Mirror Activity later in the year and compare the new feedback with the earlier one. This helps students see growth and consistency in how others perceive them.
- Digital Option: Students can complete Mirror Cards digitally (e.g., Google Forms, Padlet, Mentimeter). This can help preserve anonymity and make it easier to collect class-wide patterns.

Activity n. 2: Personality Snapshot – My Identity Card

MODULE: PERSONAL AWARENESS - Who Am I? – Self-Discovery & Awareness

NAME OF THE ACTIVITY: Personality Snapshot – My Identity Card

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

To help students build a comprehensive and confident view of their personality, preferences, and strengths. The goal is to consolidate a 'portrait' of who they are at this stage of their life—both academically and socially—through a structured yet personal format.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by reflective, self-awareness, and youth coaching methodologies commonly applied in career education.

GOAL OF THIS ACTIVITY:

- It's like creating a "profile" or a personal ID card – but instead of just name and age, students write down things that help describe who they are as a person.
- It's not about academic grades or formal tests. It's about what they enjoy, how they learn best, and what others see in them.
- The goal is to help students understand themselves better – their interests, emotions, and how they view the world – and this will help them later when choosing careers or studies.

OUTCOME / OUTPUT OF THE ACTIVITY:

- By the end, each student will have a mini "portrait" of themselves that reflects their personality today. It's not something to grade – it's something they can keep in their personal guidance folder and use later when discussing their future.
- Students articulate their identity beyond academics, increasing confidence and self-awareness
- Teachers gain insight into student motivations and personality traits

TIP FOR THE TEACHER:

- Provide quiet, reflective music or calm atmosphere during the task.
- Reinforce that everyone's card will look different—this is personal, not a performance.
- Optional: follow up in later sessions by referring to each student's "card" when setting goals, introducing careers or career mapping sessions.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45 - 60 minutes	Individual
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	X

NECESSARY MATERIALS (What do we need for this activity):

Annex 1b: Identity Cards

Colored pens, markers

Empty worksheet (for creating their own identity card)

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Start with a brief discussion about identity: "What makes you *you* besides your grades?"

2. Explain the purpose of the identity card and how it will help in future decision-making.

Purpose:

*"This activity is about getting to know yourself better. We often think of an ID card as something that only shows our name, age, and maybe where we live. But this Identity Card is different — it shows who you really are as a person.

On this card, you'll write and draw things that matter to you: what you enjoy, what you're proud of, what motivates you, and how you like to learn.

Why is this important? Because the more you understand about yourself, the easier it will be to make good decisions in the future. For example, when you choose your subjects, a study program, or even a job one day, you'll want those choices to match your interests, values, and strengths.

This card is like a snapshot of who you are right now. You may change and grow, but today it will help you capture your identity and give you clues about what kind of path might make you feel happy and successful later on."*

3. Distribute different identity cards.

4. Give students 25–30 minutes to fill it in creatively—writing, drawing, or decorating.

5. Invite those who are comfortable to share it aloud or in pairs.

Optional:

Let students create their own identity card, without using templates (15 min).

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which part of the card felt easiest to fill? Which part was hardest?
- Did anything new occur to you while writing about yourself?
- How can knowing these things about yourself help you in choosing your future path?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Instead of writing full sentences, they can use drawings, emojis, or short words (e.g., a football for "I enjoy playing sports," a heart for "I value kindness").

- Adaptation for older students: Encourage deeper reflection by asking them to link each section of the card to future choices (e.g., "I enjoy drawing → I could explore design studies").

- Cross-link to other activities: The Identity Card works well with the *Mirror Activity* (students compare how they see themselves vs. how others describe them) and with the *Values Compass* (students identify if their values are reflected in what they wrote on the card).

- Motivational tip: Reinforce that every card will look different — there is no "right" or "wrong" identity. Diversity of answers is a strength.

- Classroom Display: With student consent, cards can be placed on an "Identity Wall" or "Who We Are" board. This builds group understanding and appreciation for differences.

- Follow-up Idea: Repeat the activity later in the year and have students compare their old and new cards. This helps them see personal growth and changing interests.

- Digital Option: Students can create their cards digitally (e.g., Canva, Google Slides) and save them in a personal guidance portfolio.

Identity Card Example (besides templates):

- Name & personal motto
- Top 3 things I enjoy
- Something I'm proud of
- One thing I'm working on

- Words friends use to describe me
- Favorite learning style or subject
- "When I feel most confident…"
- "I get motivated by…"
- Optional: Draw yourself or add a small photo/avatar

✅ Example

Name: Sofia
Top 3 things I enjoy: Drawing, playing with my dog, watching mystery shows
Words friends use: Loyal, creative, funny
Learning style: I like learning through stories and examples
Something I'm working on: Speaking up in class
When I feel confident: When I finish a drawing or solve a problem

Activity n. 3: My Superpower Story

MODULE: PERSONAL AWARENESS: Who Am I? – Self-Discovery & Awareness

NAME OF THE ACTIVITY: My Superpower Story

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

To help students recognize, express, and celebrate their personal strengths using creative storytelling formats. The activity supports confidence-building and encourages students to explore how these strengths could influence their future goals and decisions.

Students will reflect on a personal quality or strength they feel proud of (or one recognized by others). Then they will build a fictionalized short story or comic strip in which they are the main characters who use this strength to overcome a challenge. The story can be humorous, serious, futuristic, or realistic depending on the student's personality and style.

After completing the story, students will briefly describe a real-life moment when they use this strength in their everyday life.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by reflective, self-awareness, and youth coaching methodologies commonly applied in career education.

GOAL OF THIS ACTIVITY:

Through creative storytelling or drawing, students explore how their qualities (such as kindness, creativity, determination, empathy, leadership, etc.) can be used to overcome challenges, help others, and shape their future.

This activity builds confidence, self-expression, and imagination, while also showing students how the strengths they already have can guide their choices in school, relationships, and future careers.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A visual story or comic that illustrates personal strength
- A written reflection linking this strength to the student's real experiences and possible future use

Optional:

Strength's wall in the classroom

TIP FOR THE TEACHER:

- Ensure all strengths are seen as valid—not just "extroverted" ones like leadership or humor.
- Use this as a foundation for a "strengths wall" or confidence board in the classroom.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
60–90 minutes	Starts individually, followed by small group
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Empty Worksheet

Colored pencils, markers, or pens

Optional:

Annex 1c: Story/comic layout templates: examples of how the comics can be designed

Annex 1c: Superpower brainstorm" prompt sheet: advice for creation

Annex 1c: Strength's list: examples of what students can do well

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Begin with a warm-up discussion: "What are personal strengths? What do you think yours might be?"

,,Before we start, let's talk about personal strengths. A strength is something positive about you — it can be a skill, a quality, or even a way you treat others. Strengths don't always mean being the best at something, like winning a race or getting the highest grade. They can also be things like being a good listener, staying calm when things are difficult, or making people laugh.
Think about times when you've felt proud of yourself or when someone has said something nice about you. Those moments often point to your strengths.''

2. Optional – Share templates with students (templates for story/comic layouts, lists of strengths, or a sheet with ideas for superpowers) to provide them with guidance and support in the form of examples.

3. Ask students to select one strength that resonates most with them.

4. Each student then creates a fictional story or comic where they use this strength as a superpower to solve a problem, help others, or overcome adversity.

5. When finished, students write a short real-life reflection:
"I used this strength when I..."
"This strength could help me in my future because..."

Optional:

Present finished stories to a peer or small group for positive feedback.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- How did it feel to focus on something you're good at?
- Was it easy or hard to choose your strength? Why?
- Can you imagine using this strength in a job or life situation?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Instead of a comic/story, they can create a single superhero poster (drawing themselves as a hero and writing one short caption about their power).
- Adaptation for older students: Encourage them to write a short narrative (1 page) that blends fiction and reality, showing how their strength could shape a future career.
- Cross-link to other activities: This activity connects well with the *Mirror Activity* (peer feedback on strengths) and the *Self-Efficacy Ladder* (seeing how their strength has already helped them achieve something).
- Sharing & Display: Consider creating a "Superpower Wall" in the classroom, where students can post their comics or posters (if they are comfortable). This reinforces a positive, strength-focused environment.
- Inclusivity Tip: Remind students that every quality counts — not only visible ones like being funny, artistic, or sporty, but also quieter strengths like patience, empathy, or being a good listener.
- Digital Option: Students who enjoy tech could design their superhero digitally using free online comic creators or graphic design tools.
- Follow-up Reflection: Revisit these superpowers later in the year and ask: *"Did you have a chance to use this strength in real life since the activity?"*

- You can use with students a free test to recognize their strengths: https://www.viacharacter.org/

Activity n. 4: My Skills Map

MODULE: PERSONAL AWARENESS: Who Am I? – Self-Discovery & Awareness

NAME OF THE ACTIVITY: My Skills Map

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

To help students identify their personal skills (academic, practical, social, digital, creative, etc.) and see how these skills connect to school subjects, hobbies, and possible future careers. By creating a "skills map," students learn to value what they can already do and recognize areas they want to grow.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by skills-audit and competence-mapping methods used in career education.

GOAL OF THIS ACTIVITY:

- Encourage students to reflect on skills they already have.
- Connect skills to real-life situations and future opportunities.
- Provide a visual "map" that can guide study and career decisions.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A completed Skills Map with 6–10 skills.
- Written or drawn examples of where/how each skill is used.
- Greater awareness of transferable skills that can be applied in school, work, or life.
- Optional classroom "Skills Wall" showcasing collective abilities.

TIP FOR THE TEACHER:

- Normalize all skills, even small or "non-academic" ones (e.g., fixing a bike, helping siblings, organizing a game).
- Encourage variety: technical, creative, emotional, and social skills.
- Avoid ranking; this is about awareness, not competition.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45–60 minutes	Starts individually, then in pairs/small groups.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-4 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 1d: Skills list (examples grouped into categories: communication, creativity, organization, problem-solving, technical, digital).

Blank A3/A4 paper for drawing a map or mind-map template.

Pens, markers, sticky notes (optional).

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Warm-up (5 min): Teacher asks: "*What is a skill? Can you name one thing you do well, at school or outside?*"

"A skill is something you can do — it might be learned in class, practiced in hobbies, or developed in daily life. For example, teamwork, drawing, coding, cooking, or staying calm under pressure."

2. Skill Brainstorm (10 min): Students look at Annex - Skills list. They circle 10–12 skills they feel they have, then narrow to their Top 6–8 skills.

3. Create Skills Map (15–20 min): On paper, students draw a central circle labeled "My Skills." Around it, add branches for each chosen skill. Next to each skill, note or draw an example: "*I use teamwork when playing football,*" "*I use organization when managing homework,*" "*I use creativity in art projects.*"

   Optional:
   use colors/symbols for categories (academic, social, practical).

4. Reflection Writing (10 min): Students complete prompts:

   "One skill I am most proud of is…"
   "This skill helps me when…"
   "A skill I want to develop more is…"

5. Sharing (Optional, 10 min): In pairs or groups, students share one skill and example.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which skill was easiest to name? Hardest?
- Did you discover a skill you didn't realize you had?
- How do your skills connect with school subjects or hobbies?
- Which skill might be important for your future career path?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Instead of writing, they can use drawings, symbols, or stickers (e.g., a football for teamwork, a laptop for digital skills).

- Adaptation for older students: Encourage them to connect each skill to a possible career or study area.

- Cross-link to other activities: Skills Map links to Superpower Story (skills as strengths in action), Self-Efficacy Ladder (skills shown in past achievements), and Values Compass (values guiding how skills are used).

- Motivational tip: Remind students there are no "good" or "bad" skills — everyone's map will look different, and that diversity makes the group stronger. Even small or "everyday" skills are valuable.

- Classroom Display: If students agree, Skills Maps can be displayed on a "What We Can Do" wall. This helps build mutual respect by showing the wide variety of talents in the group and highlighting that every student brings something unique.

- Follow-up Idea: Revisit later in the year; students add new skills they learned.

- Digital Option: Create Skills Maps in Canva, Jamboard, or Padlet; add them to a personal digital portfolio.

Activity n. 5: Self-Efficacy Ladder

MODULE: PERSONAL AWARENESS: Who Am I? – Self-Discovery & Awareness

NAME OF THE ACTIVITY: Self-Efficacy Ladder

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

To help students recognize and validate their own progress by visualizing past achievements and defining attainable future goals. This activity aims to foster a sense of capability and growth, which is key to building motivation and reducing career decision anxiety.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by reflectiveness, self-awareness, and youth coaching methodologies commonly applied in career education.

GOAL OF THIS ACTIVITY:

Students will design a "ladder" with 4–6 rungs. Each rung represents a past action, skill, or experience that they consider a success or improvement, however small. This could range from "asked a question in class" to "organized my school folder." After filling in past successes, students will add two future rungs at the top that reflect aspirational yet achievable personal or academic goals.

The completed ladder becomes a visual reminder of their growth and potential.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A completed "Self-Efficacy Ladder" displayed or saved in their career reflection folder.
- Increased personal awareness of growth and capacity to face new challenges.

TIP FOR THE TEACHER:

- Emphasize that no achievement is too small—overcoming anxiety, asking for help, or practicing patience all count.
- Use positive reinforcement when students struggle to name successes.
- Revisit the ladders later in the year to track new achievements or adjust goals.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45–60 minutes	Individual
AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	X

NECESSARY MATERIALS (What do we need for this activity):

Annex 1e: Ladder example (optional)

Blank A4/A3 paper

Markers, pens, or colored pencils

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Begin with a class discussion: "What is success? Does it always mean winning or being the best?"

*"Let's talk about success. What does it really mean? Some people think success always means being the best — winning a competition, getting the highest grade, or finishing first. But is that the only way to see it?
I believe success can also mean trying something new, improving a little bit, or not giving up even when it's hard. For example, if you were nervous to speak in class but you raised your hand once — that's a success. If you practiced a skill and got a little better, even if you're not perfect yet — that's success too.
So, success doesn't always mean being the number one. Sometimes it's about progress, effort, or courage. What do you think? Can you give me an example of a small success you've had recently?"*

2. Introduce the idea of self-efficacy: the belief that you can succeed through your own efforts.

*"Now let's talk about something called self-efficacy. That sounds like a big word, but it's actually quite simple. Self-efficacy means believing that you can succeed because of your own effort.

It's the difference between saying 'I can't do this' and 'I can learn how to do this if I try.'

For example, imagine you're learning to ride a bike. At first you might fall, but if you keep practicing, you believe you'll get better — and eventually you do. That belief in yourself, that your effort will pay off, is self-efficacy.

Why does this matter? Because when we believe we can improve through effort, we're more willing to try, to keep going, and to reach our goals. Even small steps count."*

3. Have students draw a large ladder with 6–8 rungs OR distribute a ladder template (optional) that provides slightly different instructions.

4. Ask students to write one small success or personal achievement per rung. Encourage diverse examples (emotional, academic, social, home-based).

5. Once the past rungs are filled, students add two "goal rungs" at the top—things they want to achieve in the next few months.

6. Invite students to decorate or title their ladder.

Optional:

Host a "ladder walk" where students read each other's ladders anonymously or present to a small group.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Did anything surprise you when you thought about your past achievements?
- Which rung on your ladder makes you most proud?
- What will help you climb to your next goal?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Instead of writing, they can draw small pictures on each rung (e.g., a book for "finished my homework," a smiley face for "helped a friend").

- Adaptation for older students: Ask them to connect each rung to a skill or quality (e.g., "Organized my folder" → "planning skills"). This makes the ladder a bridge between achievements and employability skills.
- Cross-link to other activities: Combine with the *Mirror Activity* (students might use strengths identified by peers as rungs) or *Values Compass* (future goals can align with personal values).
- Motivational tip: Remind students that "small wins" add up. Even steps that seem minor — like asking a question in class or trying again after failing — show growth.
- Classroom Display: If students are comfortable, ladders can be posted on a "Growth Wall." Seeing others' small successes normalizes effort and persistence.
- Follow-up Idea: Revisit ladders mid-year or at the end of the course to add new rungs. This helps students visibly track their growth over time.
- Digital Option: Students can create ladders in online tools (like Canva), especially useful if the class has a digital portfolio.

Activity n. 6: My Values Compass

MODULE: PERSONAL AWARENESS: Who Am I? – Self-Discovery & Awareness

NAME OF THE ACTIVITY: My Values Compass

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

To help students identify their personal values and understand how these guide decisions, relationships, and future career paths. By visualizing their "compass," students learn that values are like internal signposts that influence motivation and choices.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by reflectiveness, self-awareness, and youth coaching methodologies commonly applied in career education.

GOAL OF THIS ACTIVITY:

- Encourage students to reflect on what is most important to them in life.
- Connect values to real-life experiences and future aspirations.
- Provide a personal decision-making tool that students can revisit when facing study/career choices.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A completed "Values Compass" visual with 4–6 core values.
- Written examples of how these values show up in everyday life.
- Stronger awareness of how values shape goals, relationships, and careers.
- ,,What we value wall'' in classroom (optional).

TIP FOR THE TEACHER:

- Emphasize that no value is "right" or "wrong."

- Normalize differences—each compass is unique.

- Encourage open conversation but allow students to keep parts private if they wish.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45–60 minutes	Starts individually, then small groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-5 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 1f: Compass template (optional)

Annex 1f: List of Values (with 30 value words, e.g., honesty, friendship, creativity)

A4 blank paper for compass drawing

Pens, markers, colored pencils

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Warm-up (5 min): Teacher asks: *"What do you think values are? Can you give me examples of things that matter to you more than anything else?"*

*"Before we start, let's think about values. Values are the things that matter most to us —

the beliefs or ideas that guide our decisions and actions.

For example, if you really care about honesty, you'll probably try to always tell the truth, even when it's hard. If you value friendship, you'll make time for your friends and support them. Some people value creativity, learning, or freedom.

Values are like a compass — they point us in the direction that feels right for us in life.

So, what do you think values are? Can you give me an example of something that matters to you more than anything else?" *

2. Value Selection (10–15 min): Students receive a List of values and individually circle 8–10 values that feel important. Then they narrow it down to their "Top 4–6.".

1. Values Compass Creation (15 min): Students write/draw their top values on the compass template (4 values) and decorate it with colors or symbols (optional).

2. Reflection Writing (10 min): For each value, students complete prompts:
    "This value shows up in my life when I…"

    "I would struggle if this value was missing because…"

    "This value could guide me in my future when I…"

3. Group Sharing (Optional, 10 min): In small groups, students present one of their values and why it matters.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which value was easiest to choose? Which was hardest?
- Do you think your values might change over time?
- How could knowing your values help you choose a career or education path?
- Did you discover something new about yourself?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Instead of writing full sentences, students can draw symbols or use stickers (e.g., a heart for *love*, a tree for *nature*). Teachers may also pre-select a shorter list of 10–12 values to simplify choices.

- Adaptation for older students: Encourage them to explain *why* each chosen value is important and how it influences their daily decisions. They can also connect each value to possible careers or study areas.

- Cross-link to other activities: The Values Compass pairs well with the *Identity Card* (students see if their chosen values reflect their self-description) and the *Self-Efficacy Ladder* (future goals can be aligned with values).

- Motivational tip: Remind students there are no "right" or "wrong" values. Everyone's compass looks different, and that diversity makes each person unique.

- Classroom Display: If students agree, compasses can be displayed on a "What We Value" wall. This helps build respect in the group by showing shared and different priorities.

- Follow-up Idea: Repeat the activity later in the year and ask if their values have changed. This helps students reflect on growth and shifting priorities.

- Digital Option: Students can create their compass digitally (e.g., Canva, Google Jamboard, Padlet). This works especially well if they are keeping a digital portfolio for guidance.

Module 2: Working environment

Submodule (2) : Understanding the World of Work: Global Trends & Sectors

Purpose & Objectives

Introduce students and teachers to real, updated labor market information and help them understand major global changes shaping the world of work.

Why this matters/Why it's important

The world of work is not static. It is constantly reshaped by technology, demographics, climate change, and global economics. Many of the jobs today's students will hold do not yet exist, while many traditional roles are being transformed. The green economy is creating new opportunities, digital technologies are changing every sector, and an ageing population is driving demand for care-related jobs. Understanding these global and local trends is like learning to read a map for a journey: it helps students navigate their future, see where opportunities are growing, and make informed choices about their learning paths. For teachers, it provides a way to connect classroom learning with real-world opportunities, moving career guidance from a static list of jobs to a dynamic view of the evolving economy.

Outcomes

It is important for each student to have a clearer understanding of the main trends shaping the world of work and how these trends influence different job sectors. They will be able to connect these developments with their own interests and begin to reflect on areas that may be relevant for their future.

General Guidelines & Tips

Keep it current: Labor market trends shift quickly. Use up-to-date sources (e.g., EU Skills Panorama, national statistics, LinkedIn reports) so students see the *real picture*.

Make it local: Connect global trends with what's happening in the students' own region (local employers, industries in demand, news articles).

Use visuals: Infographics, charts, and posters help students grasp complex data at a glance.

Encourage discussion: Let students share their perspectives on which sectors seem most interesting or important.

Show diversity: Highlight that opportunities exist across all education levels (vocational, university, apprenticeships).

Promote reflection: Remind students this is about *awareness-building*, not making final career decisions. The goal is to open their minds to possibilities.

Suggested Order of Activities

2a. Future Headlines

→ Students create imaginative newspaper headlines from the future to illustrate how global trends (digitalization, ageing population, green transition) transform jobs and sectors.

🔑 Outcome: Raises awareness that the labor market is dynamic and influenced by macro-trends.

2b. Sector Snapshots

→ Using job sector cards, students explore different industries, noting key features, in-demand jobs, and their level of personal interest.

🔑 Outcome: Builds knowledge of main job sectors and links them to students' own preferences.

2c. Guess the Future – Macro-trend Match

→ Students are given short scenarios (e.g., ageing population, new technologies, climate change) and match them with the correct job sector.

🔑 Outcome: Helps students connect global changes with concrete career opportunities.

2d. Sector Exploration Carousel

→ Students rotate across classroom "stations" (Digital, Green, Care, Creative) and complete

worksheets about what the sector involves, current demand, and personal fit.

🔑 Outcome: Encourages deeper exploration of sectors and critical reflection on personal relevance.

2e. My Top 3 Job Sectors

→ Students reflect individually and select three sectors they would like to explore further, completing a personal worksheet.

🔑 Outcome: Supports informed self-reflection and sets the foundation for later career exploration.

Activity n. 1: Future Headlines

MODULE: WORKING ENVIRONMENT: Understanding the World of Work – Global Trends & Sectors

NAME OF THE ACTIVITY: Future Headlines

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This icebreaker activity allows students to imagine future changes in the labour market by creating creative "newspaper headlines." It introduces them to the idea that jobs evolve due to technological, environmental, and demographic trends.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by reflectiveness, self-awareness, and youth coaching methodologies commonly applied in career education.

GOAL OF THIS ACTIVITY:

To raise awareness that the world of work is constantly changing and to stimulate students' creativity and critical thinking about labor market trends.

OUTCOME / OUTPUT OF THE ACTIVITY:

A collection of "Future Headlines" created by students.

Increased awareness of how macro-trends (digitalization, ageing, climate change) impact sectors.

Greater curiosity and openness to explore different job opportunities

TIP FOR THE TEACHER:

Encourage creativity but ensure each headline connects with a real trend. Allow humor to keep the activity engaging.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
20–25 minutes	Small groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	3-4 students

NECESSARY MATERIALS (What do we need for this activity):

Paper or post-its

Markers

Annex 2a: Sample "Future Headlines" prompts

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher explains that jobs evolve due to technology, climate change, demographics, etc.
2. In small groups, students brainstorm and write 2–3 imaginative newspaper headlines from the year 2035 (e.g., *"Robots replace shop assistants"*, *"Green jobs double due to climate policies"*).
3. Each group shares one headline with the class.
4. Teacher summarizes and links the ideas to real macro-trends.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which headlines felt realistic?
- Which ones were surprising or funny but possible?
- What trends inspired your ideas?
- How do these headlines make you think differently about future jobs?

OTHER USEFUL INFORMATION:

- The activity can be adapted digitally (Padlet, Jamboard, Mentimeter). It works best as an introduction before deeper exploration activities like Sector Snapshots or Sector Carousel.

