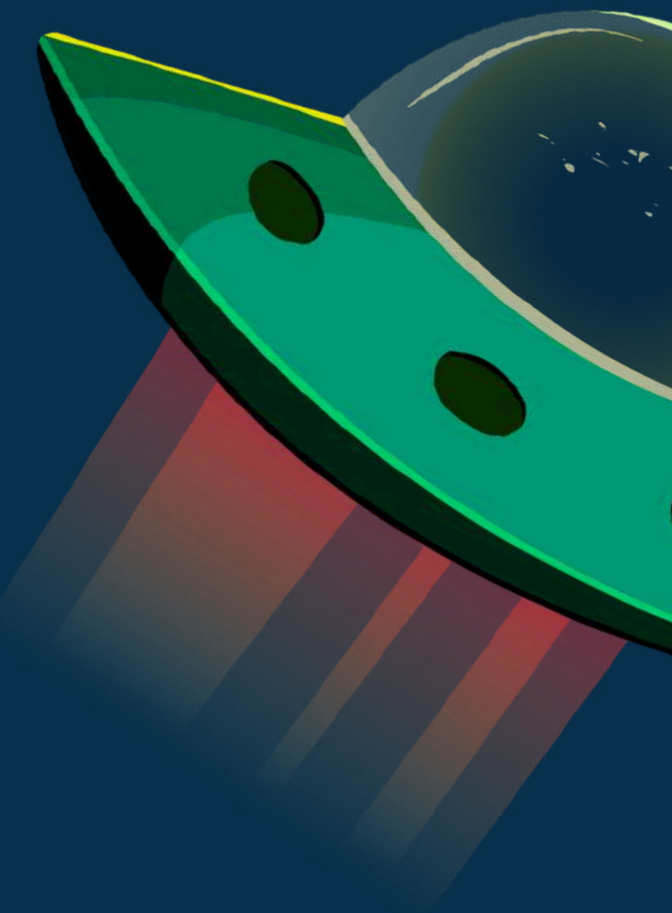




DISCOVER YOUR STRENGTHS AND INTERESTS



**CAREER GUIDE FROM THE ERASMUS+ KA2 PROJECT
“UNLOCKING FUTURE OPPORTUNITIES - UFO”**



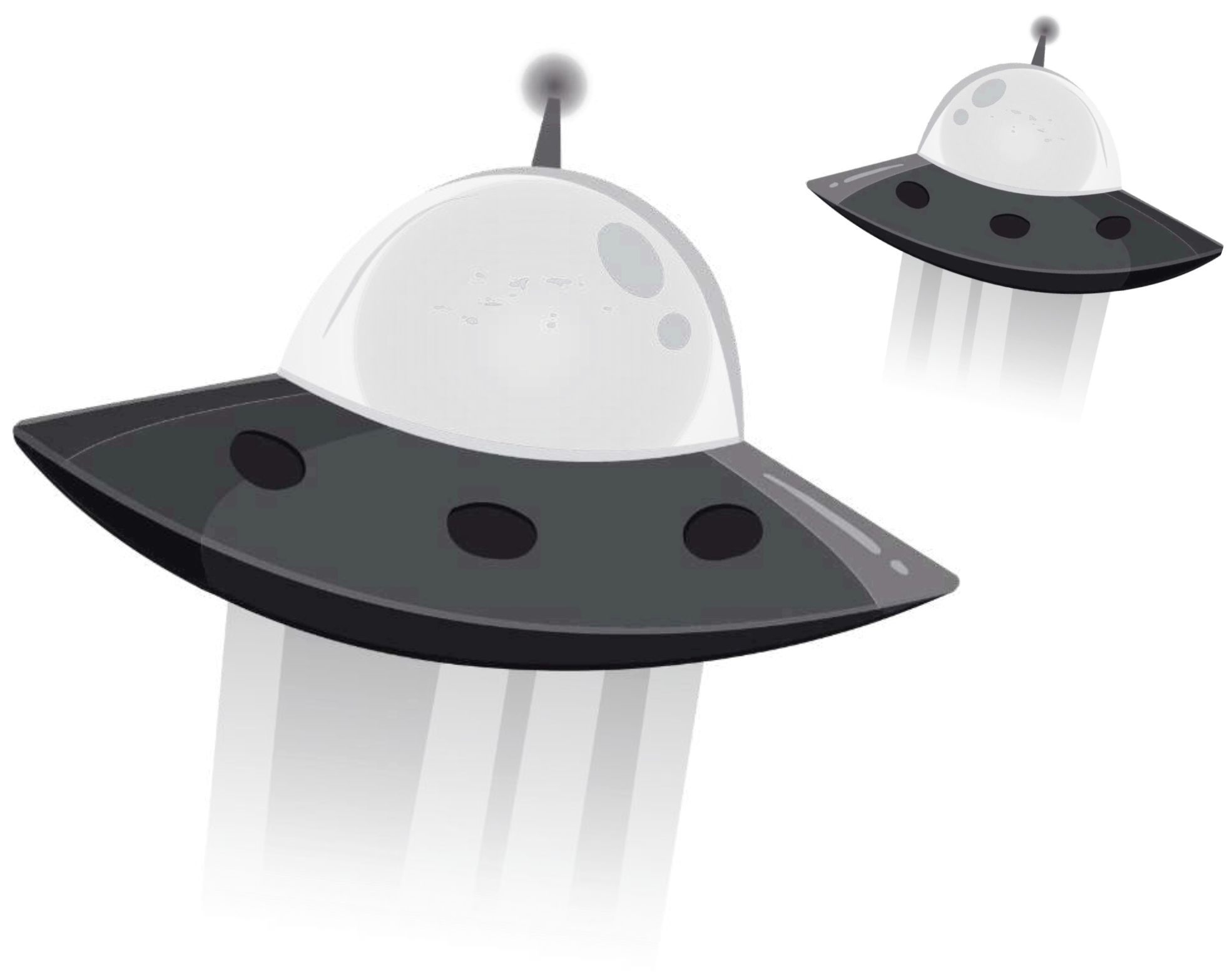
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The illustration features four landmarks, one from each of the partner countries in the UFO project: Portugal, North Macedonia, Slovenia and Germany. Can you name the landmarks?

