SKILLS FOR LIFE

Orientation Toolbox for Life Design

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INTRODUCTION

About *Skills for Life*

Structurally high youth unemployment, school drop-out, skills shortages and mismatches are major challenges in Europe today. Effective responses require cooperation, prevention and early intervention, supporting a smooth transition from education to work. Experience shows that earlier career guidance supports and empowers young people even better to choose an educational and career path that suites them. Yet, teachers and educators are often lacking the resources to provide orientation to younger students.

So how can early guidance be provided to young people, while equipping them with the essential competences for their future education, work and life? What they require most are so-called "Life Design Skills", meaning the knowledge, mind-set, and skills they will need to make informed choices concerning their education, and thereafter to develop their career in a working environment characterised by continuous change. The project "**Skills for Life**" aims to transmit these skills to young people by teachers, youth workers, career counsellors and other educational staff inside and outside schools.

Within the framework of a Strategic Partnership, co-funded by the Erasmus+ Programme of the European Union, the Goethe-Institut (DE), Aliseo Liguria (IT), Școala de Valori (RO), Tracé Brussel (BE) and the City of Mannheim (DE) joined forces to create an "Orientation Toolbox" for educators to better equip young people aged 13-14 with "Life Design Skills".

The toolbox includes:

- *Check 4 Skills*: an on-line self-evaluation tool to increase students' self-awareness and how it relates to different professional profiles
- *Play 4 Skills*: a board game to help students match their own characteristics and those of different job profiles in a playful way
- *Learn 4 Skills*: a series of teaching modules that educators can easily implement in their respective environment, enhancing the awareness and skills of the students
- *Teach 4 Skills*: a half-day training to teach educators to deliver these activities, also available as on-line training modules
- *Impact 4 Skills*: an impact assessment methodology that enables educators to easily measure the impact and efficacy of their interventions, both offline and on-line

About *Learn 4 Skills*

Learn 4 Skills is a series of teaching modules composed of six modules on relevant topics for the early orientation of young people. With over 30 activities or useful tips *Learn 4 Skills* is the most extensive component of the toolbox.
Each of the six modules contains 3-4 individual topics which can be addressed with your group of youngsters.

The six modules are focussing on the following topics:

1. *How to involve and inform parents about the advice they can offer their children*
2. *Social Awareness*
3. *Gender stereotypes and their impact on job-hunting and how this affecst specifically young women*
4. *Understanding the labour market and its constant changes: the need for Life Design Skills*
5. *Different job profiles and how they contribute to global personal profiles*
6. *Understanding what it means to choose a career path. The impact it will have on young people's lives, what they should consider fulfilling that dream or when choosing that kind of career*

The first module specifically aims to engage with parents and equip them with new methods on how to tackle the topic of orientation with their children. All other modules are for teachers or educators working directly with young people.
We encourage you to do as many activities with your group of young people as possible to achieve a more holistic result. If you are under time constraints, you may also focus on the topics that are most relevant for the needs of your specific group.
We wish you all a lot of success in your lives!

TABLE OF CONTENT

	TEACHING MODULE		Specific skills learned	
1	How to involve and inform parents about the advice they can offer their children		resilience flexibility	

N.	Title	Goal	Summary	Materials needed
1.1	**"The life design paradigm"**	Making parents more aware of the educational paradigm.	Introducing the Life Design Paradigm (guidance and education approach) to the families.	- Text in the handbook
1.2	**The role of parents**			
1.2.1	Pack your future	Think about children as individuals and help them build their future.	Each parent will fill in a "suitcase" for their children, filled with positive skills/ characteristics/values they would like their children to learn and to bring with them when growing up.	- Blank sheets - Pens and pencils - Attachment: "the surprising world of parenthood" - Attachment: "the suitcase"
1.2.2	Dear Me	Remembering parents they once stood were their children stand now and help them reconnect with their "inner child".	Parents will write a letter to their past-selves, talking about how their dreams/ issues evolved, expressing advice/thoughts to their younger version, and making statements about their personal paths.	- Blank sheets - Pens and pencils
1.3	**Tips & Tricks**	Re-connecting parents with their children.	A text that can serve as a basis to initiate a discussion/ debate with the families.	- Text in the handbook

	TEACHING MODULE		Specific skills learned	
2	Social Awareness		social awareness	

N.	Title	Goal	Summary	Materials needed
2.1	**Why: being part of a group**			
2.1.1	"The spaghetti challenge"	You may go faster alone, but together you get further.	Throughout a creative challenge (making a tower with dry spaghetti and marshmallows) they discover first alone, afterwards together in group how to solve a problem. Pushing them to think out of the box and discover that you achieve more when you work in a group.	2 options: - (1) Dry spaghetti + marshmallows - (2) Or lots of pens/ pencils and erasers - Tables
2.1.2	"Playing football group challenge"	Discovering the benefits (and weaknesses) of a group.	Throughout a challenge in football they discover how to work together in a group and achieve a goal.	- Football - Open space
2.2	How: working as a team			
2.2.1	"The animal kingdom"	Learning about different personalities that members of a group can have.	Alone you can be the strongest in the team, but you can only win if you play as a group/team.	- Attachment: "animal cards"
2.2.2	"Team roles and responsibilities"	Learning how teams can function more effectively when members have a designated role.	Youngsters will explore different team roles and responsibilities and learn how designating a specific role to each team member can make teamwork more effective.	- Post-its - Pens and pencils

N.	Title	Goal	Summary	Materials needed
2.3	**The importance of receiving and giving feedback**	Learning about different feedback concepts as a foundation for expressing assertively.	Youngsters will take different roles in different role plays. After one round of roleplay they will receive the "rules for giving feedback" and try to provide feedback in a positive manner.	- Attachment: "rules for giving feedback" - Attachment: "role play sheets" color coded by round, per group per round
2.4	**Empathizing and understanding the perspective of someone else – the values game**	Exploring the concept of empathy and linking it with personal values.	Youngsters will play a game where values and money are provided to them. They need to negotiate and while doing this they will learn the following concepts: understanding others' perspectives, demonstrating empathy and compassion, showing concern for the feelings of others, identifying diverse social norms, understanding the influences of organizations/systems on behavior.	- Envelopes (1/ student) - Attachment: Rules sheet (1/student) - Attachment: "value cards" (3/ student) - Attachment: "money' or use Monopoly money ($ 5,000/ student) - Bucket to hold full envelopes - Flipchart stand - Attachment: "debrief sheet" - Pens and pencils

	TEACHING MODULE	Specific skills learned
3	Gender stereotypes and their impact on job-hunting and how this affects specifically young women	self-awareness self-belief

N.	Title	Goal	Summary	Materials needed
3.1	**Women at work**			
3.1.1	Jobs are for everyone	Making youngsters reflect and debate on gender stereotypes in different work fields.	Let youngsters think about certain jobs or professions that derive from stereotypes and how ignorance about the reality of the profession itself helps deepen the stereotype.	- Tablets or computers - Blank sheets - Pens and pencils

N.	Title	Goal	Summary	Materials needed
3.1.2	Meeting a testimonial	Showing that stereotypes can be broken.	This activity, based on the reflection emerged from the activity "jobs are for everyone" (W.U. 3.1.1), will take place only if the educator manages to find some professionals willing to do a testimonial in the class.	- Attachment "profession ID Card" - Pens and pencils
3.2	**Leadership and Independence**			
3.2.1	Empowerment and HerEmpowerment	Finding self-confidence and the appropriate way to take initiative.	Youngsters will do some research and discover some role models. Helping them to understand stereotypes or prejudices and get inspired by one or more of the leaders.	- Blank sheets - Pens and pencils - Wi-Fi - Tablets or computers
3.2.2	Leader for a day	Finding self-confidence and the appropriate way to take initiative.	Reflect on a problem in their city (e.g. environmental issue, fake news, gender equality, etc.) as a group and find ways to tackle it. While doing this exercise youngsters reflect on the characteristics of a leader.	- Blank sheets - Pens and pencils
3.3	**Women in sciences**	Encouraging youngsters to reflect, express their opinion and work in teams on scientists and especially female scientists.	Showing some example of female scientists, their role in science and how they can act as role models.	- Flipchart or whiteboard - Markers - Rectangular cards or A4 paper to use in landscape format - Attachments: "sheet 1" and "sheet 2" - Wi-Fi - Tablets or computers - Poster board A2 or larger in size or PowerPoint presentation

N.	Title	Goal	Summary	Materials needed
3.4	**A checklist for inclusion**	Handbook for the teacher/educator to pick up when discussing on gender stereotypes, inclusive language and communication.	A series of "tips & tricks", references to useful documents/researches and examples of possible situations where to exercise what has been learned regarding the topic of gender stereotypes.	- Text in the handbook

	TEACHING MODULE		Specific skills learned	
4	Understanding the labour market and its constant changes: the need for Life Design Skills		education and career perspective self-initiative	

N.	Title	Goal	Summary	Materials needed
4.1	**What is the labour market**	Understanding what the labour market is as a whole and what it consists of.	Brainstorming about what youngsters already know about the labour market and learn more details by interacting among each other.	- A whiteboard/ blackboard/ flip chart - Attachment: "cards" with terms and definitions
4.2	**Changes in the labour market**			
4.2.1	Type of jobs (old versus new jobs)	Reflecting on past, present and future changes in the labour market.	Reflect on past, present and future changes in the labour market thanks to pictures and 4 categories (old jobs that still exist, jobs that no longer exist or are different now, today's jobs that did not exist in the past and jobs of the future). Afterwards, they analyze how the skills required from professionals have changed over time.	- Attachment: "old vs new jobs" (pictures) - Attachment: "categories to hang on walls" - Post-its - Pens and pencils
4.2.2	Job market changes	Discovering how the labour market constantly changes in time.	Discovering how the labour market has changed/will change thanks to a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.	- Attachment: "job market changes" (pictures) - Attachment: "questions" - Pens and pencils

N.	Title	Goal	Summary	Materials needed
4.3	**Old vs. New Jobs**			
4.3.1	Old versus new skills: Life Design Skills	Reflecting on jobs and which skills are needed for a certain job and the importance of the 21st century skills.	Combining different jobs with skills. Furthermore different skills are mentioned as well as the importance of transversal skills.	- Attachment: "old vs new skills" (pictures) - Attachment: "skills for 21st century learning" - Blank sheets - Pens and pencils
4.3.2	Old versus new jobs and skills: summary	Final reflection on the changing jobs and the changing skills that are needed. This is a summary of the previous exercises. (21st century skills)	One profession is highlighted and explained. Clearly mentioning how this profession has changed over time, as well as the skills needed to do this profession.	- Attachment: "summary" (pictures) - Blank sheets - Pens and pencils

	TEACHING MODULE		Specific skills learned	
5	Different job profiles and how they contribute to global personal profiles		social-awareness self-awareness	

N.	Title	Goal / Skills	Summary	Materials needed
5.1	**Role models: famous persons who achieved to fulfil their educational/ professional dream**			
5.1.1	Inspirational models	Discussion on what success mean to them through quotes from some famous characters. Discovering the most important traits and life moments of the famous character they chose.	Doing a small research on people who are an example of success. Reflecting on a "successful" person and what characteristics they should have to be successful.	- Blank sheets - Pens and pencils - Wi-Fi - Tablets or computers

N.	Title	Goal / Skills	Summary	Materials needed
5.1.2	Discover success	Understanding which skills, character traits and above all which challenges and failures are faced to become successful.	Debating on the skills needed to become a successful person.	- Blank sheets - Pens and pencils - "The 8 traits that successful people have in common: 8 for being great"
5.2	**New jobs: what they consist of and what path they require**	Discovering new jobs and how they are related to the present and the future. Understanding that the labour market is changing fast and is bringing along new jobs and career paths.	Deepening the knowledge about the labour market changes, using a simple approach starting from the current context and with imagination and a bit of research exploring potential future work scenarios.	- Blank sheets - Pens and pencils - 2 flipcharts - Wi-Fi - Tablets or computers
5.3	**Professional profiles and skills required**	Explaining the difference between soft and hard skills and why they are so important.	Discovering the big variety of jobs, what they entail and what skills are needed.	- Attachment: "list of common jobs from A to Z" - Attachment: "questions on the profession" - Attachment: "what are the things you are good at" - Large markers - White poster or paper sheet Optional: - Wi-Fi - Tablets or computers - Colors
5.4	**Stereotypes related to professional profiles**	Addressing stereotypes with the aim of overcoming them and putting emphasis that when entering the labour market, it is important to have equal opportunities.	Reflecting on stereotypes using facts and opinions. Throughout guided questions a discussion is being held and at the end there is a debriefing.	- Attachment: "facts and opinions" - Blank sheets - Pens and pencils

	TEACHING MODULE			Specific skills learned
6	Understanding what it means to choose a career path. The impact will have on young people's lives, what they should consider fulfilling that dream/ when choosing that kind of career			self-awareness self-belief social awareness

N.	Title	Goal	Summary	Materials needed
6.1	**"Decision – Making Styles"**	Empowering awareness on the different ways people make decisions.	Introducing the different decision making styles and use them as "characters" in a game.	- Attachment: "different sentences for the different styles" - Blackboard or billboard
6.2	**The life jar**	Exploring individual priorities and values. Reflecting on their values (in life) and loved ones, learning how to acquire the right perspective on their priorities. Discovering also the correlations with and consequences for career choices.	Discovering their general life priorities and values throughout 'a game' where they choose the more and less important things in life. Trying to determine the consequences to career choices.	- A big glass jar (1.5 l) - 6 golf balls - Glass with pebble stones - Glass with sand - Small bottle of lemonade or cola or ice tea - Attachment: "my life jar" (1/student)
6.3	**Learning by mistakes**			
6.3.1	"Let's think about failure"	Teaching how to learn and rise from mistakes. Discovering that failure is a necessary and inevitable part of life. If we do not fail, we will never learn how to bring ourselves back up again.	Playing a card game related to famous people's failures.	- Attachment: "memory cards"
6.3.2	"The reasons behind failure"	Reflecting on personal failures and how to cope with them.	Discussion about failures, in terms of what caused them, and how it is possible to learn from them.	- Text in the handbook

N.	Title	Goal	Summary	Materials needed
6.3.3	"The Life River"	Visualizing one's path as coherent and senseful.	Drawing a river representing one's life, marking the failures but more importantly the overcomings.	- Blank sheets - Pens and pencils Optional: - Colors
6.4	**Skills, interests and expectations**	Connecting one's personal idea about themselves (skills and interests) and the expectations of the surrounding social world. Identifying their self and beginning to formulate future career hypotheses and set goals for improvement.	Reflecting on the topic of individual strengths and weaknesses, interests and expectations through some group and individual activities. Learning about cross-disciplinary key competences. Finally, reflecting on some first career ideas and deduce individual goals/next steps.	- Attachment: "social, methodical and personal skills" in poster format - Attachment: "Skills and Interests" (1/student) - Flip-Chart - Attachment: "that's me" and "these are my most important…" (1/student)

Icons meaning

ICON	TITLE	DESCRIPTION
	Module Intro	This icon can be found on the first page of each module.
	Subject Introduction	This icon indicates the introductive and explana-tory part of the module
	Working Unit	This icon accompanies each working unit present in the different modules.
	Material needed	This icon is present wherever the educator needs to prepare in advance materials and/or consult further information
	Activity	This icon is used to refer in particular to dia-logue and group activities
	Important information	This icon indicates section of the modules con-taining important and/or supplementary infor-mation

MODULE 1: HOW TO INVOLVE AND INFORM PARENTS

Introduction to the subject

The main goal of this module is to highlight the importance of involving parents in their children' journey of growth; when undertaking the activities contained in this module, parents will empower their *resilience* and *flexibility* skills. The first one, resilience, can be defined as "the capability to cope with continuous change, new challenges and future transitions", whilst the second one can be seen as "the acknowledgement that pathways might not be linear, but need to adapt to changing realities, and identifying new opportunities as part of a lifelong learning attitude".

Involving relatives helps create an inclusive and continuous learning environment, where children can access to positive and coherent experiences, both in matters of better performance at school and more generally in life.

Parents are the closest educational figures that youngsters have, they set the values and the work as role models for the most important parts of their children' lives. Moreover, allowing parents to be involved in an active way helps establish a connection between the different educational areas, allowing a deeper and more stable channel of support to the way children learn and discover.

We could easily say that family is the greatest influencer in a child's life: the support of family members is one of the best fosterers and predictor of the improving of achievements and behaviours in youngsters. Making children feel at ease and aware of their skills and capacities gives them a chance to be confident about their choices, their dreams and the different paths they have at their disposal to reach them. Fostering the involvement of parents means also giving them the chance to feel more confident about their role and the chance they have to be involved in their children educational activities: as a matter of fact, a very high percentage of parents of children that are in the compulsory years of schooling, report that they feel like their communication with the educational branch is ineffective.

There is multiple evidence that says that there is a very high correlation between youngsters' performances, as well as their general level of life satisfaction, and the participation of parents in their education: the sooner this connection is established, the greater will be the support system to the child's pathway to accomplishment. When a parent is positively involved in his/her child's education, the rate of school drop-out decreases significantly and the academic performances increase; in this case, youngsters feel more motivated to achieve their objectives, because they have higher levels of self-esteem and motivation, since they have the chance to discuss about all of these topics in their most comfortable environment, the one of the family.

Those are a few reasons why it is so important to support parents in their amazing work with their children, so that they themselves can feel fostered, understood and seen. We all know how hard it can get sometimes, but we firmly believe that creating safe spaces where it is possible to share experiences, ideas, practical advice and tools is one of the best chances we can give our next generations to grow as brilliant and strong as they can.

In this Teaching Module, created within the E+ project "Skills For Life – Orientation Toolbox For Life Design", teachers and educators will find four different lessons all aimed to create an open environment where it is possible to discuss and foster parenthood; the different lessons regard the role of parents in a Life Design Perspective, some examples of successful projects regarding the involvement of families in children' education and a final section containing some "tips & tricks" regarding example of positive communication and advices that can be given to the families.

This material can be used in order to pursue the following educational goals: help parents and families to reflect on their role, to think about different ways of interacting with their children and to learn about useful tools and examples that can support their fundamental work.

SUBJECT INTRODUCTION:

This module, named: "*How to involve and inform parents about the advice they can offer to their children*", will present activities related to two fundamental life skills: resilience and flexibility.

The main goal of the entire module is to tackle important themes such as: the empowerment and support of parenthood, with theoretical framework and activities, challenges and milestones of children's upbringing.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
1.1	**"The life design paradigm"**	1	**For the families** (can be used as a text resource to make an introduction to the topic)
1.2	**The role of parents**	1,5	For the families
1.2.1	Pack your future	0,75	For the families
1.2.2	Dear Me	0,75	For the families
1.3	**Tips & Tricks**	0.5	To be read or discussed with the families

How to involve and inform parents
W.U. 1.1 "The Life Design Paradigm"

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The Life Design paradigm is an innovative model that brings guidance counselling on a different level, trying to give an enlarged and broader scope to the activity itself. Nowadays, we all live in a very complicated world that changes constantly and presents a multitude of opportunities and obstacles: in this complexity, youngsters have to grow knowing that they will face different situations and problems, that will require them to adapt and evolve rapidly.

The Life Design Paradigm was created in order to give a model of counselling that could embrace this complexity and help clients develop a broader point of view, structuring their lives around a project that concerned all of their life aspects, such as the different contexts he/she lives in, the different roles undertaken, the working world, personal values, skills, expectations and desires.

In order to support children in a Life Design Perspective, parents should be ready to help them think about their path as a life-long project, with short and long term objectives, that can be reached by coherent and honest strategies.

One of the main goal of this perspective is to help people become self-aware about their skills, attitudes, interests and desires; only when we know what we are good at and how to use our skills to achieve our dreams we are truly capable of changing the course of our life!

Orientation Toolbox for Life Design

1A

So, what does it mean to be a supportive parent in a life design perspective?

As we have already said, society has changed drastically during the last decades, and so have families. Nowadays, being a parent means to be more supportive, conscious and present in our children's lives. The relationships between parents and children have changed: they are more open, less defined by social rules or features like gender and age. As it is no longer possible to think about the new generations to live like the one that preceded them, parents should prepare their children to a life made of multiple choices, that could be made only if they knew exactly what they want and what to do to achieve it.

In order to answer the previous question, we should now define some fundamental features to keep in mind when thinking about supporting children from a life – design perspective:

- Let's remember that we should focus on the *life project* rather than on the single choices: having a broader understanding and knowledge of what are the children's goals and expectations, even if they seem far away from the present, will allow parents to support their children in a life-long perspective, fostering their future dreams starting from a really young age.
- In order to be able to fully understand and support children's dreams and objectives, it is very important to help them think about their *skills and competencies*. It is only by knowing and accepting what we do well (and what we have to work on in order to reach a certain level) that we can build a solid and honest project for our lives!
- It is extremely important to help youngster cultivate their *self-esteem*: we know that children and teenager are exposed daily to an abnormal amount of judgement, from their peers, from social media and so on; moreover, they encounter a lot of made up or manipulated news about what is deemed as worthy and successful by society. This phenomenon led to increased levels of social anxiety, depression and perfectionism among youngsters from all over the world. There are some game-changing aspects that parents could focus on when helping children reinforce their self – esteem:
  - Help them focus on how their skills and attitudes match *their* dreams. They should work to achieve what they desire instead of comparing themselves to other people's objectives and/or standards.
  - Encourage them to invest in their competencies and interests; make them feel like they're entitled to own their dreams and that if they really want to achieve them, his/her parents will be next to them.
  - When they do not succeed in something, try to help them see things in a positive way: a failure can become a learning opportunity!
- One of the most important thing to remember is that we always have to *respect our children path*: it is perfectly normal to have desires and aspirations concerning our children's future, but we have to remember that their life belongs to them and

that, ultimately, they have to be left free to make their own choices and failures. By keeping young kids "away" from the dangers of what we think are poor choices or mistakes we are actually hitting hard on their process of *identity construction*: our children grow by our values and ideas, but they have to have the chance of developing their own, even if this means having to face some bruises...

We have to remember that our differences help us grow, observe and learn, and that our kids, if given the right amount of trust, will always know how to surprise us!

- In order to think about this theme, we advise you to take a look to the 2011 Pixar's short movie: La Luna on Youtube.
- Let's give ourselves *time*: we need to help our children to think in a long – time perspective, second, but not less important, we need to help our children understand how important it is to make the best use of the time they have.

One of the best examples of an "aware" use of time can be when it is time to choose the next school: like most choices, choosing where to study can be very stressful and confusing; doing so with a smaller amount of time could easily become a nightmare! So, in order to help their children in becoming masters of their own time and narrative, parents should help them discuss the "next steps" when there's no need to rush, giving them the chance to truly reflect on what they would like to do and what they should consider when making that kind of choice.

- Last, but not least, supporting children in a life – design perspective should mean supporting by fostering their sense of *resilience*. Having described the new complexity of the society we find ourselves living in, we cannot avoid thinking about all of the obstacles and difficulties one shall face during a lifetime.

Knowing that the society their kids will grow into will probably keep on becoming more and more complex and demanding, parents should help them maintain a positive and curious glance at life, even when it comes to understanding mistakes and difficulties.

We all know how hard it is to rise up after a failure, and we know how tough it is especially at a young age, when a mistake could feel way bigger and impossible to overcome. But, as the life – design paradigm teaches us, mistakes and interruptions are a part of our path; instead of seeing them as blockers, we shall consider them as opportunities to stop and think about what led to that moment, and what could we do in order to learn from it and to avoid falling in the same "trap" the next time we encounter it.

For parents, helping children understand that failures are learning opportunities, and that it is possible to grow stronger and steadier after them, is one of the more important lessons to gift them with.

1.2

How to involve and inform parents
W.U. 1.2 The role of parents

SUBJECT INTRODUCTION:
This module, named: *"How to involve and inform parents about the advice they can offer to their children"*, will present activities related to two fundamental life skills: resilience and flexibility.
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2

W.U. 2.1 & 2.2 – The role of parents

(hours: 1,5 – educational context: can be implemented both in presence and online)

EDUCATOR	PARENT
E. will propose an initial discussion to the parents, about the main fears and concerns and expectations for the future of their children (10 minutes). Later, E. will propose the activity "Pack your Future", to experience in a trivial context the feeling they'd feel when they'll have to let go of their children, so that they can start reflect on their expectations, fears and dreams for their son/daughter (duration: 30 minutes). Following the activity, E. will lead a collective reflection starting from what emerged from the activity, about the emotions felt during the exercise, the process of selecting the elements to be reported and the images evoked during the activity (duration: 15 minutes). Following this moment of debriefing, E. will propose to the P. the self-reflection activity: "Dear Me", to help feel closer to their children and their experiences, shortening the distance they perceive between them and their children. E. will propose to the participants to discuss again the sensations felt during the activity, asking their opinions about possible parallels between their current situation, as adults, and their past situation, where they were younger (45 minutes).	P. will actively participate in the initial discussion with the rest of the group, reporting his/her own experience as a parent. P. will take part in the "Pack your Future" activity, thinking about their choices and what led P. to make them; once the activity is over, P. will discuss with the other participant about the activity and P. felt during the exercise. During the second half of the lesson, P. will take part in the reflexive writing exercise "Dear myself"; after the exercise P. will then discuss together with the other participants.