Activity n. 2: Sector Snapshots

MODULE: WORKING ENVIRONMENT: Understanding the World of Work – Global Trends & Sectors

NAME OF THE ACTIVITY: Sector Snapshots

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students explore different industries through sector cards and worksheets. They learn about the main features of each sector, the jobs in demand, and begin to reflect on their own interests in relation to these opportunities.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by career exploration worksheets such as the "Industries of Interest Worksheet" (Colorado State University).

GOAL OF THIS ACTIVITY:

To provide students with a basic understanding of the main job sectors and encourage them to identify areas that might match their personal interests.

OUTCOME / OUTPUT OF THE ACTIVITY:

Completed "Sector Snapshot" worksheets.

Increased knowledge about labor market sectors.

Initial awareness of which industries students find interesting.

TIP FOR THE TEACHER:

Use real and updated labor market infographics from national or EU sources to give students a realistic view.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
60 minutes	Pairs or small groups
AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	2–3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 2b: Job Sector Cards (Health, Tech, Green, Creative, Care, etc.)

Annex 2b: Sector Worksheet

Pens/markers

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher distributes Job Sector Cards and explains the exercise.

2. Students, in pairs or groups, complete a worksheet for each sector:

- What does the sector include?

- What jobs are in demand?

- Would I be interested? Why/Why not?

3. Groups share their results briefly with the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which sector did you find most interesting and why?
- Were you surprised by the types of jobs or skills required?
- Which sector do you believe will grow most in the next 10 years

OTHER USEFUL INFORMATION:

- The activity can be adapted for younger students by simplifying sector descriptions (using icons or pictures instead of text).
- For older or advanced students, encourage them to research labour market statistics online (e.g., EU Skills Panorama, LinkedIn reports) and add real numbers to their worksheets.
- This activity can be combined with guest speakers or short video interviews from professionals representing each sector.

- Digital option: Students can complete the worksheets using collaborative platforms (Google Docs, Padlet, Miro) and compare results in real time.
- Cross-link: It prepares students well for the "Sector Exploration Carousel" activity, where they dive deeper into the same industries.

Activity n. 3: Guess the Future – Macro-trend Match

MODULE: WORKING ENVIRONMENT – Understanding the World of Work - Global Trends & Sectors

NAME OF THE ACTIVITY: Guess the Future – Macro-trend Match

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to connect global changes such as digitalization, climate change, and demographic shifts with specific job sectors. By matching short scenarios to industries, they practice linking abstract trends with concrete career opportunities.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by career scenario activities and labor market trend analysis tools.

GOAL OF THIS ACTIVITY:

To help students understand how macro-trends directly influence job sectors and create new opportunities.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Correctly matched scenarios and sectors.

- Greater ability to explain how global changes shape employment.

- Increased awareness of the dynamic nature of the labor market.

TIP FOR THE TEACHER:

- Choose scenarios that are short, realistic, and relevant to students' lives.
- Encourage discussion on why each scenario fits a particular sector.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
60 minutes	Small groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	3-4 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 2c: Scenario Cards (e.g., *"Population is ageing quickly"*, *"More companies use artificial intelligence"*, *"Climate change policies expand renewable energy"*)

Job Sector Cards (from previous activity)

Pens/markers

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher explains the concept of macro-trends and gives one example.

2. Each group receives a set of Scenario Cards and Job Sector Cards.

3. Students match each scenario with the sector they believe it belongs to.

4. Groups share one or two matches with the class and justify their reasoning.

5. Teacher confirms correct answers and links them to real labor market examples.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which matches were the easiest to make?
- Did you disagree with your group? Why?
- How do these scenarios affect the jobs available in your community?
- What new jobs could emerge from these trends?

OTHER USEFUL INFORMATION:

- *Adaptation for younger students*: Use simple illustrations (e.g., picture of a wind turbine for green jobs, robot for digital jobs) instead of text-heavy scenarios.
- *Adaptation for older or advanced students*: Ask them to research and provide one real statistic or fact to support each match (e.g., "Care jobs are projected to grow by X% in our country").
- *Digital option*: Create an online matching quiz (e.g., with Quizizz, Kahoot, or Google Forms) where students pair scenarios and sectors interactively.
- *Cross-link*: This activity builds directly on Sector Snapshots and prepares students for deeper exploration in the Sector Exploration Carousel.

Activity n. 4: Sector Exploration Carousel

MODULE: WORKING ENVIRONMENT – Understanding the World of Work – Global Trends & Sectors

NAME OF THE ACTIVITY: Sector Exploration Carousel

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity engages students in an interactive "carousel" where they rotate between stations, each representing a different job sector (Digital, Green, Care, Creative). At each station, they complete a short worksheet to explore what the sector involves, which jobs are in demand, and whether they match their interests.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by experiential learning and career fair simulation activities.

GOAL OF THIS ACTIVITY:

- To deepen students' understanding of various industries and support them in reflecting on which sectors could be personally relevant.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed worksheets with sector insights.
- Better understanding of differences between industries.
- Increased self-reflection on potential career directions.

TIP FOR THE TEACHER:

- Encourage students to rotate quickly and stay focused. Play background music or set a timer to keep the activity dynamic and fun.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
60 minutes	Small group
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	3-4 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 2d: Sector Worksheets template

Annex 2d: Sector prompts

Posters or infographics about each sector (Digital, Green, Care, Creative)

Markers, sticky notes, or pens

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher sets up four classroom stations (Digital, Green, Care, Creative).

2. Groups start at one station and have 7–8 minutes to complete the worksheet:
- What does the sector include?
- What jobs are in demand?
- Would this interest me? Why/Why not?

3. After the time is up, groups rotate to the next station.

4. Continue until each group has visited all stations.

5. Teacher facilitates a short debrief where students share highlights from one sector.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which sector felt the most interesting to you?
- Which one seemed to have the most opportunities?
- Did anything surprise you about the skills or jobs needed?
- How do these sectors connect with global trends (green economy, digitalization, ageing population)?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Use pictures, icons, or short descriptions at stations instead of long texts.
- Adaptation for older or advanced students: Add a research element – ask them to find one real job posting from each sector (online or in newspapers) and bring it to the carousel.
- Digital option: Run the carousel as a virtual "breakout room" activity in platforms like Zoom or MS Teams, where each room has information on a sector.
- Cross-link: The carousel consolidates knowledge from the previous activities and directly prepares students for the reflection task in "My Top 3 Job Sectors."

Activity n. 5: My Top 3 Job Sectors

MODULE: WORKING ENVIRONMENT – Understanding the World of Work – Global Trends & Sectors

NAME OF THE ACTIVITY: My Top 3 Job Sectors

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This reflection activity allows students to select three job sectors that they would like to explore further, based on the knowledge gained in previous activities. It helps them connect trends and sector information with their own personal interests.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by career reflection and goal-setting exercises used in career education.

GOAL OF THIS ACTIVITY:

To encourage students to reflect on which industries resonate most with their interests and values, laying the foundation for deeper career exploration.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed "My Top 3 Job Sectors" worksheet.
- Increased clarity about personal career exploration paths.
- Stronger sense of connection between global changes and personal opportunities.

TIP FOR THE TEACHER:

- Give students enough time to reflect individually. Encourage honesty and reassure them that there are no "wrong" answers — this is about awareness, not final decisions.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45–60 minutes	Starts individually, followed by small group
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 2e: "My Top 3 Job Sectors" Worksheet

Pens/markers

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher reminds students of the sectors explored in previous activities.

2. Individually, students fill in the worksheet by selecting their top three job sectors. For each, they answer:

- Why does this sector interest me?

- What opportunities do I see in it?

- What skills would I need to develop?

3. Students can optionally share their top choice in pairs or with the class.

4. Teachers collect or reviews responses to identify common interests across the group.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which sector did you choose as your top interest and why?
- Were there any sectors you excluded immediately? Why?
- How might your top sectors connect with future studies or extracurricular activities?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Provide a simplified worksheet with icons/pictures representing each sector.

- Adaptation for older or advanced students: Ask them to set one small action step for each sector (e.g., research an article, interview a professional, join a club).

- Digital option: Students can complete the worksheet via Google Forms or Padlet; the teacher can then create a visual "heat map" of sector preferences in the class.

- Cross-link: This activity concludes the module and directly connects to the next modules on specific jobs and skills.

Module 2: Working environment

Submodule (3): New and Evolving Job Markets – Specific Roles & Skills

Purpose & Objectives

Help students explore real, specific jobs that are growing, understand what they involve, and what is needed to access them.

Why this matters/Why it's important

The labor market is constantly creating new roles while transforming existing ones. Many of today's fastest-growing jobs, such as cybersecurity analysts or renewable energy technicians, barely existed a decade ago. By learning about emerging roles, students understand that career opportunities are diverse, dynamic, and often require adaptability. This awareness helps them see that not all future jobs demand a university degree, and that vocational training, apprenticeships, and entrepreneurship can be equally valuable pathways.

Outcomes

It is important for each student to develop a clearer picture of real and emerging job roles, including what these roles involve and the skills they demand. Students will begin to connect their personal interests with possible professions and reflect on different education and training pathways that can lead to them.

General Guidelines & Tips

Keep it current: Use updated labor market reports (LinkedIn, EU Skills Panorama).

Show diversity: Include both high-tech jobs and essential service roles.

Include entrepreneurship: Emphasize that starting a business or freelancing can be a career path.

Promote adaptability: Encourage students to see skills (e.g. problem-solving, teamwork, digital literacy) as transferable across jobs.

Connect locally: Use national job portal ads or local employer interviews to contextualize.

Suggested Order of Activities

3a. Job Profile Cards

→ Students explore cards describing emerging jobs, including tasks, skills, and pathways.

🔑 Outcome: Builds awareness of specific new roles.

3b. Interview a Professional

→ Students prepare questions and conduct (or role-play) an interview with someone in a career of interest.

🔑 Outcome: Encourages direct learning and inspiration from real professionals.

3c. Skills Match Game

→ Students are given a list of skills and must match them to the correct emerging job.

🔑 Outcome: Reinforces understanding of what each job requires.

3d. Invent a Job of the Future

→ Students imagine and describe a new role (e.g. Climate Resilience Planner) with tasks, skills, and importance.

🔑 Outcome: Stimulates creativity and awareness of evolving labour needs.

3e. Career Exploration Sheet – 3 Jobs I Want to Know More About

→ Students select three roles they would like to explore further and list the skills they need to learn.

🔑 Outcome: Supports reflection and creates a personal action plan for future modules.

Activity n. 1: Job Profile Cards

MODULE: WORKING ENVIRONMENT: New and Evolving Job Markets – Specific Roles & Skills

NAME OF THE ACTIVITY: Job Profile Cards

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity introduces students to specific, emerging job roles using profile cards. Each card presents a job description, main tasks, skills required, and training pathways. Students learn to connect what they study in school with real jobs in demand.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by job exploration activities and career profile resources used in EU labor market guidance (e.g. EU Skills Panorama, LinkedIn Jobs Report).

GOAL OF THIS ACTIVITY:

To help students build awareness of new and evolving jobs and recognize the skills and education paths required for them.

OUTCOME / OUTPUT OF THE ACTIVITY:

Completed sets of job profile cards.

Greater knowledge of emerging careers.

Ability to explain at least one role of interest in terms of tasks, skills, and pathways.

TIP FOR THE TEACHER:

Encourage students to choose cards that interest them, not necessarily those considered "popular" or "prestigious." Reinforce that all careers have value.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45 minutes	Small groups followed by individual reflection
AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 3a: Job Profile Cards (e.g., Cybersecurity Analyst, Renewable Energy Technician, Social Media Manager, Health Data Specialist).

Worksheets for student notes.

Pens/markers.

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher distributes job profile cards among student groups.
2. Students read the cards and discuss them in groups:
- What does this job involve?
- What skills are needed?
- What education or training pathway could lead here?
3. Each student chooses one card that interests them most and writes down why.
4. Groups present one role back to the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which job did you find most interesting and why?
- Were there jobs you had never heard of before?
- What skills appeared in more than one job? What does that tell you about the future of work?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Simplify cards by using icons and short phrases.
- Adaptation for older or advanced students: Include salary ranges, growth projections, or real job postings.
- Digital option: Present cards via an interactive slideshow (Genially, Canva) or use a digital flashcard tool.
- Cross-link: This activity introduces roles that students may later expand on in "Interview a Professional" or "Career Exploration Sheet."

Activity n. 2: Interview a Professional

MODULE: WORKING ENVIRONMENT: New and Evolving Job Markets – Specific Roles & Skills

NAME OF THE ACTIVITY: Interview a Professional

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity engages students in exploring real-world job roles by preparing and conducting an interview with a professional (live, online, or role-played). It allows them to learn directly about job tasks, required skills, and career pathways.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by career counselling methods and experiential learning approaches.

GOAL OF THIS ACTIVITY:

To give students first-hand insights into emerging job roles and strengthen their ability to gather and interpret career information.

OUTCOME / OUTPUT OF THE ACTIVITY:

A completed interview (live or simulated).

Student notes summarising what the professional's job involves.

Increased awareness of workplace realities and career pathways.

TIP FOR THE TEACHER:

If a live professional is not available, use online videos or simulate the interview by having students play the role of the professional.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-60 minutes	Small groups, followed by class sharing.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2–3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 3b: Interview Question Guide

Pens, paper or digital note-taking tools

Optional: guest speaker (in person or online)

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher explains the purpose of the activity and provides sample interview questions.
2. In groups, students prepare their own set of 5–6 questions.
3. Students conduct the interview with a professional (live, recorded, online resource, or role-play).
4. Groups summarise the answers on a worksheet.
5. Each group presents one key insight to the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What did you learn about the professional's daily work?
- Which skills are most important in this role?
- What surprised you most about this job?
- Could you see yourself in this profession? Why or why not?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Use role-play in class with pre-prepared question cards instead of live interviews.
- Adaptation for older or advanced students: Require students to research a professional beforehand and include background information in their presentation.
- Digital option: Interviews can be conducted via video calls, recorded podcasts, or YouTube resources.
- Cross-link: This activity can directly feed into "Career Exploration Sheet – 3 Jobs I Want to Know More About."

Activity n. 3: Skills Match Game

MODULE: WORKING ENVIRONMENT – New and Evolving Job Markets – Specific Roles & Skills

NAME OF THE ACTIVITY: Skills Match Game

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students understand the relationship between specific skills and emerging job roles. Students are given cards with different skills and must match them with the job profiles introduced earlier.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by employability games and skill-matching exercises used in career guidance.

GOAL OF THIS ACTIVITY:

To reinforce students' knowledge of what skills are needed in different careers and highlight the importance of transferable skills.

OUTCOME / OUTPUT OF THE ACTIVITY:

Correctly matched job and skill cards.
Greater awareness of skill sets for different professions.
Understanding of overlapping skills across industries.

TIP FOR THE TEACHER:

Remind students that many skills (e.g., teamwork, communication, digital literacy) are relevant in multiple careers, not just one.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Small groups, followed by class sharing.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 3c: Skill Cards and Job Cards

Pens or markers

Worksheets for recording matches

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher explains that every job requires specific and transferable skills.
2. Each group receives a set of Job Cards (e.g., Cybersecurity Analyst, Renewable Energy Technician, Social Media Manager) and Skill Cards (e.g., problem-solving, coding, teamwork).
3. Students match each job with its most relevant skills.
4. Groups share and justify their matches with the class.

5. Teacher reviews and highlights which skills are common across jobs.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which skills appeared most often across jobs?
- Did you find any surprising skills required for a role?
- Which skills do you already have, and which ones do you want to develop?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Use images or symbols for skills instead of text-heavy cards.
- Adaptation for older or advanced students: Add a challenge where they rank skills by importance for each job.
- Digital option: Play as an online matching game (Kahoot, Quizizz, or interactive drag-and-drop tools).
- Cross-link: Builds directly on Job Profile Cards and prepares students for reflection in the Career Exploration Sheet.

Activity n. 4: Invent a Job of the Future

MODULE: WORKING ENVIRONMENT – New and Evolving Job Markets – Specific Roles & Skills

NAME OF THE ACTIVITY: Invent a Job of the Future

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This creative activity invites students to imagine and design a new job that could exist in the future. They describe the role's tasks, required skills, and why it will be important. This encourages them to think critically and creatively about how global changes generate new opportunities.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by foresight and futures literacy methods applied in career education.

GOAL OF THIS ACTIVITY:

To stimulate creativity, imagination, and critical thinking by connecting global trends with future employment possibilities.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed job profiles for imagined future roles.
- Greater awareness of how innovation, technology, and social change shape new careers.
- Development of creative thinking and problem-solving skills.

TIP FOR THE TEACHER:

Encourage students to think beyond technology-only jobs—consider social, cultural, environmental, and health-related roles too.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-60 minutes	Small groups, followed by class sharing
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 3d: Invent a Job Template worksheet

Pens, markers, poster paper (optional for presentations)

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher explains that many jobs of the future do not yet exist.
2. In groups, students brainstorm possible new jobs (e.g., AI Ethics Officer, Climate Resilience Planner, Virtual Reality Therapist).

3. Each group completes a worksheet including:

● Job title

● What tasks does this job involve?

● What skills are required?

4. Why will it be important in the future?

5. Groups present their new jobs to the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

● Which invented job seemed most realistic?
● Which was the most creative or surprising?
● What trends or problems inspired these new jobs?
● What skills would you need to prepare for your invented job?

OTHER USEFUL INFORMATION:

● Adaptation for younger students: Allow drawings or posters to visualise the invented job instead of long written descriptions.

● Adaptation for older or advanced students: Add a challenge to design a training/education pathway for their invented job.

● Digital option: Use collaborative tools (Padlet, Canva, Miro) to design and share jobs visually.

● Cross-link: Links to Future Headlines (from Module 1) and prepares students for personal reflection in the Career Exploration Sheet.

Activity n. 5: Career Exploration Sheet – 3 Jobs I Want to Know More About

MODULE: WORKING ENVIRONMENT – New and Evolving Job Markets – Specific Roles & Skills

NAME OF THE ACTIVITY: Career Exploration Sheet – 3 Jobs I Want to Know More About

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity gives students the opportunity to reflect on and choose three specific jobs they want to explore further. They will consider what attracts them to these roles and what skills or education they might need to pursue them.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by reflection worksheets and action-planning tools in career counselling.

GOAL OF THIS ACTIVITY:

To encourage students to connect their learning with concrete career aspirations and begin developing an individualised exploration plan.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed "3 Jobs I Want to Know More About" worksheet.
- Clearer personal career interests.
- Initial action steps for future career exploration.

TIP FOR THE TEACHER:

Emphasise that students are not making final career choices. The purpose is to identify areas of curiosity and interest for further research.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45–60 minutes	Individual, optional pair or group sharing.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 3e: Career Exploration Worksheet

Pens/markers

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher reminds students of the jobs explored in earlier activities (Job Cards, Interviews, Skills Match, Invent a Job).
2. Individually, students complete the worksheet by listing three jobs they want to know more about.
3. For each job, they answer:

- Why does this job interest me?
- What skills do I need to learn?
- How could I start exploring it (e.g., research, interview, course)?

4. Volunteers share one of their chosen jobs with the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which jobs did most students find interesting?
- Were there new jobs you hadn't thought about before this module?
- How could you take the first step to explore one of your chosen jobs?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Provide a simplified worksheet with job titles and icons for them to select.
- Adaptation for older or advanced students: Ask them to also identify one local or international opportunity (e.g., internship, online course) related to each job.
- Digital option: Use Google Forms or Padlet so that results can be compiled and shared visually across the class.
- Cross-link: This activity serves as a bridge to Module 3, where students learn about international and local learning opportunities.

Module 2: Working environment

Submodule (4): Learning Opportunities – International & Local Programs

Purpose & Objectives

Inform students and teachers about educational, mobility, and personal development opportunities beyond the classroom, at both international and local levels.

Why this matters/Why it's important

Learning today goes beyond traditional classrooms. International and national programs, such as Erasmus+, DiscoverEU, and local internships, give young people the chance to gain life experience, develop global skills, and improve their employability. By exploring these opportunities, students understand that career growth also depends on personal development, mobility, and intercultural learning.

Outcomes

It is important for each student to become familiar with at least one international and one national learning opportunity, and to reflect on how these could support their personal and professional growth. Students will leave the module with a clearer sense of the opportunities available to them and initial action steps they could take.

General Guidelines & Tips

Highlight accessibility: Show that programs are open to all, regardless of grades or financial background.

Promote inclusiveness: Emphasize that volunteering, exchanges, and internships are valuable learning experiences, not just university studies.

Use real examples: Share stories of students who have participated in Erasmus+ or local programs.

Practical guidance: Provide step-by-step instructions for applications.

Encourage exploration: Students should feel inspired to try opportunities outside their comfort zone.

Suggested Order of Activities

4a. Program Fact Sheet Hunt

→ Students explore and summarize key information from different international and local

learning programs.

🔑 Outcome: Builds knowledge of available opportunities.

4b. Mobility Map

→ Students choose one program, map where they could go, and describe what they would do

and learn.

🔑 Outcome: Encourages reflection on mobility and personal growth.

4c. Program Pitch

→ Groups design a short poster or presentation to "sell" a program to their peers.

🔑 Outcome: Develops communication and teamwork skills while deepening program

knowledge.

4d. Testimony Analysis

→ Students watch/read a testimony from a past participant and identify key benefits and

challenges.

🔑 Outcome: Builds realistic expectations of mobility and exchange programs.

4e. My Opportunity Passport

→ Students complete a personal worksheet identifying 1–2 programs they could apply to and

first action steps.

🔑 Outcome: Supports personal action planning and career readiness.

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Activity n. 1: Program Fact Sheet Hunt

MODULE: WORKING ENVIRONMENT: Learning Opportunities – International & Local
Programs

NAME OF THE ACTIVITY: Program Fact Sheet Hunt

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students become familiar with different international and national
learning opportunities by working with program fact sheets. They will collect, summarise,
and share key information, gaining practical knowledge about how such programs work.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by mobility and career guidance activities
commonly used in European youth programs (Erasmus+, ESC, DiscoverEU).

GOAL OF THIS ACTIVITY:

To increase students' awareness of real mobility and learning opportunities and help them
understand how to access them.

OUTCOME / OUTPUT OF THE ACTIVITY:

Completed program fact sheet summaries.
Greater familiarity with at least 2–3 international and local programs.
Increased confidence in exploring mobility opportunities.

TIP FOR THE TEACHER:

Use authentic fact sheets from official websites (Erasmus+, DiscoverEU, national
agencies). Keep the information concise and easy to compare.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Small groups

AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	3-4 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 4a: Program Fact Sheets (Erasmus+, DiscoverEU, ESC, eTwinning, national opportunities)

Summary Worksheet for students

Pens, markers, highlighters

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher provides students with several fact sheets, each describing one program (international or local).
2. In groups, students choose 2–3 fact sheets and summarise key points:
● Who can participate?
● What activities are offered?
● What benefits can you gain?
3. How do you apply?
4. Groups prepare a short 2-minute presentation of their program(s).
5. Teacher facilitates a class discussion to compare programs.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

● Which program sounded most interesting and why?

● Which programs seemed easiest to apply to?

● What skills could you gain by participating?

● How could these opportunities affect your future?

OTHER USEFUL INFORMATION:

● Adaptation for younger students: Use simplified fact sheets with visuals and icons.
● Adaptation for older or advanced students: Ask students to check real application deadlines and eligibility criteria online.

- Digital option: Create a shared Google Drive/Padlet with program fact sheets for students to explore and summarise digitally.
- Cross-link: This activity introduces the opportunities that students will later map (Mobility Map) and promote (Program Pitch).

Activity n. 2: Mobility Map

MODULE: WORKING ENVIRONMENT: Learning Opportunities – International & Local Programs

NAME OF THE ACTIVITY: Mobility Map

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity encourages students to explore a mobility or learning program that interests them and visualise the opportunities on a map. It helps them understand where they could go, what they would do, and what benefits they could gain.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by youth mobility activities in Erasmus+ and DiscoverEU.

GOAL OF THIS ACTIVITY:

To help students make concrete connections between mobility programs and personal development by visualising real opportunities.

OUTCOME / OUTPUT OF THE ACTIVITY:

A completed "Mobility Map" poster or worksheet.

Increased awareness of mobility destinations and program activities.

Reflection on potential benefits (skills, cultural experience, employability).