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DISCOVER YOUR CAREER PERSONALITY

OVERVIEW OF THE SESSION

Purpose:

To help young people understand their personal strengths, preferences, motivations and values, and connect these with possible career paths and working environments.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Individual reflection + group activities

Materials: Printed worksheets, pens, sticky notes, scenario cards

Learning outcomes:

- identify personal characteristics that influence their career choices;
- recognise the type of work environment in which they feel most comfortable;
- understand their preferred role when working in a team;
- identify their main sources of motivation;
- recognise their most important work values;
- communicate their strengths and preferences to others;
- reflect on career areas that may suit their personality.



DISCOVER YOUR CAREER PERSONALITY

PART 1 – CAREER PERSONALITY QUIZ

Ask participants to respond to statements using a scale:

1 = Not like me at all

2 = A little like me

3 = Sometimes like me

4 = Very much like me

5 = Exactly like me

- I enjoy coming up with new ideas.
- I like solving practical problems.
- I enjoy helping and supporting other people.
- I feel comfortable taking responsibility.
- I like analysing information before making decisions.
- I enjoy communicating and expressing my ideas.
- I prefer having clear instructions and expectations.
- I enjoy learning new things independently.
- I like organising people, tasks or events.
- I enjoy working on projects where I can see a tangible result.
- I am comfortable adapting when plans change.
- I like persuading or motivating other people.

Reflection

Ask participants:

- Which three statements received your highest scores?
- What do these results tell you about yourself?
- Which strengths could be useful in a job?
- Was anything surprising?





DISCOVER YOUR CAREER PERSONALITY

PART 2 - WORK ENVIRONMENT QUIZ

Participants choose the option that feels most attractive in each situation.

1. I would rather work somewhere that is...

- A. Quiet and focused
- B. Social and collaborative
- C. Fast-paced and constantly changing
- D. Structured and predictable

2. My ideal manager would...

- A. Give me freedom to decide how to work
- B. Work closely with me and provide support
- C. Give me challenging goals
- D. Give me clear instructions and expectations

3. I would prefer a job where I...

- A. Work mostly independently
- B. Work with a team every day
- C. Meet different people regularly
- D. Move between different tasks and projects

4. When solving a problem, I prefer...

- A. Time to think deeply about it
- B. Discussing it with others
- C. Trying different approaches quickly
- D. Following a proven method



DISCOVER YOUR CAREER PERSONALITY

PART 2 - CONTINUED

5. I feel most productive when...

- A. I have freedom and flexibility
- B. I feel connected to my colleagues
- C. I have exciting challenges
- D. I know exactly what is expected

Results

Count the answers and identify the participant's strongest preference
(Preference : What it may indicate)

- Independent : You value autonomy, concentration and freedom.
- Collaborative : You enjoy teamwork, communication and shared goals.
- Dynamic : You enjoy variety, challenge and change.
- Structured : You appreciate organisation, stability and clear expectations.