Notes for Management

W.U. 2.1 – THE ROLE OF PARENTS

Activity synthesis:
- **Parents will think about their family values/skills and characteristics**
- **P. will start to think about their feelings towards their children**
- **At the end of the activity, P. will choose whether they want to share what they have written**
- **Collectively, a debrief will be held**

Materials needed: the "suitcase" attachment (attached to the document); blank sheets; pens and pencils; "the surprising world of parenthood" attachment
Pre-organization: E. should prepare one printed "suitcase" sheet for each participant, as well as at least one blank sheet and pen/pencil for each participant. If the activity is to be implemented in an online meeting, E. should send the attachments beforehand and tell the parents to print it and to have some blank sheets and pen/pencils with them.
To stimulate the discussion, E. can use the material of the attached document on parenthood, called "the surprising world of parenthood"; the document can also be shared with the participating families.

W.U. 1.2.1 ACTIVITY "PACK YOUR FUTURE"

This activity aims to help P. experience, in a trivial context, the feeling they'd feel when they'll have to let go of their children, so that they can start thinking about their personal reactions, expectations, fears and dreams for his/her son/daughter; to understand, the real goal of a "functional" parent is precisely to become "useless" to his/her child.
E. will hand over the "suitcases" to each parent, explaining that they should think about it as the baggage to give their children when they leave their houses. P. should write down **at least 10 skills/characteristics/values** they would like their children to learn from their household and to bring with them when growing up.
After the activity, the teacher will conduct a discussion about the contents shared by P., giving them time to process what they have written and discuss it; often, activities like this bring to light sensations that are difficult to process (in this case an example could be a parents that fears losing his/her child as he/she grows up), that is why it is necessary to guide P. in an assessment of what they have experienced during exercise. It is important that they recognize their feelings and talk about them, especially if

they discuss together with others about the potential critical issues that these feelings could bring out; following the example mentioned before, a parent genuinely afraid of losing his child affection and closeness over time, of seeing him leave, could in this case discuss with other parents the sensations he feels, discovering that he/she is not the only one who has these fears, as well as accepting that such concerns are common to all life trajectories that, however scary they may be, must be addressed in order to evolve. P. can choose whether they'd like to share what they have written and the sensations that emerged during the activity; being something rather personal, no one will be forced to share.
Aims: this activity aims to help the parent reflect on his/her expectations, fears and dreams for his/her son/daughter; another goal is to help them experience in a trivial context the feeling they'd feel when they'll have to let go of their children, so that they can start thinking about their personal reactions and predispositions.
As painful and difficult it may be to understand, the real goal of a "functional" parent is precisely to become "useless" to his/her child.

W.U. 1.2.2 ACTIVITY "DEAR ME"

Activity synthesis:
- **P. will write down a letter to their past selves**
- **P. will think about their youth dreams and expectations**
- **P. will try to give some advices to their past selves**
- **At the end, there will be a debrief**

Often adults feel detached from their own children and tend to forget they once shared the same issues they currently face. Likewise, adults tend to have "unresolved business" regarding their childhood/adolescence, and feel like it is impossible to tackle those old memories. This activity aims to help P.:
- stimulate their ability to recall powerful sensations and feelings that have made them the adults they are today, trying to make them understand that there is no separation between who they were and who they are, that their personality is the result of all those mistakes, joys and fears that they have experienced when they were younger; to feel closer to their children and their experiences, helps shortening the distance perceived.
- forgive their past mistakes, making them perceive a sense of cohesion and continuity in their life path.

E. will hand over a blank sheet and a pen/pencil to each parent; they will then ask them to think about their "younger" selves: what were their dreams, what were they struggling with, how was their relationship with their families/loved ones. After this

reflection, the teacher/educator will ask them to write a letter to their past-selves, where they can tell them how their dreams/issues evolved, express advice/thoughts to that younger version, and make statements about their personal paths.

Some **questions that could support the implementation of the activity** might be: "*what would you like to say to your 15 years old self?*"; "*what advice would you give to yourself?*"; "*is there something that, when you were that young, worried you so much and that, in hindsight, you would tell yourself to let go of?*"; "*how would you present your actual, adult, self to your younger version?*"

After the activity, the teacher/educator will initiate a discussion with the parents, investigating the main themes emerged in their letters, the feelings emerged during the writing, etc. After this discussion, the E. will pose a final question: "*Do you feel like the messages you wrote to your younger-selves could be useful for your children? Would you like to share your writing with your children?*".

Aims: this activity aims to re-connect the parents with their inner child: often adults feel detached from their own children and tend to forget they once shared the same issues they currently face. Likewise, adults tend to have "unresolved business" regarding their childhood/adolescence and feel like it is impossible to tackle those old memories. This exercise aims to help families "walk" in their old shoes, trying to stimulate their ability to recall powerful sensations and feelings that have made them the adults they are today, trying to make them understand that there is no separation between who they were and who they are, that their personality is the result of all those mistakes, joys and fears that they have experienced when they were younger.

An activity like the one proposed will help parents feel closer to their children and their experiences, shortening the distance they perceive between them and their children. The last fundamental objective of this exercise is to support parents in the difficult task of "forgiving" their past mistakes, making them perceive a sense of cohesion and continuity in their life path.

At the end of the 2 activities, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

How to involve and inform parents W.U. 1.3 Tips and tricks

SUBJECT INTRODUCTION:
This module, named: "*How to involve and inform parents about the advice they can offer to their children*", will present activities related to two fundamental life skills: resilience and flexibility.
The main goal of the entire module is to tackle important themes such as: the empowerment and support of parenthood, with theoretical framework and activities, challenges and milestones of children's upbringing.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
1.1	**"The life design paradigm"**	1	**For the families** (can be used as a text resource to make an introduction to the topic)
1.2	**The role of parents**	1,5	For the families
1.2.1	Pack your future	0,75	For the families
1.2.2	Dear Me	0.75	For the families
1.3	**Tips & Tricks**	0.5	To be read or discussed with the families

"Behind every young child who believes in himself is a parent who believed first."
Matthew Jacobson

How can a parent be more involved and supportive of their children's path?
This is the "big" question to which this lesson revolves around. When speaking of growing up and evolving, one of the biggest fears of parents for their children is that they would eventually make poor choices for themselves, missing the chance of many opportunities.
Said so, we all know how hard it is trying to help without being intrusive, without going too far, especially when it comes to the relationship between parents and children. During this lesson we will try to help parents analyse some fundamental features and characteristics that are common among cultures and different backgrounds,

alongside with some tips on how to help children be aware of them and capable of using them for their own good.

What do we mean by the word *path*? In this case, we intend this concept as the road ahead of everyone of us, something that, for the most, still has to unravel; an intricate map of roads and directions, all associated by a single concept, the idea of *choice*.

So, when we ask ourselves "how could I better support my child?", we have to start thinking about the concept of choosing as something that defines everyone's lives, that has to be understood, supported and fostered in order to achieve positive results. When we think about choices, there are some obstacles that could prevent good outcomes, such as:

- Choosing in an irrational way, which is avoiding thinking rationally and coherently. Often this kind of approach happens when the individual is afraid of facing some situations, or when it costs too much energy to do so.
- Lacking to consider all the factors at stake, thus choosing without being aware of all the consequences of the choice itself. This happens mostly when the person didn't look up for the information needed, and could lead to major misconceptions and/or underestimations of the tasks required by the direction taken.
- Postponing/avoiding to choose: procrastination often leads to poor choices, made in a hurry and without really thinking about the pros & cons. When it comes to avoiding to choose, this could happen for a multitude of reasons, all ending with an unwanted, unfitting choice that will eventually be made by others. Living something that we did not choose makes us loose motivation, leading to poor results and overall satisfaction.
- Avoid confrontation: this could happen when someone stubbornly tries to pursue a road that is clearly not right, or when he/she has chosen something without really thinking about it, and discussing it with someone else could bring up problems that the person is not ready to face/ or that are too painful to face, because it would mean to accept being "wrong" and having to start all over again.
- Lack of awareness about one's real drives & motivation: when we don't really know what pushes us to do things, when we are not in "contact" with our interests and aspirations, it easy to make poor choices that won't bring us any joy or satisfaction. Said so, starting to understand what really drives us can sometimes be rather difficult and not so clear, especially when at a really young age.

So, what makes a choice a "good choice"?

First, a good choice has to be a realistic one. This does not mean to aim for something less or easier to avoid failure, but it means that before actually choosing something, we should be aware of what's needed in order to fulfil that choice, what kind of competencies are needed and how many of them do we already master (and much work we have to put into the ones missing…).

What's one of the best ways to foster children into this process? Well, one of the best possible options is to make them share their doubts and dreams with their parents, in order to support a healthy discussion about those topics. It is important to help them gather as much information as possible, in order to be aware of what's ahead of them when choosing that particular way.

Another fundamental feature of a good choice is that it has to be *free & autonomous*. As we have already mentioned, being passively put into doing something is the best recipe to kill motivation. Even if something feels like it could be potentially too difficult for our children, let's remember that when we truly want to do something, we are willing to put more effort into our actions.

Something that should be considered are *unconscious fears and needs*: when we don't explicitly speak about what we want to do and why we want to do it, we could trick ourselves into choosing something out of fear or because we are trying to pursue some unconscious needs. In order to ground this thought a little bit more, let's make a practical example: when a kid has to choose which kind of school he/she wants to attend, sometimes his/her choice could be conditioned by fear, like being afraid of failing, or being afraid of choosing something that his/her peers won't approve; on the other hand, they could choose in order to fulfil the unconscious need of following his/her classmates/best friend, or because they think that by choosing that particular course they will make their parents proud. Even more, they could choose a certain school because it is close to where they live and in the context they know best.

What can we do in order to help them avoid this kind of behaviour? Again, being there for them is one of the best solutions. Being at their disposal, giving them some of our time to discuss in an open and accepting environment will allow them to face

these (normal!!!) situations and tendencies and choose, despite them, what really suits them best. In other words, another key aspect of a good choice is that it has to be stimulating, it has to come from a process fostered by motivation and real awareness.

What do we have to keep in mind in order to help our children in the difficult task of choosing?

First of all, we should consider three fundamental features of the kid: his interests & passions, his abilities and his attitudes.

When we speak about interests, we speak about something that drives and motivates people into doing what they do; it could be an activity, a school subject, a specific environment where he/she feels motivated and eager to learn. Interests could be something our children aren't "good" at, but even if they're not so able, they are motivated in learning and improving.

In order to investigate together with our children their interest we could ask them questions like: "*what is that activity/topic that really interest you and motivates you to get some more information about it?*";"*What are those activities that, even if they don't come natural to you, you are still interested in taking part in?*"

We have to keep in mind that interests are often influenced by what's considered "cool" and "right" by society, so it is really important to avoid making our children feel judged for what they like and are interested in!

On the other hand, when we speak about attitudes we also speak about abilities: these are the ones that come "naturally", things that we are prone to master and succeed in, fields where we learn without struggling. Attitudes help us achieve skills and competencies in a faster, easier way.

Some questions that could help us understand our kids' attitudes could be: "*What comes natural to you? It could be a sport, a hobby, a school subject...*"

In order to help children make good and satisfying choices, we should consider all of these features, keeping in mind that what comes natural is something that we could start from in order to help find/reach the desired goal. This means that our personal abilities and predispositions could be used as a "baseline" for our choices, and when attitudes and interests don't perfectly match, it is still possible to start from what comes "natural" in order to strengthen some key skills that will be fundamental when trying to reach the objective derived from the interest.

Again, we could use the situation of choosing a new school as an example of what it means to help children choose by keeping in mind their attitudes. Some useful questions may be: "Is he/she a more practical or theoretical person?"; "what are the subjects where he/she succeeds? in which school(s) are those subjects more undertaken?"; "for which kind of curricula are his attitudes more requested?"

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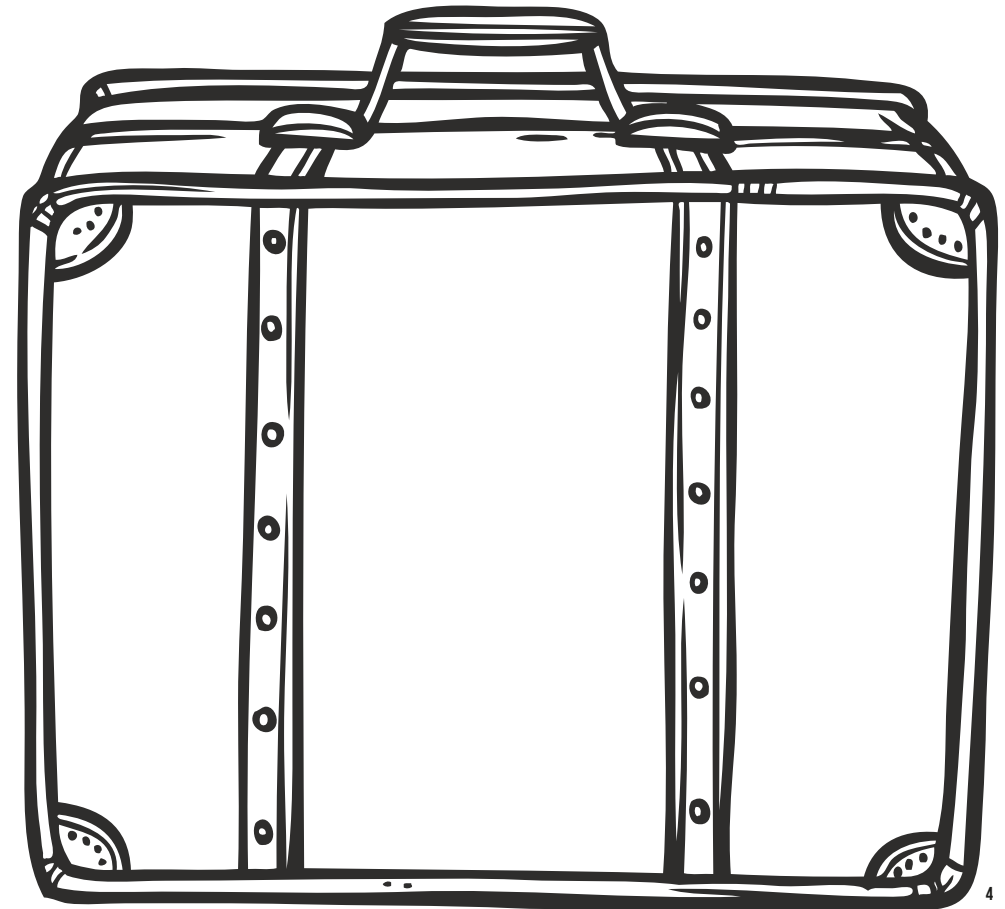
💡 "The surprising world of parenthood"

Your children are not your children.
They are the sons and daughters of Life's longing for itself.
They come through you but not from you,
And though they are with you yet they belong not to you.
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow,
Which you cannot visit, not even in your dreams.
You may strive to be like them,
But seek not to make them like you.
For life goes not backward nor tarries with yesterday.
You are the bows from which your children
As living arrows are sent forth.
The archer sees the mark upon the path of the infinite,
And He bends you with His might
That His arrows may go swift and far.
Let your bending in the archer's hand be for gladness;
For even as He loves the arrow that flies,
So He loves also the bow that is stable.

Khalil Gibran

Family can be seen as a system, shared by different members whose actions help to determine the development of the system itself, which has its own characteristics and norms. The actions of each component exerts an influence on the others and on the entire system, which changes its balances and evolves. This transformative effect happens not only on the system, but on each individual as well – therefore, each component has the power to influence others with his/her behaviours and choices and to be influenced and transformed by the behaviours and choices of others.
According to this systemic approach, the family system and relationships between parents and children are based on several principles, including:

- the principle of circular causality: actions in a system influence each other; every action is, at the same time, the cause an effect of something. The same can be said of events happening within a family.
- The principle of homeostasis - balance: each system tends towards balance and stability, in the same way each family tends to ensure continuity and consistency over time.

- The principle of morphogenesis - creation: it is the ability that a system has to produce stable and profound organizational changes. Even a family is able to transform itself in its moments of crisis, when it passes from one evolutionary phase to another (for example at the birth of a new child or when they leave home) the whole system reorganizes, some basic rules are changed and a new balance is settled.

All families, in fact, tend to a sense of cohesion, trying to maintain at the same time the autonomy of the components, without them moving too far away, constantly fluctuating between stability and change, continuity and transformation.
The family, and the relationships that develop within it, are the first context in which individuals build an image of themselves and a sense of identity, through processes of mutual exchange, listening, respect and enhancement of individual characteristics. This process of identity and relationship building begins within the relationship that children have with their parents, who face the complex task of parenting.
The meaning of the idea of "parenthood" is a constantly evolving concept: it, in fact, changes and evolves at pace with the increase of social complexity, taking on different meanings depending on the context in which people find themselves living the condition of "being parents".
First approaches on the study of supporting parents were of a pedagogical scope: the point of interest was related to support people in learning how to be good parents, able to take care and respond in a sufficiently appropriate way to the needs of their children.
Starting from these first experiences of parenthood-support approaches, there has been huge changes: it is now well known that, to support children in their evolutionary tasks and in meeting their needs, it is necessary to keep in mind also the tasks and needs of the parents, who, as also underlined by Pamela Levin, relive the stages of their lives through the experiences of their children.

Parenthood, according to this "life-long" perspective, is now conceived as an evolutionary stage, a phase in which the parent learns new tasks and faces new challenges, entering into a relationship with a child who requires his/her support, leading the parent to a constant comparison with what he/she has been through, his/her expectations and desires and what he/she is facing at the current time.
The arrival of a child is an event of fundamental importance for each of us, it is the moment when the person goes from being only an "object of care" (of the partner, his parents, etc.) to becoming a caring-subject, a caregiver, inextricably linked to that child that he/she has generated, or has welcomed in his/her life.
Parenthood allows individuals to converge their experiences, beliefs, expectations, dreams, patterns of behaviour and relationship, desires and fears in a space shared

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with a child, who will grow within the system created by all these characteristics, giving it his/her own interpretation, "inhabiting" the system with his/her personality, utterly shipping it, transformed, towards a new generation.

To better understand the role of parents, it may be useful to analyze some of the different functions they perform, the way they express parenthood.

PROTECTIVE FUNCTION: it is a primary function, which allows the parent to meet the needs of care, physical protection and safety of the child.

AFFECTIVE FUNCTION: in this case, the affective function is related to the transmission from the parent to the child of affective meanings and emotions. Children live, especially in childhood, through the interpretations of the world that their parents provide them and through the experiences they share with them: this sharing of experiences and emotions is what allows children to create emotional relationships in their adult life.

REGULATIVE FUNCTION: This function refers to the ability of the parent to act as a model and A filter for regulating children's emotional states. Excessive parental intervention in regulating children's emotional states can be seen by children as an intrusion, which can lead to an inability to self-regulate; on the contrary, but with the same results, when a parent does not intervene sufficiently to regulate the emotional states of the child, he/she may not be able to develop a sufficient sense of security in expressing and experiencing his emotions.

NORMATIVE FUNCTION: this function consists in the ability to give limits, rules, which create a frame, that support the fundamental need of the child to have limits, to live within a structure of coherent behaviors. The rules that parents give their children reflect their approach to norms and institutions, and, if appropriate, their ability to understand their children's evolutionary tasks.

PREDICTIVE FUNCTION: it is the ability to understand the skills and competences of one's child, and how these will affect his/her evolutionary path. This function refers not only to the ability to predict and support the development of the children, but also and above all to the ability to adapt and shape one's educational interventions and relational methods according to the evolutions and changes of their children.

PROJECTIVE FUNCTION: this function refers to the projection process (of dreams, interpretations, fears… etc.) that every parent activates towards his/her child. Projecting parts of oneself onto one's children is not always a sick and dangerous process; in fact, this function helps the child to build an image of himself, his identity, starting from his family history. If the parent succeeds in performing this type of function in

a positive way, he/she will support his/her own ability and that of his child to tolerate separation, independence, autonomy.

TRANSGENERATIONAL FUNCTION: This last function is particularly linked to the projective function. In this case, the role of the parent is to insert his child into a story, with his language, traditions, memories and re-elaborations. This function represents not only the relationship of parents with their children, but also the expression of the relationship that the former had with their parents and family members. This function has to do with the quality of these relationships and the ability of parents not to force their children to retrace their steps but to identify new paths, taking into account the "maps" that they were given by previous generations.

Quoting Bertolini e Neri: "*To be rooted in someone in order to take root in another with which to become a couple and then be able to offer to another person the interweaving of these roots*".

Therefore, within family relationships, the individual develops the skills necessary to form and maintain interpersonal relationships; moreover, one of the most important parents' tasks is to provide their children with the tools to develop a sense of personal, ethical and moral responsibility, based on three fundamental qualities: trust, hope and justice.

These three qualities are the three fundamental pillars of interpersonal relationships, and of family relations in the first place: we need to be trustworthy in order to enable our children to trust us and to become reliable people; secondly, growing up within a trustworthy family system allows children and young people to respect the rules of that system because they perceive them as right, and this will allow them to carry on the same consistency in their adult lives.

Finally, in order to be able to trust others and to accept the rules present in every different relationship, it is necessary to be educated in an environment that teaches to be hopeful, so that this can become the founding and positive principle to approach one's future.

As mentioned above, nowadays' families reflect the changes and transformations of society: today, in fact, there are many different types of families and parents, and the roles they hold tend to follow less and less the "traditional" ones, increasingly turning to greater involvement of children in daily and family decisions.

Parents allow their children to develop their sense of identity within a protected context, to which they feel they belong, within which they can experience without fear of not being protected and cared for. As has just been pointed out, it is essential for children to try new experiences and new "versions of themselves" in order to develop their own personality. However, in order for this experimentation to take place

effectively, the presence of rules, limits, within which to act is absolutely fundamental. This is why the regulatory function described above is so important: giving rules is one of the most complex and important tasks that parents have to face. As complex as it is, this process is at the basis of the concept of parental responsibility, as the rules teach us to understand the space within which we can move, as well as to identify and understand the consequences of our actions.

Rules teach us to perceive our needs and those of others, as well as to manage frustration, rejection and conflict. A parent able to dictate consistent rules, not excessively rigid or permissive, and to stick to them without having to renegotiate them at every "retaliation" from the child, will allow him/her to grow up being aware of his/her relational and – on a large scale – social structure.

The last and fundamental point of this brief treatment concerns another characteristic that is as complex as essential: letting go.

Parents often find it difficult to understand that all the great work they have done has will eventually result in the achievement of their children's autonomy. It is an understandable process that, as mentioned above, is different for each individual and is linked to the experiences that each parent has had and his/her ability to recognize and manage the connections between his own childhood experience and the life of the person he or she generated.

Letting go, in a positive way, means allowing children to choose their own path with the knowledge that they have given them all the tools that could be transmitted; it means accepting that their path will never be as planned, that their steps will never retrace those of their parents ... yet, if you look at their choices from the right distance, you will be able to spot, at the side of their road, the flowers blossomed from the seeds planted in the past.

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MODULE 2: SOCIAL AWARENESS

Introduction to the subject

The main goal of this module is to highlight the importance of social awareness as a crucial life skill. Social awareness can be described as the ability to understand the perspectives of and empathises with others, including those from diverse backgrounds, cultures, and contexts. This includes the capability to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognise family, school, and community resources and support.

Why is social awareness important?

As one grows, social awareness skills and societal awareness help individuals to understand how one fits into and contributes to the community and the world. Social awareness helps students to adapt more easily to environments, which allows them to build better relationships, avoid emotional distress leading to risky behaviour, or solve conflicts or feel comfortable to ask for help, if needed. In the long term, social awareness skills contribute to understanding professionalism in the workplace, as well as making it easier to share information, communicate, and collaborate with others. From a personal point of view, social awareness is a fundamental part of creating friendships and relationships – helping people to lead happy and fulfilled lives. Although social awareness is still developing during a child's school years, it is a vitally important skill to foster in children and youngsters - not only because of the lifelong implications but also help them and others get the most out of their education.

In this Teaching Module, created within the Erasmus+ "Skills for Life – Orientation Toolbox for Life Design" project, teachers and educators will find four different lessons aimed at developing social awareness in young people. In this module young people will learn about the importance of being part of a group, how to work as a team, why it is important to give and receive feedback and last, but not least, they will learn about the importance of empathising with and understanding the perspective of someone else. Students will reflect on social awareness as the ability to better understand oneself as part of a group and of the importance of receiving and giving feedback.

This material can be used in order to pursue the following educational goals:

- Learning the importance of **being part of a group** (as a group we are stronger, we each bring valuable ideas and input, **why** is it important to be part of a group?)
- Learning **how to work as a team** (learn about different responsibilities, tasks as a team, different personalities as part of a group)
- Learning about the **importance of receiving and giving feedback** (different techniques of giving feedback, constructive/positive feedback)
- Learning the importance of **empathizing with and understanding the perspective of someone els**e, even though their background and culture might be different from yours (getting into the skin/personality of someone else/personal values/European values)

FURTHER INFORMATION:

Csóti, Márianna (2001), *Social Awareness Skills for Children*, Jessica Kingsley Publishers, London.