TIP FOR THE TEACHER:

Encourage creativity – allow students to use colours, drawings, or digital mapping tools.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Individual with optional pair/group sharing.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	X

NECESSARY MATERIALS (What do we need for this activity):

Annex 4b: Mobility Map Worksheet (blank Europe/world map with guiding questions)

Program fact sheets (from previous activity)

Pens, markers, or digital tools (e.g., Google Maps, Canva)

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher introduces the concept of mobility programs and provides examples.
2. Students select one program that interests them (e.g., Erasmus+, DiscoverEU, ESC, national mobility grant).
3. On their worksheet/map, they mark:
- Where they could go.
- What activities they would do there.
- What they hope to learn or gain.
4. Students share their maps with peers in small groups or display them in class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which destinations were most popular?
- What activities did students want to do the most?
- How could participating in this program change your life or future career?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Provide ready-made icons/stickers (e.g., plane, book, handshake) to place on the map.
- Adaptation for older or advanced students: Ask students to research real partner organisations or host countries.
- Digital option: Use Padlet, Miro, or Google Maps to create interactive Mobility Maps.
- Cross-link: This activity builds on the Fact Sheet Hunt and prepares students for the Program Pitch.

Activity n. 3: Program Pitch

MODULE: WORKING ENVIRONMENT – Learning Opportunities – International & Local Programs

NAME OF THE ACTIVITY: Program Pitch

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

In this activity, students work in groups to prepare and deliver a short "pitch" about a learning or mobility program. By presenting the program to their peers, they practice communication skills while deepening their understanding of the program's benefits.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by project-based learning and peer-to-peer teaching practices in career education.

GOAL OF THIS ACTIVITY:

To strengthen students' knowledge of international and local programs and to develop their teamwork, presentation, and persuasive communication skills.

OUTCOME / OUTPUT OF THE ACTIVITY:

Group posters or short presentations about different programs.
Increased confidence in presenting and promoting opportunities.
Better understanding of the diversity of available programs.

TIP FOR THE TEACHER:

Keep the pitches short and dynamic (2–3 minutes). Encourage the use of visuals (posters, slides, props) to make the presentations engaging.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-60 minutes	Small groups.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	3-4 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 4c: Program Pitch Worksheet (guiding structure)

Program fact sheets (from Activity 5a)

Paper, markers, or digital tools for creating posters/presentations

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher explains the idea of a "pitch" and shows an example (e.g., short video or poster).
2. Groups choose one program (Erasmus+, DiscoverEU, ESC, eTwinning, or a national opportunity).
3. Using the worksheet, groups prepare a short pitch including:

- What is the program?
- Who can participate?
- What activities/benefits does it offer?
- Why should other students join?

4. Each group presents their pitch to the class (2–3 minutes).
5. Teacher and students vote/discuss which pitch was most convincing.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which programs sounded most interesting after the pitches?
- What made some presentations more persuasive than others?
- Did you learn something new about these programs from your peers?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Allow poster-only presentations instead of full oral pitches.
- Adaptation for older or advanced students: Add a Q&A session where peers can ask questions about the program.
- Digital option: Groups can create slideshows (PowerPoint, Canva) or short video pitches.
- Cross-link: Builds on knowledge from Fact Sheet Hunt and Mobility Map, and sets up reflection in Testimony Analysis and Opportunity Passport.

Activity n. 4: Testimony Analysis

MODULE: WORKING ENVIRONMENT – Learning Opportunities – International & Local Programs

NAME OF THE ACTIVITY: Testimony Analysis

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to learn from real experiences of past participants in international or local programs. By analysing testimonies (videos, written stories, or short interviews), students identify the benefits, challenges, and personal growth outcomes of mobility opportunities.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by peer-learning and storytelling approaches in youth mobility projects.

GOAL OF THIS ACTIVITY:

To give students realistic insights into what it is like to participate in mobility programs, helping them build motivation and realistic expectations.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed analysis worksheets based on testimonies.
- Deeper understanding of program benefits and possible challenges.
- Greater motivation to explore opportunities.

TIP FOR THE TEACHER:

Choose diverse testimonies (different countries, types of programs, personal backgrounds) to show that opportunities are accessible to everyone.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Pairs or small groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-3 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 4d: Testimony Analysis Worksheet

Videos, written testimonies, or guest speakers (former participants)

Pens/markers

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher introduces testimonies and explains that they show real student experiences.
2. Students watch a short video, read a written story, or listen to a guest sharing their experience.
3. In pairs or groups, students complete the worksheet with guiding questions:

- What program did the person join?
- What did they gain from the experience?
- What challenges did they face?
- Would you like to have a similar experience? Why or why not?

4. Groups share one key takeaway with the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What benefits did participants mention most often?
- Did anyone face challenges you hadn't considered before?
- Do you feel more motivated to join such programs after hearing these stories?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Use short video clips with subtitles instead of long texts.
- Adaptation for older or advanced students: Ask them to write a short reflection comparing two different testimonies.
- Digital option: Students can record their own mini-testimony videos after participating in a school project.
- Cross-link: This activity connects with the Program Pitch and prepares students for reflection in the My Opportunity Passport worksheet.

Activity n. 5: My Opportunity Passport

MODULE: WORKING ENVIRONMENT – Learning Opportunities – International & Local Programs **NAME OF THE ACTIVITY:** My Opportunity Passport
BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY: This reflection activity invites students to create their own "Opportunity Passport" by selecting 1–2 programs they could realistically apply to. They identify action steps and reflect on how these opportunities might support their personal and career development.
AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK): Developed within the CAGEA project. Inspired by reflective career planning and mobility action-planning tools.
GOAL OF THIS ACTIVITY: To support students in making a personal connection to mobility programs and encourage them to take concrete steps towards participation.
OUTCOME / OUTPUT OF THE ACTIVITY: ● Completed "My Opportunity Passport" worksheet. ● Students identify at least one opportunity they could pursue. ● Initial action steps for application or further exploration.
TIP FOR THE TEACHER: Reassure students that this is about exploring possibilities, not making final commitments. Encourage them to share their passports with peers for inspiration.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45 minutes	Individual, optional pair or class sharing.

AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	X

NECESSARY MATERIALS (What do we need for this activity):

Annex 4e: Opportunity Passport Worksheet

Pens/markers

Commented [1]: Doc missing

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Teacher introduces the "Opportunity Passport" idea and explains that it is a personal plan.
2. Individually, students fill in their worksheet:
3. Program(s) I could apply to.
- Why I am interested.
- What skills/benefits I would gain.
- My first action step.
4. Optional: students decorate their passports with drawings, flags, or personal symbols.
5. Students share (voluntarily) one program from their passport with the class.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which programs did most students choose?
- What action steps seemed easiest to take?
- How could teachers or schools support you in applying?

OTHER USEFUL INFORMATION:

- Adaptation for younger students: Provide simplified worksheets with icons for travel, volunteering, studying.
- Adaptation for older or advanced students: Ask them to draft a mini action plan with deadlines and required documents.
- Digital option: Students can create their passports in Canva or Google Slides and share digitally.

- **Cross-link:** This activity concludes the module and links back to all previous activities (Fact Sheet Hunt, Mobility Map, Program Pitch, Testimony Analysis).

Module 3: Decision Making

Submodule (5): From Subject to Careers - Connecting the Dots

Purpose & Objectives

This section is designed to help students understand how the subjects they study in school link to real-world careers and pathways. The main objective is for students to acknowledge how various academic subjects as well as studies are linked to different occupations or careers, so that they can broaden their professional horizons. Further objectives are for students to discover alternative career paths and make informed decisions about their prospects in the labor market.

Why this matters/Why it's important

After students reflect on their identity (Module 1) and learn about the working environment (Module 2), it's time to connect that knowledge to their current reality – school subjects. This section makes education feel meaningful and purposeful as it leads to specific jobs and career fields. Therefore, students are motivated to learn, become active in terms of their future studies, set goals and facilitate the decision-making process.

Outcomes

It would be important for each student to create a personal "career map" that would illustrate the relationship between their personal interests and related school subjects with various professional fields and job positions. In this way, students would be able to make informed and reliable decisions based on their actual interests and competencies.

General Guidelines & Tips

- Give clear instructions and explain the activities.
- Use real alumni stories about possible career paths.

- Bring in guests who applied their school subjects in unexpected ways.
- Encourage creativity regarding new and alternative career prospects.
- Use visual materials (cards, photos, posters, videos).
- Encourage communication and collaboration among students.

Suggested Order of Activities

5a. Subject-to-Career Flowchart

→ Students connect school subjects and skills with potential careers.

🔑 Outcome: Gain career awareness, broaden perceptions of career options.

5b. Subject –Sector Bingo Cards

→ Students explore career options and various career paths.

🔑 Outcome: Improved awareness of the world of work and interconnected career fields.

5c. Follow the Path – Career Connections Game

→ Students transform their interests and skills into real career options.

🔑 Outcome: Helps students recognize their skills and how they connect to potential career paths.

5d. Mapping alternative career options

→ Students identify a wider range of professional opportunities.

🔑 Outcome: Encourages creativity, flexibility and decision making.

5e. How will manage to study what you want

→ Students explore college/university programs and entry/enrolment requirements.

🔑 Outcome: Encourages self-awareness, motivation and informed academic or career choices.

Co-funded by the European Union

Activity n. 1: Subject-to-Career Flowchart

MODULE: DECISION MAKING: From Subjects to Careers – Connecting the Dots
NAME OF THE ACTIVITY: Subject to Career Flowchart

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to connect their school subjects with transferable skills, job sectors, and potential career paths. It helps them recognize that each subject can lead to multiple future opportunities and that decision making is a process of linking knowledge, skills, and goals.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by CAGEA Auth team based on career education practices in subject-to-career mapping activities.

GOAL OF THIS ACTIVITY:

To support students in exploring how school subjects can lead to diverse career opportunities and to encourage decision-making based on skills, interests, and pathways.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Each student/group completes a flowchart linking a chosen subject → transferable skills → job sectors → careers → education/training pathways.
- Students gain awareness of transferable skills and broaden their view of career options.

TIP FOR THE TEACHER:

- Encourage students to think broadly about transferable skills, not only the direct content of the subject.
- If students struggle, provide prompts (e.g., "What skills do you use in solving math problems?" or "What skills do you practice when writing an essay?").
- Use examples before letting them work independently.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45 minutes	It works individually or in small groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Printed flowchart template (or digital version)

Pens/pencils

Whiteboard or projector (for introducing examples)

Annex 5a: Subjects to Career Flowchart

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (10 min): Present the purpose of the activity – linking school subjects to real-life careers. Show an example (e.g., Literature → Journalist).
2. Group Work (20–25 min): Students work in groups of 4–5. Each group selects 2–3 school subjects and fills out the flowchart template step by step.
3. Sharing (10–15 min): Each group presents one completed flowchart to the class.
4. Reflection (5–10 min): Teacher facilitates a short discussion on similarities, surprising findings, and how this relates to decision-making.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which skills did you find appearing across many subjects?
- Did you discover careers you had not thought about before?
- How might this exercise help you in making future educational or career decisions?
- What other factors (besides subjects) can influence career choices?

OTHER USEFUL INFORMATION:

- This activity can be repeated at different ages with increasing complexity (e.g., adding labor market information, inviting guest speakers, or researching education requirements in more depth).

Activity n. 2: Subject –Sector Bingo Cards

MODULE: DECISION MAKING: From Subjects to Careers – Connecting the Dots

NAME OF THE ACTIVITY: Subject –Sector Bingo Cards

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to connect **school subjects** and **career sectors** with the skills, tools, and tasks used in real life. It makes career exploration fun, interactive, and collaborative through a familiar Bingo game format.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by CAGEA Auth team based on career education practices in subject-to-career mapping activities.

GOAL OF THIS ACTIVITY:

To help students recognize links between academic subjects and career pathways, improving awareness of how classroom learning connects to the world of work.

OUTCOME / OUTPUT OF THE ACTIVITY:

Students identify relationships between skills/tasks and subjects/sectors.

Students reflect on how different fields are interconnected.

Teachers observe students' career awareness and subject knowledge.

TIP FOR THE TEACHER:

- Prepare several variations of the Bingo card to avoid everyone winning at the same time.

- Use examples relevant to students' local context and future opportunities.

- Encourage discussion after each called-out skill/task.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
30-40 minutes	Groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Printed Bingo cards (4x4 or 5x5, multiple versions)

Pens, pencils, or tokens to mark squares

Teacher's list of skills/tools/tasks with corresponding subject/sector matches

Whiteboard or projector (optional, to show examples)

Annex 5b Subject Sector Bingo Cards

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Give each student or group a Bingo card.

2. Explain the rules clearly (students must match subjects/sectors with skills/tools/tasks the teacher calls out).

3. The teacher calls out a skill/tool/task.

4. Students mark the correct subject/sector on their card if it appears.

5. Continue calling items until a student or group completes a row, column, or diagonal.

6. The first to complete shouts **"BINGO!"**

7. The teacher checks their answers.

8. Play can continue for additional winners.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which skills or tools were easiest to match? Which was the hardest?

- Did you discover new connections between subjects and jobs?

- How do school subjects prepare you for different career sectors?

- Which sector did you find most interesting, and why?

OTHER USEFUL INFORMATION:

- Works well as an icebreaker at the start of a career guidance module.

- Can be adapted to focus on specific sectors (e.g., STEM-only version).

- Digital Bingo cards (via Google Slides or Kahoot) can also be used if printing is not possible.

Activity n. 3: Follow the Path – Career Connections Game

MODULE: DECISION MAKING: From Subjects to Careers – Connecting the Dots

NAME OF THE ACTIVITY: Follow the Path – Career Connections Game

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to explore how their choices regarding school subjects as well as their interests and skills can connect to real-world careers. They learn to identify transferable skills, understand career sectors, and recognize education pathways, fostering self-awareness and decision-making skills regarding future career options.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted from career exploration and skills-mapping exercises.

GOAL OF THIS ACTIVITY:

To help students connect subjects they enjoy to potential careers by identifying skills, sectors, and necessary education, thereby improving decision-making and career planning skills.

OUTCOME / OUTPUT OF THE ACTIVITY:

A completed "Follow the Path" worksheet showing a student's pathway from a subject to a career.
Increased awareness of transferable skills and how they apply to different career sectors.
Enhanced ability to plan education and training steps for future goals.

TIP FOR THE TEACHER:

Encourage creativity—students may choose unconventional career pathways. Emphasize that there are multiple ways to reach a career goal and no "wrong" path.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Group activity
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Printable "Follow the Path" worksheets

- Subject Cards
- Skill Cards
- Sector Cards
- Career Cards
- Education/Training Cards

- Scissors, if students will cut cards themselves

- Pens or pencils

Annex 5c: Follow the Path

DESCRIPTION OF THE ACTIVITY (Step by step):

1. **Introduce the Activity:** Explain that students will explore how their interests connect to real-world careers.
2. **Select a Subject Card:** Each student or group chooses a subject they enjoy (from the deck or their own idea).
3. **Draw Skill Cards:** Students identify 2–3 skills related to the subject.
4. **Match to Career Cards:** Using the skill cards, students choose 3 careers that align with their skills or their chosen subject .
5. **Identify Sectors:** Students connect each career to a job sector (Healthcare, Technology, Arts, etc.).
6. **Add Education/Training Steps:** Students choose the education or training needed to pursue each career (high school focus, post-secondary options, other pathways).
7. **Record the Pathway:** Students complete the "Follow the Path" sheet, showing the full journey from subject → skills → sector → career → education.
8. **Optional Competition:** Have groups present their pathways. Award points for creativity or uniqueness.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which skills were the easiest or hardest to connect to careers?

- Did any careers surprise you based on your chosen subject?

- How does understanding required education or training help with planning your future?

- How could this activity help you make decisions about courses or hobbies?

OTHER USEFUL INFORMATION:

- Can be adapted for individual or pair work if class size is small.

- Card decks can be expanded with additional subjects, skills, sectors, and careers to keep the activity fresh.

Activity n. 4: Mapping alternative career options

MODULE: DECISION MAKING: From Subjects to Careers – Connecting the Dots

NAME OF THE ACTIVITY: Mapping alternative career options

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students identify a wider range of professional opportunities by mapping careers related to an initial field of students' primary academic or career interests. It encourages flexibility, creativity, and informed career decision-making. By exploring alternative career paths, students broaden their perspective and discover professions they may not have initially considered.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted from National Centre for Vocational Guidance (EKEP), 2007, *Karieroskopio* [Career-scope handbook], p. 72. Thessaloniki: EKEP.

GOAL OF THIS ACTIVITY:

To help students explore a range of career options connected to their main academic or career interests, and reflect on which alternatives best match their skills, values, interests, and preferred lifestyle.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A career map with a variety of professions related to the student's chosen academic subject/career field.
- Identification of 2–3 alternative professions suitable for further exploration.
- Increased awareness of career flexibility and interconnected paths.

TIP FOR THE TEACHER:

Encourage creativity and openness in brainstorming related professions. Remind students that this is an exploratory activity, not a commitment to a specific career path. Use probing questions to stimulate deeper reflection.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45 minutes	Both - Students first work individually, then share in pairs or small groups.
AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Large sheets of paper or flipchart sheets

Markers, colored pens, sticky notes

Optional: digital mind-mapping tools (e.g., Miro,Canva)

Example map of **Nursing-related professions** (to show to students)

Annex 5d: Mapping Alternative Career Options

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 minutes)

- Explain the purpose of the activity: to discover related professions and broaden career perspectives.

- Present the example of Nursing and how related professions were mapped.

2. Individual Work (15 minutes)

- Ask each student to select one career that interests them (from their top career list or current ideas).

- In the center of a page, they write this profession.

- Around it, they brainstorm and note all related professions they can think of (education levels, adjacent fields, alternative roles, support professions).

- Encourage them to be creative and not limit themselves to direct or "obvious" links.

3. Optional Pair/Group Work (10 minutes)

- Students share their map with a partner or small group.

- Partners add new ideas or suggest related professions that the student may not have considered.

4. Reflection and Comparison (15 minutes)

- Students review their map and select 3–4 alternative professions that seem most appealing.
- They compare these options with their career wheel results (values, interests, lifestyle, skills).

5. Reflection questions (can be written or discussed):

- Which alternative professions seem to suit your values and lifestyle better?
- Which options align with your strongest skills?
- Did you discover any surprising professions you had not considered?
- Which of these options would you like to explore further?

6. Group Discussion (10 minutes)

- Invite a few students to share interesting findings with the class.
- Highlight how career mapping opens opportunities and reduces anxiety about having to find "the one right profession."

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which alternative professions surprised you the most?
- Which options align best with your interests, skills, and lifestyle?
- How did mapping related professions change your view of career planning?
- What steps could you take to explore these new options further?

OTHER USEFUL INFORMATION:

Emphasize that career paths are flexible and interconnected.

Underline the connections between subjects and job/career options.

Normalize the fact that interests may shift and that alternatives are always available.

Encourage students to research their top 2–3 alternatives further (job outlook, education, working conditions).

Reinforce the idea that this exercise is exploratory, not binding, its purpose is to expand awareness.

Possible Adaptations

- **For younger students:** Provide pre-written cards with professions to help them build their maps.
- **For older students / graduates:** Encourage them to include emerging professions (e.g., AI, sustainability fields) or international opportunities.
- **Online setting:** Use digital whiteboards or collaborative mapping tools.

Activity n. 5: How will manage to study what you want

MODULE: DECISION MAKING: From Subjects to Careers – Connecting the Dots

NAME OF THE ACTIVITY: How will manage to study what you want

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to explore the requirements of university departments and programs they are interested in, to understand the level of effort needed for admission, and to identify alternative educational and career pathways. It encourages self-awareness, motivation, and informed decision-making.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by Skoulaki, E. (2019). *Career guidance counseling activities in schools*. Athens: National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP).

http://ploigos.eoppep.gr

GOAL OF THIS ACTIVITY:

To guide students in researching admission requirements, entry scores, and alternatives for their desired study fields, and to help them realize the effort and planning required to achieve their educational and career goals.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Each group presents a summary of research findings on one university department.
- Students gain awareness of admission requirements, necessary preparation, and possible alternatives.
- Students practice teamwork, research, and presentation skills.

TIP FOR THE TEACHER:

Encourage students to think realistically but also optimistically about their goals. Use probing questions to help them connect research findings to their personal study habits, performance, and aspirations.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
90 minutes	Groups
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Computers, tablets, or smartphones with internet access

Projector/board for group presentations

Worksheets (table format) for students to complete during research

Flipchart/board or projector for presentations

DESCRIPTION OF THE ACTIVITY (Step by step):

1. **Introduction (10 minutes)**

Teacher/Counselor introduces the activity:

"Today we will explore how you can achieve your study goals. You will research university programs, their admission requirements, and possible alternatives. At the end, we will discuss your findings and what effort is needed to reach your goals."

2. **Group formation (5 minutes)**

Students form small groups (3–4 members).

3. **Selection of Departments (10 minutes)**

Each group lists several university departments they are interested in.

They chose **one department** to research further.

4. **Research (30 minutes)**

Each group investigates the following for their chosen department:

Admission requirements (special subjects, orientation/stream needed, past 3 years' entry scores).

Availability in other regions/universities (equivalent programs).

Alternative pathways if they don't enter higher education (e.g., vocational training, studying abroad, private institutions).

Tools for research (Greece example):

National educational options database: [Πλοηγός – Ploigos](#)

University Department Websites

Career office or counselor resources

5. **Presentation of findings (20 minutes)**

Each group presents their results to the class.

They should cover:

- What requirements exist

- What grades are typically needed

- What alternatives are available

6. **Guided discussion (15 minutes)**

Teacher/Counselor asks reflective questions, e.g.:

"What surprised you about the requirements?"

"What effort would you need to make to be admitted?"

"What backup options could you consider?"

The aim is to highlight the importance of planning, persistence, and awareness of alternatives.

7. **Wrap-up (5 minutes)**

Summarize key insights:

"You now have a clearer picture of what it takes to study what you want. The important thing is to set goals, understand the effort required, and know that there are always alternatives."

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What surprised you about the admission requirements?
- What challenges might you face in order to be admitted?
- What alternatives do you see if you don't succeed on the first try?
- How can this research motivate you to plan your studies more effectively?

OTHER USEFUL INFORMATION:

- The activity can be adapted for students who are interested in studying abroad by directing them to international university websites.

- Teachers can prepare a simple worksheet template with columns (*Department – Admission Requirements – Entry Scores – Equivalent Universities – Alternative Pathways*) to guide student research.

Module 3: Decision Making

Submodule (6): Decision Making in Real Life – Planning with Purpose

Purpose & Objectives

This section is designed to teach students how to make informed and structured decisions about their studies and careers and how to set goals. Through a variety of individual and group activities, students are trained to set realistic and measurable goals as well as to make informed decisions based on their personal aspirations and labor market conditions.

Why this matters/Why it's important

The decision-making process is an important stage in professional development and is often a prerequisite for a successful career. After learning about their options, students often feel overwhelmed by too many choices or fear of choosing "wrong." This section gives them decision-making tools and the necessary confidence levels to set realistic goals that are consistent with their interests, abilities, and desires.

Outcomes

The desired outcome would be for each student to have a completed personal career plan, including a preferred career path, the rationale behind their choice, career alternatives, and next steps/actions.

General Guidelines & Tips

- Underline the importance of goal setting and career planning.
- Underline the importance of informed decision making.
- Make room for "it's okay not to know yet" discussions.
- Reinforce that career planning is flexible and evolving.
- Enhance self-reflection and self-awareness through group discussions and sharing.
- Encourage reflection and respectful listening.
- Repeat activities and connect outcomes to future steps.

Suggested Order of Activities

6a. Decision Tree

→ Students explore possible career options through a decision diagram.

🔑 Outcome: Develops critical thinking, problem solving and planning skills.

6b. Career Crossroads – SWOT Analysis

→ Students reflect on their strengths and weaknesses as well as external opportunities and threats regarding career options.

🔑 Outcome: Supports self-awareness and informed decision-making.

6c. Choosing between alternative solutions

→ Students are supported to make decisions based on comparing different career options with respect to their interests, values and skills.

🔑 Outcome: Strengthens self-awareness, critical thinking and decision making.

6d. Pros & Cons Worksheet

→ Students practice decision making skills when facing dilemmas.

🔑 Outcome: Encourages self-confidence, critical thinking, and informed decision making.