Reflection

"What type of workplace would allow me to do my best work?"





DISCOVER YOUR CAREER PERSONALITY

PART 3 - TEAM ROLE QUIZ

Explain that people contribute to teams in different ways. There is no “best” team role. Ask participants to select the statements that sound most like them.

I am usually the person who...

- Comes up with new ideas and creative solutions (The idea generator);
- Turns ideas into plans, schedules and actions (The organizer);
- Looks for information and analyses possibilities (The researcher);
- Explains ideas and keeps people connected (The communicator);
- Listens to others and helps maintain positive relationships (The supporter);
- Notices difficulties and looks for practical solutions (The problem solver);
- Takes initiative and helps the group move forward (The leader);
- Notices mistakes and makes sure things are done properly (The quality checker).

Reflection

Complete the statements:

- In a team, I naturally tend to...
- One contribution I can offer to a team is...
- One team role I would like to develop is...



DISCOVER YOUR CAREER PERSONALITY

PART 4 - WHAT MOTIVATES ME?

Give participants a list of possible motivators and ask them to choose their five most important:

- Learning new things
- Earning money
- Helping other people
- Having freedom
- Being recognised
- Job security
- Being creative
- Having responsibility
- Working with others
- Solving difficult problems
- Making a difference
- Having career progression
- Having flexible working hours
- Travelling
- Working on interesting projects
- Having a good work-life balance

Then ask them to reduce their five choices to three essential motivators.



DISCOVER YOUR CAREER PERSONALITY

PART 4 - CONTINUED

Reflection

My top three work motivators are:

- 1. _____
- 2. _____
- 3. _____

Then ask: **“What would happen if your future job did not provide one of these?”** This helps young people distinguish between things that are nice to have and genuine career priorities.



DISCOVER YOUR CAREER PERSONALITY

PART 5 - MY WORK VALUES

Ask participants to choose five values that they would want their future workplace to respect:

Creativity · Freedom · Security · Equality · Respect · Teamwork · Achievement · Learning · Leadership · Honesty · Helping others · Innovation · Stability · Recognition · Independence · Sustainability · Fairness · Flexibility · Responsibility · Work-life balance

Then ask them to rank their five values from 1-5.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Deeper reflection

“Imagine you receive two job offers with the same salary. One matches your top five values and the other does not. Which would you choose, and why?”



DISCOVER YOUR CAREER PERSONALITY

PART 6.1 - HUMAN BINGO

Create a bingo sheet with statements such as: Find someone who...

- Has a job they would love to try ☐
- Enjoys working in a team ☐
- Would like to work abroad ☐
- Has a creative hobby ☐
- Likes solving problems ☐
- Has volunteered before ☐
- Would prefer flexible working hours ☐
- Has a career goal ☐
- Enjoys helping other people ☐
- Has learned something useful outside school ☐
- Would like to start a business ☐
- Has changed their career idea recently ☐

Participants move around the room and find people who match each statement. They should write the person's name in the box and ask one short follow-up question.

Debrief

“What did you discover about other people's career interests?”



DISCOVER YOUR CAREER PERSONALITY

PART 6.2 - PERSONALITY CORNERS

Put four signs in four corners of the room:

- CREATIVE
- PEOPLE-ORIENTED
- ANALYTICAL
- PRACTICAL

Read statements such as:

"I would rather invent something new."

"I would rather help someone solve a personal problem."

"I would rather analyse data to find an answer."

"I would rather build, repair or physically create something."

Participants move to the corner that best represents their preference.

Then ask participants in each corner:

- Why did you choose this corner?
- What strengths might people in this corner have?
- What jobs might suit these strengths?

Repeat with different themes:

Independent ↔ Team-oriented

Stable ↔ Dynamic

Leader ↔ Supporter

This makes the activity energetic and gets young people talking about career preferences without feeling like a formal test.