Casel.org Social-Awareness | Social-Emotional Learning Video (3:59): https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/

SUBJECT INTRODUCTION:

The main goal of the entire module is to tackle important themes such as: taking others' perspectives, understanding and expressing gratitude, recognising strengths in others, demonstrating empathy and compassion, showing concern for the feelings of others, identifying diverse social norms, including unjust ones, recognizing situational demands and opportunities and understanding the influences of organizations/systems on behaviour.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
2.1	**Why: being part of a group**	1	**Classroom/outdoor**
2.1.1	"The spaghetti challenge"	0.5	Classroom/outdoor
2.1.2	"Playing football group challenge"	0.5	Classroom/outdoor
2.2	**How: working as a team**	1	**Classroom/outdoor**
2.2.1	"The animal kingdom"	0.5	Classroom/outdoor
2.2.2	"Team roles and responsibilities"	0.5	Classroom/outdoor
2.3	**The importance of receiving and giving feedback**	1	**Classroom**
2.4	**Empathizing and understanding the perspective of someone else**	1	**Classroom**

Social Awareness
W.U. 2.1 Why: being part of a group

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2.2.1	"The animal kingdom"	0.5	Classroom/outdoor
2.2.2	"Team roles and responsibilities"	0.5	Classroom/outdoor
2.3	**The importance of receiving and giving feedback**	1	**Classroom**
2.4	**Empathizing and understanding the perspective of someone else**	1	**Classroom**

W.U. 2.1.1: "The spaghetti challenge"

EDUCATOR	STUDENT
After a short introduction, E. will propose an activity to understand the benefits of working in a team and the dynamics that are established in the achievement of a common goal. At the end, a debrief will be held.	S. will discover that you achieve more when you work in a group. "You may go faster alone, but together you get further."

Notes for Management

W.U. 2.1.1 - "THE SPAGHETTI CHALLENGE"

Activity synthesis:
- Before the activity, E. can propose the energizer "counting down"
- S. will try to build "towers" with the materials proposed by the teachers, firs solo and then in groups
- E. will propose a reflection on the importance of working in groups and cooperating
- A debrief will be held

Materials needed: Dry spaghetti, Marshmallows (if impossible to find, pens, pencils and rubbers are ok), tables/desks

If needed E. can start with an **energizer '**counting down'.
(https://www.youtube.com/watch?v=4YVtyqbIt6M&ab_channel=TeamBuildingGames)

E. asks all the students to stand in a line and to count in their head from 20-0. If they reach 0, they step forward. Every student will step forward at a different moment.
Then E. asks the team to stand again in a line and count all together from 20-0. If they reach 0, they step forward all together.
Most groups will be more accurate when they do it all together, because it takes the average of every student.
Extra challenge? Add 10 seconds every time they step forward on the exact moment.

Activity implementation:
E. hands out dry spaghetti and marshmallows to every student. Every student has 5 minutes to try to make a tower as big as possible with their marshmallows/spaghetti. The tower cannot lean into the wall, it must stand on its own.
A small example to be used as reference for the E. can be found in the attachments.

When the 5 minutes are over, E. asks the students: "*Did you succeed? Was it difficult? What was the difficult part?*"
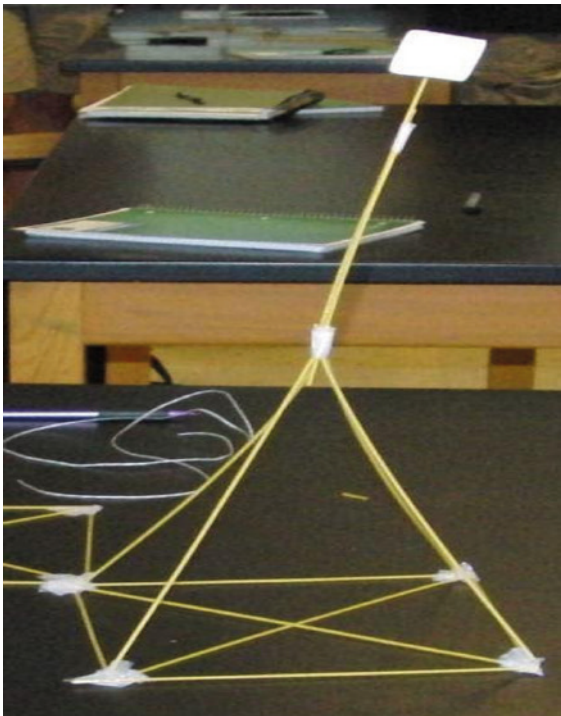
E. will show S. that they arrived to different solutions by trial and error: some students overthink and didn't have anything, others used their creativity and the remaining may have asked for help either by asking their teacher or by copying what other students do. E. can shortly explain that everyone has different approaches to the exercise, handling it differently than the others; in order to reach the best possible result, S. can cooperate and share their different perspectives and strategies, working as a group.

E. will give S. 10 minutes to repeat the task as a group.

At the end of the second round, the E. will lead a moment of reflection, prompting the kids with some questions regarding the activity: Evaluate your work: Is the tower you made in group larger? How come?

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

THE SPAGHETTI CHALLENGE

5

W.U. 2.1.2: "Playing football group challenge"

EDUCATOR	STUDENT
E. proposes the introductory activity 'forming shapes' as an icebreaker and a tool to make the S. understand the theme. E. divides the students into two soccer teams and explains the rules of the activity, which will help to understand the advantages and weaknesses of teamwork.	S. will discover that you achieve more when you work in a group. "You may go faster alone, but together you get further."

Notes for activity management

W.U. 2.1.2 PLAYING FOOTBALL GROUP CHALLENGE

Activity synthesis:
- E. will propose an energizer
- S. will join the energizer
- S. will play the soccer game
- E. will prompt S. to discuss the results of the football "matches
- A debrief will be held

Materials needed: A ball and open space to play football

E. proposes an energizer about group management - "Forming Shapes": (https://www.youtube.com/watch?v=i2G5sCGSqiE&ab_channel=TeamBuildingGames)

E. will call out a shape before the S start to walk – in this case, a line. S. will have to walk in the room and cross each other. When E. claps their hands the students, without talking, must try to form a straight line.

After realizing they succeeded, they start walking again crisscrossing. E. then calls out to form a circle, let S. wander and then claps again, so they, without talking, must form a circle.

When this works out. E. repeats his/her actions, but now by forming a triangle.

If the challenge succeeds, students can be victorious and happy. Together they stand strong.

Variation:

All the S. sit still in a room. They must count to 30 each saying a number. But they cannot discuss/talk/share who will say which number. They must 'feel' it, when the

time is there.

When more than 1 student says a number at the same time, they will have to start over.

"The football group challenge".

E. divides the group into 2 soccer teams and asks to choose the best player of each, proposing that for two minutes a team challenges the best player of the opposing team: the first to score wins.

For example, if there is a group of 10 in total: 5 they play against 1.

At the end, the team that did not play will challenge the best player of the other team.

E. proposes a moment of reflection by asking the following questions:

- *Did you like the game? Why (not)?*
- *Who won? Why?*
- *What could the team of 5 do?*
- *What is the advantage of the team of 5?*
- *What is the disadvantage of the team of 5? What is his/her weakness?*
- *Why did we play this game?*

It is important that S. understand that they can be the strongest in the team, but you can only win if you play as a group.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

Social Awareness
W.U. 2.2 How: working as a team

SUBJECT INTRODUCTION:

The main goal of the entire module is to tackle important themes such as: taking others' perspectives, understanding and expressing gratitude, recognising strengths in others, demonstrating empathy and compassion, showing concern for the feelings of others, identifying diverse social norms, including unjust ones, recognizing situational demands and opportunities and understanding the influences of organizations/systems on behaviour.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
2.1	**Why: being part of a group**	1	**Classroom/outdoor**
2.1.1	"The spaghetti challenge"	0.5	Classroom/outdoor
2.1.2	"Playing football group challenge"	0.5	Classroom/outdoor
2.2	**How: working as a team**	**1**	**Classroom/outdoor**
2.2.1	"The animal kingdom"	0.5	Classroom/outdoor
2.2.2	"Team roles and responsibilities"	0.5	Classroom/outdoor
2.3	**The importance of receiving and giving feedback**	1	**Classroom**
2.4	**Empathizing and understanding the perspective of someone else**	1	**Classroom**

W.U. 2.2.1 & 2.2.2 - HOW: working as a team - "the animal kingdom & team roles and responsabilities"

EDUCATOR	STUDENT
E. proposes two activities to understand the different roles / personalities that can be found within a group and their different responsibilities. At the end, E. will lead a moment of reflection to understand the added value of diversity for the achievement of common objectives.	S. will learn about different team roles and responsibilities and they will reflect on the different configurations of a team.

Notes for activity management

W.U. 2.2.1 AND 2.2.2

Activity synthesis:
This lesson is structured into two parts: the first is a team activity, while the second part focuses on discussing in depth the different roles and responsibilities of team members. E. will prepare the materials for the activity in advance (and tell the students to bring something from home if needed.)

Materials needed: post-its, printed animal cards (see attachment "animal kingdom")
Name of the activity "The Animal Kingdom"

E. asks 2-3 students (volunteers) to play the role of travellers: they will leave the room for a few minutes, so that T can attach the images of 6 animals (owl, turtle, beaver, lion, hawk, ibex) in different corners of the room.
E. will then give the rest of the students a card each, containing the description of an animal. In the beginning, each student will have to interact with their other classmates by behaving like the animal on their card. It is important that no one discloses the name the animal assigned. At this point the 2 "travellers" will still be outside.
Once back in the classroom, travellers will be welcomed with great joy and will have to observe the behaviour of their classmates to discover the animals they represent: every time they discover one, they will accompany "it" in its respective area, marked by the image. The behaviours and characteristics of the various animals can also be traced back to "human" social dynamics taken to the extreme.

At the end, E. will ask some questions to guide a moment of reflection:
- Was it difficult for travellers to guess?
- How did you do?
- Have you observed any similarities in the behaviours of animals?
- Did each animal have a personality?
- In your opinion, does it also happen in real life within a group?
- How do different animals / different personalities help each other?
- Do you think it is healthy for a group to have different personalities within it?

Activity "Team roles and responsibilities"

Materials needed: blackboard, chalks, markers, animal cards from the animal kingdom activity, if needed, sheets with the possible roles printed on (and scotch to hang them on the board/wall)
Teams often function most effectively when members have designated roles. For this activity E. will have to write/stick on a board/walls of the classroom the following roles:

- **Facilitator**: Moderates team discussion, keeps the group on task, and distributes work.
- **Recorder**: Takes notes summarizing team discussions and decisions and keeps all necessary records.
- **Reporter**: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.
- **Timekeeper**: Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.
- **Devil's Advocate**: Raises counter-arguments and (constructive) objections, introduces alternative explanations and solutions.
- **Harmonizer**: Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas.)
- **Prioritizer**: Makes sure the group focuses on the most important issues and does not get caught up in details.
- **Explorer**: Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.
- **Innovator**: Encourages imagination and contributes new and alternative perspectives and ideas.
- **Checker**: Checks to make sure all group members understand the concepts and the group's conclusions.
- **Runner**: Gets needed materials and is the liaison between groups and between their group and the instructor.
- **Wildcard**: Assumes the role of any missing member and fills in wherever needed.

E. then asks the students to assign to each animal from the previous activity a role from the list, and to articulate their reasons.
E. delivers some post-its and asks the S. to think about what responsibilities each role could bare in a group (e.g. the facilitator should help two classmates arguing).
It is important to point out to the S. that the presence of defined roles within a team often leads to greater efficiency in achieving common goals.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

Beavers live in close-knit families and are hard workers. The beaver symbolises caring for and about others.

The king of the animals is happy to take charge, gives information, makes proposals and gives advice.
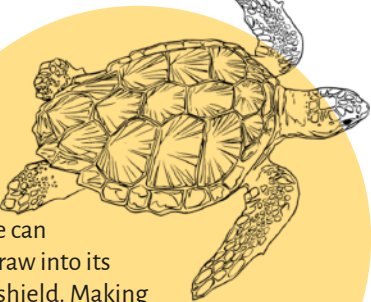
The hawk keeps a close eye on everything from the sky. It symbolises fighting injustice, confronting and criticising.
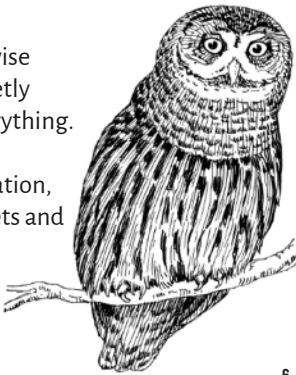
When someone gets too close, this person risks a firm head butt. The ibex symbolises defying and defending, as well as resisting temptations.

A turtle can withdraw into its own shield. Making choices is difficult for this symbol. The turtle also symbolises undergoing matters.

The owl is a wise bird who quietly observes everything. It symbolises silent observation, keeping secrets and withdrawing.

6

Social Awareness
W.U. 2.3 – The importance of giving and receiving feedback

SUBJECT INTRODUCTION:
The main goal of the entire module is to tackle important themes such as: taking others' perspectives, understanding and expressing gratitude, recognising strengths in others, demonstrating empathy and compassion, showing concern for the feelings of others, identifying diverse social norms, including unjust ones, recognizing situational demands and opportunities and understanding the influences of organizations/systems on behaviour.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
2.1	**Why: being part of a group**	1	**Classroom/outdoor**
2.1.1	"The spaghetti challenge"	0.5	Classroom/outdoor
2.1.2	"Playing football group challenge"	0.5	Classroom/outdoor
2.2	**How: working as a team**	1	**Classroom/outdoor**
2.2.1	"the animal kingdom"	0.5	Classroom/outdoor
2.2.2	"Team roles and responsibilities"	0.5	Classroom/outdoor
2.3	**The importance of receiving and giving feedback**	1	**Classroom**
2.4	**Empathizing and understanding the perspective of someone else**	1	**Classroom**

W.U. 2.3 – The importance of receiving and giving feedback

EDUCATOR	STUDENT
E. will propose an introduction to the importance of receiving and giving feedback. After the introduction, E. will propose the activity. In order to carry out the activity in a shorter time, E. will divide the classroom into groups of 3-4 students. After the activity, E. will ask the students to tell them if they discovered something new about feedback and how the new rules discovered in the session might help in future group or class activity. E. will then propose some debriefing questions.	After listening to the introduction, S. will participate actively in the activity proposed. After the activity, S. will discuss with their classmates and the E. about the effects of giving and receiving feedback in an appropriate way and how can this can consolidate a group.

Notes for activity management

W.U. 2.3 – THE IMPORTANCE OF RECEIVING AND GIVING FEEDBACK

Activity synthesis:
- E. will set up the space for the activity and later divide the class into different groups
- E. will explain the game to the S.
- S. will take on the different roles
- S. will read the "feedback rules" attachment and repeat the exercise keeping in mind what just learned
- E. will prompt a discussion and later on a debrief with the class

Materials needed:
- Two role play sheets, colour coded by round, per group per round.
- One feedback rules sheet,
- pen/pencil
- debrief sheets (2 for each participant)
- Chair labels
- One chair per participant.

Set-up:
- E. will put together the role play sheets (see attachment "role cards") for participants and place them under the chairs (set up as below).
- E. will propose the activity, explaining to the students that they will have to split in groups, there is a minimum of 3 participants directly involved, no maximum limit.
- E. will make S. seat on the chairs, each of them will be assigned a letter; student "A" and "B" will receive a sheet containing a role to play, while student "C" will receive both scripts.
- Each S. will play their role **once**, and then they will switch chair and role to play.
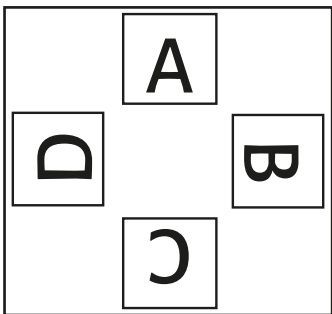
Main activity 1: E. introduces the activity by asking everyone to sit on one of the chairs previously placed and to read the features of their roles during the first round.
At this point E. explains the activity:
"You are going to start a role-playing game where A plays the manager who has to give professional feedback to B, who is a member of his staff. The roles are described in more detail on the sheet in his chair and you will have to try to interpret them as realistically as possible. C instead will be the observer who will have to provide feedback at the end. If the group is composed of 4 S., the observers will be 2 (C and D): one for A and one for B.
The observers will only have to listen actively to what A and B say, and if necessary take notes, without intervening in the discussion. At each turn the roles are exchanged clockwise (A becomes B; B becomes C etc.) "

E. asks everyone to read the role cards aloud and take a minute to get into character. At this point E. starts round 1 and the S. have 3 minutes to play, after said time, the observer(s) will have one minute to give feedback (for the moment, the observers will have no rules, they will provide their feedbacks as they like).

Rotate roles clockwise, B's are now A. C's are now B etc.

After this first round of roleplay, E. will hand out the attachment "rules for giving feedback"

Main activity 2: E. will ask S. to replay the three role plays from a Feedback Rules standpoint. E. will prompt S. saying:
"*You are now going to repeat the three roles putting into practice what you have learned about the Feedback Rules approach to feedback. Your task is to provide feedback in these three situations in a positive manner. Who was the person A in the first role play? Thank you. You have one minute to reread your role play and plan your approach*"

After one minute
"*You now have three minutes to reach a more positive outcome. Go!
Repeat rounds one, two and three with observer feedback, as previously.*"

Debrief:
After completion of all three rounds, ask participants to discuss about their experiences

E. will prompt the discussion with the following questions, that will help S. process what happened during the activity:
(Please note: possible responses are in parentheses)

Talk them through the questions.
- Was there a difference between your results in rounds one and two? (Yes)
- Which provided a better result, round one or two? (Round 2)
- What made the difference? (Listening. Asking questions. Using the rules.)
- What assumptions did you make in round one? (Made up my own version)

- What was it that led you to do that? (Not okay to ask questions. I thought I knew. Experience.)
- What did you learn about your role play partner in round two that you didn't discover in round one? (Plenty)
- How did you elicit that information? (Asked question)
- What happened when you used the positive, negative, positive sandwich? (Partner showed more interest)
- What happened when you sought someone else's views? (More rapport)
- What happened when you genuinely sought to understand and listened? (Even greater rapport) Are you willing to experiment with your conversations from now on? (Yes)
- What will it take for you to perfect this methodology? (Practice)

At the end of the activity, E. will propose a debrief, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

Rules for Giving Feedback

—to be provided to participants after main activity 1 before main activity 2—

1. Give Within 5 Minutes of the Event (or as soon as possible thereafter)
2. Ask Permission First
3. State That Feedback is Just Your Opinion
4. Ask How They Want Their Feedback - Direct through to Sugar Coated
5. Say Something Positive (big picture terms)
6. Deliver Any Negatives
7. Agree on Solutions (where applicable)
8. Say Something Else Positive (to wrap up)
9. Remain Judgment Free

ROLE PLAY SHEETS

Please play the role in the way you would approach the situation in real-life.

Round 1

Manager (A)
"You are the manager of the other person and you are known as being kind and considerate to others."

Role 2: Employee (B)
You :
- other staff members dislike you because you are very judgemental and treat them contemptuously, especially when they are not as fast as you
- you are very dominant and direct and often take a black and white stance on every issue
- often take a strong position that is clearly at odds with the rest of the team and company policy
- you are efficient when tasks need to be done urgently
- you are not good at teamwork and you often arrive late to meetings

Please play the role in the way you would approach the situation in real-life.
The other person in your role play is your manager.
You see them as being soft, too kind and considerate to others.

You are:
- Dominant, direct and see most things as being black or white.
- A powerful person, with a quick mind, and you do not suffer fools lightly.
- Keen to be seen to be right and go out of your way to prove it.
- Dogmatic and this approach does not make you popular.
- Uncaring, on the surface, but in fact you are a bit afraid of your powerful personality and have been attempting to tone it down.
- Nothing like as confident inside as you appear to others.
- Afraid to show weakness to anyone but you have been turning your dominant self-off at times rather than continually bulldoze others.
- Bored by the lack of challenge in your work and blame your boss, A, for not giving you the kind of tasks that motivate you.
- Not keen on feedback sessions and hate criticism of any kind.

ATTACHMENT

Round 2

Manager

Please play the role in the way you would approach the situation in real-life.

You are the manager of the other person in the role play.

You do not want to lose them or promote them beyond their capacity.

You are known as being kind and considerate to others.

They (the other person in the role play) are:
- Careful, painfully slow and like things to be done perfectly.
- Always tending to do things themselves as no one else can meet their high standards.
- Very detail focused and do not cope well with change.
- Not at all social and do not interact well with others.
- Capable of holding a very high opinion of themselves and their abilities which you and the team do not share.
- Seeking a promotion but every chance you have given them to lead has proved unsuccessful so far.
- Useful whenever you have things that need to be done in great detail and they have proved themselves invaluable in this regard.

Round 2 Staff Member

Please play the role in the way you would approach the situation in real-life.

The other person in your role play is your manager.

You see them as being kind and considerate to others but having their favourites that do not include you.

You are:
- A good supervisor, with a record of getting things done without making mistakes.
- A hard worker and work long hours.
- Aware that there is a right and wrong way to do every task and take time to find the right way before you start anything.
- A bit of a perfectionist but you lead well by example and are well respected for your abilities.
- Able to see the shortcomings in your manager and believe you could do a far better job than they are doing.
- Aware that a new position is being created as a junior manager under your manager and you want that promotion. No one else deserves it like you do.
- Not happy about change but you have recently taken an assertiveness training course.

Round 3

Person A

Please play the role in the way you would approach the situation in real-life.

You are the manager of the other person in the role play.

You would like to consider them for promotion to a new team leader role but his task needs someone with a bit more backbone.

You are known as being quite direct in your approach to others.

They (the other person in the role play) are:
- Very supportive and steady person who listens to, and cares for, everyone on the team
- Just about the nicest person ever in everything they do
- Good with people having wonderful interpersonal skills
- Quick minded and grasp new ideas well, often adding improvements that are not so obvious to others
- Blessed with great technical abilities too
- Continuously not standing up for themselves or their ideas
- Treated like a doormat by stronger personalities and voices
- Happy to operate within their own comfort zone

Round 3 Staff Member

Please play the role in the way you would approach the situation in real-life.

The other person in your role play is your manager.

You see them as a good manager but a little too direct for your taste.

You are:
- A supportive and steady worker, who has the ability to listen to, and get the best out of, everyone on your team
- Despising of conflict of any kind and go out of your way to avoid it
- Popular with others because of your caring approach and they often bring their problems to you to resolve
- Aware that you have real talents in managing people and tasks
- Afraid of being powerful or operating outside of your comfort zone
- Very keen that others like you
- Currently working well within your capabilities and could easily do more, if your manager gives you the opportunity
- Aware that you need to be more assertive at times and that your best ideas and innovations are often overridden by others with stronger personalities but weaker ideas
- Afraid of change and the thought of promotion but you do want to do the best thing for the company.

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Social Awareness
W.U. 2.4 – Empathizing and understanding the perspective of someone else

SUBJECT INTRODUCTION:
The main goal of the entire module is to tackle important themes such as: taking others' perspectives, understanding and expressing gratitude, recognising strengths in others, demonstrating empathy and compassion, showing concern for the feelings of others, identifying diverse social norms, including unjust ones, recognizing situational demands and opportunities and understanding the influences of organizations/systems on behaviour.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
2.1	**Why: being part of a group**	1	**Classroom/outdoor**
2.1.1	"The spaghetti challenge"	0.5	Classroom/outdoor
2.1.2	"Playing football group challenge"	0.5	Classroom/outdoor
2.2	**How: working as a team**	1	**Classroom/outdoor**
2.2.1	"The animal kingdom"	0.5	Classroom/outdoor
2.2.2.	"Team roles and responsibilities"	0.5	Classroom/outdoor
2.3	**The importance of receiving and giving feedback**	1	**Classroom**
2.4	**Empathizing and understanding the perspective of someone else**	1	**Classroom**

W.U. 24: Empathizing and understanding the perspective of someone else

EDUCATOR	STUDENT
E. will propose an introduction to the importance of empathy and communication with one another. Then E. will divide the class into groups and propose the activity to discover something new about empathy and the understanding of someone else's perspective. In the end, E. will lead a moment of debrief and reflection on the activity carried out.	After listening to the introduction, S. will participate actively in the activity to test their empathy and ability to understand someone else's perspective. After the activity, S. will discuss with the classmates and the E. about the effects of empathy and communication.

Notes for Management

W.U. 2.4 – EMPATHIZING WITH AND UNDERSTANDING THE PERSPECTIVE OF SOMEONE ELSE - THE VALUES GAME

Activity synthesis:

Materials needed:
- envelops (1/student)
- rules sheet - (1/student)
- cards with random values - (3/student)
- virtual money - or use Monopoly money ($ 5,000/ student)
- Bucket to hold full envelops (for T)
- Flipchart stand (for T)
- paper (for T)
- pens (for T)
- A full set of values (T)
- Optional: Star Trek, ET or any other upbeat space-themed music.

Set-up:
- **print in advance** the attachments listed in the materials needed to be included in the envelops
- Prepare an envelope for each participant containing: the rules sheet, 3 different value cards and $ 5,000 in cash (everything can be found in the attachments)
- put the envelopes in the bucket
- print a complete set of values (for E.)
- prepare the flip chart of values **in advance**

E. hands out the pens, asks the S. to take an envelope from the bucket (without opening it) and introduces the activity to the S.: "The Earth is overcrowded and short of resources, however, humanity now has the technology to colonize other worlds. You and your companions are about to be transported to Planet Nova. Now this planet could be pretty tough, so you need to be well prepared. You have to choose the three values from the list that are most important to you. Only three values. Besides these you will be able to carry some cash with you because you will need it: money on planet Nova is more or less the same value as here on Earth "

Then E. asks the S. to write on the back of their envelope how much money they would take and the three values they would like to take with them and leave a minute to do so.