6e. SMART Career Goal Setting

→ Students learn how to set specific, measurable, attainable, realistic and timely goals.

🔑 Outcome: Enhance goal setting, decision making and career planning.

Activity n. 1: Decision Tree

> **MODULE: DECISION MAKING:** Decision Making in Real Life – Planning with Purpose
>
> **NAME OF THE ACTIVITY:** Decision Tree

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to think through choices by mapping possible paths, steps, and obstacles. It helps students learn how to make thoughtful decisions by exploring possible options, steps, outcomes, and setbacks. Through the use of a decision tree diagram, students develop critical thinking, problem-solving, and planning skills that prepare them for real-life choices.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by CAGEA Auth Team based on decision-making models used in career guidance.

GOAL OF THIS ACTIVITY:

Students will practice analyzing choices by mapping decisions into steps, outcomes, and potential obstacles, allowing them to see the consequences of different paths.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed decision trees (drawn on paper or worksheet).
- Improved awareness of how decisions involve multiple steps, consequences, and challenges.

TIP FOR THE TEACHER:

- Emphasize that there are no "wrong" answers; the exercise is about exploring possibilities.
- Encourage creativity — students can add branches, use colors, and brainstorm widely.
- Guide them to include both positive outcomes and possible setbacks.
- Make sure groups understand that setbacks don't mean failure, but an opportunity to adapt.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-60 minutes	Group activity with some individual follow-up (extension/homework).
AGE GROUP:	

13–17 years	n. of PARTICIPANTS IN GROUP: 4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Large paper or whiteboard sheets

Markers / colored pens (at least three colors: blue, green, red)

Decision Tree Worksheet (with trunk and branching template)

Annex 6a: Decision Tree

DESCRIPTION OF THE ACTIVITY (Step by step)

1. **Set the Stage (5 min):**

- Explain what a decision tree is (a diagram branching from a main choice into steps, outcomes, and possible setbacks).

- Show a simple example on the board (e.g., "What to do after high school?" → university vs. vocational training).

2. **Introduce the Dilemma (5 min):**

- Present a shared decision for all students: *"You've just finished high school. You can either go to university or enroll in vocational training."*

- Emphasize: there is no right or wrong answer, only choices and consequences to explore.

3. **Decision Tree Building (20–25 min):**

- Students work in groups.

- Each group writes the main decision in the "trunk."

- Draw two branches — one for each option.

- For each branch:

    o Write **steps** (blue).

    o Add **outcomes** (green).

    o Include **setbacks** and possible solutions (red).

4. **Sharing & Reflection (10–15 min):**

- Groups present their decision trees.
- Class discusses similarities and differences in steps, setbacks, or solutions.
- The teacher highlights the importance of considering multiple perspectives when making big decisions.

5. **Extension / Homework:**

- Students create their own decision tree for a personal decision (e.g., joining a sports team vs. focusing on studies, taking a summer job vs. traveling).

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What did you notice about the complexity of decisions?
- Did setbacks change the way you thought about the options?
- How did mapping things out visually help your thinking?
- How might this approach help you with real decisions in the future?

OTHER USEFUL INFORMATION:

- Teachers may adapt the central dilemma (e.g., "choosing a subject to specialize in" or "whether to work immediately after school") depending on context.
- Encourage students to revisit their personal decision trees over time as their priorities evolve.
- This activity pairs well with lessons on problem-solving and long-term planning.

Activity n. 2: Career Crossroads – SWOT Analysis

MODULE: DECISION MAKING: Decision Making in Real Life – Planning with Purpose

NAME OF THE ACTIVITY: Career Crossroads – SWOT Analysis

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students think about their career options by reflecting on their personal strengths and weaknesses, as well as external opportunities and threats. It supports self-awareness and informed decision-making for future career paths.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Created by CAGEA Auth team based on decision-making models used in career guidance.

GOAL OF THIS ACTIVITY:

To encourage students to explore themselves and their environment in order to make better career choices. Students develop a systemic way of thinking about their future and gain a holistic view of how their skills, weaknesses, opportunities, and threats are connected.

OUTCOME / OUTPUT OF THE ACTIVITY:

Students complete a four-part chart identifying:

- Strengths (things they are good at)
- Weaknesses (things they want to improve)
- Opportunities (chances or trends they can use)
- Threats (challenges they might face)

TIP FOR THE TEACHER:

- Encourage students to be honest with themselves. Remind them that weaknesses are areas for growth and that threats can often be managed or reduced.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-60 minutes	Individual reflection and small group sharing.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Paper and pens

Blackboard/whiteboard for examples

Template with four quadrants (Strengths, Weaknesses, Opportunities, Threats)

Annex 6b: Career Crossroads - SWOT Analysis

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Ask students to draw a cross (+) on a piece of paper, creating four boxes.

2. Title each box: Strengths, Weaknesses, Opportunities, Threats.

3. In the Strengths box, students write things they are good at (skills, subjects, personal qualities).

4. In the Weaknesses box, they write areas they want to improve.

5. In the Opportunities box, they note helpful things around them (programs, trends, mentors).

6. In the Threats box, they write possible challenges (competition, lack of resources, changes in job market).

7. Students reflect on what they learned and create a title for their 'career crossroads.'

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What did you discover about yourself through this exercise?

- Which strengths can help you most in the future?

- How can you turn weaknesses into opportunities for growth?

- How can you prepare for possible threats?

- How can you use the opportunities to improve your career potential?

OTHER USEFUL INFORMATION:

- This exercise can be repeated every year to see how students' answers change over time as they grow and learn new things.

Activity n. 3: Choosing between alternative solutions

MODULE: DECISION MAKING: Decision Making in Real Life – Planning with Purpose

NAME OF THE ACTIVITY: Choosing between alternative solutions

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity supports students in making decisions by systematically comparing alternative options taking into consideration different personal criteria such as skills, values, interests, and personal characteristics. It helps them develop self-awareness and practice structured evaluation.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Created by CAGEA Auth team based on decision-making models used in career guidance.

GOAL OF THIS ACTIVITY:

To provide students with a practical tool for weighing different alternatives against what matters most to them, leading to a reasoned and personal decision.

OUTCOME / OUTPUT OF THE ACTIVITY:

Students will:

- Identify their alternative options.
- Define criteria that matter to them (skills, values, interests, personal characteristics).
- Compare how well each option meets these criteria.
- Practice weighing different factors before reaching a conclusion.
- Gain greater self-awareness and confidence in making decisions.

Co-funded by
the European Union

TIP FOR THE TEACHER:

Encourage students to reflect honestly on their personal values and priorities rather than choosing what they think is "expected." Stress that there is no universally "right" answer—what matters is alignment with their own goals and identity.

APPROXIMATE TIME NEEDED:

20-30 minutes

AGE GROUP:

13–17 years

INDIVIDUAL / GROUPS:

Both (works well as an individual exercise,

but can also be discussed in small groups).

n. of PARTICIPANTS IN GROUP:

4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Printed worksheet (Choosing Between Alternative Solutions table)

Pens/pencils

Whiteboard or projector (optional, for group sharing)

Annex 6c Choosing Between Alternative Solutions

DESCRIPTION OF THE ACTIVITY (Step by step):

1.

- Students define the decision or dilemma they face.
- Write down 2–3 possible alternative options they are considering.

2.

- Identify important criteria for decision-making (skills, values, interests, personal characteristics). Use input from self-awareness section.
- Discuss why each criterion might matter.

3.

- Fill in the worksheet by listing each option (Option 1, 2, 3) and noting to what extent it meets each criterion.

4.

- Compare the options:
    - Which option fulfills most of the chosen criteria?
    - Which criteria feel most important to the student?
    - Are there trade-offs?
- Discuss how personal weighting of factors might change the evaluation.

5.

- Students make a preliminary choice based on the evaluation.
- Note down the decision and reflect on the consequences.
- If undecided, identify what further information or support might help.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which criteria were most important to you in this activity?

- Did any option surprise you by scoring higher or lower than expected?

- How did comparing criteria change or clarify your decision?

- How might this method help you in future career or personal choices?

OTHER USEFUL INFORMATION:

- This activity can be adapted for both career-related and personal decision-making. Teachers may guide students to reflect more deeply by encouraging them to add other criteria beyond the four provided (skills, values, interests, personal characteristics).

Activity n. 4: Pros & Cons Worksheet

MODULE: DECISION MAKING: Decision Making in Real Life – Planning with Purpose

NAME OF THE ACTIVITY: Pros & Cons Worksheet

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students practice structured decision-making when facing dilemmas.

By identifying a problem, comparing alternative options, evaluating pros/cons, and

assigning weights to different factors, students can arrive at a more informed and confident decision.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Created by CAGEA Auth team based on decision-making models used in career guidance.

GOAL OF THIS ACTIVITY:

To train students in using a systematic approach to clarify dilemmas, assess important factors, generate alternatives, evaluate them, and make a conscious and informed decision.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Students will:
- Identify and clarify a problem or dilemma.
- List of possible options.
- Think about key factors that influence their choices (positive or negative)
- Compare advantages, disadvantages, and consequences.
- Assign importance ratings to key factors.
- Use numerical and reflective evaluation to support decision-making.
- Arrive at a final decision or identify next steps (seeking information, advice, or support).

TIP FOR THE TEACHER:

Encourage students to think honestly about what matters most to them. Stress that it's normal not to have an immediate "perfect" answer—decision-making is a skill that improves with practice. Also, they need to have all the information about different options before trying to evaluate and compare.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
30-40 minutes	Individually, but also in pairs or small groups.

AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Printed worksheet (or digital fillable version)

Pens, paper, or digital devices

Whiteboard/flipchart (optional, for group work)

Annex 6d: Pros & Cons Worksheet

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Clarify
- Ask students to write down the specific problem/dilemma.
- Note down 2–3 alternative options to compare.

2. Assess
- Students list factors/criteria influencing their decision.
- Ask them to think and write down anything that might influence their decision

3. Rate
- Each factor is rated for subjective importance (1–10).

4. Evaluation

- Compare factors one by one.
- Discuss how having one factor but missing another would feel.
- Add up important scores of advantages and subtract those of disadvantages to see which option carries more weight.

5. Act

- Choose the best option (or note if more information/support is needed).
- Reflect on consequences.
- If undecided, identify next steps (collecting info, discussing with counselor, etc.).

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What did you discover about your decision-making process?
- Which factors were most important for you, and why?
- Did the scoring system help clarify your choice?
- How might you use this method in future decisions?

OTHER USEFUL INFORMATION:

- This activity can be used both for personal dilemmas (e.g., career, studies) and group decision-making exercises. Teachers can adapt the complexity depending on age group.

Activity n. 5: SMART Career Goal Setting

MODULE: DECISION MAKING: Decision Making in Real Life – Planning with Purpose

NAME OF THE ACTIVITY: SMART Career Goal Setting

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students understand the importance of setting clear, realistic, and motivating career or study goals. By using the SMART method (Specific, Measurable, Attainable, Realistic, Timely), students learn to transform vague intentions into practical action plans that support their personal and career development.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Created by CAGEA Auth team based on decision-making models and goal-setting frameworks used in career development and youth guidance.

GOAL OF THIS ACTIVITY:

To guide students in creating their own SMART career or study goal and to strengthen

their ability to make decisions that support their educational and professional growth.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Students understand the SMART framework.
- Each student formulates at least one personal SMART career or study goal in writing.
- Students reflect on how goal setting can support their motivation and career planning.

TIP FOR THE TEACHER:

Encourage students to start small and realistic. Emphasize that goals should be self-driven (not set by parents/teachers) and flexible enough to adapt to changing circumstances.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-60 minutes	Individual reflection and group sharing
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Paper and pens (or digital worksheet)

Whiteboard/flipchart to summarize SMART principles

Handout with SMART framework and examples

Annex 6e SMART Career Goal Setting

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (10 min)
   - Teacher explains what goals are and why they matter in school, career, and life.
   - Introduce the SMART model (Specific, Measurable, Attainable, Realistic, Timely).
2. Exploring SMART (15 min)
   - Present short examples for each SMART component:
     - *Specific*: "Raise math grade from C to B by semester's end."
     - *Measurable*: "Read 10 books by summer."
     - *Attainable*: "Finish project 2 weeks early."
     - *Realistic*: "Study math for 1 hour, 3 times a week."
     - *Timely*: "Complete quizzes by March 10."
   - Emphasize strong, confident language (e.g., "I will" instead of "I hope").
3. Individual Work (15 min)
   - Students write down one personal career or study goal using the SMART framework.
   - They check if their goal fits each SMART criterion.
4. Group Sharing (10 min)
   - In groups of 4–5, students share their goals and give each other feedback.
   - Encourage peer suggestions to make goals clearer or more realistic.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- How does having a SMART goal feel different from having a vague wish?
- Which part of the SMART framework was easiest/hardest to apply?
- How might these skills help you in making career decisions in the future?

OTHER USEFUL INFORMATION:

- This activity can be repeated regularly to help students adjust goals as they grow.
- Teachers can connect this activity with career exploration modules or study skills training.

Module 3: Decision Making

Submodule (7): Real Talk – From Dream to Reality/Let's get real and confident

Purpose & Objectives

The basic goal is to boost students' confidence, resilience and readiness to turn dreams into real, actionable plans. Also, students should understand that goals are evolving as they grow older and become capable of making career plans that are also realistic and context specific.

Why this matters/Why it's important

After identifying who they are, what's out there, and how to choose, students need encouragement and concrete next steps. Confidence, not just information, helps students act. Furthermore, students should learn from past experience or failures, so that they can develop coping mechanisms and skills to deal with future adversities and also enhance their resilience.

Outcomes

Students will be able to create their own personal "Action Poster", which will include their dream or their top career goals as well as the actions they should take to achieve their goals.

General Guidelines & Tips

- Encourage students to be both realistic and ambitious.
- Stress that goals may evolve with time, and that adaptability is important.
- Encourage a safe, supportive atmosphere.
- Reinforce that setbacks are a natural part of growth and learning.
- Remember that everyone's career path looks different.
- Emphasize that sharing personal stories is optional; no student should feel pressured.
- Encourage students to keep all outputs in a personal guidance folder.

Suggested Order of Activities

7a: Dream to Plan Timeline: 10 Year Goals

→ Students reflect on how they see themselves in 10 years' time and set long term goals.

🔑 Outcome: translate their dreams into concrete, manageable and actionable goals.

7b: Career Goals Step by Step

→ Students learn how to set short-, medium-, and long-term goals and how to achieve them through specific actions.

🔑 Outcome: have clear and specific career goals worksheet.

7c: My Action Plan

→ Students reflect on their personal goals and develop strategies to achieve them.

🔑 Outcome: students create an action plan worksheet, including goals, steps, resources, obstacles, emotions and opportunities.

7d: Create your Vision Board

→ Students create a visual representation of their personal, academic and career goals.

🔑 Outcome: develop self-confidence, enhance self-reflection and expression and encourages decision making.

7e: Resilience Reflection

→ Students reflect existing coping mechanisms that helped them deal with past adversities.

🔑 Outcome: Enhance coping strategies, problem solving, creativity and psychological resilience.

7f: Failure is Feedback

→ Students reflect on past failures to discover coping strategies and develop new skills for the future.

🔑 Outcome: Enhance self-awareness, resilience, and coping skills.

Activity n. 1: Dream to Plan Timeline: 10 Year Goals

MODULE: DECISION MAKING: Real Talk – From Dream to Reality/Let's get real and confident

NAME OF THE ACTIVITY: Dream to Plan Timeline: 10 Year Goals

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to imagine their future, setting long term goals. Students practice decision-making, goal setting, and self-reflection skills while learning how to break big dreams into manageable steps.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by CAGEA team / Auth. Inspired by future-planning and goal-setting methodologies.

GOAL OF THIS ACTIVITY:

To help students translate their dreams into concrete, actionable goals.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A written description of the student's envisioned future
- Three main 10-year goals
- Reflection notes on resources, support, and habits needed

TIP FOR THE TEACHER:

- Encourage students to be both realistic and ambitious. Remind them that the timeline is flexible; the goal is to cultivate forward-thinking and planning skills, not perfection.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
30-40 minutes	Individual activity with optional peer-sharing
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2-3 students

NECESSARY MATERIALS (What do we need for this activity):

Worksheet or printed Dream-to-Plan Timeline template

Pens, pencils, and markers

Extra paper for notes (optional)

Annex 7a: Dream to Plan Timeline

DESCRIPTION OF THE ACTIVITY (Step by step)：

1. Visualize Your Dream
   Ask students to imagine their life 10 years from now and write a short paragraph describing: where they live, how they earn a living, who they spend time with, and how they spend free time.

2. Set 10-Year Goals
   Students identify the three most important achievements they want to reach in 10 years. These might be career and personal goals

3. Additional Details
   Students can write down habits, support networks, or strategies that will help them succeed.

4. Peer Sharing (Optional)
   Students can share their timelines in small groups (4–5 students) to receive feedback or ideas.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which goals felt most challenging or ambitious, and why?
- What resources or support will you need to achieve your goals?
- How can you adjust your plan if unexpected obstacles arise?

OTHER USEFUL INFORMATION:

- Encourage students to revisit and revise their timelines periodically.
- This activity can be repeated in different years to track progress and set new goals.
- Teachers can extend this exercise by having students create visual timelines, vision boards, or digital plans.

Activity n. 2: Career Goals Step by Step

MODULE: DECISION MAKING: Real Talk – From Dream to Reality/Let's get real and confident

NAME OF THE ACTIVITY: Career Goals Step by Step

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity supports students in identifying and clarifying their top career goals. It guides them to plan actionable steps over different time frames (two years, six months, 30 days), helping them translate long-term aspirations into concrete, realistic actions.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by CAGEA AUth team based on goal-setting frameworks used in career development and youth guidance.

GOAL OF THIS ACTIVITY:

Students will learn to set clear career goals and break them down into practical short-, medium-, and long-term actions.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A written career goals worksheet completed by each student.
- A roadmap that helps them connect long-term aspirations with immediate actions.

TIP FOR THE TEACHER:

- Encourage students to think beyond "dream jobs" and focus on realistic steps.
- Stress that goals may evolve with time, and that adaptability is important.
- Support students who may feel uncertain by suggesting broad career categories instead of specific jobs.
- Allow for creativity but remind students to think of achievable steps.

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
30-45 minutes	Individual reflection, optional group sharing/discussion.
AGE GROUP:	
13–17 years	**n. of PARTICIPANTS IN GROUP:**

	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Printed Career Goals Worksheet (with sections for Goal 1, Goal 2, Goal 3, and steps for 2 years, 6 months, and 30 days).

Pens/pencils.

Flipchart or whiteboard (for teacher introduction/discussion).

Annex 7b: Career Goals Step by Step

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 min):

- Teachers explain the importance of career goals and how breaking them into smaller steps makes them achievable.
- Give an example (e.g., Goal: Become a nurse → 2 years: Apply to nursing program, 6 months: Research schools, 30 days: Talk to a nurse or counselor).

2. Individual Work (25 min):

- Students fill in their worksheets:
  - Identify 3 career goals.
  - For each goal, write 3 actions for the next 2 years, 6 months, and 30 days.

3. Pair or Small Group Sharing (10 min):

- Students share one goal and its action steps with a partner or small group.
- Encourage peer support and suggestions.

4. Group Reflection (5 min):

- Teachers invite volunteers to share insights.
- Emphasize the link between daily habits and long-term success.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- How did it feel to break down big goals into smaller steps?
- Which steps will be the hardest to take, and how can you prepare for them?
- How do short-term actions help you stay motivated for long-term goals?
- How might your goals change in the future, and how can you stay flexible?

OTHER USEFUL INFORMATION:

- Teachers may repeat the activity at the start of each school year to track changes in student goals.
- Can relate to career fairs, guidance counseling sessions, or mentorship programs.

Activity n. 3: My Action Plan

MODULE: DECISION MAKING: Real Talk – From Dream to Reality/Let's get real and confident

NAME OF THE ACTIVITY: My Action Plan

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students reflect on their personal goals and create a structured plan to achieve them. It encourages critical thinking, self-awareness, and responsibility by identifying resources, potential obstacles, emotions, and opportunities that influence their success.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by Cagea Auth team. Based on goal-setting and action-planning methodologies in career Guidance by EOPPEP (Greek National Career Guidance Center)

GOAL OF THIS ACTIVITY:

Students will learn to set realistic personal goals, develop step-by-step strategies, anticipate challenges, and understand how their actions contribute to their community and future.

OUTCOME / OUTPUT OF THE ACTIVITY:

A written personal action plan worksheet completed by each student, including goals, steps, resources, obstacles, emotions, opportunities, and contributions to society.

TIP FOR THE TEACHER:

- Encourage honesty and self-reflection; there are no "wrong" answers.
- Remind students that goals can be academic, personal, or social.
- Be supportive if students share personal challenges.
- Use examples to guide them but avoid imposing your own goals.

APPROXIMATE TIME NEEDED:

45-60 minutes

AGE GROUP:

13–17 years

INDIVIDUAL / GROUPS:

Individual reflection, followed by small group sharing.

n. of PARTICIPANTS IN GROUP:

4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Pens/pencils

 Flipchart or board (for group discussion)

Annex 7c: My Action Plan - worksheet

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 min): Teacher explains the importance of goal-setting and introduces the action plan exercise.

2. Individual Work (20 min): Students fill out their worksheets by reflecting on their goals, steps, resources, obstacles, emotions, and opportunities.

3. Small Group Sharing (10–15 min): Students discuss their action plans in groups of 4–5, offering feedback and encouragement.

4. Class Discussion (10 min): Volunteers share insights; teacher highlights the value of planning and resilience.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which part of your action plan was the easiest to complete, and why?

- Which part seemed the most difficult?

- What kind of support do you think you will need to stay committed to your goal?

- What is one step you can start today?

- How might achieving this goal affect your life in the near future?

- If you face difficulties, what will help you stay motivated toward the goal?

OTHER USEFUL INFORMATION:

- The activity can be revisited periodically (e.g., once per semester) to track progress.

- Teachers may integrate it with career guidance lessons or life skills programs.

- Students' answers should remain confidential unless they volunteer to share.

Activity n. 4: Create your Vision Board

MODULE: DECISION MAKING: Real Talk – From Dream to Reality/Let's get real and confident

NAME OF THE ACTIVITY: Create your Vision Board

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to reflect on their strengths, values, dreams, goals, and the impact they want to have in the world. By creating a visual representation of their aspirations, students develop self-awareness, clarify priorities, and practice decision-making about their future paths.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Created by CAGEA AUTh team based on experiential learning techniques for adolescent career development.

GOAL OF THIS ACTIVITY:

- Encourage students to visualize and articulate personal and academic goals.
- Strengthen self-awareness and reflection on values and strengths.
- Foster creativity and self-expression.
- Promote decision-making by prioritizing goals and desired outcomes.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A completed vision board that represents each student's goals, dreams, and personal values.
- Written reflections on the meaning of chosen images, words, and symbols.
- Enhanced motivation and clarity for future decision-making.

TIP FOR THE TEACHER:

- Encourage students to focus on how they want to feel in their future, not just achievements.
- Emphasize that there is no right or wrong way to make a vision board.
- Foster creativity and encourage students to use their artistic skills, imagination and try to be creative.
- Allow quiet music or a calm environment to stimulate creativity.
- Be available for students needing guidance on brainstorming ideas.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Individuals but they can present it in a group.
AGE GROUP:	n. of PARTICIPANTS IN GROUP:
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Vision Board Worksheet (printed)

Magazines, newspapers, or printed images

Scissors, glue, tape

Colored markers, pens, or pencils

Optional: stickers, colored paper, or other decorative materials

Annex 7d: Create Your Vision Board

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5–10 minutes)

- Explain the concept of a vision board and its purpose.
- Discuss the importance of reflecting on strengths, values, and goals in decision-making.

2. Reflection (10 minutes)

- Students fill in Step 1 of the worksheet (Strengths, Values, Dreams, Impact).
- Encourage them to think deeply and write honestly.

3. Gathering Inspiration (10 minutes)

- Students collect images, words, symbols, or quotes from magazines, printouts, or personal drawings.

4. Designing the Vision Board (15 minutes)

- Students arrange and paste or draw their collected materials on the worksheet space.
- Encourage creativity, color, and thematic grouping if desired.

5. Focus on Feelings (5 minutes)

-   Students write how they want to feel when they reach their goals.