DISCOVER YOUR CAREER PERSONALITY

PART 6.3 - SPEED CONVERSATIONS

Arrange participants in pairs. Give them 2 minutes per conversation. After each round, participants change partners.

Round 1

“What kind of work would make you excited to get up on Monday morning?”

Round 2

“What are you naturally good at?”

Round 3

“What motivates you to do your best?”

Round 4

“What would your ideal workplace look like?”

Round 5

“What is one career you would like to explore?”

At the end, ask: “Did anyone discover something about themselves through these conversations?”



DISCOVER YOUR CAREER PERSONALITY

PART 6.4 - MY CAREER PERSONALITY PROFILE

Participants complete a one-page personal profile:

Three strengths I bring:

1. _____
2. _____
3. _____

My preferred work environment:

☐ Independent ☐ Collaborative ☐ Dynamic ☐ Structured

My natural team role: _____

What motivates me:

1. _____
2. _____
3. _____

My most important work values:

1. _____
2. _____
3. _____

A career area I want to explore: _____

One skill I want to develop: _____

One action I will take after this activity: _____



EXPLORING TOMORROW'S WORLD OF WORK

OVERVIEW OF THE SESSION

Purpose:

To help young people explore emerging careers, understand major changes in the labour market, and develop the ability to distinguish realistic future opportunities from unrealistic or misleading career claims.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Group discussion + interactive games + reflection

Materials: Job cards, printed statements, sticky notes, pens

Learning outcomes:

- identify major trends influencing the future of work;
- understand how AI and digital technologies are creating and changing jobs;
- explore opportunities connected to the green transition;
- recognise different forms of flexible work;
- understand basic concepts such as freelancing, entrepreneurship and the gig economy;
- identify potential advantages and challenges of remote work and digital nomadism.



EXPLORING TOMORROW'S WORLD OF WORK

PART 1 – WHAT WILL WORK LOOK LIKE IN THE FUTURE?

Start by asking: “Imagine it is 2035. What does a normal working day look like?”

Give participants 2–3 minutes to write down their ideas. Then introduce six major trends.

1. Artificial Intelligence – AI

- Which jobs could AI automate?
- Which jobs could AI make easier?
- Could AI create completely new professions?
- What skills will humans still need?
- Will people work with AI rather than compete against it?

Quick challenge: “Name one job that AI could change dramatically – and one human skill AI cannot easily replace.”

2. Green Jobs

Explain that the transition towards more sustainable economies is creating demand for new skills and professions.

Examples include: Renewable Energy Technician, Solar Energy Engineer, Wind Turbine Technician, Sustainability Consultant, Environmental Data Analyst, Circular Economy Specialist, Electric Vehicle Technician, Green Building Specialist, Urban Sustainability Planner.

Discuss: “Which traditional jobs could become ‘greener’?”



EXPLORING TOMORROW'S WORLD OF WORK

PART 1 – CONTINUED

3. Remote Work

Ask: “Would you rather work from home, from an office, or from different places?”

Discuss the potential benefits:

- flexibility
- reduced commuting
- access to international employers
- better work-life management
- working from different locations

But also challenges:

- isolation
- communication difficulties
- distractions
- maintaining boundaries
- different time zones
- need for self-discipline

Split the group into two sides for a mini-debate:

“Remote work is the future.” vs. “People need workplaces and face-to-face interaction.” After 5 minutes, allow participants to change sides if another argument convinces them.



EXPLORING TOMORROW'S WORLD OF WORK

PART 1 – CONTINUED

4. Freelancing

Explain: A freelancer usually works independently and provides services to different clients rather than having one traditional employer.

Examples: Graphic Designer, Web Developer, Translator, Photographer, Video Editor, Copywriter, Social Media Manager, UX Designer, Online Tutor.

Discuss:

- What could be attractive about freelancing?
- What could be difficult?

Encourage participants to consider: freedom · flexibility · income uncertainty · finding clients · self-promotion · taxes · managing time · responsibility

5. Entrepreneurship

Ask participants: “If you could create a business tomorrow, what problem would you solve?” Give them 5 minutes to develop a simple idea.

They should identify:

- Problem: What problem exists?
- Solution: What would your business provide?
- Customer: Who would pay for it?
- Technology: Could technology help?
- Impact: Could it create social or environmental value?

Then allow participants to pitch their idea in 30 seconds.



EXPLORING TOMORROW'S WORLD OF WORK

PART 1 – CONTINUED

6. Gig Economy

Explain that the gig economy involves people earning income through short-term, temporary or task-based work, often organised through digital platforms.