E. then asks the S. to discuss these points with a close classmate:
- What values have you chosen and why are they important to you?
- How much money did you choose to take and why did you select that amount?

At the end E. explains that the government has the following announcement to make:
"Welcome to the Intergalactic Space Center! We are now ready to transport you to planet Nova. We are sorry to announce that some of you have wanted to bring with you values that were not deemed suitable by the directors of the new planet and others wished to withdraw extraordinary sums of money that they do not have and in any case we do not have enough space for transport. We have therefore arbitrarily decided the amount of money and the values that each of you will be able to bring: you find everything inside the envelopes that have been delivered to you. You can now open them to find out! We imagine that you may not be satisfied with what you have been assigned. But first mark your initials on the value cards and then rank them in order of importance by writing above 1, 2 or 3 (with one being the most important).
Then, as we still have some time before departure, and the Earth still operates a free enterprise system, you will have a chance to get more money or the values you desire for your life on planet Nova. You have 10 minutes to trade with each other before boarding the space shuttle. The only condition is that you sell or trade at least one value card - this is your last chance to make money. Your value exchange rules are in your envelope."

The E. then gives the S. 10 minutes to discuss to each other about the values they want to trade or to buy from each other; after such time, E. will have to stop them and distribute the "Debrief Sheet", that will be used to reflect on the activity carried out. E. will divide the class into 3 or 4 groups, that will have to discuss the following questions:

Debrief all participants in the room (prompts can be found in parentheses):
- What values did you want to take with you? (Elicit and optionally flipchart)
- What values did you end up with? (Elicit and optionally flipchart)
- How did it feel to get different values from those you wanted? (Okay. Not very good, Awful)
- What were you prepared to do to get the values you really wanted? (Draw out any useful strategies - if participants complain about a lack of available key values show them those in your pocket - all they had to do was ask!)
- What have you learned about the values you thought you had? (Draw out)
- What have you learned about the values you ended up with? (Draw out)
- What did you learn about the relative importance of values and money to you? (Draw out)
- What did you learn that may be useful on your work team? (Draw out differences in values, interpretation and values in action)

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

DEBRIEF SHEET

1. What values and cash did you elect to take with you at the beginning of the game?

Value 1:

Value 2:

Value 3:

Cash: $

2. What values and cash did you have at the end of the game?

Value 1:

Value 2:

Value 3:

Cash: $

3. How happy are you with your end values compared to those at the start?

4. What could you have done differently to get any values you really wanted?

5. What can you learn?

Accountability (responsible for actions and results)	**Achievement** (sense of accomplishment, mastery)
Advancement (promotion)	**Adventure** (new and challenging experiences)
Competitiveness (winning, taking risks)	**Continuous Improvement** (quality, learning)

Cooperation (teamwork, working well with others)	**Creativity** (being imaginative, innovative)
Economic Security (adequate income)	**Environmentally Minded** (caring for the planet)
Fairness (treat others as you would be treated)	**Fame** (being a star in the world)

Family Happiness (having a wonderful relationship with all at home)	**Freedom** (independence, autonomy)
Friendship (close relationship with others)	**Health** (physical and mental well-being)
Honesty (integrity, standing up for beliefs)	**Inner Harmony** (being at peace with yourself)

ATTACHMENT

Involvement (sense of belonging, participation)	**Love** (affection, caring, empathy)
Loyalty (duty, obedience)	**Order** (stability, conformity)
Pleasure (fun, laughs, lifestyle)	**Power** (control, authority, influence over others)

ATTACHMENT

Respect (for self and others)	**Service** (to customers and community)
Wealth (making, getting rich)	**Wisdom** (understanding life, discovering knowledge)

MONEY

Future World Bank $ 2000	Future World Bank $ 2000
Future World Bank $ 1000	Future World Bank $ 1000
Future World Bank $ 1000	Future World Bank $ 1000

Future World Bank $ 500	Future World Bank $ 500
Future World Bank $ 500	Future World Bank $ 500
Future World Bank $ 200	Future World Bank $ 200

Future World Bank **$ 200**	**Future World Bank** **$ 200**
Future World Bank **$ 100**	**Future World Bank** **$ 100**
Future World Bank **$ 100**	**Future World Bank** **$ 100**

Future World Bank **$ 200**	**Future World Bank** **$ 200**
Future World Bank **$ 100**	**Future World Bank** **$ 100**
Future World Bank **$ 100**	**Future World Bank** **$ 100**

MODULE 3: GENDER STEREOTYPES IN JOB-HUNTING AND HOW THIS AFFECTS SPECIFICALLY YOUNG THROUGHOUT THE WOMEN

Introduction to the subject

This module aims to give students a chance to reflect upon the impact that gender stereotypes have on their lives and their choices.

The activities of the module are developed in order to foster two fundamental life skills: social awareness and self belief. The first one relates to an understanding of oneself as part of a group and of the importance of receiving and giving feedback, whilst the second concerns the confidence that one has to be able to reach his/her goal and keep working towards it with a conscious, long-term perspective.

"Few facts in consciousness seem to be merely given. Most facts in consciousness seem to be partly made. A report is the joint product of the knower and known, in which the role of the observer is always selective and usually creative. The facts we see depend on where we are placed, and the habits of our eyes."

This is what Walter Lippmann wrote in his 1922' book "Public Opinion": he was the first person to publicly write (and in this case also define) about stereotypes.
And so, what are they? In social psychology, a stereotype is a fixed, over generalized belief about a particular group or class of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. In a nutshell, stereotypes are generalised images about people within a society.
A gender stereotype is a preconceived idea where women and men are assigned characteristics and roles determined and limited by their gender.
Stereotypes about gender often take one of two forms: one assumes all members of a category (such as a profession) share a gender, for example the assumption that all company directors are men and all secretaries are women. The other is assuming that all members of a gender share a characteristic, for example believing that all women love to shop or that 'boys don't cry'.

These stereotypes hurt people of all genders by placing expectations on what people should be.
In many cases unconscious cultural stereotypes will be expressed through the language we use, meaning people use these expressions even when they do not hold these assumptions.
The spreading of gender stereotypes passes through children and youngsters: if they are surrounded by people who use them, while reading books and playing with toys clearly gender-assigned, they will miss the right tools to recognize and tackle them. Repeating these stereotypes reinforces the assumptions at their core, and this is why it is so important to help young people recognize them, so that they can be aware of the impact they have on their everyday life.
This module focuses on bringing those assumptions to the light, accompanying teachers and students through a pathway made of different activities. The first part of the activities points out the discrepancies in the working world related to gender stereotypes, and presents the chance to structure moments of encounters with pro-

fessionals that succeed in their fields. The second part focuses more on the female gender stereotypes and the involvement of women in different branches. The choice to concentrate on this specific topic rises from the multitude of data that confirms that women tend to suffer more from these assumptions: women usually tend to choose to work in gender-assigned working fields, to receive lower payments and to have lesser chances to succeed than equally skilled men.
At the end of the module, the teacher/educator shall find a checklist that will help him/her use a more inclusive language, a good practice to pass on to his/students. Helping youngsters to reflect on these phenomena is an important task that, if discussed, understood and internalized, will give new generations better chances to create a more equal world.

● This material can be used in order to pursue the following educational goals: acquire greater self-confidence and find the most appropriate way to take the initiative, improving communication skills and working in a team, promote critical thinking, especially in girls, thus reducing the gender gap and also improving informed access to educational or professional pathways, develop new approaches aimed at reducing gender inequality in access to and participation in public and political life.

SUBJECT INTRODUCTION:

This module, named: *"Gender stereotypes in job-hunting and how this affects specifically young throughout the women"*, will present activities related to two fundamental life skills: self belied and self-awareness.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
3.1	**Women at work**	1.5	**Classroom**
3.1.1	Jobs are for everyone	0.5	Classroom
3.1.2	Meeting a testimonial	1.5	Classroom
3.2	**Leadership and Independence**	**1.5**	**Classroom**
3.2.1	Empowerment and HerEmpowerment	0.5	Classroom
3.2.2	Leader for a day	1	Classroom
3.3	**Women in sciences**	**1.15**	**Classroom**
3.4	**A checklist for inclusion**	0.5	**Reading material for the teacher/educator**

3.1

Gender stereotypes
W.U. 3.1 – Women at work

SUBJECT INTRODUCTION:
This module, named: *"Gender stereotypes in job-hunting and how this affects specifically young throughout the women"*, will present activities related to two fundamental life skills: self belief and self-awareness.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
3.1	**Women at work**	1.5	**Classroom**
3.1.1	Jobs are for everyone	0.5	Classroom
3.1.2	Meeting a testimonial	1.5	Classroom
3.2	**Leadership and Independence**	**1.5**	**Classroom**
3.2.1	Empowerment and HerEmpowerment	0.5	Classroom
3.2.2	Leader for a day	1	Classroom
3.3	**Women in sciences**	**1.15**	**Classroom**
3.4	**A checklist for inclusion**	**0.5**	**Reading material for the teacher/educator**

W.U. 3.1.1 – Jobs are for everyone

EDUCATOR	STUDENT
E. introduces the topic of gender stereotypes, then divides S. into 4 groups and asks to carry out a research on a professional who performs a stereotyped job, as belonging to the opposite gender. Finally, take a moment of reflection to fix what you have learned.	S. will research professions stereotyped as belonging to the opposite gender and confronts her classmates to iron out what she has learned.

Notes for Management

W.U. 3.1.1 – JOBS ARE FOR EVERYONE

Activity synthesis:
- E. will explore the topic of gender stereotypes with the class/group
- E. will ask the S. to make an online/book research
- E. will prompt a discussion on the process of research S. followed
- E. will hold a debrief with the group

Materials needed: smartphones/tablet/pcs, pens and/or pencils, white sheets

This lesson will focus on gender stereotypes and will encourage youngsters to think about them, especially in the working field.
How many of their ideas about certain jobs or professions derive from stereotypes? How does ignorance about the reality of the profession itself helps deepen the stereotype about it?

Often stereotypes derive from not – knowing enough about the topic discussed: the activities proposed in this lesson will give youngsters the chance to think about how they attribute a specific gender to people that carry out or employ in certain jobs. In order to realise that sometimes they have misconceptions about the actual reality of some professions, it will also be proposed an activity related to meeting a certain professional (e.g. a researcher, a pilot... etc.), to allow students to have a direct confrontation and in order to stimulate their motivation and curiosity.
The aim of the lesson is to help students think about how these phenomena affect our everyday lives, and to help them realize they can make their own choices, free from prejudices and gender stereotypes.
E. introduces the issue of gender stereotypes. A hint is given below: "According to the Office of the High Commissioner for Human Rights (OHCHR), a gender stereotype" is a generalized view or preconception about attributes or characteristics that are or should be possessed by women and men or on the roles that are or should be played by men and women". Gender stereotypes affect both men and women, and are something really dangerous, as they undermine the ability to develop one's interest and personal and professional skills related to certain work fields.

Gender stereotypes mainly affect girls around the world and are widely encouraged by society, from family members to teachers. Although stereotypes are sometimes expressed as something "fun" or normalized, their role in reducing girls' career aspirations and chances cannot be underestimated. In an article titled: "Gender stereotypes about

intellectual ability emerge early and affect children's interests," the authors describe how girls begin to feel less intelligent and stronger than boys at the age of six. So, to quote Miriam Gonzalez, founder of Inspiring Girls in Spain: "neither boys nor girls are born sexist, there is something we as a society do to them to get them to that point." From clothing, to toys, from hobbies to work, there are a multitude of more or less subtle associations to one gender rather than the other, and this leads to great impairments in the society in which we live and in the world of work, just think think of the world of STEM (Science, Technology, Engineering and Mathematics), where only 29% of researchers are women.

We can therefore easily conclude that since gender stereotypes arise from our cultures and "grow" in our societies, it is our duty as "citizens of the world" to find the right tools to recognize and fight them publicly, with clear facts and positions. "

E. at this point divides the children into 4 groups and asks each group to carry out a research using their smartphone, tablets or PCs, on a person that does stereotyped profession as belonging to the opposite gender (for example, a woman who is an engineer). E. can help S. in their research by suggesting them some typically gender stereotyped jobs, such as:

For "male jobs"
- Architect
- Firefighter
- Lawyer
- Engineer
- Optometrist
- Data analyst/researcher
- Sales manager
- CEO
- Producer and director
- Chemist
- Farmer
- Construction worker
- Financial analyst
- Pilot (airplanes or cars)

For "female jobs":
- Dental hygienist
- Speech language therapist
- Childcare worker
- Teacher
- Secretary/administrative assistant
- Nutritionist
- Hairdresser
- Cosmetologist
- Nurse
- PR specialist
- Psychologist
- Social/community service
- Baker

At the end, E. will lead a moment of reflection starting with the following question:
- Think about what you have learned: did you have unconscious stereotypes about the profession you researched about?

At the end of the activity, E. will **propose a debrief,** following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

W.U. 3.1.2 – Meeting a Testimonial

EDUCATOR	STUDENT
E. divides the students into groups of 3/4 people to create a grid of questions to ask the testimonial they will meet. E. then hands out the "Professional ID" card to keep track of what they will learn during the meeting. During the intervention of the professional, E. will help the children to ask the questions and fill out the form. At the end of the meeting E. will lead a moment of discussion, prompting the S. to share what has been learned about the profession.	Through group work S. will reflect on the most important questions to ask the testimonial, in order to get to know in depth all aspects of the profession presented. S. will fill out the "profession ID" form to collect all the most important information. S. will then confront themselves with his classmates to settle what he has learned thanks to the meeting.

Notes for Management

W.U. 3.1.2 – MEETING A TESTIMONIAL

This activity, based on the reflection emerged from the activity "jobs are for everyone" will be taken only if the E. will manage to find some professionals willing to come speak to the S. Based on the results of research of the S., E. should look for a professional that somehow "breaks" the stereotype about their job (e.g. an woman who works as a mechanical engineer). The professional should then come during the activity and talk about their job and how they got there.

Activity synthesis:
- E. will actively look for a professional that could come and talk about their job to the S.
- E. will prompt S. to think about possible questions to ask to the professional
- S. will listen to the professional and take notes on the Profession ID Card
- E. will conduct a debrief

Materials needed:
Worksheet "Profession ID Card", pens/pencils

It is considered important that E. identifies in advance a testimonial available to meet the students: the best hypothesis would be to find a professional who works in a field usually attributed to the opposite sex.

Before the arrival of the testimonial, E. divides the children into groups and asks them to create a list of questions to ask the testimonial with the aim of learning more about his training and life path, the characteristics of the profession carried out and any situations experienced related to gender stereotypes in the world of work.

When the lists are completed, E. will guide a moment of sharing, in order to avoid any repetition in the questions.

Finally, E. will deliver the attached "ID of the profession" which will be filled in during the meeting with the professional to collect all the information.

During the meeting, if necessary, E. will help the students to ask questions and fill in the form

At the end of the presentation, T will lead a moment of debriefing, starting from the completed forms, to settle what students have learned about the profession.

At the end of the activity, E. will **propose a debrief,** following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

PROFESSION ID CARD

PROFESSION'S NAME	RELATED WORKING FIELD
REQUIRED QUALIFICATION/STUDY COURSES	**MAIN TASKS**
REQUIRED SKILLS	**SCHOOL SUBJECTS USEFUL FOR THIS JOB**
A TYPICAL DAY OF THIS PROFESSIONAL	**SALARY RANGE**

Gender stereotypes
W.U. 3.2 – Leadership & Independence

SUBJECT INTRODUCTION:
This module, named: *"Gender stereotypes in job-hunting and how this affects specifically young throughout the women"*, will present activities related to two fundamental life skills: self belied and self-awareness.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
3.1	**Women at work**	1.5	**Classroom**
3.1.1	Jobs are for everyone	0.5	Classroom
3.1.2	Meeting a testimonial	1.5	Classroom
3.2	**Leadership and Independence**	**1.5**	**Classroom**
3.2.1	Empowerment and HerEmpowerment	0.5	Classroom
3.2.2	Leader for a day	1	Classroom
3.3	**Women in sciences**	**1.15**	**Classroom**
3.4	**A checklist for inclusion**	**0.5**	**Reading material for the teacher/educator**

W.U. 3.2.1 - Empowerment and HerEmpowerment

EDUCATOR	STUDENT
E. introduces the concept of leadership and leads a discussion with the S. to find out what they know about it. E. divides the class into groups and proposes to carry out a research on known characters who are an example of a leader. E. then asks the students to report the names they found and the reasons why they chose them. At the end, E. leads a moment of sharing to reflect on gender stereotypes related to the figure of the leader.	S. reflects on the concept of leader and, through teamwork, research for famous people with these characteristics. S., thanks to a moment of discussion with the classmates, reflects on any gender stereotypes they have about women who hold leadership roles.

Notes for activity management

W.U. 3.2.1 – EMPOWERMENT AND HerEMPOWERMENT

Activity synthesis:
- E. will introduce to the S. the topic of leadership
- S. will do a research on leading figures and discuss about their choices and the stories they have learned about
- E. will conduct a debrief

Material needed: white sheets and pens/coloured pencils; a computer/tablet/smartphone.

Introduction to the topic: The 2030 Agenda for Sustainable Development Goal 4 "Quality education" and specifically the sub-goal 4.7 aim to "ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development" .
Maturing the capacity to act as responsible citizens and to participate fully in civic and social life means engaging with others to achieve a common or public interest, such as gender equality.
This requires critical thinking, problem-solving skills and the ability to cooperate and participate, as well as the ability to act autonomously and responsibly. In other words, learning and practising leadership.
Very often, however, leadership has a masculine connotation and when, on the contrary, girls show a leader character, they are often considered "aggressive" or too "bossy". Girls and young women therefore learn that they must apologize or justify themselves before speaking and when taking leading roles in their class, groups or neighbourhood.
The lack of female presence in decision-making bodies set up worldwide to deal specifically with the COVID-19 pandemic is a striking example, considering that the vast majority of health workers in the EU are women (70%).

The activities proposed in this activity will help children to:
- acquire greater self-confidence and find the most appropriate way to take the initiative, improving communication skills and working in a team.
- Promote critical thinking, especially in girls, thus reducing the gender gap and also improving informed access to educational or professional pathways

- Develop new approaches aimed at reducing gender inequality in access to and participation in public and political life.

Activity: E. introduces the concept of leadership, as "*the ability to influence people and help them work better towards a common goal*". At this point, E. asks the students to think of people that they think have the characteristics of a leader and to carry out an online research. The objective of the activity is to understand how the S. imagine a leader, woman or man, and what characteristics a leader should have. This exercise aims to highlight any stereotypes or prejudices consciously or unconsciously possessed.

At the end of the research, E. leads a discussion with the students on the topic of leadership and on the results of the research. If any of the S. has thought of a female leader, it is important to ask for possible reasons and to stimulate discussion by asking the following questions:
- *Who is a leading woman for you?*
- *Did you think you were looking for a woman and not a man when you did the task?*
- *How do you imagine a female leader or a male leader?*

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

W.U. 3.2.2 – Leader for a day

EDUCATOR	STUDENT
E. asks to identify a leader within each of the 4 groups previously created. E. then proposes to identify an emerging problem in their city and to reflect together as a group on how to deal with it, writing down the reflections made to expose them to the other S.	Through group work and guided by the leader, S. tries to find possible solutions to the chosen problem and write down the reflections made to then discuss them with the other S.

Notes for activity management

W.U. 3.2.2 – LEADER FOR A DAY

Activity synthesis:
- E. divides the class into groups
- S. will elect a leader for each group
- S. will try to tackle an issue regarding their social environment
- The groupleaders will present the results of their group and the entire class will discuss about it
- E. will conduct a final debrief session

Material needed: white sheets and pens/colored pencils;

E. divides S. into four groups, trying to make them as balanced as possible in terms of gender (e.g.: 4 students= 2 males and 2 females).
Once the groups are formed, E. will ask the students to reflect on the characteristics of a leader and to choose one for each group. In order to make S. reflect on the process, after the leaders are chosen, E. will ask:
- *What personal features did you think of when you elected your leader?*
- *Why do you think your classmate will be a good representer of your group?*
- *How do you think your entire group will be capable of helping you leader through the way?*

At this point E. explains that each group will have to choose a "problem" of their city/society/environment to treat and to discuss with their classmates and that the figure of the leader will have the task of moderating and encouraging the discussion and writing down the reflections.
First of all, it is necessary to choose a problem to discuss, then it will be the group

leader who will ask useful questions to discuss all aspects of the issue.

When the issue to tackle is chosen, the E. will leave the students to their group work. After each group will have completed the discussion, the groupleaders will present their group's findings to the rest of the class. After the short presentation, the whole class will debrief for 10/15 minutes on the results, discussing both on the reasons why they chose that particular kid to be the group leader, on the dynamics that occurred during the activity (did they all agree? Were there some misunderstandings?) and on the conclusions they drew.

May the S. find themselves incapable of stimulating conversation, some **prompting questions** could be:

- *"What do we feel to be a big problem in this historical period?" (for example: environmental pollution, distance learning, fake news, lack of public transport, how can we help people in economic difficulty?*
- *"Why do we choose this topic? How does this topic affect us closely? Is this a problem in our neighbourhood?"*
- *Group discussion on the problem: "what is the problem? How does it manifest itself in everyday life? What contributes to the problem: what factors? People? Organizations or groups?"*
- *"What would each of us, in his own small way, do to help find solutions to the problem? Do we want to help solve the problem? In which way? What can we do in the small with a daily action that helps us to solve it?*

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

Gender stereotypes
W.U. 3.3 – Women in sciences

SUBJECT INTRODUCTION:
This module, named: *"Gender stereotypes in job-hunting and how this affects specifically young throughout the women"*, will present activities related to two fundamental life skills: self belied and self-awareness.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
3.1	**Women at work**	1.5	**Classroom**
3.1.1	Jobs are for everyone	0.5	Classroom
3.1.2	Meeting a testimonial	1.5	Classroom
3.2	**Leadership and Independence**	**1.5**	**Classroom**
3.2.1	Empowerment and HerEmpowerment	0.5	Classroom
3.2.2	Leader for a day	1	Classroom
3.3	**Women in sciences**	**1.15**	**Classroom**
3.4	**A checklist for inclusion**	**0.5**	**Reading material for the teacher/educator**

W.U. 3.3 – Women in Sciences

EDUCATOR	STUDENT
E. introduces the topics and ask the S. to list all the scientists they know, writing them down on the blackboard/flipchart. E. then asks the S. to do a research on female scientists and them prompt them to discuss about their results. In the end, E. leads a moment of debriefing.	S. discuss about their knowledge on scientists and then research some female ones. They then discuss with the rest of the classroom about their findings and participate in the debrief session.

Notes for Management

W.U. 3.3 – WOMEN IN SCIENCES

Activity synthesis:
- E. divides the class into groups
- S. will elect a leader for each group
- S. will try to tackle an issue regarding their social environment
- The groupleaders will present the results of their group and the entire class will discuss about it
- E. will conduct a final debrief session

Materials needed: white/coloured large sheets and pens; coloured crayons/pencils, attachments "sheet 1"; "sheet 2"; computers/tablets/smartaphones; flipcharts.

E. asks the group the question: *which scientists do you know*?
E. writes down all the names on a whiteboard or flipchart, following the layout of the attachment "Sheet 1", listing male scientists in the male column, female scientists in the female column.
If the activity is online, S. can copy the attachment directly into a Word document.
As an alternative, E. can assign the task of writing down the names to one student on the blackboard/flipachart.

E. explains the second task: to research and present an important discovery or invention by a female scientist.
E. divides the group into subgroups, and ask the S. to look it up on their computers/tablets/smartaphones.

S.' subgroups will research online and prepare the information for the presentation, based on the requirements one can find the attachment "**Sheet 2**".
S. can decide whether to assign within each subgroup tasks or if they want to do everything together.
At the end of their researches, student will discuss together what they have learned and create posters with the stories of the scientists.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

SHEET 1

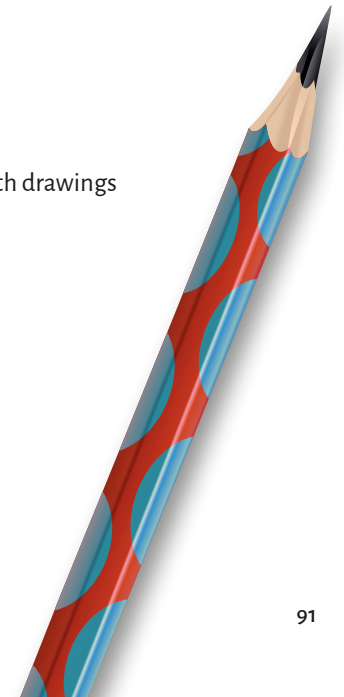| HOW MANY SCIENTISTS DO WE KNOW?	
MALE	FEMALE

SHEET 2

Research and Presentation
Find an important invention or discovery by a female scientist.

Do some research online or in the library and prepare a presentation. It can be in the form of a poster or a PowerPoint presentation. This presentation should include the following information:

- Name of the scientist:

- Date of birth, historical period and nationality

- Some biographical information (how did they choose their discipline, what was their life like, how did they become a scientist, what problems did they face?)