6. Reflection & Sharing (Optional, 5–10 minutes)

Students share their vision boards with a partner or small group and explain the meaning behind their choices.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

-   What did you learn about yourself through this activity?
-   Which values or goals surprised you or became clearer?
-   How can this vision board help you make decisions in school, personal life, or career?
-   How will you keep your vision board visible and use it as motivation?

OTHER USEFUL INFORMATION:

-   Students can take the vision boards home or keep them in a personal journal.
-   The activity can be repeated periodically to reflect changes in goals or values.
-   Teachers can integrate this activity with goal-setting exercises or decision-making workshops.

Activity n. 5: Resilience Reflection

MODULE: DECISION MAKING: Real Talk – From Dream to Reality/Let's get real and confident

NAME OF THE ACTIVITY: Resilience Reflection

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to reflect on a past setback, recognize the strategies they used to overcome it, and strengthen their awareness of resilience skills. It helps them

realize that they already possess coping mechanisms that can be applied in future challenges.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed by Cagea Auth team Adapted from general resilience-building practices.

(Reference: American Psychological Association – *The Road to Resilience*:

https://www.apa.org/topics/resilience

GOAL OF THIS ACTIVITY:

To enhance students' ability to reflect on challenges, identify resilience strategies, and prepare for future setbacks in school, career, and personal life.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A written personal reflection on a past setback.
- Identification of resilience strategies.
- Creation of a "Resilience Commitment Statement" for the future.

TIP FOR THE TEACHER:

- Emphasize that sharing personal stories is optional; no student should feel pressured.
- Encourage a safe, supportive atmosphere.
- Reinforce that setbacks are a natural part of growth and learning.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
30-40 minutes	Individual reflection, optional sharing in small groups.
AGE GROUP:	
13–17 years	**n. of PARTICIPANTS IN GROUP:**

	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Reflection worksheets (prepared in advance)

Pens/pencils

Whiteboard or flipchart for collecting strategies (optional)

Annex 7e: Resilience Reflection

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 minutes): Explain the concept of resilience (ability to bounce back after setbacks). Use a metaphor like a rubber band stretching but returning to shape.

2. Individual Reflection (10 minutes): Students complete the worksheet by writing about a past challenge, their feelings, what helped them cope, and what they learned.

3. Sharing in Small Groups (10 minutes): Students form groups of 4–5 and share their reflections if they feel comfortable. Encourage active listening.

4. Group Debrief (10 minutes): Collect strategies on the board that students used to cope (e.g., persistence, asking for help, trying again). Highlight commonalities.

5. Commitment Statement (5 minutes): Each student writes a personal "Resilience Commitment Statement": *"Next time I face a challenge, I will…"*

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What did you notice about the different ways people deal with challenges?
- Which resilience strategies seem most useful to you?
- How could these strategies help you in your school, career, or personal life?
- How does reflecting on setbacks change the way you see them?

OTHER USEFUL INFORMATION:

- Can be adapted into a digital format (Google Forms, Padlet).

Activity n. 6: Failure is Feedback

MODULE: DECISION MAKING: Real Talk – From Dream to Reality/Let's get real and confident

NAME OF THE ACTIVITY: Failure is Feedback

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity allows students to reflect on their past failures or struggles, understand that setbacks are normal, and learn how to transform them into lessons for future career growth. It promotes resilience, self-awareness, and a growth mindset.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Prepared by CAGEA Auth team. Based on Carol Dweck's Growth Mindset principles.

GOAL OF THIS ACTIVITY:

To normalize failure as part of learning and to help students identify lessons from setbacks that can be applied to their future careers.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Students will produce written reflections on a personal setback, identify lessons learned, and discuss strategies for applying these lessons to career planning. Optional sharing can enhance empathy and peer learning.

TIP FOR THE TEACHER:

- Encourage honesty and vulnerability but do not force sharing. Emphasize learning points rather than dwelling on failure. Model growth mindset thinking by sharing your own experiences if appropriate.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
30-45 minutes	Individual reflection with optional group sharing
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Paper and pens or digital platform (Google Docs etc.)

Annex 7f: Failure is Feedback Worksheet for guided reflection (optional but recommended)

DESCRIPTION OF THE ACTIVITY (Step by step)

1. Recall a Challenge: Ask students to think of a time they failed or struggled academically, socially, or personally. Briefly describe the situation.

2. Reflect on the Experience: Students answer the following questions in writing:

   - Why do you think it didn't go as planned?
   - What did you learn from this experience?
   - How could you apply this lesson to future career challenges?

3. Pair/Group Sharing (Optional): Students can share reflections in pairs or small groups. Emphasize learning rather than failure.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Did you notice any skills or strengths you developed through this experience?
- How can applying a growth mindset help in real career situations?

OTHER USEFUL INFORMATION:

- Remind students that setbacks are a normal part of learning and career development.
- Encourage maintaining a reflection journal for ongoing personal growth.
- Adapt time and depth depending on the maturity level of students.

Module 4: Digital Tools for Career Development

Submodule (8): Discover with Tech

Purpose & Objectives

This section equips students with the ability to use modern, accessible digital tools for career discovery, skill development, and personal planning. By integrating technology into career guidance, students can explore opportunities globally, build their skills interactively, and learn how to organize and present their achievements in professional ways.

Objectives:

- Introduce students to an online career exploration platforms.
- Familiarize students with apps and programs for skill-building in different fields.
- Teach students how to create a digital portfolio and track their career growth.
- Help students understand the digital skills needed for modern professions.

Why this matters/Why it's important

Students are often called "digital natives," but being active on social media doesn't mean they know how to use technology for their **personal growth and career planning**. The modern workplace demands proficiency with specific digital tools—ranging from research platforms and productivity software to creative apps and professional networking sites.

By developing digital career skills, students will:

- Access up-to-date labor market information.
- Learn skills that are transferable across industries.
- Showcase their achievements digitally (CVs, portfolios, LinkedIn profiles).
- Develop adaptability in an evolving digital economy.
- Gain confidence in experimenting with tools they will likely encounter in future studies and jobs, and they are not familiar with.

Outcomes

By completing this module, students will:

- Discover digital tools for career exploration and skill-building.

- Be able to match tools to school subjects and professional goals.

- Create a personal "digital career kit" (portfolio, CV, skill map, toolbox of apps).

- Strengthening critical thinking about which tools are most effective for career development.

- Gain confidence in using technology for professional purposes, not just entertainment.

General Guidelines & Tips

- Use mobile-friendly, free, and accessible tools so students can practise beyond the classroom.
- Provide **clear, step-by-step instructions** for each activity — many students are confident users but may struggle when faced with professional tools.
- Always link tools to **school subjects and real-world careers** (e.g., Canva for design/art, Excel for data analysis).
- Highlight the importance of **digital safety and privacy** when creating accounts, portfolios, or sharing work online.
- Encourage students to connect what they learn in this module with outputs from **other modules** so their career planning feels personal and relevant.
- Motivate students by reminding them: professionals in *every* industry now rely on digital tools.
- Encourage students to keep all outputs in their **personal career guidance folder or portfolio** for future use.

Suggested Order of Activities

8a: Exploring Jobs with Career Platforms

→ Students act as "career detectives" and explore online databases (O*NET, My Next Move) to learn about job requirements, skills, and labour market information.

🔑 *Outcome:* Students discover the variety of jobs available and connect them to subjects and personal interests.

8b: Jobs & Apps & Skills

→ Students try out real apps used by professionals (e.g., Canva) and reflect on the skills they build by using them.

🔑 *Outcome:* Students understand that tools are not just for entertainment, but powerful gateways to career skills.

8c: My Digital Career Portfolio

→ Students build their own digital portfolio, upload their first pieces of evidence, and record a short video introduction.

🔑 *Outcome:* Students learn to showcase themselves professionally and track growth over time.

8d: Future CV: Skills for Jobs That Don't Exist Yet

→ Students imagine a futuristic job and design a CV for it, highlighting the digital skills that will matter tomorrow.

🔑 *Outcome:* Students strengthen foresight, creativity, and awareness of how future-proof skills connect to emerging careers.

8e: My Digital Career Map

→ Students create a digital career map linking jobs, skills and tools, showing how one skill can lead to many careers.

🔑 *Outcome:* Students visualise transferable skills and gain a bigger-picture understanding of career pathways.

Activity n. 1: Exploring Jobs with Career Platforms

MODULE: DIGITAL TOOLS FOR CAREER DEVELOPMENT: Discover with Tech

NAME OF THE ACTIVITY: Exploring Jobs with Career Platforms

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

Students will explore two major online career platforms—O*NET OnLine & My Next Move—to research and compare job profiles. They will complete guided tasks, discover required skills, education, and salary data, and then identify three additional online platform that could support their career planning. Finally, they will explain why they liked a particular tool and how it could help them in the future.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Adapted by CAGEA consortium:

- O*NET OnLine
- My Next Move

GOAL OF THIS ACTIVITY:

- Teach students how to navigate structured career databases.
- Compare information from different sources to build critical research skills.
- Encourage awareness of other digital tools for career guidance.
- Build the habit of justifying tool preferences.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed Career Detective Worksheet with details from platforms (O*NET OnLine & My Next Move) + other chosen platform.
- Increased familiarity with digital career guidance platforms.
- Ability to compare and evaluate online resources.

TIP FOR THE TEACHER:

- Share with students the name/link of the websites (O*NET OnLine & My Next Move – links are provided in the author section)
- Create a share document for all class where students can share the founded resources (Google docs)

- Encourage students to try searching for unusual jobs, not just the most common ones. This keeps exploration fun and broadens horizons.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
60-75 minutes	Can be done individually or in pairs.
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	2 students

NECESSARY MATERIALS (What do we need for this activity):

Computers, tablets, or smartphones with internet access.

Access to O*NET OnLine and My Next Move websites.

Annex 8a: Career Detective Worksheet (optional)

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 min)

Teacher explains:

"Today you will act as career detectives. Your mission: explore two professional career guidance tools, research jobs that interest you, and find three other platforms that could help with career planning or exploring."

2. Explore Online platforms (20 min)

Students:

- Visit O*NET OnLine & My Next Move websites
- Search for three jobs they might be interested in.
- Search by keyword (job name) / Browse by industry / Try the "I'm not sure" interest profiler

For each job, note down:

- Job description / What do they do / Job's responsibility (2–3 sentences)

- Top 3 required skills / knowledge / abilities
- Education / training needed / type of personality
- Average salary (if available)
- Technology / Digital tools requirements

3. Debriefing & Sharing – Right After Platform Exploration (20 min)

Encourage students to reflect critically on the job profiles they just researched, link findings to their school subjects, and assess whether the role fits their personal interests, values, and future plans.

In small groups or as a class, students answer suggested questions for discussion:

Subject Connection:

- Which school subjects would be most important to focus on if you wanted to prepare for this job?
- Are you already studying these subjects? If yes, how confident do you feel in them? If not, how could you start learning them?

Personality Fit:

- Do you think your personality matches the job description and required skills? Why or why not?
- Which parts of the job suit your natural strengths? Which might be more challenging for you?

Salary & Practical Considerations:

- Is the average salary for this job in line with your expectations?
- How important is salary for you compared to other factors like job satisfaction, location, or work-life balance?

Pros & Cons Analysis:

- What are the main advantages of this career path (e.g., stability, creativity, travel, impact)?
- What could be the downsides or challenges (e.g., long study requirements, high stress, competition)?

Personal Decision Check:

- After learning more, are you more interested in this career, less interested, or unsure? Why?

- What's one action you could take this year to learn more about this job or gain skills or knowledge to do this job in the future (e.g., talk to someone in the field, watch a day-in-the-life video, take a related course)?

4. Find Another Platform (20 min)

Students:

Search online other free career guidance platform (can be one or more).

Student will note down:

- Name of the platform / share URL in the shared document
- One unique feature of the platform
- Why they liked it / What they have discovered or learned

5. Comparison & Final debrief (5–10 min)

In small groups or as a class, students answer:

- Which platform do you find easiest to use?
- Which gave the most useful details?
- Which will you likely use again in the future, and why?

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- What did you learn about job requirements and which useful information from the platforms have you found out?
- Which tool would you recommend to a friend and why? Will you use any of these information/platforms in the future?
- How could this research influence your subject choices in school?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Provide them with a pre-selected list of 4–5 jobs to explore instead of letting them search freely. This avoids overwhelming and gives them clear starting points.

- Adaptation for older or more advanced students: Encourage them to compare not only two platforms but also labor market data from their own country (e.g., job boards, statistics websites) to see differences between sources.

- Cross-link to other activities: The Career Detective Worksheet can be linked to the *Values Compass* from Personal Awareness module (students check if the job

matches their values) or *Self-Efficacy Ladder* (they identify which current strengths could help them move toward this career).

- Motivational tip: Encourage students to also look at "unusual" or less-known jobs. This makes the task fun, surprising, and shows them there are many more careers than the typical ones they might already know.

- Classroom Display: Collect completed worksheets and create a "Career Wall" where different jobs are posted under categories (e.g., Health, Technology, Arts, Social). This lets students see a wide range of possibilities.

- Follow-up Idea: Revisit the worksheets later in the year when discussing subject choice, asking: *"Have your interests stayed the same, or have they changed?"*

- Digital Option: Students can fill the worksheet online (Google Docs/Forms, Padlet, Canva template) and share results with the class digitally. This allows for collaborative comparison and easier storage in personal portfolios.

Activity n. 2: Jobs & Apps & Skills

MODULE: DIGITAL TOOLS FOR CAREER DEVELOPMENT: Discover with Tech

NAME OF THE ACTIVITY: Jobs & Apps & Skills

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

Students will explore different career options and test real-world apps/programs that professionals use. By engaging directly with these tools, they will:

- Understand how digital tools are connected to real professions.

- Develop digital awareness and adaptability by trying out apps beyond their usual comfort zone.

- Reflect on the link between apps, skills, and career preparation.

- Build confidence in experimenting with professional digital environments.

- Strengthen collaboration and communication through peer exchange and group reflection.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by career education practices and EdTech integration.

GOAL OF THIS ACTIVITY:

- Help students discover the importance of digital tools in different careers.
- Show how using specific apps can build transferable skills (e.g., problem-solving, creativity, teamwork).
- Encourage independent exploration of apps and reflection on their usefulness for future studies or jobs.
- Promote critical thinking about which tools are most effective and why.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A Class Toolbox of Apps (shared list of tested apps and their uses).
- Individual worksheets completed with job-app-skill connections.
- Improved digital literacy and awareness of professional tools.
- Better understanding of how apps help build career-relevant skills.
- Increased ability to connect digital practice and personal interests.

TIP FOR THE TEACHER:

- Encourage students to test at least one app they've never tried before.
- Normalize struggles: remind them it's okay if an app feels complicated — professionals also learn by trial and error.
- Balance focus between *fun* apps (like Kahoot or Canva) and *professional/technical* apps (like AutoCAD, Tableau, GitHub) so students see a wide range of possibilities.
- Use peer teaching: let students who are more advanced in a tool briefly show others how it works.
- Collect the class toolbox in a shared digital document (Google Doc) so everyone can access it later.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
60-75 minutes	Individual → small group exchange → class discussion.
AGE GROUP:	
15–19 years	**n. of PARTICIPANTS IN GROUP:**

	4 students

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 min)
- Teacher explains that today students will explore real apps professionals use and see how these tools can prepare them for future jobs.

*"Today we're going to step into the shoes of real professionals. Every job today uses some kind of digital tool — whether it's a teacher using Google pl, a designer using Canva, or a pilot using a flight simulator.

You'll get the chance to explore some of the same apps and programs that professionals actually use in their work. By trying them out, you'll see not only what these tools do, but also what kinds of skills they help you develop — creativity, problem-solving, organization, or even teamwork.

Think of this as a career test-drive. The apps will give you a small taste of what it's like to work in these jobs and can help you imagine if you'd enjoy them in the future."*

2. Choosing Jobs (5 min)
- Students look at the Jobs table (Annex) and select 1–2 jobs that interest them most.

3. Apps Exploration (25 min)

- Each student tests/discover the proposed apps / programs in specific job, but also finds at least 1 another program / app which would be useful for the chosen job.

Students:

- o Open/try the suggested apps (demo, free trial, videos, tutorials).

- o Fill in worksheet:
  - Name of app + for which job is used
  - What are the results using / working in the app?
  - Which skills are you building by practising or working in this app or program?

4. Small Group Sharing (15 min)

- Students share their findings with peers.
- Each group chooses 1 app worth recommending to everyone, also explains why and present it to the class (optional)

5. Optional, but recommend it - Class Toolbox Creation (10 min)

- Teacher collects founded apps into a shared digital list (e.g. Google Doc).

Table used for activity:

Sections:

Jobs – students are choosing their job.

Useful Apps/Programs – students are trying / testing proposed apps, but also search for new ones.

Skills Built – students are filling up in the worksheet - skills they believe they can learn/develop or built by using these programs. There can be also other skills than just these ones.

Job	Useful Apps/Programs	Skills Built

1. Teacher	Google Classroom, Kahoot!, Canva	Lesson design, communication, creativity, digital pedagogy		
2. Graphic Designer	Canva, Adobe Illustrator, Figma	Creativity, design thinking, visual communication		
3. Software Developer	GitHub, Visual Studio Code, SoloLearn	Coding, problem-solving, logical thinking		
4. Architect	AutoCAD, SketchUp, ArchiCAD	Spatial awareness, technical drawing, planning		
5. Doctor	Complete Anatomy, Medscape, Visible Body	Analytical skills, anatomy knowledge, decision-making		
6. Nurse	Nursing Central, MySugr (diabetes mgmt.), Quizlet	Empathy, medical knowledge, practical problem-solving		
7. Social Media Manager	Hootsuite, Buffer, Canva, CapCut	Marketing, content creation, analytics		
8. Pilot	X-Plane Flight Simulator, ForeFlight	Spatial awareness, navigation, decision-making		
9. Chef	Tasty, Kitchen Stories, Paprika Recipe Manager	Creativity, time management, precision		
10. Translator	DeepL, Duolingo, Reverso Context	Language fluency, cultural awareness, writing		

11. Journalist	Notion, Grammarly, Flipboard	Writing, research, communication		
12. Entrepreneur	Trello, Canva, Shopify, Coursera	Creativity, organization, business planning		
13. Data Analyst	Excel, Tableau, Google Data Studio	Analytical thinking, statistics, visualization		
14. Music Producer	GarageBand, FL Studio, Soundtrap	Creativity, rhythm, audio editing		
15. Game Developer	Unity, Blender, Scratch, Roblox Studio	Coding, creativity, 3D design		
16. Environmental Scientist	ArcGIS, iNaturalist, Earth Engine	Research, environmental awareness, data analysis		
17. Fashion Designer	CLO3D, Pinterest, Canva	Creativity, design, trend research		
18. Police Investigator	iCrimeFighter, Evernote, CaseMap	Observation, analysis, organization		
19. Astronomer	Stellarium, NASA App, Star Walk 2	Observation, analytical skills, scientific reasoning		
20. Drone Operator	DJI Fly, AirMap, Pix4D	Technical precision, spatial awareness, creativity (filming)		

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which app/program was your favorite and why?
- Which app surprised you the most?
- Do you see yourself actually using this app in your daily life?
- How does testing the app change your view of that job?
- To which schools subject could be the jobs and apps related?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Limit the number of apps to test. Allow them to focus on describing the app instead of mastering it.
- Adaptation for older students: Ask them to critically evaluate the apps — which are most useful, which are outdated, and what missing features they would like to see. They can compare two apps used in the same profession.
- Cross-link to other activities: Connect findings to the *Career Detective Worksheet* (students can link apps to job profiles) or the *Self-Efficacy Ladder* (recording new digital skills as small achievements).
- Motivational tip: Frame the activity as a "career test-drive." Emphasize that even 10 minutes of testing an app can reveal a lot about the reality of that job.
- Classroom Display: Create a wall chart or digital board with three columns: *Job – Apps – Skills*. Update it as students share their findings.
- Follow-up Idea: Invite a professional (online or in person) to show how they use one of these apps in real life. Students can then compare their own experience with professional practice.
- Digital Option: Students can create app reviews (short written reviews, videos, or infographics) and share them in a digital class portfolio.

Activity n. 3: My Digital Career Portfolio

MODULE: DIGITAL TOOLS FOR CAREER DEVELOPMENT: Discover with Tech

NAME OF THE ACTIVITY: My Digital Career Portfolio

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

This activity helps students build a digital career portfolio to showcase their identity, skills, achievements, and growth. It has two parts:

1. Exploration: Students search for different portfolio styles / types and platforms (websites/apps), compare features (free/paid), and decide which one fits their needs.
2. Creation: Students set up their portfolio and add first elements — a short video introduction edited on their phone, reflections from previous activities, and evidence of achievements.

Objectives:

- Teach students how to research and compare portfolio platforms and portfolio styles and types.
- Develop critical awareness of free vs. paid features (uploading, downloading, exporting).
- Guide students in creating their first digital portfolio structure.
- Introduce video creation/editing as a modern career skill.
- Encourage reflection on how a portfolio differs from a CV and why it matters.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by e-portfolio and career education practices.

GOAL OF THIS ACTIVITY:

- Empower students to take ownership of their career story through a digital portfolio.
- Show how portfolios can be used for tracking growth, applying to schools/jobs, and personal branding.
- Build confidence in presenting themselves (through text, visuals, and video).
- Encourage independent exploration of apps and reflection on their usefulness for future studies or jobs. Strengthen digital literacy in using portfolio platforms and video editing apps.
- Promote critical thinking about which tools are most effective and why.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A starter digital portfolio (with at least 3 sections + 1 short self-introduction video).
- A comparison table of portfolio platforms (pros/cons, free vs. paid features) - Optional
- Greater understanding of personal branding and digital presence.
- Awareness of the importance of documenting skills and achievements.
- Confidence in self-presentation through multimedia formats.

TIP FOR THE TEACHER:

- Start with a discussion: *"What's the difference between a CV and a portfolio?"*

"Before we begin, let's talk about something important: the difference between a CV and a portfolio.

A CV (curriculum vitae) is usually a short, formal document — one or two pages — that lists your education, skills, and work experience. It's like a summary of your background that you send when applying for a job or a course.

A portfolio, on the other hand, is much more personal and creative. It doesn't just tell people what you can do — it shows them. In a portfolio, you can include examples of your work, projects you've done, certificates, reflections, even videos or photos. It's like your professional storybook that grows over time.

So, you could say: a CV is a snapshot, but a portfolio is a whole album.

Let me ask you: Which do you think gives a better picture of who you really are — a short list of facts, or a collection that shows your skills, creativity, and growth?"

- Encourage creativity — portfolios can include writing, drawings, certificates, photos, or videos. Ecourage students to find different styles of portfolios.
- Emphasize safety: portfolios can be private, shared only with the teacher, or public if students are comfortable.
- For the video part, focus on short 1–2 minute introductions. Encourage students to keep it simple and positive, but it can be also out-of-box creation.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
Part 1: 60 - 80 minutes Part 2: 60 – 75 minutes	Individual → small group exchange → class presentation (optional).
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
15–19 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Devices with internet connection

Smartphones for video recording

Free video editing apps (CapCut, iMovie, InShot, Clipchamp, Canva Video Editor)

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 min)

   Teacher explains what a portfolio is and how it is different from a CV.

2. Inspiration: Search & analyze example portfolios (10 min)

- Students find several examples online to have an idea how the portfolio should look like.
- Mini-analysis checklist – students should track what they found out:
   - Sections used (About, Skills, Projects, Certificates).
   - Types of media (photos, PDFs, videos).
   - What works well (clarity, visuals, navigation) and what doesn't.
   - Privacy/sharing/export options (can you download, share a link?).

3. Platform Search (15 - 20 min)

   Students search online for 1-3 portfolio platforms/apps. They fill in a comparison table:

- Name of platform
- Free or paid?
- What can you upload (text, pictures, videos, certificates)?

- Can you download/export your portfolio?
- Pros & cons
- What works well & what doesn't

4. Portfolio Setup & adding the first content (30 – 45 min)

   Students choose one platform and create the basic structure:

- About Me - A short text about themselves (can be inspired by Identity Card from Personal Awareness module)
- Skills & Strengths
- My Work / Projects
- Reflections & Goals

5. Video Recording & Editing (Part 2: 45–60 min)

   Students record a 1–2 min self-introduction video: *Who am I? What am I good at?*

   What motivates me?

   They edit it (CapCut, iMovie, Canva, InShot) and upload to their portfolio.

6. Sharing & Reflection (15 min)
   Students present their portfolio (or parts of it) to a peer or small group for feedback.

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which portfolio you found on the internet you liked and why?
- Was building a portfolio easy or complicated?
- Which platform did you choose and why?
- What did you learn about presenting yourself digitally?
- How do you think your portfolio will grow in the future?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Provide a simple ready-made template (Google Sites/Canva). Focus on just 2 sections (About Me + Strengths).
- Adaptation for older students: Encourage them to connect portfolio to LinkedIn or personal websites and to upload more advanced projects.

- Cross-link to other activities: Students can get inspired by the activities from Personal Awareness module or upload them in their portfolio.

- Motivational tip: Highlight that professionals across many industries (designers, teachers, IT specialists, musicians, entrepreneurs) use portfolios to get opportunities.

- Classroom Display: Teacher can showcase a few example portfolios (screenshots, videos) to inspire others.

- Follow-up Idea: At the end of the school year, revisit portfolios and let students compare their first and latest versions.

- Digital Option: Encourage multimedia content (audio, video, drawings, photos of real projects).

🏆 What a Perfect Student Portfolio Should Include

- Home / About Me: Name, motto/quote, short introduction, photo/avatar.

- Skills & Strengths: A mix of soft skills (teamwork, creativity) and technical skills (Excel, coding, drawing).

- Projects / Work Samples: Photos, screenshots, or short descriptions of school projects, hobbies, or personal creations.

- Achievements / Certificates: Any awards, online course certificates, sports/music results.

- Reflections & Goals: Short notes from activities (e.g., "My biggest strength is patience, as I saw in the Mirror Activity").

- Multimedia: A short self-introduction video or visual story.

📌 Recommended Free Portfolio Tools

- Canva (Websites & Portfolios) (templates, visual, user-friendly; some premium features paid)

- Notion (flexible, great for structured portfolios, free student plan)

- Padlet (visual board style, free version limited but useful)

- Adobe Portfolio (free with Adobe subscription, more advanced)

- Seesaw (good for younger students, simple uploading/sharing)

- Behance (creative-focused, free, good for design/art students)

Activity n. 4: Future CV: Skills for Jobs That Don't Exist Yet

MODULE: DIGITAL TOOLS FOR CAREER DEVELOPMENT: Discover with Tech

NAME OF THE ACTIVITY: Future CV: Skills for Jobs That Don't Exist Yet

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

The world of work is changing fast. Many students today will have jobs that don't even exist yet — think about AI ethicists, drone traffic managers, or virtual reality teachers.

This activity challenges students to step into the future and design a creative CV for a job that doesn't exist yet. By doing this, they'll:

- Identify digital skills that will matter in the future.
- Recognize that many of these skills are already relevant today.
- Understand that adaptability and lifelong learning are key to future careers.

It's playful and imaginative, but also grounded in real labour market trends.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project, inspired by future job forecasts from OECD, World Economic Forum, and DigComp Framework.

GOAL OF THIS ACTIVITY:

- Help students explore how digitalisation shapes professions.
- Encourage creative thinking and foresight about future jobs.
- Strengthen teamwork, imagination, and presentation skills.

OUTCOME / OUTPUT OF THE ACTIVITY:

- Completed Future CV posters or digital documents.
- Awareness of transferable digital skills that go beyond specific jobs.
- Students practice imagination, teamwork, and foresight.

TIP FOR THE TEACHER:

- Frame this activity as "serious play": it's meant to be imaginative, but always connect back to real digital skills and their importance.
- If students struggle, remind them: every job needs data, communication, content creation, safety, and problem-solving.
- Encourage role-play in presentations for more fun and engagement.

APPROXIMATE TIME NEEDED:	INDIVIDUAL / GROUPS:
45-60 minutes	Small groups, whole-class presentations
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
13–17 years	4-5 students

NECESSARY MATERIALS (What do we need for this activity):

Annex 8d: Future job blank CV template with designed sections

Devices with internet connection

Pens, markers

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Kick-off (5 min)

   Teacher introduces the activity:

"*Students, I want you to think about something: when your parents were your age, there was no such thing as a social media manager, a drone operator, or even an app developer. Those jobs didn't exist yet!*

Now imagine 15–20 years from today. Research shows that around 65–70% of today's students will work in jobs that don't exist yet. Crazy, right? That means you may have a career title that hasn't even been invented.

So how do we prepare for that? One way is to think about the skills that will matter no matter what the job looks like. Especially digital skills — things like problem-solving with apps, working with data, using creative digital tools, and staying safe online.

Today, your mission is to step into the future. Each group will create a CV for a job that doesn't exist yet. You'll invent a futuristic job.

This is not only about imagination — it's about seeing that the digital skills you practise today (even when you think you're just playing or creating) could one day be the key to your future profession.

2. Inspiration (5 min)

Shows examples of "jobs of the future":

Space Tourism Guide

(Prepares and accompanies tourists on space trips, using VR simulations and digital tools to ensure safety, comfort, and an unforgettable cosmic experience).

Digital Skills Needed: Virtual reality (VR) navigation, 3D simulation skills, Online customer service tools

Digital Tools / Apps: VR headset apps for space orientation

Typical Daily Tasks: Guiding tourists through VR safety simulations, Organising online bookings and itineraries

Useful School Subjects: Physics, Geography, ICT, Languages

Bonus Skill: Telling funny space jokes while floating in zero gravity

Climate Data Detective

(Experts who track climate change using satellites, drones, and big data to predict disasters and design sustainable solutions.)

Digital Skills Needed: Data visualization, drone operation, geospatial mapping

Digital Tools / Apps: Drone Mapper 360, Climate Data Studio

Typical Daily Tasks: Collecting satellite/drone data, predicting extreme weather, reporting findings to governments/NGOs

Useful School Subjects: Science, Geography, ICT, Maths

Bonus Skill: Spotting climate changes faster than Google Earth

Robot Relationship Counsellor

(Helps humans and AI/robots work together smoothly in workplaces or homes.)

Digital Skills Needed: AI communication, conflict resolution via chatbots, empathy in digital interactions

Digital Tools / Apps: RoboMediators, Virtual Empathy Simulators

Typical Daily Tasks: Mediating conflicts between people and smart assistants, teaching humans how to "talk" to AI, advising companies on ethical robot use

Useful School Subjects: ICT, Psychology, Ethics, Languages

Bonus Skill: Calming down a robot that's offended by sarcasm

3. Create the Future CV (20–25 min)

Using the blank CV template, groups fill in:

- Job Title – what's the role?
- Digital Skills Needed – e.g., coding basics, data analysis, cybersecurity, digital creativity, VR/AR design, online communication.
- Digital Tools / Apps – real (found some examples) or imagined (describe the app how it would look like and how or why it would be used)
- Typical Daily Tasks – what does this professional actually *do* each day?
- Useful School Subjects – ICT, maths, art, languages, science, etc.
- Bonus Skill – funny/unexpected requirement (e.g., "calm under robot rebellion pressure").

4. Presentations (10–15 min)

   Each group presents their "Future CV" to the class in a short pitch (2–3 min). They

   can present as themselves, or role-play as the future professional.

5. Reflection (5–10 min)

   Class discussion: Which digital skills appeared across *most* of the jobs? Which

   were surprising? Which ones are already important today?

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which digital skills came up most often across jobs?
- Which of these skills do you already have or practise?
- How can you build these skills more in school or outside?
- Do you think these "future jobs" are really possible? Why/why not?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Provide pre-made *Future Job Cards* with descriptions of digital tools and tasks. Let them only fill in 3 sections (Job Title, Digital Skills, Bonus Skill).
- Adaptation for older students: Ask them to justify their choices with real research (labour market forecasts) and to compare their fictional job with existing emerging careers.
- Cross-link to other activities: Students can connect their Future CV with the *Personality Snapshot (Identity Card)* or *Self-Efficacy Ladder* to see how their own traits match futuristic careers.
- Motivational tip: Remind students that even today's "real" jobs (social media manager, app developer, drone operator) were "future jobs" just 15 years ago. Imagination today can be reality tomorrow.
- Classroom Display: Collect all Future CVs into a "Gallery of Tomorrow's Professions" (wall display or online Padlet). Allow students to vote for the most creative, funniest, and most realistic CV.
- Follow-up Idea: In a later lesson, invite students to reflect: *"Which parts of your Future CV could already apply to jobs today?"* This helps them see the continuity between present and future skills.
- Digital Option: Students can create their CVs in Canva, Google Slides, or even TikTok/short video format, presenting themselves *as if* they already had that future job.

Activity n. 5: My Digital Career Map

MODULE: DIGITAL TOOLS FOR CAREER DEVELOPMENT: Discover with Tech

NAME OF THE ACTIVITY: My Digital Career Map

BRIEF INTRODUCTION / OBJECTIVES OF THIS ACTIVITY:

Most students think about careers in isolation: *"Doctor, teacher, programmer."* But they rarely realize how skills and tools overlap across jobs, or how one skill can open doors to many professions.

In this activity, students will create a digital career map that shows how skills, apps, and professions connect. By building a visual "career atlas," they will:

- Discover that many jobs share the same digital foundations.

- Learn how to use digital mind-mapping or infographic tools.

- Reflect on which skills are future-proof and transferable across industries.

- See the bigger picture of their career options instead of a single job.

AUTHOR OF THE ACTIVITY / TOOL (+ REFERENCE LINK):

Developed within the CAGEA project. Inspired by digital mapping practices and visual thinking tools applied in career education.

GOAL OF THIS ACTIVITY:

- Help students visualize the connections between skills, tools, and professions.
- Show that digital skills are not job-specific but widely applicable.
- Strengthen students' ability to organize knowledge visually and digitally.
- Encourage collaborative exploration and presentation skills.
- Students realize how one skill = many opportunities.

OUTCOME / OUTPUT OF THE ACTIVITY:

- A Digital Career Map (mind map or infographic)

- Shared digital gallery of all maps (e.g. Canva folder) - Optional

TIP FOR THE TEACHER:

- Show an example map (e.g., "Digital Creativity → Graphic Designer, Social Media Manager, Architect").
- Encourage students to focus on transferable skills – not just highly technical ones, but also digital collaboration, creativity, and communication.
- Allow less confident students to use a paper draft first, then move to digital mapping tools.
- If tech is limited, one student per group can manage the digital mapping tool while others brainstorm.
- Career Map in paper can be placed in the classroom

APPROXIMATE TIME NEEDED:	**INDIVIDUAL / GROUPS:**
45-70 minutes	Small groups, whole-class presentations
AGE GROUP:	**n. of PARTICIPANTS IN GROUP:**
15–19 years	3-4 students

NECESSARY MATERIALS (What do we need for this activity):

Devices with internet connection

Free online tools for mapping/infographics (e.g., Canva Infographic, Miro, MindMeister, Padlet, Google Slides)

Annex 8e: Jobs & Skills examples - pre-prepared list of digital skills and jobs (optional, to support less confident students)

Annex 8e: Example of Career Map

DESCRIPTION OF THE ACTIVITY (Step by step):

1. Introduction (5 min)

Teacher explains:

"Every skill you learn today can lead you to more than one job. For example: coding can take you into game design, data science, or robotics. Design skills can lead to marketing, architecture, or fashion. Today you will create your own Digital Career Map to see how skills, jobs, and tools are interconnected."

2. Choose a Starting Point (5 min)

Each group chooses:

- Either a digital skill (e.g. digital creativity).
- OR a job of interest (e.g. social media manager).

This starting point becomes the centre of their map.

3. Build the Digital Career Map (20-25 min)

Students:

- Place their skill/job in the centre (write down at least 3-4 jobs of interest)
- Add branches with related jobs.
- For each job, add:
  - Digital skills needed (2-3 digital skills linked to each job)
  - Apps/tools used (real or imagined)
  - School subjects connected
- Use icons, colours, and simple visuals to make the map engaging.

(Example of Annex 8e - Career Map: Central node = "Coding." Branches = Game Developer, Data Analyst, Robotics Engineer. For each branch, add tools like Unity, Python, Arduino + subjects like Maths, ICT, Physics.)

4. Presentations (10–15 min)

   Groups present their maps briefly (2–3 minutes).

   They highlight:

- Which jobs they linked together.

- Which skills/tools appeared in more than one job.

- What surprised them the most.

5. Reflection (5–10 min)

   Class discussion led by teacher:

- Which skills appeared most often across different maps?

- Which digital skills seem the most future-proof?

- How many jobs connect to skills you already practise today?

- Did you discover a job you hadn't thought about before?

CLOSING DISCUSSIONS / DEBRIEFING QUESTIONS:

- Which skills turned out to be useful in many different jobs?
- Which jobs share the most digital skills?
- How can this activity help you choose which skills to focus on in school or outside?
- If you added your map to your digital portfolio, what would it show about your interests and skills?

OTHER USEFUL INFORMATION:

- Adaptation for younger or less confident students: Provide a ready-made template with central nodes (e.g., "Design" or "Coding") and let them only add jobs and tools.
- Adaptation for older students: Ask them to enrich their map with *real labor market data* (salary, job growth, study requirements).
- Cross-link to other activities: Students can upload their Career Map into their Digital Portfolio as an exploration artifact. They can also compare it to their Future CV to see how skills link to future jobs.

- Motivational tip: Present the map as a treasure map — each skill is a "key" that unlocks multiple treasure chests (jobs).
- Classroom Display: Collect all maps into a "Career Atlas Wall" (either printed posters or digital). Students can see how their classmates connected skills and careers differently.
- Follow-up Idea: Revisit the maps at the end of the year. Ask students: *"Which digital skills from your map have you actually practiced or improved this year?"*
- Digital Option: Have students create maps in Canva, Miro, or MindMeister and publish them in a shared gallery.

Annexes

Module 1: Personal Awareness

1a: Mirror activity - cards

Set 1 – Strengths & Abilities

One strength I really see in you is…

You are talented at…

You always do well when…

I admire your ability to…

Set 2 – Team Spirit

You make teamwork better because…

Our group can count on you for…

You support others by…

You bring positive energy when…

Set 3 – Personality Traits

A quality that stands out in you is…

People enjoy being around you because…

You make others feel…

Your presence adds…

Set 4 – Effort & Growth

I've noticed you've improved in...

You show determination when...

You don't give up even when...

You set a good example by...

Set 5 – Creativity & Ideas

Your creativity shows when you...

You come up with great ideas like...

You think differently because...

You inspire me to be creative when...

Set 6 – Kindness & Support

I appreciate your kindness when...

You made me feel good when...

You are thoughtful because...

You show empathy by...

Set 7 – Leadership & Initiative

You take initiative when...

Others follow your lead because...

You are a natural leader because...

You motivate people by...

Set 8 – Courage & Confidence

You show courage when you...

You're brave because...

You inspire others with your confidence when...

You stand up for...

Set 9 – Academic & Learning

You are really good at explaining...

You learn quickly when...

You help others understand...

You shine in class when...

Set 10 – Appreciation & Recognition

I admire the way you always...

I think you should be proud of...

Something special about you is...

You inspire me because...

1b: Personality snapshot: My Identity card

MY IDENTITY CARD

Name:
_____
Personal Motto: _____

Top 3 things I enjoy:
1.
_____
2.
_____
3.
_____

Something I'm proud of: _____

Something I'm working on: _____

Words my friends use to describe me: _____

Favorite learning style/subject: _____

I feel most confident when: _____

I get motivated by:
_____

PROFILE SNAPSHOT

👤 Name / Nickname: _____

📷 Draw your avatar / small self-portrait

Bio:
_____

Motto / Quote:
_____

Likes (Top 3):
_____

Dislikes (Top 3): _____

Strength:
_____

Working on:
_____

Learning style:
_____

Fun fact about me:
_____

MY JOURNEY SNAPSHOT

Name:
_____

Something from my past I'm proud of: _____

Something in the present I enjoy most: ___

Something I want to improve now: _____

Something I want for my future: _____

People describe me as:
_____

When I feel motivated:
_____

-
MY IDENTITY
STAR

[Name / Nickname]

Personal Motto:
_____

Points of my star:

★ What I enjoy:
_____

★ Something I'm proud of:
_____

★ Something I'm working on:
_____

★ Words others use for me:
_____

★ My learning style:
_____

★ When I feel most confident:
_____

★ What motivates me:
_____

(Optional: Draw yourself in the
center!)

-

1c: My Superpower story - layout templates

Template 1: 4 Panels (Classic Comic Strip)

```
----------------------------------------
|           |           |           |
|  Panel 1  |  Panel 2  |  Panel 3  |
| (The      | (The      | (The moment|
| Problem)  | Power     | of Action) |
----------------------------------------
|                       |           |
|         Panel 4       |           |
|    (The Resolution /  |           |
|   How my power helps) |           |
----------------------------------------
```
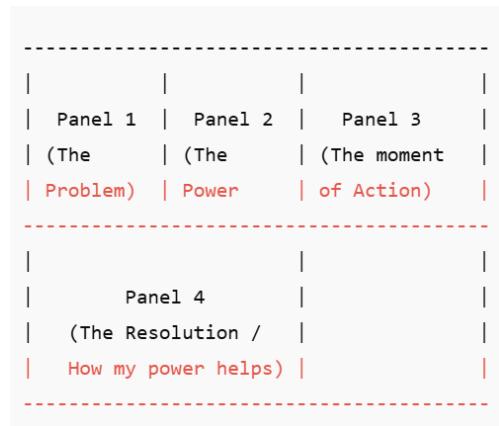
Template 2: 6 Panels (Step-by-Step Story)

```
-------------------------------------------------
| Panel 1 | Panel 2 | Panel 3 |
| Intro   | Problem | My Power|
-------------------------------------------------
| Panel 4 | Panel 5 | Panel 6 |
| Action  | Result  | Lesson  |
-------------------------------------------------
```
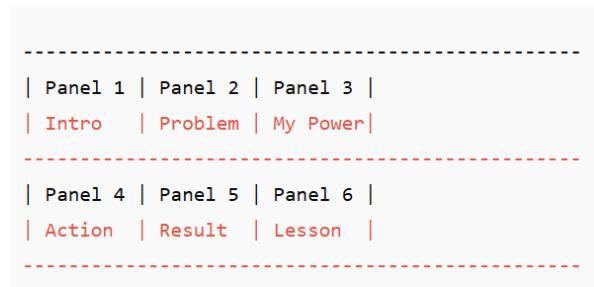
Template 3: Story Mountain

Students can draw or write one scene per step.

```
Start (Who am I?)
   ↓
Problem (What challenge do I face?)
   ↓
Superpower (How do I use my strength?)
   ↓
Climax (Biggest moment of action)
   ↓
Resolution (How things end, what I learned)
```

Template 4: Single Bin Panel (Poster style)

▤ One large box in the middle: "Me as a Superhero" (drawing + name of superpower).

▤ Smaller boxes around it:

- *My Superpower is…*

- *I use it to…*

- *In real life, I showed this when…*

- *In the future, this strength can help me…*

1c: My Superpower story - prompt sheet

Step 1: Think about your strengths

- What are you good at?
- What do your friends or family say you do well?
- When have you helped someone recently?
- What makes you feel proud of yourself?

Step 2: Turn your strength into a "superpower"

Examples:

- Kindness → *The Power to Heal Hearts*
- Creativity → *The Inventor of New Worlds*
- Listening → *The Secret Keeper*
- Courage → *The Fear Fighter*
- Problem-solving → *The Puzzle Master*
- Patience → *The Calm Force*

Step 3: Imagine how your superpower helps in a story

- Who do you help with this power?
- What challenge or problem do you face?
- How does your superpower solve it?
- How do you feel when you use it?

Sentence Starters:

- "My superpower is…"
- "I use it when…"
- "It helps me to…"
- "In the future, I could use it for…"

1c: My Superpower story - strength list

Personal Qualities

- Kindness
- Honesty
- Respectfulness
- Patience
- Responsibility
- Reliability
- Optimism
- Courage / Bravery
- Independence

Social & Emotional Strengths

- Empathy
- Good listener
- Supportive
- Team player
- Leadership
- Conflict resolution
- Encouraging others
- Sense of humor
- Making friends easily

Thinking & Learning Strengths

- Creativity
- Curiosity
- Problem-solving

- Critical thinking
- Memory
- Fast learner
- Attention to detail
- Asking good questions
- Imagination

Practical & Organizational Strengths

- Time management
- Planning & organizing
- Reliability with tasks
- Goal-setting
- Adaptability
- Perseverance
- Staying calm under pressure
- Decision-making

Action & Performance Strengths

- Athletic ability / fitness
- Artistic talent (drawing, painting, design)
- Musical ability
- Writing stories or essays
- Public speaking
- Acting / performing
- Technical skills (computers, fixing things)
- Craftsmanship (building, creating with hands)

1d: My skills map - skills list

1. Communication Skills

🗣 How we share ideas and connect with others.

- Active listening
- Public speaking / presenting
- Clear writing
- Giving constructive feedback
- Negotiating or persuading

2. Social & Emotional Skills

🤝 How we relate to people and manage emotions.

- Teamwork
- Empathy (understanding others' feelings)
- Conflict resolution
- Patience
- Leadership

3. Creativity & Problem-Solving Skills

💡 How we generate ideas and overcome challenges.

- Creative thinking (art, design, music, innovation)
- Problem-solving
- Adaptability / flexibility
- Initiative (starting things without being asked)
- Critical thinking

4. Organizational & Learning Skills

📚 How we manage tasks and approach learning.

- Time management
- Planning & organizing

- Research skills
- Memory / study strategies
- Self-discipline

5. Practical & Technical Skills

🔧 Hands-on abilities used in school, hobbies, or work.

- Digital literacy (using computers, apps, internet safely)
- Using tools/equipment (e.g., fixing, crafting)
- Basic math for daily life (budgeting, measuring, coding)
- Sports / physical coordination
- Foreign language skills

6. Personal Growth Skills

🌱 Inner qualities that help us improve and move forward.