- Invention/discovery made

- Why is this invention or discovery important?

- You can write them down or illustrate them with drawings

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Gender stereotypes
W.U. 3.4 – A checklist for inclusion

SUBJECT INTRODUCTION:
This module, named: *"Gender stereotypes in job-hunting and how this affects specifically young throughout the women"*, will present activities related to two fundamental life skills: self belied and self-awareness.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
3.1	**Women at work**	1.5	**Classroom**
3.1.1	Jobs are for everyone	0.5	Classroom
3.1.2	Meeting a testimonial	1.5	Classroom
3.2	**Leadership and Independence**	**1.5**	**Classroom**
3.2.1	Empowerment and HerEmpowerment	0.5	Classroom
3.2.2	Leader for a day	1	Classroom
3.3	**Women in sciences**	**1.15**	**Classroom**
3.4	**A checklist for inclusion**	**0.5**	**Reading material for the teacher/educator**

Notes for activity management

This particular lesson is not an activity per se. Being the final document of this module, which focus was to try to give teachers/educators and students a thorough perspective on the topic of "gender stereotypes", this lesson tries to pull the strings of all the matters discussed so far, presenting a series of "tips & tricks", some references to useful documents/researches, alongside with examples of possible situations where to exercise what has been learned during the modules.

This final part of the module aims to become a small "handbook", for the teacher/educator to pick up when discussion on gender stereotypes, inclusive language and communication.
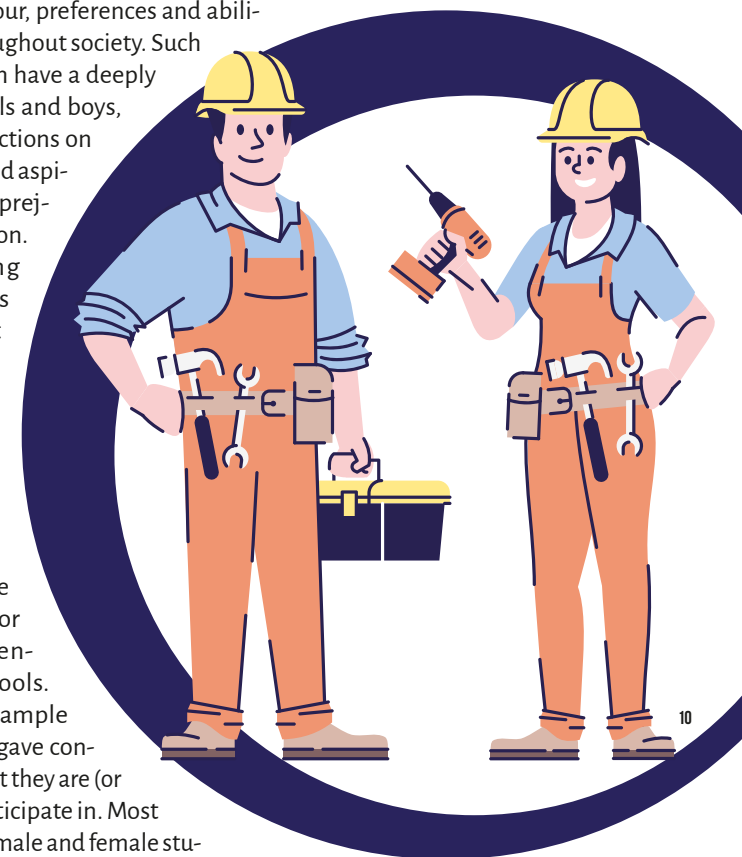
The following sentences are to be taken as examples and suggestions, that the teacher/educator shall read in order to make acquaintance with a more inclusive and equal language and behaviour.
Gender equality means more than the equal representation of women and men.

Achieving gender equality means eliminating all gender-based discrimination and gender stereotypes in all areas of life.

- **Professions have no gender**: women can do jobs traditionally associated with men, just as men can do jobs traditionally associated with women. The division of labour between women and men does not correspond to their innate capacities or preferences.
- Gender stereotypes are widespread and can also be found in school and other educational environments: often textbooks contain stereotypical images of women/men, boys/girls. Gender stereotyping is a typical feature of school culture, often unconsciously reinforced through 'everyday' actions.

False beliefs and over-generalisations about differences in girls' and boys' behaviour, preferences and abilities are prevalent throughout society. Such gender stereotypes can have a deeply harmful impact on girls and boys, placing arbitrary restrictions on children's behaviour and aspirations while fuelling prejudice and discrimination. Gender stereotyping in schools reinforces particular ideas about what is expected and acceptable behaviour from women and men: such as that women are weak and emotional, while men are strong and brave. Gender stereotypes are sometimes reflected or reinforced by differential treatment in schools. The most common example students in this study gave concerned the activities that they are (or are not) allowed to participate in. Most frequently, this entails male and female stu-

dents having to participate in different sports, either as a result of school policy or as a result of being excluded by other students - such as girls not being allowed to play football and rugby.

Male students are less likely than girls to express a desire to participate in sports associated with the opposite sex, but students report difficulties faced by male students who want to participate in more artistic activities, such as dance and drama. **These situations can be really dangerous and can limit future individual career and lifestyle choices, this is why it is important to acknowledge and tackle them with positive attitudes and measures.**

- **Language and communication matter because they make people visible or invisible and recognise or demean their contribution to society**. Our language shapes our thought, and the way we think influences our actions. Gender-blind or discriminatory language reinforces sexist attitudes and behaviour. Use both the feminine and the masculine when addressing a mixed audience. Review public communication to make sure it uses gender-sensitive language and imagery.
- It is a good idea to review textbooks to ensure that they are free of sexism and

that they depict women as well as men in non-stereotypical roles. It is helpful to **ensure the representation** of women as scientists, artists, athletes, leaders, politicians in textbooks and programmes, as well as to teach about important women's history. Professions and occupations are often gender stereotyped. Take special care to avoid stereotypes when talking about people's occupations.

- Students often choose their future training/career basing themselves on **unconscious biases** tied up to gender stereotypes: it is fundamental to discuss with them the reasons behind their choices, so that they can be aware of what really motivates them towards their goals.
- **It is important to understand where discriminant language impacts the most**: There are three broad categories under which much gender-discriminatory language falls:
- Stereotypes: assigning gender when gender is unknown or irrelevant as a result of stereotypes.
- Invisibility and omission: language which casts the male as the generic norm and keeps women from being visible in public life.
- Subordination and trivialisation: language which paints one gender, often women, as inferior, or belittles them.

- To ensure that you've used 'gender-savvy' language in your writing, try asking yourself the following questions:
  - Do you recognise stereotypes and avoid repeating them through your language?
  - Do you actively seek ways of being inclusive to both women and men?
  - Does your language reflect the idea that women, men and those of a non-binary gender are independent persons of equal value, dignity, integrity and respect?
  - When using gender-neutral language, have you considered whether there might be hidden gender elements to the discussion that mean you should be using gender-sensitive language instead?
  - Do you avoid terms that may be patronising or belittling to one gender?
  - Would the adjectives that you use to describe one gender be equally applicable to another gender?
  - Did you check your document for gender-biased language?
  - Have you avoided describing women solely in relation to men?
  - Do you avoid using 'man' or 'he' to describe the experiences of everyone?
  - When describing professional occupations, have you used gender-neutral terms, such as chair, spokesperson and headteacher?
- Equal visibility for women and men is not enough. We need to ensure fair visibility. Fair visibility means that our communication doesn't perpetuate gender stere-

otypes and allows men and women to be on equal footing. Fair visibility can be achieved by presenting a diversity of roles for both women and men. For example, a story or a photo with equal numbers of women and men in which men are in leadership roles and women are in support roles does not qualify as fair visibility. A report in which all photos present men as computer scientists or industry workers and all women as nurses and teachers doesn't qualify as fair visibility.

These are few crucial points that represent a much bigger picture; if interested in broadening his/her knowledge on the topic, the teacher can find useful information from the reports/researches taken in consideration while developing this checklist:

FURTHER INFORMATION:

- National Education Union and UK Feminista. (2017). "It's just everywhere!".
https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf

- UNDP. (2018). 10 principles Gender responsive Communications.
www.progettiamocilfuturo.it/undp_gender_responsive_communication

- EIGE. (2019). Toolkit on gender-sensitive communication.
https://eige.europa.eu/publications/toolkit-gender-sensitive-communication

- Council of Europe. (2020). Sexism: See it. Name it. Stop it.
https://www.coe.int/en/web/human-rights-channel/stop-sexism

- European Youth Foundation. (2019). GENDER PERSPECTIVE TOOLBOX.
https://rm.coe.int/eyf-gender-toolbox-feb-2019/168092d199

MODULE 4: UNDERSTANDING THE LABOUR MARKET AND ITS CONSTANT CHANGES: THE NEED FOR LIFE DESIGN SKILLS

Introduction to the subject

The main goal of this module is to introduce young people to the concept of the labour market and the fact that it is characterized by constant change. The activities contained in this module will help young people develop their education and career perspective and also their self-initiative. wwwww

The education and career perspective refers to having the ability to develop an understanding about educational pathways, ideas about professional opportunities, and future labour market requirements, which incorporates a lifelong learning attitude. Self-initiative can be described as the motivation to take on one's own pathway and to be aware of one's own responsibility in this undertaking.

A labour market is a mechanism that matches potential employers of people (the demand for labour) with people who are available for work (the labour supply). Labour markets operate at local, regional, national and, increasingly, at international levels, reflecting how economies operate.

Labour markets are affected by a wide range of factors including:

- Changes in the external business environment, such as increases in consumer demand for the goods or services provided by an industry, or cheaper competition from abroad leading to job loss.
- Changes in the internal business environment, such as changes in the production processes, new technologies or business structures resulting in job losses, or changes in the level of occupations available (for example, more technical jobs, fewer unskilled jobs);
- Government interventions, such as regeneration programmes supporting education, training and investment in particular skills or geographical areas.
- New laws which affect jobs (for example, banning hunting, or restricting the number of hours a lorry driver can drive), national and international policies like the introduction of national minimum wages, or the free movement of labour within the European Union;
- Legislation affecting employment rights placing restrictions on how employers recruit.

Clearly, the supply of, and demand for labour is constantly changing. The frequent crises and change in global markets and in the world have a strong impact on young people. Therefore, thinking about careers, skills and jobs becomes a confusing, precarious and scary process for young people. The baby boomers, who had a strong belief in progress, education and growth, and who had relatively stable careers are retiring. Just good education alone is not enough and long careers are a thing of the past – and so too is the assumption that a job is secured by commitment and diligence. Careers are now full of transitions – from education to work (or further education), from NEET to activation, from unemployment to employment, from sickness or family periods to work, from salaried employment to self-employment (and back), even from pensions back to work. As technological progress and digitalisation are generating new jobs and new forms of work, the skills that are demanded in the labour market are also undergoing rapid transformation. Skill gaps are widening and therefore all

workers in all stages of their careers need to engage in training in order to ensure that their skills remain relevant.

The International Labour Organisation (ILO) and the Organisation for Economic Co-operation and Development (OECD) have identified a set of key drivers of change that will shape the future of work: globalisation, climate change, demographic changes, and technological advancements. The impact of new technologies often dominates the discourse around the future of work, but all of these megatrends will contribute to changing the nature of work across Europe, often in interconnected ways.

This material can be used in order to pursue the following educational goals: provide an introduction to the labour market, understanding the fact that the labour market is in constant change and understanding the need for Life Design Skills in order to cope with the changing labour market. In this module, students reflect on the demand of the current labor market and how it changes over time, requiring them to adapt. Some "old" jobs still exist, but the ever-changing environment means that even these jobs require extra skills: their skills and those needed to fulfill their professional desire need to be developed and updated.

After an initial moment of evaluation of the current labor market, they will identify that changes are part of life but that some factors / changes (e.g. industrial revolution, automation, AI, covid-19, …) have more influence on them than others. it.

Students will identify that professions have changed over time and will change again, highlighting new skills and ideas for improving professions.

FURTHER INFORMATION:

Arnkil, Robert, "Lost in transition? Challenges for social inclusion and employment of young people in Europe", in *Youth work and non-formal learning in Europe's education landscape*, European Commission, 2015, pp. 198-212.

The Future of Work and Youth https://www.youthforum.org/future-work-and-youth

Organisation for Economic Co-operation and Development – Future of work and skills https://www.oecd.org/els/emp/wcms_556984.pdf

Labour market https://www.youtube.com/watch?v=jSDd6re92TY

This teaching module, called: "Understanding the labor market and its constant changes: the need for Life Design Skills (education and career / self-initiative perspective)", will present activities related to the empowerment of fundamental life skills: "Understanding what the job market is", "Understanding that the job market is constantly changing and the fact that young people are part of that change by influencing it" and "Understanding the need for Life Design Skills".

SUBJECT INTRODUCTION:

In this module, students reflect on the demand of the current labor market and how it changes over time, requiring them to adapt. Some "old" jobs still exist, but the ever-changing environment means that even these jobs require extra skills: their skills and those needed to fulfill their professional desire need to be developed and updated. After an initial moment of evaluation of the current labor market, they will identify that changes are part of life but that some factors / changes (e.g. industrial revolution, automation, AI, covid-19, …) have more influence on them than others. it.
Students will identify that professions have changed over time and will change again, highlighting new skills and ideas for improving professions.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
4.1	**What is the labour market**	**1**	**Classroom**
4.2	**Changes in the labour market**	**1.5**	**Classroom**
4.2.1	Type of jobs (old versus new jobs)	45 min	Classroom
4.2.2	Job market changes	45 min	Classroom
4.3	**Old vs. New Jobs**	**1.5**	**Classroom**
4.3.1	Old versus new skills: Life Design Skills	1	Classroom
4.3.2	Old versus new jobs and skills: summary	**0.5**	Classroom

WE ARE HIRING!

REQUIREMENTS

JOB POSITION

APPLY

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WU 4.1 - What is the labour market

SUBJECT INTRODUCTION:

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
4.1	**What is the labour market**	**1**	**Classroom**
4.2	**Changes in the labour market**	**1.5**	**Classroom**
4.2.1	Type of jobs (old versus new jobs)	45 min	Classroom
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4.3	**Old vs. New Jobs**	**1.5**	**Classroom**
4.3.1	Old versus new skills: Life Design Skills	1	Classroom
4.3.2	Old versus new jobs and skills: summary	**0.5**	Classroom

EDUCATOR	STUDENT
E. will prepare and run an activity in which the S. will learn the key components of the labour market and how the labour market works.	S. will take part in an interactive activity which will develop their understanding of the labour market.

Notes for Management

W.U. 4.1 – WHAT IS THE LABOUR MARKET

Activity synthesis:
- E. will prepare in advance the materials needed for this activity.
- E. will introduce a brainstorming
- S. will have to come up with words that they associate the labour market with
- E. will propose a game where S. will learn about the most important actors and concepts connected to the labour market.

Materials needed: a whiteboard/blackboard/flip chart for the brainstorming and cards with the written words and definitions.

PART 1
Duration: 10 minutes
In this part of the activity E. will ask the students to come up with terms that they associate with the labour market. E. can use a blackboard/whiteboard or a flipchart to write the terms. During this exercise it is not needed to go too much into details, just gather the words and introduce the topic. After the second activity S. will have to come back to this board.

Before going to the second part E. can ask the students the following questions:
- Do you understand more than 5 terms?
- Do you understand more than 10 terms?
- Do you understand all the terms?

PART 2:
15 minutes
For the following activity E. will have to prepare two sets of cards, one containing the concepts and the second one containing the definitions (see attachment cards).
Each student will receive one card (you can take out some words if the student group is smaller or give some students two cards.) The students will have to pair correlated definition-concept, by going around the classroom and interacting with the classmates.

Debrief – 20 minutes
Once pairs have been formed the students can share their word and the definition. E. can then ask them to form groups (all forms of workers would form a group, market related terms would form another group)
Everytime a S. discovers new terms, E. can complete the board with the new terms.

At the end of the exercise, E. can ask again the set of questions:
- Do you understand more than 5 terms?
- Do you understand more than 10 terms?
- Do you understand all the terms?

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

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CARDS

Labour Market

It refers to the supply of and demand for labor, in which employees provide the supply and employers provide the demand.

Demand

An economic principle referring to a consumer's desire to purchase goods and services and willingness to pay a price for a specific good or service.

Employer

An individual or an organization in the government, private, nonprofit or business sector that hires and pays people for their work.

Social security

The protection that a society provides to individuals and households to ensure access to health care and to guarantee income security, particularly in cases of old age, unemployment, sickness, invalidity, work injury, maternity or loss of a breadwinner.

Supply

The willingness and ability of producers to create goods and services to take them to market.

Employee

An individual who was hired by an employer to do a specific job.

Salary

A fixed amount of money or compensation paid to an employee by an employer in return for work performed.

Employment

A relationship between two parties, usually based on contract where work is paid for, where one party, which may be a corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee

Unemployment

A term referring to individuals who are employable and actively seeking a job but are unable to find a job.

Minimum wage

The minimum amount of remuneration that an employer is required to pay wage earners for the work performed during a given period, which cannot be reduced by collective agreement or an individual contract.

Overqualified worker

The state of being educated beyond what is necessary or requested by an employer for a position with the business.

Skill shortages

When employers are unable to fill or have considerable difficulty in filling vacancies for an occupation, or specialised skill needs within that occupation, at current levels of remuneration and conditions of employment, and reasonably accessible location.

Unskilled worker

A workforce with limited skills or minimal economic value for the work performed.

Skilled worker

A segment of the workforce that has specialized know-how, training, and experience to carry out more complex physical, or mental tasks than routine job functions.

Competitive market

Where there are numerous producers that compete with one another in hopes to provide goods and services we, as consumers, want and need.

Market

Any place where two or more parties can meet to engage in an economic transaction.

W.U. 4.2 - Changes in the labour market

SUBJECT INTRODUCTION:

In this module, students reflect on the demand of the current labour market and how it changes over time, requiring them to adapt. Some "old" jobs still exist, but the ever-changing environment means that even these jobs require extra skills: their skills and those needed to fulfill their professional desire need to be developed and updated. After an initial moment of evaluation of the current labour market, they will identify that changes are part of life but that some factors / changes (e.g. industrial revolution, automation, AI, covid-19, ...) have more influence on them than others. it.

Students will identify that professions have changed over time and will change again, highlighting new skills and ideas for improving professions.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
4.1	**What is the labour market**	**1**	**Classroom**
4.2	**Changes in the labour market**	**1.5**	**Classroom**
4.2.1	Type of jobs (old versus new jobs)	45 min	Classroom
4.2.2	Job market changes	45 min	Classroom
4.3	**Old vs. New Jobs**	**1.5**	**Classroom**
4.3.1	Old versus new skills: Life Design Skills	1	Classroom
4.3.2	Old versus new jobs and skills: summary	**0.5**	Classroom

W.U. 4.2.1 – Type of jobs

EDUCATOR	STUDENT
E. hangs on the wall in advance some photos of works carried out in the past, in the present and some that will be required in the future. E. divides S. into 4 groups and gives each one of them images of jobs: S. will have to reflect and say if they are works from the past, present or future, reflecting on the skills required to do them and motivating the answer.	S. will reflect on past, present and future changes in the labour market, also analyzing how the skills required to professionals have changed over time.

Notes for activity management

W.U. 4.2.1 – TYPE OF JOBS

Activity synthesis:
- E. will set up the space and prepare the material
- S. will have to pair the pictures with the categories
- E. will lead a moment of discussion and debriefing

Materials needed:
- Pictures (see attachment)
- post-its
- stationery (pens, pencils, coloured crayons...)

E. first hangs on the wall some photos of the following categories of professions:
1. old jobs that still exist (e.g. firefighter, policeman, butcher, teacher, cleaning lady, dentist, nurse, hairdresser / barber, actor, painter, chimney sweep, etc..
2. jobs that no longer exist or are totally different now (e.g .: coachman ➔ taxi driver, horse keeper ➔ car mechanic, ticket inspector / salesman on the bus / tram / metro ➔ car, secretary in an office
3. today's jobs that did not exist in the past that will become even more important in the future (e.g. elderly care, childcare assistant, solar panel installer, IT, ...).
4. jobs of the future (data waste manager, e-health developer, urban farmer, 3D printing expert, personal brand coach, consultant and robot manager...).

Later E. will divide the class into 4 groups, assigning each one a "job" image for each of the 4 types described above and will deliver the respective cards.

At this point E. asks to assign one of the 4 types of work to each image received and to justify the choice. Finally, E. delivers post-its to the groups and asks them to describe how the required skills for the particular jobs have changed over time.
Finally, E. guides a moment of confrontation with the students, asking them to share the reflections made on each profession.

Examples:

1: hairdresser: 'just' cut hair ➔ trendy hairstyles, following hair colouring trends, new techniques, products, ...
2: horse keepers: horses replaced by cars: how a car works ➔ mechanics. Self-driving cars in the future program cars? (sensors, ...)

3: postman: "only" deliver letters ➔ fewer letters plus parcels (ordered online before 12pm: delivered the next day):

It is also considered important to pay attention to the fact that a change in customer demand implies consequences on the working methods and skills required of the professional (e.g. we expect the hairdresser to make us the most fashionable haircut; we expect a car to park on its own without doing anything; we expect fast and efficient delivery of a parcel ordered the night before.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

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OLD JOBS THAT CHANGED CONTENT

FUTURE JOBS

OLD JOBS THAT STILL EXIST

NEW JOBS

OLD VS NEW JOBS

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Orientation Toolbox for Life Design

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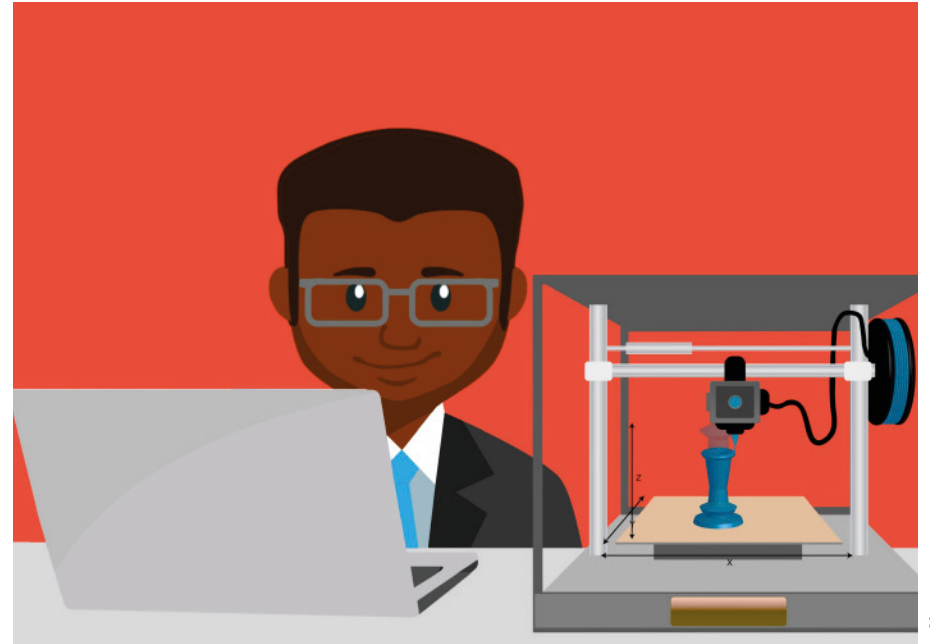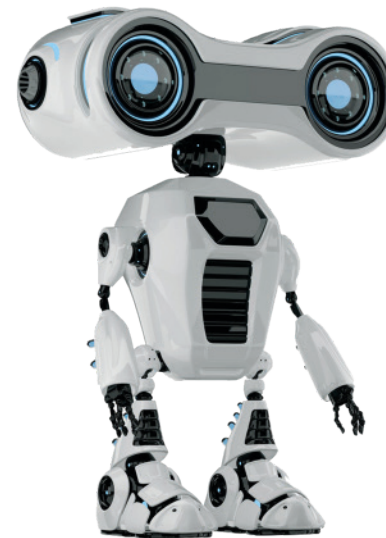Erasmus+ Programme
of the European Union

W.U. 4.2.2 - Job Market Changes

EDUCATOR	STUDENT
E. asks the kids to reform the working groups of the previous activity and proposes to carry out a SWOT analysis of the professions to analyze the changes in the labour market. Finally, E. leads a moment of final reflection to settle what she has learned from the activity.	Through a SWOT analysis and some teamwork S. reflects on past, present and future changes in the labour market.

Activity synthesis:
- **THIS ACTIVITY IS A FOLLOW UP OF THE LATTER**
- E. asks the students to reflect on the major changes that occurred in the last decades and on how they impacted the working world
- E. hands over a list of questions that the S have to answer
- S., in the same groups as the last activity, will debate and answer to the questions
- E. will conduct a debrief

Materials needed:
Pictures (see attachment)

E. takes over the professions investigated in the previous w.u. and lists some major events that have led to changes in the world of work (e.g. changes in science, industrial revolution, automation, digitalization, artificial intelligence, covid-19, etc).
Keeping the groups created in the previous w.u, E. delivers a list of questions on which S., through comparison, will have to reflect and discuss in order to find an answer.
E. then leaves the S. about 15 minutes to think about the questions (see attachment "questions")
In the end, E. asks to choose a profession for each group and to carry out a SWOT analysis to identify the strengths, weaknesses, any opportunities and threats related to time and changes that may occur over time.
Eg: craft of the baker
- Strengths: People will always love to eat freshly baked artisan bread / cake / → job security
- Weaknesses: People will always want hot fresh bread / cake ... in the morning; no flexible working hours (work starts very early)
- Opportunities: new techniques / machines /... much can be done automatically but more and more attention is required to new recipes, to refined works, things that machines cannot do; organic baker ?; need to focus more on customer demand

(e.g. respond to allergies); possible machines that facilitate heavy work
- Threats: takeaways that deliver the entire package; supermarket that supplies very cheap bread that is becoming more and more artisanal (artisan flavor); industrial bakery, etc.