- Self-confidence
- Resilience (bouncing back after difficulties)
- Curiosity / willingness to learn
- Independence (working on your own)
- Responsibility

1e: Self-Efficacy ladder

SELF-EFFICACY LADDER

I did it

I can do it

I'll try

I'lwant to do it

I can do it

I can try

I can't do it

N

W — E
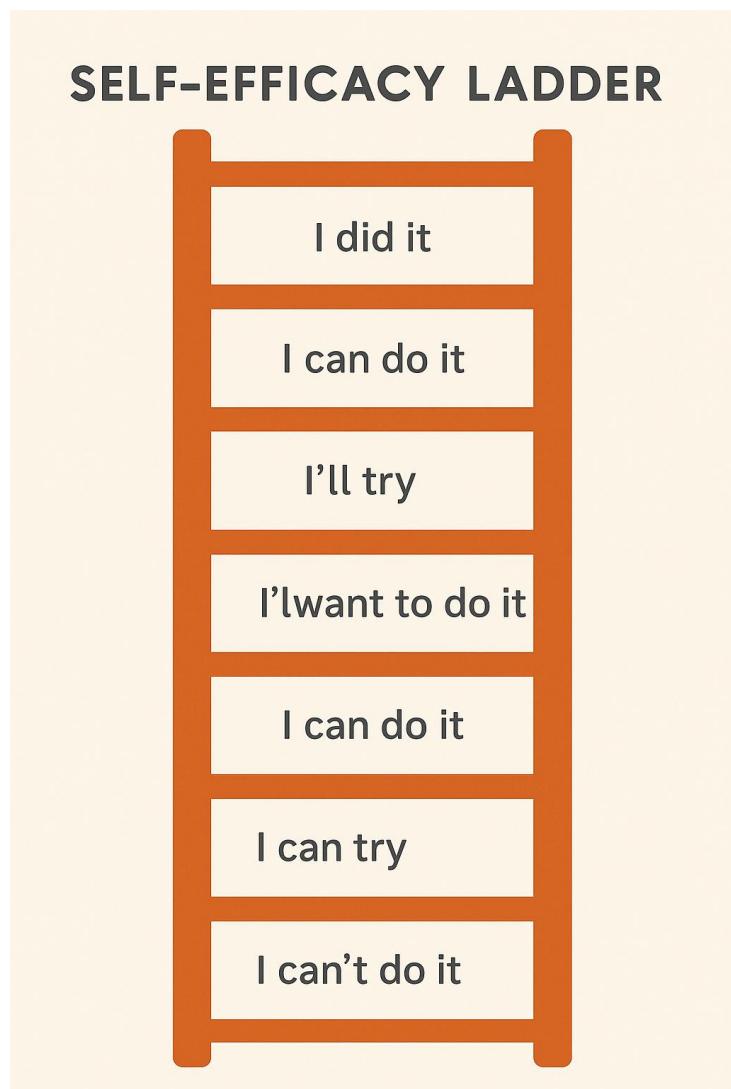
S
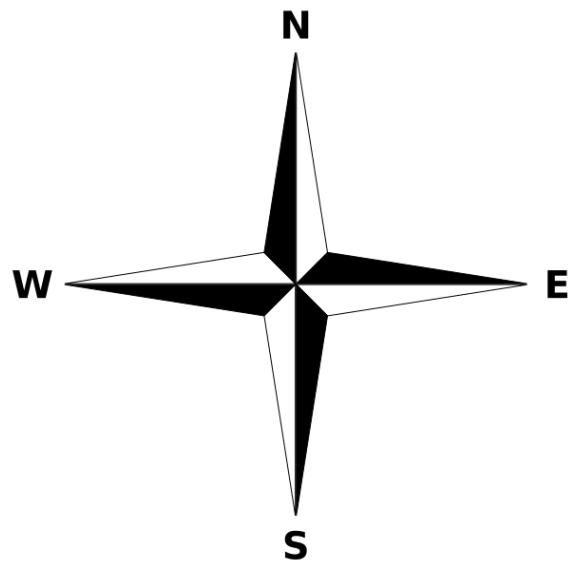
1f: My Values compass – list of values

Honesty

Kindness

Friendship

Family

Respect

Responsibility

Loyalty

Freedom

Justice / Fairness

Courage

Creativity

Learning

Curiosity

Success

Achievement

Adventure

Health

Happiness

Gratitude

Teamwork

Helping others / Service

Leadership

Independence

Peace & Love

Patience

Self-discipline

Equality

Nature / Environment

Spirituality / Faith

Module 2: Working Environment: World of Work

2a: Future Headlines

Set 1 – Technology & Digitalization

- Robots replace shop assistants in shopping malls…
- A new app creates thousands of jobs in education, health, and transport…
- AI becomes the most important tool in everyday work…
- Virtual reality classrooms replace traditional lessons…

Set 2 – Green Economy & Climate

- New law creates 100,000 jobs in renewable energy…
- The waste recycling industry doubles its workforce…
- Climate change creates new demand for environmental engineers…
- Solar panels are installed on every school and public building…

Set 3 – Ageing Population & Care

- Hospitals hire record numbers of nurses to care for older people…
- Home care jobs have become one of the fastest growing sectors…
- Robots assist elderly people with daily routines…
- Communities open "care hubs" for ageing citizens…

Set 4 – Globalization & Local Trends

- Logistics companies open new centers to meet rising demand…
- Farmers use drones to monitor crops and improve food security…
- New creative industries emerge in local communities…
- Tourism creates innovative jobs in cultural heritage and experiences…

Card 1 – Digital & Technology

- Includes: Software development, cybersecurity, artificial intelligence, robotics.
- In demand: App developers, IT support, cybersecurity analysts, data scientists.
- Why important: Digitalization transforms every sector of the economy.

Card 2 – Green Economy

- Includes: Renewable energy, recycling, sustainable agriculture, eco-design.
- In demand: Solar panel installers, environmental engineers, circular economy experts.
- Why important: Climate change and EU Green Deal create new opportunities.

Card 3 – Health & Care

- Includes: Hospitals, elderly care, mental health, medical technology.
- In demand: Nurses, care workers, physiotherapists, healthcare assistants.
- Why important: The aging population increases demand for care-related jobs.

Card 4 – Creative Industries

- Includes: Media, design, performing arts, cultural heritage, digital content.
- In demand: Graphic designers, animators, social media managers, event organizers.
- Why is it important: Creativity drives innovation and local cultural development.

2b: Sector Snapshots – worksheet

Sector name: _____

1. What does this sector include?

_____

_____

2. What kinds of jobs are in demand?

_____

_____

3. Would I be interested in working in this sector?
   ☐ Yes ☐ Maybe ☐ No

4. Why / Why not?

_____

_____

5. Skills needed for this sector:

_____

2c: Guess the Future: Macro-trend Match - scenario cards

Set 1 – Technology & Digitalisation

- A company replaces customer service staff with chatbots.
- Hackers attack a hospital system, creating new demand for cybersecurity jobs.
- Virtual reality becomes a common tool in education and training.

Set 2 – Green Economy & Climate

- A new European law bans plastic packaging, creating new jobs in eco-design.
- Solar and wind farms expand rapidly, doubling demand for renewable energy workers.
- Recycling companies introduce advanced technology for sorting waste.

Set 3 – Ageing Population & Care

- The number of people over 65 is increasing, requiring more nurses and care assistants.
- Families need home-based carers to support elderly relatives.
- Robotics companies design devices to help older people with mobility.

Set 4 – Globalisation & Local Trends

- Online shopping grows, leading to more jobs in logistics and delivery.
- Farmers adopt drones to monitor crops and increase food production.
- Cultural tourism grows, creating new opportunities in heritage and creative industries.

2d: Sector Exploration Carousel – worksheet

Name (Sector): _____

1. **What does this sector include?**

_____

_____

2. **What jobs are currently in demand?**

_____

_____

3. **Skills needed for these jobs:**

_____

_____

4. **Would I be interested in working in this sector?**
☐ Yes ☐ Maybe ☐ No

5. **Why / Why not?**

_____

_____

2d: Sector Exploration Carousel – sector prompts

Digital Sector

- Includes: ICT, app development, cybersecurity, robotics.

- In demand: IT specialists, cybersecurity analysts, data scientists.

- Skills: Coding, analytical thinking, problem-solving.

Green Economy Sector

- Includes: Renewable energy, recycling, sustainable farming, eco-design.

- In demand: Solar technicians, environmental engineers, waste managers.

- Skills: STEM knowledge, innovation, environmental awareness.

Health & Care Sector

- Includes: Nursing, elderly care, physiotherapy, medical technology.

- In demand: Nurses, caregivers, healthcare assistants.

- Skills: Empathy, patience, communication, basic medical training.

Creative Industries Sector

- Includes: Media, arts, cultural heritage, digital content.

- In demand: Designers, content creators, animators.

- Skills: Creativity, communication, digital tools.

2e: My Top 3 Job Sectors – reflection worksheet

Name: _____   **Date:** _____

Step 1 – Think back

From the activities (Future Headlines, Sector Snapshots, Guess the Future, Carousel), what did you learn about the world of work?

Step 2 – My Top 3 Sectors

Write down the three sectors you find most interesting and important for your future.

1. _____

2. _____

3. _____

Step 3 – Why did I choose these?

For each sector, explain briefly:

- Why does this sector interest me?
  - What opportunities do I see?
- What skills would I need to develop?

Sector 1: _____

Why: _____

Skills needed: _____

Sector 2: _____

Why: _____

Skills needed: _____

Sector 3: _____

Why: _____

Skills needed: _____

Step 4 – My next step

What is one action I could take to explore these sectors further?

(e.g., research online, talk to a professional, read an article, join a school activity)

Module 2: Working Environment: New and Evolving Job Markets – Specific Roles & Skills

3a: Job Profile Cards

Card 1 – Cybersecurity Analyst

- What they do: Protect computer systems from hacking and data breaches.
- Where they work: Finance, tech, healthcare, government.
- Skills needed: Analytical thinking, knowledge of networks, problem solving, coding basics.
- Pathway: ICT/Maths in school → Bachelor in Cybersecurity or IT → internship → job.
-

Card 2 – Renewable Energy Technician

- What they do: Install and maintain solar panels and wind turbines.
- Where they work: Energy companies, construction, green start-ups.
- Skills needed: Technical knowledge, safety awareness, teamwork.
- Pathway: Vocational training/apprenticeship in renewable energy → certification → employment.

Card 3 – Social Media Manager

- What they do: Manage online content and branding for organizations.
- Where they work: Businesses, NGOs, creative industries.
- Skills needed: Communication, creativity, data analysis, digital tools.
- Pathway: Languages/Arts/ICT in school → Degree in Marketing/Media (optional) → work experience.

Card 4 – Health Data Specialist

- What they do: Collect, analyze, and interpret healthcare data to improve patient care.
- Where they work: Hospitals, public health organizations, research centers.
- Skills needed: Data analysis, statistics, attention to detail, ICT knowledge.
- Pathway: Science/Maths in school → Bachelor in Data Science/Health Informatics → postgraduate training.

Card 5 – AI Ethics Officer

- What they do: Ensure artificial intelligence is developed and used in a fair, safe, and ethical way.
- Where they work: Tech companies, research centers, government organizations.
- Skills needed: Critical thinking, communication, knowledge of AI, ethics and law.
- Pathway: Philosophy/Law/ICT in school → Degree in Ethics, Law, or Computer Science → postgraduate specialization.

Card 6 – Climate Resilience Planner

- What they do: Design strategies for cities and communities to adapt to climate change.
- Where they work: Local governments, NGOs, environmental consultancies.
- Skills needed: Environmental science, problem solving, project management.
- Pathway: Science/Geography in school → Degree in Environmental Studies/Urban Planning → field experience.

Card 7 – Virtual Reality Therapist

- What they do: Use VR technology to support mental health treatment and rehabilitation.
- Where they work: Clinics, hospitals, private practices, research institutes.
- Skills needed: Psychology knowledge, digital tools, empathy, adaptability.
- Pathway: Psychology in school → Degree in Psychology/Neuroscience → training in VR applications.

Card 8 – Logistics & Supply Chain Specialist

- What they do: Manage how goods are transported, stored, and delivered globally.
- Where they work: Shipping companies, retail, e-commerce, and manufacturing.
- Skills needed: Organization, problem solving, ICT systems, teamwork.
- Pathway: Maths/Business in school → Degree or vocational diploma in Logistics/Supply Chain → internship.

Card 9 – E-Sports Coach

- What they do: Train and guide professional or amateur gamers to improve performance and teamwork.
- Where they work: Gaming companies, sports organizations, training academies.
- Skills needed: Communication, strategy, leadership, deep knowledge of gaming platforms.
- Pathway: Strong ICT/Gaming experience → Courses in coaching/training → work with gaming teams.

Card 10 – Drone Operator

- What they do: Use drones for deliveries, agriculture monitoring, filming, or search and rescue operations.
- Where they work: Agriculture, logistics, media production, emergency services.
- Skills needed: Technical operation, spatial awareness, problem solving, safety knowledge.
- Pathway: STEM/ICT in school → Drone pilot certification → field training and practice.

Card 11 – Entrepreneur / Freelancer

What they do:

Start their own business or work independently, offering products or services. This can range from small local businesses to global digital start-ups. Freelancers often work on projects for different clients, while entrepreneurs create and grow their own companies.

Where they work:

Anywhere – freelancers and entrepreneurs may work from home, co-working spaces, online platforms, or offices.

Skills needed:

Creativity and innovation

Business planning and organisation

Financial literacy and budgeting

Communication and networking

Problem-solving and resilience

Pathway:

Develop an idea or identify a skill that can be offered as a service.

Gain business knowledge (courses, workshops, mentoring).

Start with small projects or part-time initiatives.

Build a client base or grow a company step by step.

Why it's important:

Entrepreneurship and freelancing give young people independence, flexibility, and the chance to shape their own future. Many careers today combine traditional jobs with entrepreneurial or freelance work, creating multiple opportunities for growth.

3b: Interview a Professional - interview questions guide

These questions can be used by students when interviewing a professional. The teacher may adapt or add more depending on the guest's role.

Set 1 – Job Role & Tasks
- What is your job title?
- Can you describe a typical day at work?
- What are the main responsibilities of your job?

Set 2 – Skills & Education
- What skills are most important for your work?
- Which school subjects helped you prepare for this career?
- What kind of education or training do you need for this job?

Set 3 – Career Pathway
- How did you get into this job?
- What was your first job or step after school/university?
- What advice would you give to someone interested in this career?

Set 4 – Challenges & Opportunities
- What is the most challenging part of your job?
- What do you enjoy most about it?
- Do you think this job will change in the future? How?

Set 5 – Personal Reflection for Students
- Would you like to do this job in the future? Why or why not?
- What skills would you need to develop to follow this path?

3c: Skills Match Game – job & skills cards

Part A – Job Cards (examples)

(Use the same jobs as Annex 3a)

- Cybersecurity Analyst
- Renewable Energy Technician
- Social Media Manager
- Health Data Specialist
- AI Ethics Officer
- Climate Resilience Planner
- Virtual Reality Therapist
- Logistics & Supply Chain Specialist
- E-Sports Coach
- Drone Operator

Part B – Skill Cards

Technical & Digital Skills - Coding and programming - Data analysis - Using virtual reality tools - Drone operation - Cybersecurity knowledge
Green & Environmental Skills - Renewable energy systems - Environmental awareness - Sustainable design - Climate adaptation planning
Health & Care Skills - Empathy and communication - Patient care - Psychology knowledge - Medical data management

Creative & Communication Skills

- Creativity and design
- Content creation
- Social media management
- Public speaking and leadership

Transferable Skills (apply to many jobs)
- Problem solving
- Teamwork
- Critical thinking
- Adaptability
- Project management

3d: Invent a Job of the Future

Job Title:

_____

Sector (Digital, Green, Health, Creative, Other):

_____

Main Tasks:

1. _____
2. _____
3. _____

Skills Needed:

- _____
- _____
- _____

Education/Training Pathway:

_____

_____

Why will this job be important in the future?

_____

_____

Optional – Visual Representation:

Draw or design a logo, symbol, or sketch that represents this job.

3e: Career Exploration Sheet – 3 Jobs I Want to Know More About

Step 1 – My 3 Jobs

List three jobs you would like to explore further:

1. _____
2. _____
3. _____

Step 2 – Why These Jobs?

For each job, explain why it interests you.

- Job 1: _____
- Job 2: _____
- Job 3: _____

Step 3 – Skills to Learn

What skills do I need to develop for each job?

- Job 1: _____
- Job 2: _____
- Job 3: _____

Step 4 – First Action Step

What is one thing I can do to learn more about each job?

(e.g., research online, interview someone, find a course, join a club)

- Job 1: _____
- Job 2: _____
- Job 3: _____

Module 2: Working Environment: Learning Opportunities – International & Local Programs

4a: Program Fact Sheet Hunt – EU programs

Erasmus+
- Who can participate: Students, teachers, youth.   - Activities: Exchanges, training, volunteering.   - Benefits: Intercultural experience, new skills, networking.   - How to apply: Through school/youth organisation.
DiscoverEU
- Who can participate: 18-year-olds.   - Activities: Free travel passes across Europe.   - Benefits: Cultural discovery, independence, new experiences.   - How to apply: Online through the EU portal.
European Solidarity Corps
- Who can participate: Young people aged 18–30.   - Activities: Volunteering, solidarity projects.   - Benefits: Community service, skill development, networking.   - How to apply: Register on the EU portal.
eTwinning
- Who can participate: Teachers and students in schools.   - Activities: Online collaborative projects.   - Benefits: Digital skills, intercultural learning.   - How to apply: Through the school platform.
National Programs (example)
- Who can participate: Secondary students.   - Activities: Local scholarships, VET internships, mobility grants.   - Benefits: Work experience, financial support, local opportunities.   - How to apply: Through national agencies/school offices.

4b: Mobility Map - worksheet

Step 1 – Choose a Program

Program I want to explore: _____

Step 2 – Destination

Country/City I would go to: _____

Step 3 – Activities

What activities would I do there?

1. _____
2. _____
3. _____

Step 4 – Benefits

What would I gain/learn from this experience?

1. _____
2. _____
3. _____

Step 5 – Personal Reflection

Why is this program important for me?

_____

_____

4c: Program Pitch – worksheet

Our Pitch Should Answer:

What is the program?

Who can participate?

What activities/benefits does it offer?

Why should other students join?

Our slogan / key message:

4d: Testimony Analysis

Step 1 – Program Information

What program did the person join?

_____

_____

Step 2 – Benefits

What did they gain from the experience?

_____

_____

_____

Step 3 – Challenges

What challenges did they face?

_____

_____

_____

Step 4 – Personal Reflection

Would you like to have a similar experience?

☐ **Yes**　　☐ **No**　　☐ **Maybe**

Why / Why not?

_____

_____

_____

Step 5 – Advice

What advice would you give to a new participant?

_____

_____

4e: My Opportunity Passport

Name: _____   **Date:** _____

Step 1 – My Opportunities

Program 1: _____

Program 2: _____

Step 2 – Why I chose them

Program 1: _____

Program 2: _____

Step 3 – Skills / Benefits I would gain

Program 1: _____

Program 2: _____

Step 4 – My first action step

Program 1: _____

Program 2: _____

Module 3: Decision Making: From Subject to Careers - Connecting the Dots

5a: Subject-to-Career Flowchart

<u>Instructions for Students:</u>

1. Choose a school subject you study or like.

2. Think about the transferable skills you gain from that subject (e.g., problem-solving, creativity, teamwork).

3. Connect those skills to possible job sectors (e.g., healthcare, media, technology).

4. Think of specific careers within that sector.

5. Finally, list the education or training pathways you would need to reach that career.

Activity Goal: To understand how school subjects link to real-world careers and the steps needed to get there.

SUBJECT	Transferable Skills	Job Sectors	Careers	Education / Training Pathways
Literature	Communication, Analysis	Media	Journalist	Journalism Degree

5b: Subject – Sector Bingo Cards

<u>Instructions for Students</u>

1. **Look at your Bingo card**
   o Each square has the name of a **school subject** (e.g., Math, History) or a **career sector** (e.g., Health, IT, Engineering).
2. **Listen carefully to the teacher**
   o The teacher will call out a **skill, tool, or task**.
   o Example: "Solving equations" → This matches **Math**.
3. **Check your card**
   o If you have the matching subject/sector, **mark that square** (use a pen, pencil, or token).
4. **Winning the game**
   o The first student completes a **full row, column, or diagonal** shouts **BINGO!**
   o The teacher will check your answers.
5. **Keep playing**
   o After the first winner, the game can continue until more students get Bingo.

✦ **Tip:** Don't expect every skill/task to match a square on your card. That's what makes it fun!

Card 1

B	I	N	G	O
Math	Health	Engineering	Art	Construction
History	IT	Finance	Biology	Hospitality
Geography	P.E.	FREE SPACE	Law	Media
English	Music	Agriculture	Education	Economics
Physics	Foreign Language	Government	Public Safety	Drama

Mark each subject when the teacher calls out the matching clue!

Card 2

B	I	N	G	O
IT	Geography	Law	History	Transportation
Engineering	Finance	Art	Math	Manufacturing
English	Biology	FREE SPACE	Construction	Health
Education	Government	Hospitality	P.E.	Agriculture
Music	Economics	Media	Public Safety	Scientific Research

Mark each subject when the teacher calls out the matching clue!

Card 3

B	I	N	G	O
Health	English	Education	Finance	Physics
Law	Transportation	Math	Agriculture	IT
Art	P.E.	FREE SPACE	History	Music
Construction	Government	Engineering	Media	Biology
Hospitality	Drama	Marketing	Geography	Chemistry

Mark each subject when the teacher calls out the matching clue!

Card 4

B	I	N	G	O
Biology	Drama	Finance	P.E.	Engineering
Geography	Math	Government	Economics	Drama
Music	Art	FREE SPACE	IT	Hospitality
Physics	Media	Chemistry	Construction	Health
Agriculture	History	Transportation	English	Marketing

Mark each subject when the teacher calls out the matching clue!

Card 5

B	I	N	G	O
Marketing	Agriculture	Media	Music	Geography
Education	Health	Public Safety	Biology	Law
English	IT	FREE SPACE	Art	Construction
Finance	Foreign Language	Hospitality	Government	Manufacturing
Economics	P.E.	Engineering	Transportation	Scientific Research

Mark each subject when the teacher calls out the matching clue!

Teacher's Cheatsheet

How to Use

1. Read the clue from the left column to your students.

2. Students will mark the corresponding subject/career field on their bingo cards.

3. Use the right column to verify if students marked the correct subject.

4. Call clues in random order to keep the game exciting!

Winning: First student to complete a line (horizontal, vertical, or diagonal) wins!

Clue (Skill, Tool, or Task)	Answer (Subject/Sector)
Writing code or a program	**IT (Information Technology)**
Analyzing a poem or novel	**English / Literature**
Designing a bridge or a circuit	**Engineering**
Studying ancient civilizations	**History**
Calculating percentages and ratios	**Math**
Defending a client in court	**Law**
Diagnosing a patient's illness	**Health**
Conducting a laboratory experiment	**Science / Chemistry**
Reading and understanding a map	**Geography**
Managing a hotel or restaurant	**Hospitality**
Creating a lesson plan for a class	**Education**
Painting a portrait or landscape	**Art**
Conjugating verbs in another language	**Foreign Language**
Writing an article for a newspaper	**Media / Journalism**
Growing crops or raising livestock	**Agriculture**
Understanding supply and demand	**Economics**
Playing a team sport or testing fitness	**Physical Education (P.E.)**
Reading blueprints on a worksite	**Construction**
Performing on a stage	**Drama / Theatre**
Managing investments and budgets	**Finance**
Studying cells under a microscope	**Biology**
Responding to an emergency (like a fire)	**Public Safety**

Clue (Skill, Tool, or Task)	Answer (Subject/Sector)
Composing or reading sheet music	Music
Designing an advertisement	Marketing
Fixing an engine or machine	Manufacturing / Mechanics
Understanding the branches of government	Government / Civics
Writing code for a website	Technology / IT
Understanding gravity and motion	Physics
Flying a plane or managing logistics	Transportation
Conducting research and publishing a paper	Scientific Research

5c: Follow the Path – Career Connections Game

Page 1: Instructions for Students

Objective: Pick a subject you enjoy and connect it to 3 careers using skills, sectors, and education steps.

How to Play:

1. Start with a **Subject Card** (pick one from the deck or choose your own).
2. Draw **Skill Cards** that connect to that subject.
3. Match them to **Career Cards** from the deck.
4. Add an **Education/Training Step** to show how to get there.
5. Record your path on the **Follow the Path Sheet**.

Winning condition (optional, if used as a competition): Create the most unique or surprising career pathway!

Page 2: Follow the Path Sheet (Blank for Students)

My Subject: _____

➙ **Step 1: Skills I gain from this subject**

- _____
- _____

➙ **Step 2: Possible Job Sectors**

- _____

➙ **Step 3: Careers that use this subject**

1. _____
2. _____
3. _____

➙ **Step 4: Education/Training Needed**

- High School Focus: _____
- Post-Secondary Option: _____
- Other Pathways (apprenticeships, certificates, etc.): _____

⌖ **Final Pathway Example:**
Math → Problem-Solving → Finance → Data Analyst → University Degree in Statistics

---

Page 3+: Printable Card Deck (for classroom use)

- **Subject Cards** (Math, Literature, Biology, Art, History, Computer Science, etc.)
- **Skill Cards** (Problem-solving, Creativity, Critical Thinking, Teamwork, Communication, Technical Skills, etc.)
- **Sector Cards** (Healthcare, Media, Business, Technology, Education, Arts & Culture, Government, Engineering, etc.)
- **Career Cards** (Doctor, Lawyer, Teacher, Animator, Journalist, Data Scientist, Social Worker, Architect, etc.)
- **Education Pathway Cards** (University, College, Apprenticeship, Certification, On-the-job training, etc.)

☞ Teachers can print, cut, and shuffle these for an interactive card-based activity. Students then build their pathway using the cards and record it on their worksheet.