E. suggests that S. also think about jobs that have no weaknesses or threats, as they will discover that every job actually has them, and that is why a worker must be more and more flexible and able to adapt to new situations.
In conclusion, E. leads a moment of confrontation with all the children, asking some questions:
- Do you think the jobs will always be in constant change?
- Do you think you will also have to change yourself to get a job in the future?

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
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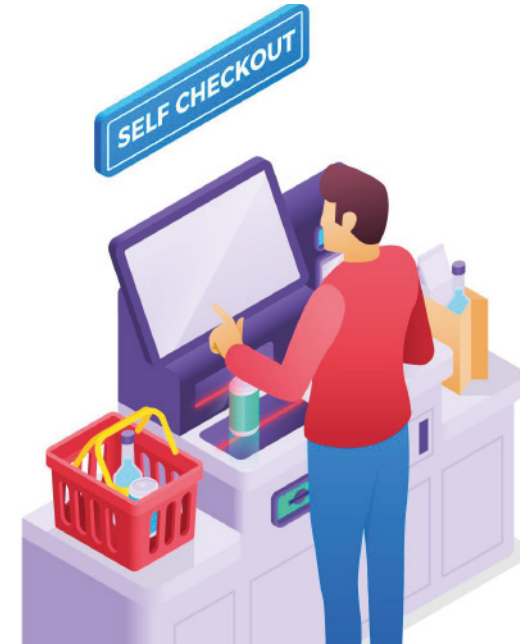
JOB MARKET CHANGES

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QUESTIONS

What professions were there in the past that no longer exist? Why?	
Which professions do you think are going to disappear?	
What jobs do you think will become the professions of the future?	
Can you think of a "high tech" profession that will surely become / be popular in the future?	

What do you think of:	
a plane not piloted by a human?	
a hospital with mostly robotic-workers?	
a robot instead of a teacher?	

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4.3

W.U. 4.3 - Old versus new skills

SUBJECT INTRODUCTION:

In this module, students reflect on the demand of the current labor market and how it changes over time, requiring them to adapt. Some "old" jobs still exist, but the ever-changing environment means that even these jobs require extra skills: their skills and those needed to fulfill their professional desire need to be developed and updated.

After an initial moment of evaluation of the current labor market, they will identify that changes are part of life but that some factors / changes (e.g. industrial revolution, automation, AI, covid-19, …) have more influence on them than others. it.

Students will identify that professions have changed over time and will change again, highlighting new skills and ideas for improving professions.

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4.3.1	Old versus new skills: Life Design Skills	1	Classroom
4.3.2	Old versus new jobs and skills: summary	**0.5**	Classroom

W.U. 4.3.1 - Old versus new skills: Life Design Skills

EDUCATOR	STUDENT
E. proposes to reflect on the skills required to carry out the different professions and on which ones are possessed today or must be acquired by each student to pursue a particular career; then hangs a sign on the wall with the most demanded skills in the 21st century business world, and explains the meaning of each. Finally, E. guides a reflection on the change of skills over time, comparing them with those most requested in the past, and focuses on transversal skills.	S. will reflect on the skills of the past, present and future and how the demand for skills in the world of work varies continuously over time, giving more and more importance to transversal skills.

Notes for activity management

Activity synthesis:

- E. shows the professions and ask S. to define them
- E. explains that each job requires a specific set of skills
- S. fill in the posters with the different skills required for each profession
- E. will prompt a discussion on the concept of skills
- S. will participate in the debrief session

Materials needed: blank sheets, pens, pencils, scotch, printed pictures, see attachment!

E. shows some pictures of different jobs (e.g. electrical installer and roofer (technical works); restaurant manager and athletic trainer (entrepreneurial); taking care of the elderly and nurses (social); actor and painter (creative / artistic); laboratory worker and architect (intellectual work); administrative employee and salesman (organizational work)

He then asks S. the following questions:

- What does their work consist in? Try to describe them
- What do these jobs involve?
- What do the 2 jobs have in common?
- What would you need to do these jobs successfully?
- What skills are required to perform them? Are they the same for both?
- What skills do you already have and which ones should you acquire?
- Which of the two jobs would you prefer to do?

At the end E. points out that each job requires some specific skills, therefore HANGS TO THE WALLS OF THE CLASSROOM 12 sheets / posters on which, with the help of the S. will write the name of a profession and the list of skills required to carry it out. The E. is advised to identify the professions and related skills in advance.

At this point the students can read the various hanging posters and evaluate, based on the necessary skills, which jobs they could / would like to do at the moment, and write them down.

At this point E. focuses on the existence of skills that are more "transversal" to all jobs and not specific to one and asks the students to brainstorm starting from the following question:

"What skills do you think are important to carry out all 12 professions just seen?"

E. is advised to provide some examples to help students better understand, such as:

1. the repair of bicycles previously consisted only in the replacement of tires and chains, but over time and the introduction of electric bicycles for example, it required more and more skills

2. the car mechanic: today cars feature state-of-the-art technologies with sensors also for autonomous driving.

➔ new technologies that require lifelong learning

At this point, the teacher hangs a poster with the most requested skills in the 21st century world of work on the wall and explains them with examples.

Below is a list of the **21st Century** skills to be included:

- **Lifelong learning / self-direction and personal management**
- **Collaboration and leadership**
- **Critical thinking and problem solving**
- **Creativity and innovation**
- **Social responsibility and cultural, global and environmental awareness**
- **Communication**
- **Digital literacy**

The goal is to discuss them together, comparing them with those requested in the past and understanding the importance of being flexible, of knowing how to adapt and always updating during the professional path: possessing a specific competence is no longer enough, as it is also necessary to possess the transversal ones.

Finally the teacher will ask the students to think critically about themselves: evaluate which 21st century skills they possess / do not yet possess and write them down

At the end the teacher leads a debate, asking a few questions:

- *What 21st century skills do you possess?*
- *What 21st century skills do you not yet possess, but would like to possess?*
- *What kind of skills do you lack / need to have in the future to be competitive in the job market?*
- *If you were the HR of a company which skills would you prefer? someone who knows their job but doesn't think outside the box and can't solve problems OR someone who doesn't know the job 100% but is eager to learn and able to solve problems by thinking innovatively / creative?*

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

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SKILLS FOR 21ST CENTURY LEARNING

- SELF-EFFICACY
- MOTIVATION
- PROBLEM SOLVING
- METACOGNITION
- CREATIVITY
- COSCIENTIOUSNESS
- COLLABORATION
- CRITICAL THINKING
- PERSEVERANCE

21ST CENTURY LEARNER

SUBJECT / DISCIPLINE AREAS

ENGAGED THINKER

ENTREPRENEUTRIAL SPIRIT

ETHICAL CITIZEN

LITERACY

NUMERACY

- COLLABORATION AND LEADERSHIP
- CRITICAL THINKING AND PROBLEM SOLVING
- CREATIVITY AND INNOVATION
- SOCIAL RESPONSABILITY AND CULTURAL AND ENVIROINMENTAL AWARENESS
- COMMUNICATION
- DIGITAL LITERACY
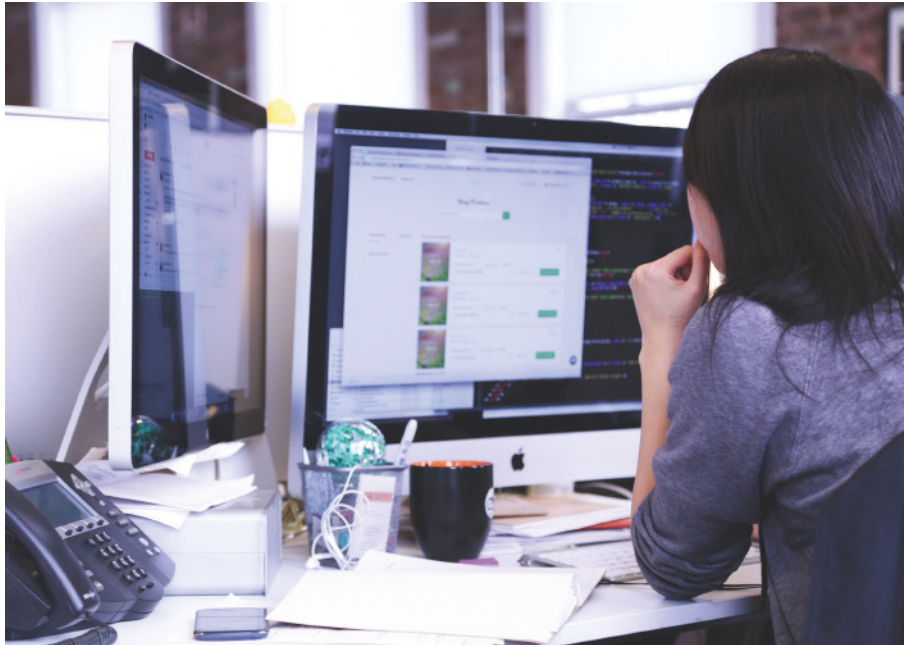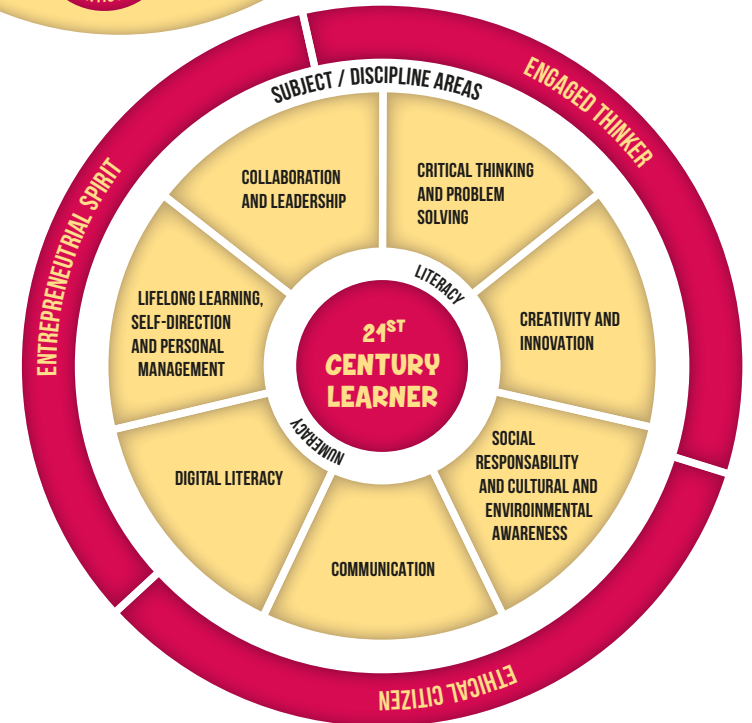- LIFELONG LEARNING, SELF-DIRECTION AND PERSONAL MANAGEMENT

W.U. 4.3.2 - Old versus new jobs and skills: summary

EDUCATOR	STUDENT
E. guides a summary with the class on the change of labour market and the change of skills. Focus on the constantly changing labour market and the need for Life Design Skills.	S. will reflect on the changing jobs and the changing skills that are needed.

Notes for activity management

Activity synthesis:

- S. will discuss about the **changes in the market world** alongside with their class-mates

Materials needed: Pictures, see attachment!

E. will invite the students to **think about one profession,** if needed, given by the E., and **how this has changed in time**, as well as the **skills needed**.
E.g.: bicycle repair: first only replacing tires and bicycle chains ➜ then also switches ➜ now electric bicycles...
= new technology = lifelong learning

Ask the S. what kind of skills are needed in that job. Purpose is that not only the 'specific' skills to one job are mentioned, but also more 'general' skills that are needed.
E. can give another example, if needed, so it becomes more concrete to the students.

E.g.: auto mechanical: cars with sensors, self-driven cars
= digital literacy + lifelong learning

E. reminds the student to look at the **big picture with the 21st century skills** on the wall.

MODULE 5: DIFFERENT JOB PROFILES AND HOW THEY CONTRIBUTE TO GLOBAL PERSONAL PROFILES

Introduction to the subject

It happens to everyone, at least once in a young person's life. When asked: "What do you want to be when you grow up?", the answer often goes: "I don't know. I haven't thought about it yet. He/she may ask for advice and listen to persons close (such as family members, teachers, peer with more experience) but the decision will remain individual.

To be able to take a good decision, he/she should know their own talents, qualities, abilities and also limits. In short, he/she should be able to say: "I would like to do this or that, because I want to and I feel I am capable of it". However, in order to empower young people to do so, we need them to be aware of the wide spectrum of jobs, skills and role models that exist.

In this module, we will talk about different aspects. How can role models inspire young people in their search for their life path? What are different job profiles and what skills do they require? What are professions of the future and what is needed to pursue them? Why are certain jobs tied to stereotypes and how can this affect a career choice?

Role models are like mentors. They inspire for what they do or have achieved. Young people want to emulate role models because they have succeeded in something. And here is the first real key: what is success and what does it mean for each of us? What kind of success is he/she looking up too, and how can role models help in acknowledging his/her talents and life skills? What path have role-models had and what can we learn from their life stories? Through the discovery of inspirational role models and their stories the young people will learn about the concept of success and failure and

what these important words mean for them, relying on key contemporary figures. Although we all have in mind **different professions**, we rarely associate them with competences. However, jobs imply tasks, and tasks entail soft and hard skills. A skill is the ability to perform a task well, either out of personal traits and attitudes, or because of training or practice. When you ask young people to describe what it means to carry out a specific job, they comprehensibly often lack information and cannot relate in a realistic way to professions. Encouraging the discovery of specific tasks enables students to understand the required skills. The students can then try, on a preliminary basis, to assess whether they already have or want to develop those competences.

To make decision making even more complicated culturally, nationally and regionally, but also based on gender, there are situation **when job and occupational stereotypes** appear and need to be addressed, analysed and dismissed in order to keep pace with the 21st century labour market, the changing economy and the tendency of globalization, where the concept of stereotyping or oversimplifying and image or idea of a particular type of person or thing does not fit anymore.

As a result of the rapid evolution of technology, there are several studies that show that by 2030 New Jobs will be created that now do not have a correspondent in school or in the university yet, but that will require certain skills that are being developed in the education system. No one can be 100% certain what those jobs will look like, there are some examples in the module, one key aspect it is certain that adopting as an individual the concept of long-life learning is a must for all of us and most importantly for young students that will face greater economic changes that current generations. This material can be used in order to pursue the following educational goals: empower youngsters' social awareness and self-awareness. These skills are approached form a perspective of using the present and a mindful way in order to be as prepared as possible for a future where change is the only certainty.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
5.1	**Role models: famous persons who achieved to fulfil their educational/ professional dream**	**1**	**Classroom**
5.1.1	Inspirational models	0.5	Classroom
5.1.2	Discover success	0.5	Classroom
5.2	**New jobs: what they consist of and what path they require**	**1**	**Classroom**
5.3	**Professional profiles and skills required**	**1**	**Classroom**
5.4	**Stereotypes related to professional profiles**	**1**	**Classroom**

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W.U. 5.1 – "Role models: famous persons who achieved to fulfil their educational /professional dream"

SUBJECT INTRODUCTION:

This module, named: *"Different job profiles and how they contribute to global personal profiles?"* will present activities aimed to raise students' social awareness and self-awareness.

The main goal of the entire module is to tackle important phenomena such as: gender and labour stereotypes, pay gap and social judgements on different job profiles. Thanks to the activities, the following skills will also be developed:

- *Critical awareness*
- *The culture of failure and resilience*
- *Knowledge of the concept of success and work of inspiration*

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
5.1	Role models: famous persons who achieved to fulfil their educational/ professional dream	1	Classroom
5.1.1	Inspirational models	0.5	Classroom
5.1.2	Discover success	0.5	Classroom
5.2	New jobs: what they consist of and what path they require	1	Classroom
5.3	Professional profiles and skills required	1	Classroom
5.4	Stereotypes related to professional profiles	1	Classroom

W.U. 5.1.1 Inspirational models

EDUCATOR	STUDENT
E. will make an introduction to the concept of success: what is success? Are there different types of success? E. will then lead a brief discussion with students to get their opinion. E. divides the class into groups of 4 students and starts the activity of quick research on persons who are an example of success. Then E. asks S. to report the story of the people they selected and the reasons why they chose them..	Through group research S. will reflect on what it achieving success mean to them.

Notes for activity management

Activity synthesis:

- **E. will prompt a discussion on success, quoting some famous characters**
- **S. will conduct a group research on successful people and expose the findings to the rest of the group**
- **E. will conduct a debrief with the class**

Materials needed: white sheets and coloured pens / pencils; computer / smartphone

E. explains the concept of success and leads a short discussion with S. starting from the following statements:

"Being the richest man in the graveyard doesn't matter. Going to bed at night saying we did something wonderful … that's what matters to me." – **Steve Jobs**

"I have missed more than 9,000 shots in my career. I have lost almost 300 games. 26 times, I have been entrusted with the winning shot and I have failed. I have failed over and over again in my life. And that is why I succeed. . " – **Michael Jordan**

"Our biggest weakness is giving up. The surest way to be successful is always to try one more time." – **Thomas A. Edison**

"When haters pursue your looks and your differences, it means they have nowhere to go. And then you know you are winning! – **Greta Thunberg**

"A child, a teacher, a pen and a book can change the world. Education is the only solution. Education first." – **Malala Yousafzai**

"I can't do everything, but I can do something. I must not fail to do what I can do. - Helen Keller

E. then divides S. into 4 groups and proposes to search for the story of 1 person among the 6 people presented in the quotes, focusing on 2 character traits and 2 important moments in their history. It is important to try to make the 4 groups choose different people. Here are some links to stories of successful people, from which to take inspiration:
https://en.wikipedia.org/wiki/Steve_Jobs
https://en.wikipedia.org/wiki/Michael_Jordan
https://en.wikipedia.org/wiki/Greta_Thunberg
https://en.wikipedia.org/wiki/Thomas_Edison
https://en.wikipedia.org/wiki/Helen_Keller
https://en.wikipedia.org/wiki/Malala_Yousafzai

During the activity, S. will cooperate and note down the most important traits and life moments of the character they chose.
S. will be required to think about how they imagine a successful person and what characteristics they think they should have. This activity helps them to understand what skills, character traits and above all what attempts and difficulties successful people have to face.

After the research, E. leads a discussion with S. about their research and asks them to report the reasons for their choices, the history of the chosen person and if there are any event stories that were not foreseen. In addition E. will write on the blackboard or on the paper all the special abilities and events that S. has encountered on people.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

W.U. 5.1.2 "Discover success"

EDUCATOR	STUDENT
E. leads a new debate on the concept of success, starting from the skills and events marked on the billboard or blackboard during the previous activity. At the end E. asks everyone to develop a personal definition of success.	Through the comparison with her peers, S. elaborates a personal definition of success.

Notes for activity management

Activity synthesis:
- **E. will prompt a debate on successful people, their skills and paths**

E. initiates a debate between the skills of successful people, starting with the skills identified by S. during the previous activity.
It is advisable to ask a few questions to stimulate discussion:
- Are there different perspectives?
- Are there any skills they didn't think they would need to become successful people?

E. could also use "The 8 traits that successful people have in common: 8 for being great," author Richard St. John:
1) *Passion. Love what you do.*
2) *Commitment. Work hard.*
3) *Focus. Focus on one thing, not many*
4) *Give yourself a boost.*
5) *Get good ideas.*
6) *Improve!*
7) *Help others.*
8) *Persevere.*

The goal of the activity is for the S. to develop a personal idea of achieving success and set it up.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

W.U. 5.2 – New jobs: in what they consist and what path they require

SUBJECT INTRODUCTION:
This module, named: *"Different job profiles and how they contribute to global personal profiles?"* will present activities aimed to raise students' social awareness and self-awareness.
The main goal of the entire module is to tackle important phenomena such as: gender and labour stereotypes, pay gap and social judgements on different job profiles.
Thanks to the activities, the following skills will also be developed:
- *Critical awareness*
- *The culture of failure and resilience*
- *Knowledge of the concept of success and work of inspiration*

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
5.1	**Role models: famous persons who achieved to fulfil their educational/ professional dream**	**1**	**Classroom**
5.1.1	Inspirational models	0.5	Classroom
5.1.2	Discover success	0.5	Classroom
5.2	**New jobs: what they consist of and what path they require**	**1**	**Classroom**
5.3	**Professional profiles and skills required**	**1**	**Classroom**
5.4	**Stereotypes related to professional profiles**	**1**	**Classroom**

W.U. 5.2 – New Job in what they consist and what path they require

EDUCATOR	STUDENT
E. will propose an introduction to the subject of new, innovative job profiles. Then, E. will introduce the activity, explaining to the students that they will have to first think and mention some adjectives that describe their ideal job. Next, the educator will present a list of careers which will be in demand in the future (in the next 5-10 years). The students will then match the adjectives they mentioned at the beginning of the activity with the innovative jobs presented to them. Finally, the students will split in groups (each group talks about a business sector) to discuss the skills or qualifications needed for each job. At the end of the activity, E. will bring the class together and will let each group present what they have noted down. E. will provide additional information if needed. Lastly, E. will ask the class about their impressions from the activity and discuss what is interesting about these jobs and why they are needed..	After listening to the introduction and being given the chance to ask any questions, S. will participate actively in the activity proposed. During the activity, S. will mention what his/her ideal job would be like, using adjectives (e.g. creative, manual, quiet, solitary, etc.) and then S. will discuss with his/her classmates in groups about the skills needed for each innovative job profile presented by her teacher. After the activity, S. will actively join the group discussion and share his/her impressions from the activity.

Notes for activity management

Activity synthesis:
- **E. will introduce the topic and ask S. to reflect on their ideal career pathways**
- **S. will write on the blackboard a list of skills**
- **S., divided into groups, will think about the skills needed for each profession they are given**
- **E. will conduct a debrief**

Materials needed: white sheets and pens/pencils for the students to take notes regarding the fact/opinion statements; two flipcharts, one with all the adjectives the students will mention for their ideal careers and one for the list of innovative careers; a computer/smartphone to allow the students access the internet for any further ideas.

E. presents the innovative job profiles and presents the agenda of the lesson: *"We live in a changing world and we are going through a major change in our daily life since the global*

COVID-19 pandemic began. Therefore, some things that we took for granted about the future jobs required or the skills that professionals will need to have in the future have already changed. New innovative job profiles have emerged and reflect all these changes in the way people eat, consume, think, communicate, use technology and take care of themselves and others. In this lesson, we will think about what we want from our ideal career and then we will see some new jobs that are expected to be in demand for the future, along with the skills they need."

At this point E. asks the S. to reflect on their ideal career and to describe it using adjectives (e.g. creative, manual, quiet, solitary, etc.) and write down some of these adjectives on the blackboard.

He then presents the list of new innovative job profiles that will be required in the next 5-10 years, underlining that this list includes various jobs belonging to the three sectors of activity:

1. Primary: commodity production, agriculture, fishing, mining, etc.
2. Secondary: manufacturing, industry, construction
3. Tertiary sector: sales and services, tourism, entertainment

New, innovative job profiles:

1. Farmer specialised in cultivating herbs or growing snails for medicinal purposes (sector 1)
2. Farmer cultivating plants which can be used as biofuels (1)
3. Organic dairy farmer (1)
4. Robotics engineer (2)
5. Drone pilot (2)
6. Renewable energy engineer (2)
7. Mental health counsellor (3)
8. Immersive experience composer* (3)
9. Digital currency advisor** (3)

*people who compose music, design games and/or visuals for Artificial Intelligence applications
**financial advisor who specialise in investments made with digital currencies, such as Bitcoin

S. will carefully examine the professional profiles presented to them and will divide into groups of 4-5. Each group is assigned three jobs, one for each sector of activity, and they are asked to write down the skills needed to perform them.

Then S. meet in plenary and E. leads a discussion starting from the questions listed below (it is preferable to respect the order in which they are written). It is considered important that E. keeps track of the reflections of the S.

Did you like this activity?
Was it difficult / easy to identify the skills needed for these new jobs?
Do you think these jobs are really the jobs of the future? Are they needed?

What are some interesting points about these works?
Can you see yourself doing any of the listed jobs?

Here are some ideas to deepen the theme with the S. It is also considered important to include some information on how the global COVID-19 pandemic has contributed to the change in the labor market.

Jobs in the primary sector will remain stagnant and are likely to decline mainly due to automation. Changing eating habits and global climate change will affect agriculture and livestock. Animal husbandry will be more industrialized.

Jobs in the manufacturing sector will decline due to automation and the use of robots in industries. Construction should be an industry that will not see an increase in demand, apart from maintenance jobs and green energy.

There will be a sharp increase in demand for healthcare professionals (care providers, nurses, physiotherapists, medical staff and mental health professionals) and education professionals (teachers of all levels and for all students). Additionally, creative jobs will see an increase (artists, immersive workers, creative directors, social media professionals). Jobs in sales and services are expected to rise, although there are some articles that are not as optimistic when it comes to these categories after the COVID-19 outbreak.

Overall, the skills needed for the future are high and there is a need for degree studies. People looking for a job in the future will need to have critical thinking and problem solving skills, they will need to be creative, good at communicating and collaborating with others, and good at using technology.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

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2. https://www.cedefop.europa.eu/en/publications/3077

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Co-funded by the Erasmus+ Programme of the European Union

W.U. 5.3 – Professional profiles and skills required

SUBJECT INTRODUCTION:
This module, named: *"Different job profiles and how they contribute to global personal profiles?"* will present activities aimed to raise students' social awareness and self-awareness.
The main goal of the entire module is to tackle important phenomena such as: gender and labour stereotypes, pay gap and social judgements on different job profiles.
Thanks to the activities, the following skills will also be developed:

- *Critical awareness*
- *The culture of failure and resilience*
- *Knowledge of the concept of success and work of inspiration*

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
5.1	**Role models: famous persons who achieved to fulfil their educational/ professional dream**	**1**	**Classroom**
5.1.1	Inspirational models	0.5	Classroom
5.1.2	Discover success	0.5	Classroom
5.2	**New jobs: what they consist of and what path they require**	**1**	**Classroom**
5.3	**Professional profiles and skills required**	**1**	**Classroom**
5.4	**Stereotypes related to professional profiles**	**1**	**Classroom**

W.U. 5.3 - Professional profiles and skills required

EDUCATOR	STUDENT
E. divides the class into groups and asks S. to choose a profession to search online and create a full description to present to the rest of the class. E. then introduces the topic of skills and competences, giving the definitions of soft and hard skills and underlining that each profession requires both. At this point E. asks to identify the skills necessary to carry out the professions analyzed above, asking to make a distinction between hard and soft skills. Finally, E. proposes to reflect on the soft skills possessed by each, to identify possible career paths in which they could be useful.	S. listen to different definitions and examples of skills. They reflect on skills they use every day, at school, at home, during sports or other hobbies. Each group creates a detailed presentation for the profession they have chosen, based on the questions. The aim of the questions is to draw a clear image of what the job entails, an "identikit" of a profession. The description of the profession should be on a flipchart sheet or a poster.

Notes for activity management

Activity synthesis:
- **S. will reflect on the features of different working sectors**
- **E. will explain the concepts of Soft and Hard Skills**
- **S. will chose a profession and prepare a presentation about it**
- **E. will conduct a debrief session**

Materials needed: white sheets and pens/pencils/colour markers; a poster for every group; a computer/smartphone.

E. proposes a group activity to reflect on the characteristics of some professions: the main activities they present, their work environment, professional sector, working hours and required skills.
Then he divides S. into groups of max. 5 people and asks to choose a profession to be described in as much detail as possible and to be presented to the class. Students will be able to browse online using a computer or smartphone to find all the information they need.
At this point, E. explains to the S. the concepts of Soft and Hard Skills (description can be found below), and then let the S. make their research.
In Sheet 1 E. will find some examples to take inspiration from. It is important that E. verifies that the chosen professions belong to different sectors and that there are no two or more similar professions. Each group of S. can choose a profession based on the

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list that is in Sheet 1, or they can choose a different profession they have in mind. For example, the groups might choose Lawyer, Influencer, Nurse, Bank accountant, Gardener. The group has a set time to describe as precisely and concretely as possible the chosen profession, based on three questions (see Sheet 2 for details):

● Where/when: in what kind of places is this profession practised?
● With whom: with what kind of persons does the professional interact?
● What: what are the tasks that the professional has to carry out daily?

Each group then presents its profession to the class.
(A playful alternative to written presentations is having a mimic game for every chosen profession. After they have made a detailed description using the three questions from above for themselves, the group of S. can mimic the profession, and the other students must guess the profession. Another creative way of presenting the chosen profession is to draw on a poster the professional, based on information about the daily work)
In conclusion, E. conducts a moment of reflection on soft and hard skills, so that everyone can identify the soft skills possessed. It is important that S. focus on their daily life and hobbies, not just on school. In Sheet 3 you will find examples of related activities to be used as a starting point to stimulate reflection

The activity can also be introduced in a more playful way:
E. explains that the aliens have come in peace to earth; they want to analyze how human beings live and what they do every day; they find that humans work and that there are so many different jobs. The task of the S. is to make an "identikit" of a profession, so that even an alien can understand it.
In Sheet 2 you will find some questions to use as a starting point to create the description of the chosen profession. When all the groups have finished, they present their work one by one to the rest of the class.
E. then introduces the topic of skills and competences, also providing the definitions of hard and soft skills and underlining that every job needs a mix of these. It is considered important to start a discussion with students about examples from their real life and give some examples: if you are an accountant and work with clients, you need to be able to talk to people in a kind and clear way (soft skill) and have knowledge of banking procedures and work with numbers (hard skills).

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?

4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

An in-depth description of the concepts of soft and hard skills is provided below:

A skill is the power or ability to perform a task well, whether by personal traits and attitudes, or by training or practice.
Experts divide skills into at least two types:
● Transversal skills
● Hard / technical skills
Soft skills are about how you work and interact with people. They include interpersonal (people) skills, communication skills, listening skills, time management and empathy. According to UNESCO, Soft Skills (also known as Non-Cognitive Skills) are "patterns of thought, feelings and behaviors" (Borghans et al., 2008) that are socially determined and can be developed over the course of life to produce value. . Soft Skills can include personality traits, motivations and attitudes and are vital for people's employability and adaptability. (https://skillsmatch.eu/soft-skills-definitions/)
Many soft skills are social skills.
For example, using this simple definition for social and transversal skills:
You might be surprised to know that there are many different skills that you use every day, often without even thinking about it. Whenever we work or play, we put together words, tone, body position, facial expressions and actions to let us know what we want or how we feel, for example we use social skills. Whenever you stop and think about how what you are doing or saying will affect someone else, you are using a social skill called empathy. When you set a schedule for homework to have some time left to play, or make a list of people you want to invite to a party, you're using organizational skills. When you are able to explain something clearly, both in written and oral form, you are using communication skills. When you are able to work as a team on an assignment, you are probably using all of these skills. (freely taken from https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-are-social-skills.html)
Hard skills can be technical knowledge or skills that can be easily defined and measured. Hard skills can also be considered job-specific skills and can vary from one occupation to another. For example: painting is a skill. Hard skills are acquired through formal education and training programs, including apprenticeships, short-term training courses, online courses and certification programs, as well as on-the-job and university training.

N.1 – LIST OF COMMON JOBS FROM A TO Z

Accountant	film director	printer prison officer/
actor	fisherman	warder
air steward	flight attendant	professional gambler
animator	garbage man	puppeteer
architect	geologist	receptionist
assistant	hairdresser	sailor
author	head teacher	salesperson
baker	influencer	scientist
biologist	jeweller	secretary
builder	journalist	shop assistant
butcher	judge	sign language Interpreter
career counsellor	juggler	singer
caretaker	lawyer	sociologist
chef	lecturer	soldier
civil servant	lexicographer	solicitor
comic book writer	library assistant	surgeon
company director	magician	tailor
computer programmer	makeup artist	teacher
cook	manager miner	telephone operator
decorator	musician	telephonist
dentist	nurse	translator
designer	optician	travel agent
diplomat	painter	trucker
director	personal assistant	TV cameraman
doctor	photographer	TV presenter
economist	philosopher	veterinary
editor	pilot	waiter
electrician	plumber	web designer
engineer	police officer	writer
executive	politician	zoologist
farmer	porter	

N. 2 – QUESTIONS ON THE PROFESSION

Answers should be as specific as possible

- **Where/when**: in what kind of places is this profession practised? Is it indoor or outdoor? Is it a job with regular or irregular times of work? At what time of the day is the work usually done?
- **With whom**: with what kind of persons does the professional interact? Colleagues, bosses, clients/patients/customers, or on their own? Is it with certain categories of people, i.e. young people, aged people, peer?
- **What**: what are the tasks that the professional has to carry out daily? Be as specific as possible. What are the main activities, what are less important activities?

N. 3 – WHAT ARE THE THINGS YOU ARE GOOD AT?

In this list you can find some examples of things that students are good at and enjoy doing. You can add your own.

- ☐ Working with my hands
- ☐ Working with machines and tools
- ☐ Building and fixing things
- ☐ Studying math or science
- ☐ Solving problems and puzzles
- ☐ Working with computers
- ☐ Singing, acting, dancing, or playing music
- ☐ Being creative (writing, art, etc.)
- ☐ Speaking or performing in front of others
- ☐ Helping people solve problems
- ☐ Helping people feel better
- ☐ Teaching people how to do things
- ☐ Leading projects and people
- ☐ Selling things or ideas
- ☐ Being in charge of people
- ☐ Working with numbers
- ☐ Being organized
- ☐ Following a set plan
- ☐ Learning about history and geography
- ☐ Caring for family and home
- ☐ Taking industrial technology classes
- ☐ Other

W.U. 5.4 – "Stereotypes related to professional profiles"

SUBJECT INTRODUCTION:

This module, named: *"Different job profiles and how they contribute to global personal profiles?"* will present activities aimed to raise students' social awareness and self-awareness.

The main goal of the entire module is to tackle important phenomena such as: gender and labour stereotypes, pay gap and social judgements on different job profiles. Thanks to the activities, the following skills will also be developed:

- *Critical awareness*
- *The culture of failure and resilience*
- *Knowledge of the concept of success and work of inspiration*

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
5.1	**Role models: famous persons who achieved to fulfil their educational/ professional dream**	**1**	**Classroom**
5.1.1	Inspirational models	0.5	Classroom
5.1.2	Discover success	0.5	Classroom
5.2	**New jobs: what they consist of and what path they require**	**1**	**Classroom**
5.3	**Professional profiles and skills required**	**1**	**Classroom**
5.4	**Stereotypes related to professional profiles**	**1**	**Classroom**

W.U. 5.4 – Stereotypes related to professional profiles

EDUCATOR	STUDENT
E. introduces the topic of work stereotypes and presents the agenda of the lesson. E. divides the children into groups and asks to discuss occupational stereotypes relating to gender, ethnicity, status, behaviour and appearance by discussing facts and opinions in a group work. E. starts a discussion to reflect on what you have learned and understand how to avoid work stereotypes in order to offer equal opportunities to all.	Through group work, S. discusses work stereotypes with the aim of overcoming and addressing them so that people entering the labor market have equal opportunities.

Notes for activity management

Activity synthesis:
- **E. introduces the topic and divides the class into different groups**
- **S. will reflect on the statements given by the E. and think about which job could be paired with those stereotypes**

Materials needed: white sheets and pens / pencils; flip charts / billboards;

E. introduces the concept of work stereotypes, recalling that *"a work / professional stereotype is a preconceived belief that people share about a particular profession, about the people who are involved in this profession, or even about the suitability of a person or a group of people for that particular profession. Job stereotypes greatly influence people's employability and / or future employees' decision-making process about the jobs they can apply for and / or the studies they can undertake. Today we will talk about stereotypes. work during a group activity and then we will see what we can do to help create equal opportunities for all"*.

E. then divides the class into groups of 4-5 students and distributes to each group 2-3 statements of facts or opinions on occupational stereotypes, explaining that they receive some facts about the labor market, all from official reports of organizations such as the EU and academic research, as well as some opinion statements, which still come from research and academic articles. The same statements can be delivered to different groups, so leave 15 'to discuss the statements provided and write an example of a profession to which each statement of fact and your own opinions applies. Eventually each group will present what they discussed.

Here are some examples:

Fact #1: it applies to positions in the business sector, politics, etc.
Fact #2: it applies to nurses, nannies, teachers, careers in the hospitality sector.
Opinion #3: It is an image created by pop culture and TV series.
Opinion #7: There should be a better state policy on the integration of Roma population so as to be given more opportunities. Anyone could be untrustworthy.

Facts:

2. Women are mostly burdened with family commitments and face difficulty in going up the career ladder.
3. Women are the majority of workers in care positions.
4. People from minority ethnic backgrounds, especially women, find it harder to get hired.
5. People from minority ethnic backgrounds are portrayed as unskilled and are offered low-skilled jobs.

6.   Older people are more likely to be hired at lower-status positions.
7.   Younger candidates are "cheaper"; therefore, they are more easily hired.
8.   Certain jobs, such as lawyers and doctors, hold high social status in most countries.

Opinions:

9.   Women are more polite, so they are better at working with people.
10. Men are more competitive and assertive and they make better leaders, so men are better at leadership positions.
11. Scientists and lawyers are aloof, unsociable, and "cold".
12. Middle-aged employees can't learn how to use technology.
13. Young people are spoiled and unwilling to work hard, this is why they are mostly hired as waiters/waitresses and/or sales assistants regardless of their studies.
14. Immigrants don't stay at the same job position for a long time because they are unwilling to do so.
15. Roma people are not trustworthy; therefore, they should stick to menial jobs.
16. Teachers should look proper, with no visible tattoos or an eccentric style, because otherwise they won't be respected.
17. Farming is hard work and it is better for men.
18. People who work in construction are poorly-educated and badly-mannered.

At this point E. leads a discussion based on the questions listed below (preferably in the order proposed). He is advised not to intervene too much during the discussion so as not to influence the children with his own opinion, but to take note on the blackboard of the most relevant reflections. Finally he proposes a moment of personal reflection starting from the following questions:

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1.   What did we do today? How did we do it?
2.   How did you feel?
3.   Did you like this or not?
4.   Where do you remember the whole group reacting?
5.   What were the main messages?
6.   What did you learn?
7.   In what ways can you apply what you saw today in the future?
8.   What support will you need to continue to work on those areas of concern to you?

REFERENCES:

1. 2021 Report on Gender Equality in the EU, European Commission

2. Gender and the Career Choice Process: The Role of Biased Self-Assessments, Shelley J. Correll, The University of Chicago Press, 2001

3. Old and Unemployable? How Age-Based Stereotypes Affect Willingness to Hire Job Candidates, D. Abrams, H. J. Swift, L. Drury, University of Kent, 2016

4. Overcoming Occupational Stereotypes and Segregation, Soo Min Toh, 2019 (hrmagazine.co.uk)

MODULE 6: UNDERSTANDING WHAT IT MEANS TO CHOOSE A CAREER PATH. THE IMPACT IT WILL HAVE ON YOUNG PEOPLE'S LIVES, WHAT THEY SHOULD CONSIDER FULFILLING THAT/WHEN CHOOSING THAT KIND OF CAREER

Introduction to the subject

This module aims to give youngsters the chance to reflect on the steps they will take to build their futures.

This module aims to give youngsters the chance to reflect on the steps they will take to build their futures.

Starting from a reflection on the processes of decision-making, students will reflect on their personal strategies, their ways to cope with problems and react to them. It is extremely important to support youngsters in becoming self-aware about their choices; it is not rare for young people to make fundamental choices without really thinking about it, with little to no information about what they are pushing themselves to. This kind of behaviour can be very typical of youngsters and teenagers, and it can also be very dangerous: in fact, they find themselves at a point in their lives where they are constructing their identities, choosing their objectives and directions. If a teenager is not able to reflect upon his/her choices or ideas properly, it does not mean that he/she is not committed enough or that he/she is too lazy to do it. Most of the times it simply means that he/she doesn't have the right tools and mindset to really focus on what matters the most; they probably do not know how to be more self-aware of the ways they react to what happen to them – and this can lead to a lot of confusion and sadness, especially at this age, or, just as important, they might not know just yet how to define their objectives and expectations in a coherent way with who they really are.

This is the reason why we have dedicated the first part of the module to an analysis of the individual differences in decision-making processes and to some experiments and games designed to help students think about their skills and expectations.

In the second part of this module we tackled another fundamental topic: how to learn from our mistakes. Failing is always something that makes us feel sad and troubled, but when we think about how failing feels at a very young age, we immediately feel these feelings of sadness and discomfort grow in strength and impact.

The reason behind these heavier reactions to failures in youngsters are multiple and diverse: first of all, they find themselves at a point in their lives where they are starting to get the chance to define who they are and where they want to be. Seen in perspective, this is a great moment to live... but, for someone that is still trying to figure out the "game rules", every choice, from big to little, seems life-defining and impossible to change.

This sense of ineluctability can be very scary for a young person, especially after a failure, that he/she could see as something that will be impossible to fix and overcome. Moreover, we can not think about the phenomenon of "peer pressure" that kids have to endure everyday: this specific kind of social phenomenon happens especially during the teenage years, and can lead youngsters to make poor choices, to do things out of the desire of feeling accepted and part of a group. The thing is that, often, when a kid makes some sort of mistake, the acceptance and validation from the "group" tends to disappear very quickly, leaving him/her alone and full of fears.

It is because of this, and many more, reasons that we have decided to develop a lesson dedicated to the importance of switching the focus on failures from the "stigmatization" to a resilience – based approach; hopefully, these activities will help the students think about how especially failures, when thought about with the right mindset, can become the greatest learning opportunities.

This material can be used in order to pursue the following educational goals: *social awareness*, *self awareness* and *self belief*. The first one relates to an understanding of oneself as part of a group and of the importance of receiving and giving feedback, whilst the second revolves around a better understanding of oneself, one's own interests, strengths and weaknesses. Finally, the third one concerns the confidence that one has to be able to reach his/her goal and keep working towards it with a conscious, long-term perspective.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
6.1	**"Decision – Making Styles"**	**0.5**	**Classroom**
6.2	**The life jar**	**1**	**Classroom**
6.3	**Learning by mistakes**	**1.5**	**Classroom**
6.3.1	"Let's think about failure"	0,5	Classroom
6.3.2	"The reasons behind failure"	0,5	Classroom
6.3.3	"The Life River"	0.5	Classroom
6.4	**Skills, interests and expectations**	**1**	**Classroom**

W.U. 6.1 – "Decision-making styles"

SUBJECT INTRODUCTION:

This material can be used in order to pursue the following educational goals: *social awareness*, *self awareness* and *self belief*. The first one relates to an understanding of oneself as part of a group and of the importance of receiving and giving feedback, whilst the second revolves around a better understanding of oneself, one's own interests, strengths and weaknesses. Finally, the third one concerns the confidence that one has to be able to reach his/her goal and keep working towards it with a conscious, long-term perspective.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
6.1	**"Decision – Making Styles"**	**0.5**	**Classroom**
6.2	**The life jar**	**1**	**Classroom**
6.3	**Learning by mistakes**	**1.5**	**Classroom**
6.3.1	"Let's think about failure"	0,5	Classroom
6.3.2	"The reasons behind failure"	0,5	Classroom
6.3.3	"The Life River"	0.5	Classroom
6.4	**Skills, interests and expectations**	**1**	**Classroom**

W.U. 6.1 – "Decision - Making Styles"

EDUCATOR	STUDENT
E. Introduces the issue and explains the 4 existing decision-making styles. E. proposes an activity to better understand the typical behaviors implemented in each style. Finally t. asks everyone to identify the one that best represents them and leads a conclusive discussion to settle what has been learned.	S. understands the difference between the 4 4 decision-making styles, reflects to identify the one that best represents them and compares himself with his classmates to settle what he has learned during the activities.

Notes for activity management

Activity synthesis:

- **E. introduces the different decision making styles**
- **E. will divide the class into groups**
- **S. will play a "mime" game/ or a "pictionary" version of it**
- **S. will reflect on the different decision-making styles**
- **E. will conduct a debrief**

E. explains that, according to Holland's Personality Theory, Rowe and Boulgarides have developed a model there are 4 different Individual Decision-making Styles:

- **Analytic**: people who follow this style would likely be careful decision-makers with the ability to adapt to or cope with novel and unexpected situations; differently from the "directives", analytics will tend to be more tolerant when facing ambiguities. They tend to take their time to divide the problem into its components and to really understand what's at stake.
- **Conceptual**: conceptual people tend to search for multiple information and data before making decisions, as they prefer to have more than one possible opportunity; they are also very good at finding creative solutions. They succeed in making long-term decisions, while they may face some trouble when forced to make quick decisions.
- **Directive**: people with this particular style tend to be efficient and logic; they manage to make decisions with little information and time, even though this sometimes means to miss the chance to assess alternative options. As mentioned before, they tend to present a low tolerance for ambiguity.
- **Behavioural**: people who make decisions with a behavioural aptitude tend to be focused and receptive to what happens around them. Thus, they usually are very good listeners, who accept advice and opinions from others and that will eventually make decisions concerned with the well-being of the people around them.

After introducing the topic, E. can choose between 2 different activities, based on the characteristics of the children:

Option 1 "Action!"

Material needed: description of actions for each style (see attachment: **Different sentences for the different styles**) a blackboard / billboard.

E. divides the class into 2 groups and draws 4 "columns" on the blackboard / poster, one for each decision-making style. E. asks each group to choose a represeter and gives them the attachment **Different sentences for the different styles**, containing a behaviour typical of a certain style. At this point the represeter will have to mime

what is written on the sheet and try to make their team guess the style to which it belongs. The first group that guesses gets a point.

If none of the teams can guess within 3 minutes, two new "actors" are chosen. Whenever a decision making style is guessed right, it is noted in the relevant column on the blackboard / billboard. The game ends when all 4 columns have at least one correct description;

Option 2: "Imagine it!"

E. divides the class into 2 groups and draws 4 "columns" on the blackboard / poster, one for each decision-making style. She asks each group to choose a representer and gives them the attachment Different sentences for the different styles containing a behaviour typical of a certain style (both are assigned the same behaviour).

This is the graphic version of this last activity because instead of acting, the chosen kids will have to draw on a sheet of paper things related to the style to guess: the drawing could include objects, actions, etc. (it will not be possible to use words or phrases). Also in this case the time assigned to each "session" will be 3 minutes; if none of the teams guessed the word, 2 other illustrators are chosen. Whenever a behaviour is guessed, it is noted in the relevant column on the blackboard / billboard.

The game ends when all 4 columns have at least one description.

E. then asks the students to identify the style they feel most similar to and to write their name in the relevant column, so that the whole group can have an insight into how their classmates act and make decisions.

E. then proposes a discussion to stimulate the students to understand how they feel about the discovered style and if this new self-awareness can be useful in the future.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

DIFFERENT SENTENCES FOR THE DIFFERENT STYLES

- **Analytic:**
  - "you are doing a research for school; you look up different books and websites in order to get the highest amount of data. When you arrive to school, you realize that your research is 3 times longer than the other ones.";
  - "your best friend asks you to help her/him decide whether to accept or not a proposal regarding a volunteering service: before going to her/him, you decide to go surf the internet in order to collect information and data about the specific volunteering activity, the people involved in the organization and their objectives. Only after you collect all of the pieces of information, you go to him/her to help decide."
- **Conceptual:**
  - "your boss tells you he wants to give you a promotion, but in order to get it, you have less than 3 hours to decide which of your favourite two projects you can continue to work on – you have to decide quickly and this stresses you a lot!"
  - "you are in charge of a big project in your school, but some of you friends disagree on the organization of the work: you invite them all to a meeting, listen to their question and doubts, then you propose them to brainstorm in order to find new solutions."
- **Directive:**
  - "you are working with other people on a project: even if you don't know any of them, you immediately take on the leading role, you start thinking about the results and how to divide the work.";
  - "you have to decide between two Universities: your mom/dad tries to help you in your decision, but you tell her/him that you prefer deciding on your own."
- **Behavioural:**
  - "you have to choose between two school courses, theatre or band; you go to your friends and ask them to help you decide.";
  - "you have been chosen to be the leader of a project regarding active citizenship: before deciding the key points of your activities, you ask your fellow group mates to meet all together in order to listen to their ideas and give you feedbacks on the development of the project."

W.U. 6.2 – The life jar

SUBJECT INTRODUCTION:

This material can be used in order to pursue the following educational goals: *social awareness*, *self awareness* and *self belief*. The first one relates to an understanding of oneself as part of a group and of the importance of receiving and giving feedback, whilst the second revolves around a better understanding of oneself, one's own interests, strengths and weaknesses. Finally, the third one concerns the confidence that one has to be able to reach his/her goal and keep working towards it with a conscious, long-term perspective.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
6.1	**"Decision – Making Styles"**	**0.5**	**Classroom**
6.2	**The life jar**	**1**	**Classroom**
6.3	**Learning by mistakes**	**1.5**	**Classroom**
6.3.1	"Let's think about failure"	0,5	Classroom
6.3.2	"The reasons behind failure"	0,5	Classroom
6.3.3	"The Life River"	0.5	Classroom
6.4	**Skills, interests and expectations**	**1**	**Classroom**

W.U. 6.2 – "The life jar"

EDUCATOR	STUDENT
E. introduces the theme, proposing the activity of the "jar of life", as a metaphor for individual priorities and values. He asks students to identify their own and to compare themselves to understand the importance of taking them into consideration when choosing their future career path.	S. reflects on personal priorities and values and on the correlations and consequences to be considered in making future career choices.

Notes for activity management

Activity synthesis:
- **E. will set up the material**
- **S. will try to fill the jar**
- **E. will explain the different meanings of the different objects**

All material is needed twice:
- A big jar (1.5 l)
- 6 golf balls
- A glass with pebble stones
- A glass with sand
- A small bottle of lemonade
- The worksheet "My life jar" (for each student)

E. places the material in the center of the room and asks for a volunteer to try putting it in the jar.
N.B. The material will all fit into the jar only if placed in the correct order: first the golf balls, then the stones, the sand and finally the bottle of lemonade.