▨ Subject Cards

Math – Numbers, logic, problem-solving

Biology – Living systems, health, environment

Literature – Reading, analysis, storytelling

Art – Creativity, expression, design

Computer Science – Coding, innovation, technology

History – Society, culture, and change over time

Geography – Environment, travel, and global awareness

Economics – Trade, data, decision-making

Physics – Forces, energy, and experimentation

Psychology – Human behavior and emotions

CAGEA

Skill Cards

Problem-solving – Finding smart solutions

Creativity – Generating new ideas

Critical Thinking – Evaluating information carefully

Teamwork – Working well with others

Communication – Sharing ideas clearly

Leadership – Guiding and inspiring others

Technical Skills – Using tools and technology effectively

Research – Collecting and analyzing data

Adaptability – Adjusting to new challenges

Empathy – Understanding others' perspectives

Sector Cards

Healthcare

Education

Technology

Business & Finance

Arts & Culture

Media & Communication

Engineering

Government & Public Service

Environment & Sustainability

Tourism & Hospitality

Career Cards

Doctor

Teacher

Data Scientist

Animator

Architect

Journalist

Lawyer

Social Worker

Software Developer

Environmental Consultant

Education Pathway Cards

University Degree

College Diploma

Apprenticeship

Professional Certification

On-the-job Training

Online Courses / MOOCs

Vocational School

Postgraduate Studies

Short-Term Workshop

Internship / Work Placement

5d: Mapping alternative career options

Another effective method for creating new career options is to map out all the professions related to the one that interests you. In this way, you may discover a profession that suits you better than the one you initially had in mind.

For example, below is a map of the professional sector related to nursing. The map is not exhaustive, as there are dozens of related professions. However, the ones listed are sufficient to illustrate the example. Once you note the related professions, you can compare them to see which one fits you best.

For instance, you may feel that nursing does not appeal to you very much and decide to pursue a career as a doctor. Or you may like the medical field but prefer not to work in direct contact with patients, in which case you could become a laboratory technologist. You may not want to complete the four-year nursing education program and choose the shorter educational program for nursing assistants. You may not want to work in shifts and therefore choose a position with nursing duties as a clinic receptionist with regular working hours.

In this way, you should coordinate the mapping of each professional field yourself.

**Example professions related to nursing:**

NURSE
Occupational Health & Safety Advisor, Medical Representative, Home Care Service Employee, Dietitian, Paramedic, Midwife, Pharmacist, Dentist, Social Worker, Clinic Secretary, Medical Laboratory Technician, Pharmacy Assistant, Nurse Assistant, Optometrist, Doctor, Radiologist, Physiotherapist, Medical Laboratory Technologist

Instructions:

Use the mapping of alternative options for the nursing profession as an example. Write in the center of the page a profession that you find interesting. Around this profession, write all the related professions. If necessary, repeat the same process with other professions included in your top choices list. You could do this activity with another person who can provide ideas. Once you have completed the professional field map, compare each of the alternative options with your personal career wheel. Which alternatives suit you best? Why?
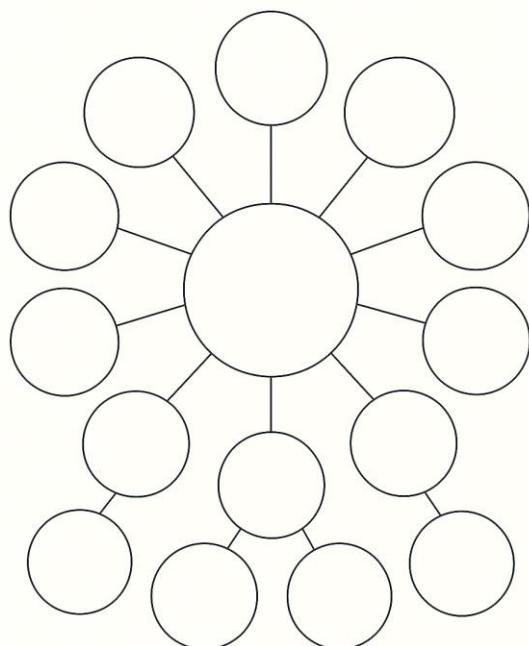
Module 3: Decision Making: Decision Making in Real Life – Planning with Purpose

6a: Decision Tree

Use this worksheet to build your own decision tree. Start from the trunk (the main decision) and add branches for different options, steps, outcomes, and setbacks. Use colors if possible:
- Blue = Steps, - Green = Positive Outcomes, - Red = Setbacks

1. Main Decision (Trunk)

Write your main decision in the trunk of the tree. Example: "What to do after high school?"

2. Branches (Options)

Draw two or more big branches for your options. Example:

- University
- Vocational Training

3. Build Your Branches

For each branch, add:

- Steps (Blue): What actions are needed?
- Positive Outcomes (Green): What could go well?
- Setbacks (Red): What might go wrong? How could you handle it?

4. Reflection

What did you learn from mapping your decision tree?

Homework (Extension)

Create a personal decision tree for a real-life choice you are facing. Examples:

- Joining a sports team vs. focusing on studies
- Choosing one hobby over another
- Taking a summer job vs. traveling

6b: Career Crossroads – SWOT Analysis

Step 1: On a piece of paper, draw a big plus sign (+) so that the page is split into four boxes.

Step 2: Give each box a title:

- Top left: 'Strengths' – things I'm good at or skills I already have.
- Top right: 'Weaknesses' – things I'm not so good at yet, but I can improve.
- Bottom left: 'Opportunities' – chances or situations around me that can help me reach my goals.
- Bottom right: 'Threats' – problems or challenges I might face that could make things harder.

Step 3: Look at your four boxes and think of a title for your career crossroads. This title should show why your future career is important to you.

STRENGTHS (Things I'm good at)

- What am I really good at?
- What do I enjoy doing the most?
- Which of my skills are my strongest or most special?
- What makes me stand out from others?

WEAKNESSES (Things I can work on)

- What things do I struggle with?
- What do I want to get better at?
- Is there something about myself I'd like to change?
- How can I improve and become better at what I do?

OPPORTUNITIES (Chances I can use)

- What chances or possibilities do I see around me?
- Are there trends or changes that can help me?
- Which opportunities excite or challenge me?

THREATS (Things that might get in the way)

- What problems could I face when I look for a job?
- What are other people doing that might make it harder for me?
- Are there changes happening that could cause problems for me?

The title of my career crossroad (Pls give a title to your career crossroad):

6c: Choosing between alternative solutions

One way to choose between the alternative options you have is to decide which criteria you want your final choice to meet. Identify how many of these criteria each of your alternative options fulfills. Decide based on which option meets the most criteria you have set.

CRITERIA	Option 1	Option 2	Option 3
Skills (e.g., critical thinking, teamwork, taking initiative…)			
Values (e.g., independence, power, security, contribution to society…)			
Interests (e.g., leading, research/study, arts…)			
Personal Characteristics (e.g., conscientiousness, patience, reliability, methodical approach, trust…)			

6d: Pros & Cons Worksheet - comparing alternative options

DIAGRAM OF ALTERNATIVE OPTIONS

1. First, clearly note the specific problem or dilemma that concerns you, along with the alternative options you have in mind and want to compare.
   For each of the options, record in the corresponding columns the factors that influence your decision-making. More specifically, write down the advantages (+) and disadvantages (–) of each option, as well as the consequences that will arise if you follow it.
2. Next, evaluate on a scale of 1–10 the subjective importance each factor has for you. Ask yourself: *"How important is this to me?"*
3. After completing the above process, compare the factors one by one within each option. Think: *"If I have this but lack the other, how will I feel? Does this change the weight or importance of any of the factors?"* Factors may sometimes be mutually exclusive, or their importance/weight may shift for you.
4. In the end, the key factors that truly concern you will remain. Which option has the most advantages and, numerically, the greatest overall weight—if you add up the scores of the advantages and then subtract the total significance of the disadvantages? What are the consequences?
5. By evaluating the results, you may now be ready to make and note your final decision. If not, don't be discouraged. It may be that before you feel strong certainty in reaching a choice, you need the help of additional decision-making exercises, the collection of more information, and/or discussion and support from a counselor.

Problem or Dilemma:

……..

Step 1 – Identify Your Options
List the options you want to compare:

- **Option 1:** ……………………………………………………
- **Option 2:** ……………………………………………………
- **Option 3:** ……………………………………………………

Step 2 – List Advantages, Disadvantages, and Consequences

1st option		2nd option		3rd option	
+	-	+	-	+	-

Step 3 – Rate Importance of Each Factor
On a scale from **1 (not important)** to **10 (extremely important)**, rate how significant each factor is for you.
Ask yourself: *"How important is this to me?"*

Step 4 – Compare and Reflect
For each factor, ask:
- *"If I have this but lack the other, how will I feel?"*

- *"Does this change the importance of any factor?"*
  Note any adjustments to importance scores here:
  ……….

Step 5 – Calculate Scores
For each option:
1. Add up the importance scores of advantages.

2. Add up the importance of disadvantages.

3. Subtract disadvantages from advantages to get the total score.

Step 6 – Review Consequences and Decide

Based on your scores and the consequences you've identified:

- Which option has the highest score?

- What are the most important factors for me that affect my decision?

- Do the consequences support my choice?

Final Decision:

……….

Next Steps (if unsure):

- Gather more information.

- Try additional decision-making exercises.

- Discuss with a trusted person or a career counselor.

Goal Setting (SMART Goals for High School Students)

The English say that a goal should be **SMART**: *Specific, Measurable, Attainable, Realistic, and Timely.* Let's see what each part means for you as a high school student.

Specific means detailed, precise, and focused. A goal is specific when you know exactly what you want to achieve. A simple, clear goal is easier to follow through on. Make your goal as concrete as possible by asking yourself: *Who? What? When? Where? How?*

- Example: Instead of saying *"I want to do better in school,"* say *"I want to raise my math grade from a C to a B by the end of the semester."*

Measurable means you can track your progress. You need to know when you've succeeded. Words like "better" or "improve" are vague. Add numbers or clear milestones so you can measure your achievement.

- Example: Instead of *"I will read more books this year,"* say *"I will read 10 books by the end of summer."*

Attainable means the goal depends mainly on you and what you can control. Your goal shouldn't rely too heavily on what others do. Think about what's realistically in your hands.

- Example: Instead of *"I want to win first place in the science fair,"* (which depends on judges and other competitors), try *"I will finish and present my science project two weeks before the deadline."*

Realistic means the goal is possible, but it still pushes you to grow. It should challenge you without being overwhelming.

- Example: Instead of *"I'll study 6 hours every night"* (which is too extreme), try *"I'll study math for 1 hour after school three times a week."* That's challenging but doable.

Timely means your goal has a deadline. Without a clear time frame, it's easy to procrastinate. Set a specific date or period for when you'll complete it.

- Example: Instead of *"I'll prepare for the biology test soon,"* say *"I'll review one chapter each week and complete all practice quizzes by March 10th."*

Finally, the **language you use** to state your goals is also important. Avoid vague words like *"I hope"* or *"I'd like to."* Instead, use confident statements that show commitment:

- Example: Instead of *"I hope I'll do well on my English exam,"* say *"By the end of this week, I will have written and revised three practice essays for my English exam."*

Now it's your turn:

Based on what you've learned, write down your own **Career or Study Goal**:

My goal is …………………………………………………………………………………

Modul 3: Decision Making: Real Talk – From Dream to Reality/Let's get real & confident

7a: Dream to Plan Timeline: 10 Year Goals

Think about your dreams and what you want to achieve in the next 10 years. Break your goals into a realistic timeline. Be optimistic but practical. Use extra paper if needed.

Step 1: Visualize Your Dream

Imagine your ideal life in 10 years. If you could choose your desired lifestyle, what do you think you would do? Try to be realistic but at the same time optimistic – it's advisable to have dreams! Write a short paragraph describing:

- Where do you live? (In what kind of area and in what house?)
- How do you earn your living? (Doing what exactly?)
- Who do you spend your time with?
- How you spend your free time (Doing what exactly?)

You may also add some other important details for you to feel happy and satisfied.

Step 2: Set 10-Year Goals

Write the **three main achievements** you want to reach in 10 years:

1.
2.
3.

Step 3: Additional Details

Write down any extra details, ideas, or habits that will help you succeed.

7b: Career Goals Step by Step

Identify three career goals that are most important for fulfilling your professional desires and aspirations.

Goal 1:

Goal 2:

Goal 3:

Goal 1:

1. Within the next two years, what three actions could you take to move closer to this goal?
   a.
   b.
   c.
2. Identify the three most important steps you need to take within the next six months to begin working towards this goal.
   a.
   b.
   c.
3. List at least three things you need to do within the next 30 days to start working towards this goal.
   a.
   b.
   c.

Goal 2:

1. Within the next two years, what three actions could you take to move closer to this goal?
   a.
   b.
   c.
2. Identify the three most important steps you need to take within the next six months to begin working towards this goal.
   a.
   b.
   c.

3. List at least three things you need to do within the next 30 days to start working towards this goal.
   a.
   b.
   c.

Goal 3:

1. Within the next two years, what three actions could you take to move closer to this goal?
   a.
   b.
   c.
2. Identify the three most important steps you need to take within the next six months to begin working towards this goal.
   a.
   b.
   c.
3. List at least three things you need to do within the next 30 days to start working towards this goal.
   a.
   b.
   c.

7c: My Action Plan

<u>My goals</u>

…

…

…

How will I achieve them?

Step 1

Step 2

Step 3

What is around me that can help me achieve my goal? (people, resources)

…

…

…

…

…

What obstacles might I encounter? (external, internal)

…

…

…

…

…

What emotions might I experience during my effort, and how will I make use of them?

Positive Emotions

…

…

…

…

…

Negative Emotions

…

…

…

…

…

How will I make use of external situations? (opportunities)

…

How can my personal goal contribute to society as a whole?

…

Summarize in one sentence the reasons why I am optimistic that I will succeed.

I will reach my goal because…

7d: Create your Vision Board

A vision board is a collage of images, words, and symbols that represent the future you want to create for yourself. It's about what inspires you and how you want to show up in life.

✍️ Step 1: Reflect (Think & Write – 5–10 minutes)

Answer these questions for yourself:

- What am I good at? (My strengths)
- What matters most to me? (My values)
- What do I dream about for my future? (My goals)
- How do I want to make a difference? (My impact)
- How do I want to feel each day in my future?

🗞️ Step 2: Collect (Find Images & Words – 10–15 minutes)

- Look through magazines, newspapers, or printed images.
- Cut out words, pictures, or symbols that inspire you.
- Choose things that feel right—don't worry if they're not "perfect."

🎨 Step 3: Create (Arrange & Design – 15–20 minutes)

- On your paper or poster board, arrange your images and words.
- Make it colorful and personal—add drawings, doodles, or your own words.
- There's no right or wrong way. Your board should tell your unique story.

💡 Step 4: Share (Optional – 5–10 minutes)

If you'd like, share your board with a partner or group:

- "One theme I see in my vision board is…"
- "One word that describes my future is…"

🖊️ Remember: This is your board—make it meaningful to YOU.

- Focus on what excites and inspires you.
- Your vision can change and grow over time.

7e: Resilience Reflection

Resilience means the ability to recover from setbacks, adapt to challenges, and keep moving forward. Think of resilience like a rubber band – it may stretch under pressure, but it bounces back into shape.

Instructions for Students

1.   Think about a past challenge: Choose a time when you faced a difficulty or setback (for example: a test you didn't do well on, not making a team, having a conflict with a friend, or something else meaningful to you).

2.   Write about your experience: Use the questions on the worksheet to guide your reflection: What happened? How did you feel? What helped you cope? What did you learn?

3.   Identify your resilience strategies: Look at the examples on the worksheet and add your own. Notice which strategies helped you bounce back.

4.   Share with a partner (optional): If you feel comfortable, share your story in pairs or small groups. Listen to others and notice similarities and differences in how people handle challenges.

5.   Create your Resilience Commitment Statement: Write one sentence starting with: "Next time I face a challenge, I will…" This is your personal reminder of how you want to respond to future setbacks.

Step 1: Reflect on a Past Setback

Think of a time when you faced a challenge or setback. Write your thoughts below:

    1. What was the situation?

_____

_____

_____

    2. How did you feel at the time?

_____

_____

_____

3. What helped you cope or move forward?

_____
_____
_____

4. What did you learn from the experience?

_____
_____
_____

Step 2: My Resilience Strategies

Think about the strategies you used to overcome the challenge. Examples might include:

- Asking for help
- Trying again in a new way
- Staying positive
- Taking care of yourself (rest, exercise, hobbies)
- Talking to someone you trust

Step 3: Looking Ahead

Write one Resilience Commitment Statement for yourself:

"Next time I face a challenge, I will…"

_____
_____

7f: Failure is Feedback

Objective:

- Normalize setbacks and teach resilience.
- Help students see failures as opportunities for learning and growth in their career journey.

Step 1: Recall a Challenge Think of a time when you failed or struggled academically, socially, or personally. Examples include a poor exam performance, a missed opportunity, or a project that didn't go as planned.

Briefly describe what happened:

_____

_____

_____

Step 2: Reflect on the Experience Answer the following questions:

1. Why do you think it didn't go as planned?

_____

_____

2. What did you learn from this experience?

_____

_____

3. How could you apply this lesson to future career challenges?

_____

_____

_____

Step 3: Pair/Group Sharing (Optional) Share your reflections with a partner or small group if comfortable. Focus on learning points rather than the failure itself.

Questions for discussion:

- How did reflecting on this failure make you feel?
- Did you notice any skills or strengths you developed through this experience?
- How can applying a growth mindset help in real career situations?

Key Takeaways:

- Failure is a normal part of learning and career growth.
- Setbacks provide valuable lessons that can guide future decisions.
- Persistence and reflection are more important than perfection.

Modul 4: Digital Tools for Career Development: Discover with Tech

8a: Exploring Jobs with Career Platforms - career detective worksheet

Part 1 – Job Profiles from O*NET OnLine / My Next Move

For each job, fill in the details:

Job Title: _____

Job Description (2–3 sentences): _____

_____

Main Responsibilities: _____

Top 3 Required Skills / Abilities: _____

Education / Training Needed: _____

Technology / Digital Tools Used: _____

Average Salary (if available): _____

Type of Personality that fits this role: _____

_____

Part 2 – School Subjects Connection

- Which subjects in school connect with this job? _____

- How confident do you feel in these subjects? (circle one)

😃 Confident I 🙂 Okay I 😬 Not confident yet

_____

Part 3 – Personal Fit

- Do you think this job matches your personality? Why or why not?

_____

- Which parts of the job suit your strengths? _____

- Which parts might be challenging? _____

_____

Part 4 – Pros & Cons

Pros (advantages of this job): _____

Cons (possible downsides): _____

_____

Part 5 – Career Decision Check

•   After this research, am I:

✅ More interested I ❓ Unsure I ❌ Less interested

•   One action I could take this year to explore this job more: _____

_____

Part 6 – Exploring Other Platforms

Platform name: _____

Link: _____

One unique feature of the platform: _____

Why I liked it / What I discovered: _____

8b: Jobs & Apps & Skills

Job	Useful Apps/Programs	Skills Built
1. Teacher	Google Classroom, Kahoot!, Canva	
2. Graphic Designer	Canva, Adobe Illustrator, Figma	
3. Software Developer	GitHub, Visual Studio Code, SoloLearn	
4. Architect	AutoCAD, SketchUp, ArchiCAD	
5. Doctor	Complete Anatomy, Medscape, Visible Body	
6. Nurse	Nursing Central, MySugr (diabetes mgmt.), Quizlet	
7. Social Media Manager	Hootsuite, Buffer, Canva, CapCut	
8. Pilot	X-Plane Flight Simulator, ForeFlight	
9. Chef	Tasty, Kitchen Stories, Paprika Recipe Manager	
10. Translator	DeepL, Duolingo, Reverso Context	
11. Journalist	Notion, Grammarly, Flipboard	
12. Entrepreneur	Trello, Canva, Shopify, Coursera	
13. Data Analyst	Excel, Tableau, Google Data Studio	
14. Music Producer	GarageBand, FL Studio, Soundtrap	
15. Game Developer	Unity, Blender, Scratch, Roblox Studio	
16. Environmental Scientist	ArcGIS, iNaturalist, Earth Engine	
17. Fashion Designer	CLO3D, Pinterest, Canva	
18. Police Investigator	iCrimeFighter, Evernote, CaseMap	
19. Astronomer	Stellarium, NASA App, Star Walk 2	
20. Drone Operator	DJI Fly, AirMap, Pix4D	

8d: Future CV: Skills for Jobs That Don't Exist Yet - blank CV template
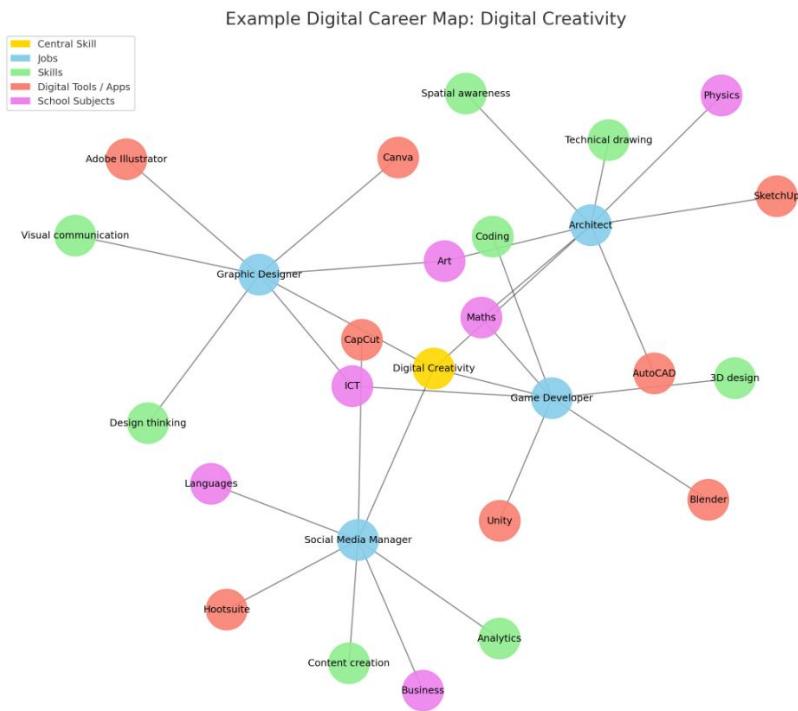
Job Title

_____

What's the role?

_____

_____

_____

Digital Skills Needed

_____

_____

_____

Digital Tools / Apps – Real / Imagined

_____

_____

_____

Typical Daily Tasks

_____

_____

_____

Useful School Subjects

_____

_____

_____

Bonus Skill

_____

_____

_____

8e: My Digital Career Map: Example of Career Map

Example Digital Career Map: Digital Creativity

8e: My Digital Career Map - Jobs & Skills examples

Digital Skill	Jobs examples
Coding (Python, Java, HTML)	Software Developer, Game Developer, Web Designer
Data Analysis	Data Analyst, Market Researcher, Climate Data Detective
Cybersecurity Awareness	IT Security Specialist, Police Investigator, Systems Administrator
Digital Communication	Social Media Manager, Journalist, Customer Support Specialist
Online Collaboration	Project Manager, Entrepreneur, Remote Team Leader
3D Design & Modelling	Architect, Fashion Designer, Game Developer
Virtual Reality (VR) Skills	Space Tourism Guide, VR Teacher, Game Designer
Augmented Reality (AR) Skills	Product Designer, Marketing Specialist, Retail Tech Advisor
Video Editing	YouTuber, Digital Marketer, Film Editor
Graphic Design	Graphic Designer, UX/UI Designer, Content Creator
Website Building (CMS, WordPress)	Entrepreneur, Blogger, Online Shop Manager
App Development	Mobile App Developer, Start-up Founder, EdTech Specialist
Digital Storytelling	Journalist, Educator, Influencer
Content Creation (Social Media)	Social Media Manager, Digital Marketer, Community Manager
Digital Marketing & SEO	Marketing Specialist, Entrepreneur, Copywriter
Data Visualization	Business Analyst, Environmental Scientist, Economist
Robotics Programming	Robotics Engineer, Automation Specialist, Technician
AI & Machine Learning Basics	AI Ethics Officer, Data Scientist, Innovation Consultant
Cloud Computing	IT Specialist, Systems Engineer, App Developer
Digital Project Management	Entrepreneur, NGO Coordinator, Startup Founder
E-commerce Management	Online Shop Manager, Business Owner, Marketing Specialist
Online Research	Journalist, Policy Analyst, Student Research Assistant
Multimedia Production	Music Producer, Podcaster, Teacher
Digital Presentation Skills	Teacher, Trainer, Sales Manager
Online Safety & Privacy	Cybersecurity Officer, Teacher, Digital Wellbeing Coach
Drone Operation	Drone Operator, Photographer, Climate Data Detective
Geospatial Mapping (GIS)	Environmental Scientist, Urban Planner, Geographer

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