In case the student chooses the "wrong" order, E., using the second set of material, asks the whole class in which order they would fill the jar and why.
Finally, E. shows the correct solution and explains the parallelism with life: golf balls represent the most important things in life, which must be put first to ensure they have enough space; the pebbles represent the "second" important things in life; sand represents the unimportant or even annoying things in life.
Warning: if you put everything in the jar, there should always be room to be with a friend, for example.

At this point E. divides the students into groups of 6, hands the attachment ...... to each student and asks them to complete and discuss it within the working group, starting with the following question:
To what extent must individual priorities and values be taken into consideration when choosing a career path? Why?

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

ATTACHMENT
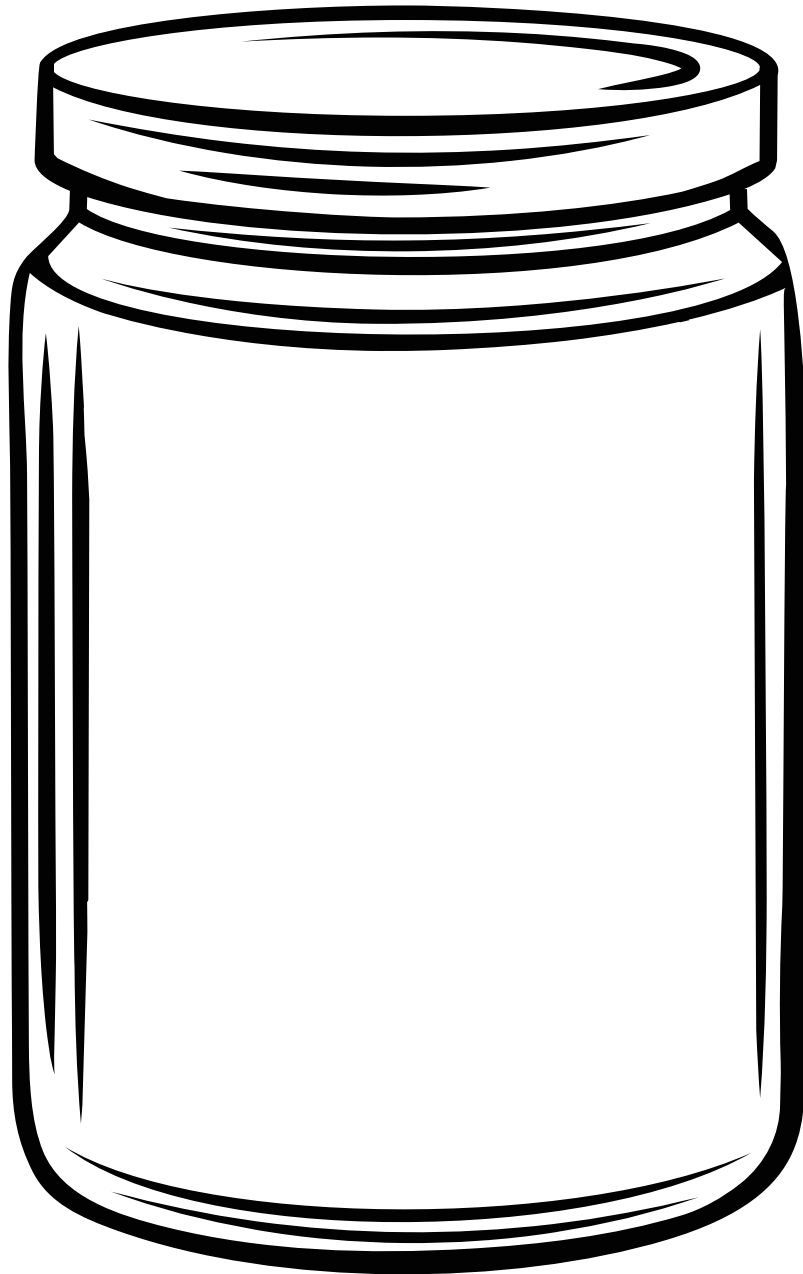
W.U. 6.3 – Learning by mistakes

SUBJECT INTRODUCTION:
This material can be used in order to pursue the following educational goals: *social awareness*, *self awareness* and *self belief*. The first one relates to an understanding of oneself as part of a group and of the importance of receiving and giving feedback, whilst the second revolves around a better understanding of oneself, one's own interests, strengths and weaknesses. Finally, the third one concerns the confidence that one has to be able to reach his/her goal and keep working towards it with a conscious, long-term perspective.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
6.1	**"Decision – Making Styles"**	**0.5**	**Classroom**
6.2	**The life jar**	**1**	**Classroom**
6.3	**Learning by mistakes**	**1.5**	**Classroom**
6.3.1	"Let's think about failure"	0,5	Classroom
6.3.2	"The reasons behind failure"	0,5	Classroom
6.3.3	"The Life River"	0.5	Classroom
6.4	**Skills, interests and expectations**	**1**	**Classroom**

W.U. 6.3.1 – "Let's think about failure"

EDUCATOR	STUDENT
E. proposes a brainstorming about failure, asking students their personal idea of it. E. then divides the youngsters into 2 groups and proposes a card game to learn about the failures of famous people who have managed to achieve success even though they failed in their past. After the game E. will stimulate a reflection on how to constructively address a possible failure.	S. reflects on the meaning of "failure" and shares his/her ideas to the rest of the group. Through a card game S. discovers the failures of famous people who managed to succeed no matter how they failed. S. then reflects on the idea that failure should be seen not as a stigma but as a potential learning opportunity and a starting point for some personal growth.

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W.U. 6.3.2 – "The reasons behind failure"

EDUCATOR	STUDENT
. proposes a reflection: "we are not always successful and not achieving a project can happen to anyone. An analysis of the factors that contributed to the failure can be useful in understanding what we should have done differently and what was out of our control. Understanding what we did wrong can help us start working on ourselves and create new opportunities". After discussing this question, E. will ask the students to write down the failures of their lives they thought about.	S. will actively think about some failures or setbacks that actually happened to him/her, trying to analyse what caused them, his/her behaviour towards the failure and what did he/she do in order to overcome what happened. After the discussion, S. will write down the examples of failure that he/she thought about regarding his/her life.

W.U. 6.3.3 – "The Life River"

EDUCATOR	STUDENT
In this second part of the lesson, E. will propose to the students the activity that consists in visualizing their lives in the form of a river. For the development of the activity the teacher will engage the students in drawing on a blank sheet their own concept of their river. The activity will be guided by explanatory questions/observations that E. will pose the students during the activity. When all the students have completed the drawing, E. will propose a final moment to debrief together the activity.	S. will listen to the explanation of the activity; after that, S. will think about how to represent his/her river and start drawing it. After completing the drawing, S. will participate in the debriefing of the activity, sharing his/her thoughts about the entire process that led to their drawing, with particular attention to the moments where they had to draw their failures or obstacles and how they represented them and the next parts of the river.

Notes for activity management

This lesson focuses on a reflection on the meaning of failure, trying to go from an idea of "stigma" to a resilience – based approach.

Often failures are seen (and lived) as something that defines the entire person rather than a certain aspect of his/her life. Allowing this kind of thinking often leads to a loss of motivation and self – belief, resulting in self – invalidating coping strategies. What does this mean? It means that if we do not elaborate and think about our mistakes and failure in a constructive way, the feeling of incapacity and discomfort that the failure brought us will grow stronger and stronger, making us think that we are not good and capable of overcoming problems – thus, the next problem we'll face will be dealt with strategies that won't be effective.

This is the reason why it is important to help youngsters develop a different point of view, from which they can see their mistakes as learning opportunities rather than obstacles or setbacks.

The goal of this lesson is to help students think about their own failures, in order to learn how to recognize the causes that led to the specific situation and to be more self – aware about their own skills and abilities, as well as their boundaries and limitations.

Activity synthesis:
- **E. introduces the topic of the activity: learning from failures**
- **S. discuss about the topic and then play the card game**
- **E. prompts a discussion on the activity**
- **S. share their ideas and experiences related to the topic**
- **E. hands out a white sheet to each S. and introduces the "Life river" activity**
- **E. explains the activity**
- **S. draw each their own personal "rivers"**
- **E. conducts a debrief session**

W.U. 6.3.1 – "LET'S THINK ABOUT FAILURE"

Materials needed:
- "memory" sheet attached to this document printed prior to the activity 1 copy as a "solution sheet" + as many sheets as the groups.
- The cards, attached to this document, will be presented in form of a word table, after printing them, the educator shall cut the different cards (which will present famous people names/photos and descriptions of the different "failures") and mix them in separate decks, so that the students may pair them during the activity.

Activity: E. introduces the topic of failure, invites the students to brainstorm on the

theme. It is important that the discussion covers all facets of the topic: what it is, what could cause it, sensations and related emotions, how to react to it, etc. It is important for all the students to participate in the discussion.

E. then divides the class into small groups of 4/5 people, and delivers a deck of cards to each group. The cards, which will have to be previously printed and cut out by the teacher, contain photos of famous people and the description of some great failures that they have had to face: the purpose of the game is to match each character to their respective failure.

When all groups have completed the pairings, E. will provide the game solutions (which are located at the end of the attachment) to the students.

After completing the game, E. will point out that even successful people, from whom we often take inspiration, have encountered obstacles and failures along their way, but have been able to react constructively, transforming them into opportunities for personal growth.

W.U. 6.3.2 – "THE REASONS BEHIND FAILURE"

After proposing the reflection theme marked above, E. will propose to analyse the failures brought up by the students, in terms of what caused them, and how it is possible to learn from them.

In order to carry out this reflection, it could be useful to think about these key points:

- It is important to own our mistakes: as hard as it is, admitting what we did wrong and naming our mistakes can help us overcome them.
- "Reframe" the mistake: it is important to start seeing our mistakes not only in a negative light, but as something from which we can learn. Our mindset, how we see our actions, play a fundamental role in our learning and evolving process.
- In order to understand what went wrong, it could be useful to ask ourselves these questions: What was I trying to do? What went wrong? When did it go wrong? Why did it go wrong?
- It is fundamental to analyse which specific skills and abilities we possess that could help us not repeat our mistakes.

W.U. 6.3.3 – "THE LIFE RIVER"

Materials needed: colored pencils or crayons, a blank sheet

Activity: When undertaking the activity, E. should hand out a blank sheet to each student, explaining that they will have to draw their rivers so that they represent their lives.

In order to engage the students, the teacher will help them tell the students to think

about the following students and to draw according their opinions on them (they will have 5 minutes to draw after each sentence):

- *think about where are you now and the events in your life and try to visualize them as features of the river – sometimes calm, with ponds and nice shores, and sometimes in a turmoil, with rapids and waterfall*
- *Try to think about the crucial times in your life and the challenges and failures as rocks and/or obstacles that you overcame somehow.*
- *Try to think about where your river is going: how can your future be represented with the features of your river?*
- *Was there an only stream during the entire time of your life, or did different streams from different directions contribute to create your river?*

After the drawing there will be a debriefing where the students will discuss how they managed the activity, if they found it hard to visualize their path, how they defined their obstacles and setbacks and how it felt to reconstruct their life in such a way.

At the end of the activity, E. will **propose a debrief**, following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?
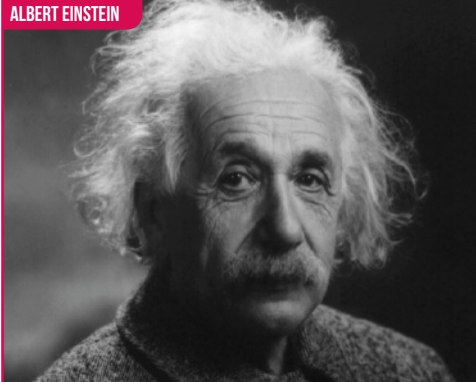
MEMORY CARDS

ALBERT EINSTEIN	He was the inventor of the Theory of Relativity, a great German scientist and philosopher who won the Nobel Prize in Physics. Nevertheless, he didn't start talking until he was 4. He was unable to learn to read until he was 7 years old. His teacher described him as "slow" and "mentally handicapped".
J.K. ROWLING	She wrote the Harry Potter saga. She was the first writer to become a billionaire and proposed his book to twelve different publishers. All twelve refused to publish her book, which was labeled "far too long".
STEVEN SPIELBERG	One of the most prolific and famous directors in the history of cinema: among his most famous films we can find E.T. The extra-terrestrial, the Indiana Jones series, Hook, Jurassic Park, Save Private Ryan, etc. as a young man, he was rejected 3 times by the college he wanted to attend (the University of Southern California). He abandoned his dreams of graduating and decided to work on his current career.

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66

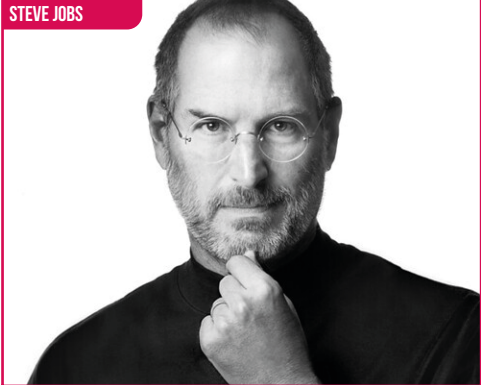|	
BEYONCÉ KNOWLES	She is currently the female artist with the highest number of Grammy Award nominations. When she was 12, she participated in a talent show in a group as a singer and lost.
WALT DISNEY	He still holds the record for the highest number of Oscar nominations for his films (he won 22 of them, plus 4 Academy orary Awards). In 1956 he won the David di Donatello award for best foreign producer. He was fired from a local newspaper because he was defined as lacking imagination and good ideas.

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MEMORY CARDS

STEVE JOBS

69

He was the co-founder and CEO of Apple Inc. He also founded Pixar Animation Studios. He was fired from the company he had created himself, Apple.

KATY PERRY

70

Worldwide, the artist has sold more than 100 million copies of singles and albums. Before becoming worldwide known, she was rejected by several record companies.

OPRAH WINFREY

71

Oprah was born into working-class poverty. Even after she scored a job in journalism, things weren't always easy. One of her first jobs in TV ended abruptly after the producer declared she was "unfit for television". Considering how far she has come, they must be eating their words.

STEPHEN KING

72

Whether you are a horror fan or not, there's no denying the success of Stephen King. But it wasn't always this way. One of his most successful books, Carrie, was rejected by 30 publishers, one of whom told him that "negative utopias" do not sell. After so many rejections, King reportedly gave up and threw the manuscript in the bin. Luckily, his wife retrieved it and urged him to have another go. He eventually published Carrie, and the rest is history.

BILL GATES

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Bill Gates struggled to find his niche early on. He started Traf-O-Data, a business that created reports for roadway engineers from raw traffic data. Allegedly the machine they had built to process the data tanked when they tried to present it to a Seattle County traffic employee. This didn't stop Bill, and the lessons he learned from the traffic data company helped him found one of the world's biggest companies.

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6.4

W.U. 6.4 – Skills, interests and expectations

SUBJECT INTRODUCTION:
This material can be used in order to pursue the following educational goals: *social awareness*, *self awareness* and *self belief*. The first one relates to an understanding of oneself as part of a group and of the importance of receiving and giving feedback, whilst the second revolves around a better understanding of oneself, one's own interests, strengths and weaknesses. Finally, the third one concerns the confidence that one has to be able to reach his/her goal and keep working towards it with a conscious, long-term perspective.

W.U.	TITLE	HOURS	EDUCATIONAL CONTEXT
6.1	**"Decision – Making Styles"**	**0.5**	**Classroom**
6.2	**The life jar**	**1**	**Classroom**
6.3	**Learning by mistakes**	**1.5**	**Classroom**
6.3.1	"Let's think about failure"	0,5	Classroom
6.3.2	"The reasons behind failure"	0,5	Classroom
6.3.3	"The Life River"	0.5	Classroom
6.4	**Skills, interests and expectations**	**1**	**Classroom**

W.U. 6.4 – Skills, interests and expectations

EDUCATOR	STUDENT
E. Offers an introduction to the topic of individual strengths and weaknesses, interests and expectations; then proposes some group and individual activities so that everyone can identify their own and begin to formulate future career hypotheses and set goals for improvement.	S. will eflect on their own skills and interests and on the ones they would like to acquire. S. will identify possible career paths, also identifying improvement objectives.

Notes for activity management

For each job it is needed to possess technical and professional competences but also the so-called interdisciplinary key competences, fundamental to achieve success in workplaces as well as in life. Everyone has their own combination of strengths and weaknesses that affect how they relate to work.
After an initial introduction on key competences and their importance for working life, an individual reflection on one's abilities, strengths and interests is proposed to begin identifying future career paths and the first ideas for subsequent career choices.
The collections and definitions of competences vary from country to country and even within the same country. In fact, most companies also have their own skills schemes. A famous theoretical model divides competences into social, personal, methodical and professional skills. This model is used as a starting point for the lesson: students are guided to collect their own ideas about social, personal and methodical skills. (Vocational skills are excluded as too specific at this time). This way, students have a better idea of the kind of skills they should discover about themselves in the next steps of the lesson. Based on students' recreational activities, personal interests and homework or voluntary commitment, they will reflect on hidden skills and topics, which may be relevant to their career decisions.

Activity synthesis:
- **E. introduces the topic and divides the class into 3 groups, handing over the "methodic, personal and social skills" attachments, one to each group**
- **S. complete the schemes**
- **E. leads a moment of debrief**

Material Needed:
- Worksheets "social, personal and methodical skills" in poster format one per skill (alternatively in DIN A4 Format – 1/3 per skill: 30 students = 10 copies per skills)
- Worksheet "Skills and Interests" (one per student)
- Flip-Chart
- Worksheet "these are my most important …" (one per student)

E. introduces the theme of skills, interests and expectations to the students and divides them into 3 groups, assigning each one of the 3 types of skills and delivering the relative attachment "social, personal and methodical skills": they are left for about 20 minutes to each group to complete the form and then present it to the others.

E. explains at this point that interdisciplinary key competences are learned and trained informally throughout life through the experiences and activities that take place. He then asks students to reflect on the most important aspects of their life (school, leisure activities, family, etc.) to identify what they like best and what they are good at. E. asks students to think about the connection between interests and skills, then hands over the "that's me" attachment to each S. and asks them to fill it in.

At the end of the activity, E. will **propose a debrief,** following this scheme of questions, prompting the participants to share their thoughts:

1. What did we do today? How did we do it?
2. How did you feel?
3. Did you like this or not?
4. Where do you remember the whole group reacting?
5. What were the main messages?
6. What did you learn?
7. In what ways can you apply what you saw today in the future?
8. What support will you need to continue to work on those areas of concern to you?

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SOCIAL SKILLS

1. What do these skills mean? What do you need to know/to be able to do? Please collect your ideas and add them to the table
2. Can you think of another "methodical" skill? Please write it in the blank space and try to explain it like the others

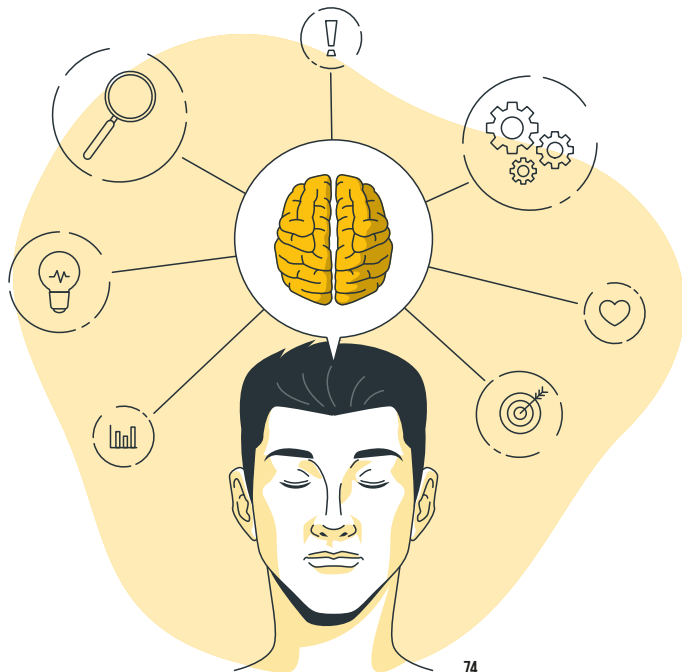| METHODICAL SKILLS			
Ability to communicate	**Groupwork**	**Conflict dealing**	

Examples:
- Being able/ready to...
- Cooperate with others, propose new ideas, apologize for a mistake, respect opinions...

METHODICAL SKILLS

3. What do these skills mean? What do you need to know/to be able to do? Please collect your ideas and add them to the table
4. Can you think of another "methodical" skill? Please write it in the blank space and try to explain it like the others

METHODICAL SKILLS			
Problem solving	**Organisational skill**	**Learning aptitude**	

Examples:
- Being able/ready to…
- Find solutions for a problem, make time and action plans for certain tasks, find new solutions, organise study time… etc.

PERSONAL SKILLS

5. What do these skills mean? What do you need to know/to be able to do? Please collect your ideas and add them to the table
6. Can you think of another "methodical" skill? Please write it in the blank space and try to explain it like the others

METHODICAL SKILLS			
Reliability	**Motivation**	**Independent functioning**	

Examples:
- Being able/ready to…
- Finalise tasks (even if boring), working autonomously, take initiative, keep to a schedule, ask for help if needed

THAT'S ME

AT SCHOOL:

I like best:

I'm really good at

LEISURE ACTIVITIES/INTERESTS:

My hobbies:

With my friends, I do:

I really like to talk about:

I'm passionate in:

VOLUNTARY WORK, DUTIES AND RESPONSABILITIES:

At home, I'm responsible for:

I volunteer in/at:

I earned some extra money for:

WHAT'S IMPORTANT TO KNOW ABOUT ME:

THESE ARE MY MOST IMPORTANT:

SKILLS

INTERESTS

THESE WORKING FIELDS/JOBS INTERESTS ME:

NEXT STEPS

WHAT OR WHO COULD HELP ME REACH MY DREAMS

MY PERSONAL CAREER CHECKLIST

This checklist is for you. Take the time to answer the questions.
There are no wrong answers. If you need help answering them, ask your teacher.

1. MY DREAM JOB IS:

2. WHAT DO I LIKE ABOUT THIS JOB?

3. WHAT DO MY PARENTS THINK WOULD BE THE BEST PATH FOR ME AFTER SCHOOL? (INTERVIEW YOUR PARENTS AND ASK WHAT TIPS THEY CAN GIVE YOU)

4. WHAT DO MY FRIENDS THINK I SHOULD DO AFTER SCHOOL? (INTERVIEW YOUR BEST FRIEND AND ASK WHAT JOB THEY WOULD RECOMMEND FOR YOU)

5. I KNOW THREE COMPANIES WHERE PEOPLE WORK IN MY DREAM JOB

1.

2.

3

6. WHO CAN HELP ME IF I WANT TO LEARN MORE ABOUT PROFESSIONS? (IS THERE SOMEONE AT YOUR SCHOOL WHO CAN HELP YOU?)

7. WHERE CAN I FIND INFORMATION ABOUT VOCATIONAL TRAINING ON THE INTERNET? PLEASE LIST THREE WEBSITES:

1.

2.

3

8.   THESE ARE MY NEXT STEPS TO GET CLOSER TO MY DREAM JOB:

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Orientation Toolbox for Life Design

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ATTACHMENT

ATTACHMENT

THE DEBRIEF QUESTIONS MODEL

Debriefing Questions
Each activity in this manual presented some short debrief questions; here there's a short description of the Debrief Model they were obtained by:

An **ORID** is a facilitated process for enabling focussed conversations with a group of people to understand their level of agreement and disagreement with each other about a particular issue or for obtaining feedback and reflection on participants' experiences. It is based on the four cyclic stages of Kolb's (1984) Experiential Learning Theory (Experience - Reflect - Generalise - Apply - Experience - Reflect etc.).
ORID is an acronym for:
- Objective – the facts – what the group knows about the issue/experience
- Reflective - emotional response – what the group felt about the issue/experience
- Interpretive - meaning and learning – what have the group learned about the issue/experience, what do these learnings mean?
- Decisional – response or evaluation – what is the decision, evaluation or future action.

ORID ELEMENTS	FOCUS	SUGGESTED QUESTIONS
O Objective	Getting the facts	• What did we do today? How did we do it? • What do you remember from today? • What did you hear or see? How many people were there? • Who was involved, what was said?
R Reflective	Emotions, feelings, associations	• How did you feel? • What was your first response? • What other feelings did you experience? Did you like this or not? • Where do you remember the whole group reacting? • How did your apprehension change or your confidence grow?
I Interpretive	Value, meaning, purpose, learning	• What would you say were the main points? • What did this mean? • What were the main messages? • What did you learn? • Which of these actions should be first priority? • What did you learn about yourself through this experience?
D Decisional	Future steps	• In what ways can you apply what you saw today in the future? • How might the things you observed today change what you do in the future? • What can you or will you use or follow up from today? • What would you say about this activity to someone who was not there? • What things will you do differently? • What things will you do the same in future? • What support will you need to continue to work on those areas of concern to you?

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