Examples can include: delivery work, ride services, online freelance tasks digital content creation, short-term creative projects, platform-based services.

Discuss possible advantages:

- flexibility
- choosing when to work
- multiple income sources
- easy entry into some types of work

Discuss possible challenges:

- income instability
- limited employment protections
- competition
- unpredictable workload
- responsibility for finding work

Ask: “Would you choose flexibility if it meant having less financial security?”



EXPLORING TOMORROW'S WORLD OF WORK

PART 1 – CONTINUED

7. Digital Nomadism

Introduce the concept: A digital nomad is someone who uses digital technology to work remotely while living or travelling in different locations.

Ask: “Could you imagine working for a company in one country while living temporarily in another?”

Discuss advantages:

- Travel
- Location flexibility
- International experience
- Access to global opportunities

Discuss challenges:

- Internet access
- Time zones
- Finding accommodation
- Cost of living
- Maintaining relationships
- Work-life boundaries

Reflection: “What would you need to be good at to work successfully as a digital nomad?” Possible answers: self-management · communication · digital skills · adaptability · organisation · independence



EXPLORING TOMORROW'S WORLD OF WORK

PART 2 - FUTURE JOBS GAME

Divide participants into small teams. Give each team a set of Future Job Cards.

Each card contains: Job title, What the person does, Skills needed, Where they might work.

Teams have to discuss:

1. What does this person actually do?
2. Why might this job exist?
3. What skills would someone need?
4. Would you like to do this job?

Example Future Job Cards

Prompt Engineer: Designs and improves instructions used to get useful results from AI systems.

Drone Traffic Controller: Helps coordinate drone traffic in areas where large numbers of autonomous drones operate.

Digital Wellness Coach: Helps people develop healthier relationships with technology, digital devices and online habits.

Other cards can include: Cybersecurity Analyst, Robot Interaction Designer, Virtual Reality Experience Designer, Climate Data Analyst, Carbon Footprint Consultant, Renewable Energy Technician, Digital Identity Specialist.



EXPLORING TOMORROW'S WORLD OF WORK

PART 3 - GUESS WHAT THIS JOB DOES

Choose one unusual job from the cards. Read only the job title.

For example: "Digital Wellness Coach"

Teams have 30 seconds to guess what this person does. They write down their answer. Then reveal the actual description.

Award:

- 1 point for a plausible answer
- 2 points for a very close answer
- 3 points if they correctly identify the main function

Repeat with several careers.

This encourages participants to realise that job titles are changing rapidly, and that understanding the underlying skills is often more useful than memorising job names.



EXPLORING TOMORROW'S WORLD OF WORK

PART 4 - REAL OR FAKE CAREER?

Tell participants: "Not every strange-sounding job is fake. Some jobs that sound ridiculous today may become normal tomorrow."

Read out different job titles.

Teams decide:

- REAL: This is an existing or realistic emerging profession.
- FAKE: This career has been invented for the game.
- MAYBE: It doesn't exist as a recognised profession yet, but the underlying work could realistically become important.

Example Cards

REAL

- Prompt Engineer: Works with AI systems to create effective prompts and workflows.
- Drone Traffic Controller: A plausible emerging role connected to managing increasing numbers of drones.

FAKE

- AI Dream Interpreter: Uses an AI system to professionally analyse people's dreams and provide certified career recommendations.
- Professional Emoji Strategist: Creates official emoji combinations for everyday workplace communication.

MAYBE

- Virtual Reality Travel Guide: Could become more common as immersive tourism develops.



EXPLORING TOMORROW'S WORLD OF WORK

PART 5 - BUILD YOUR OWN FUTURE JOB

Now challenge participants to invent a profession that could exist in 2035-2040.

Give each group this formula:

Future problem

+ emerging technology/trend

+ human need

= Future Job

For example:

Problem: Too many autonomous drones

- Technology: Drone networks
- Human need: Safety

= Drone Traffic Controller

Problem: People are overwhelmed by technology

- Technology: Digital platforms
- Human need: Wellbeing

= Digital Wellness Coach



EXPLORING TOMORROW'S WORLD OF WORK

PART 5.1 - FUTURE JOB CREATOR

Participants complete:

Job title: _____

What problem does it solve?

What does this person do?

Who would employ them?

What technology would they use?

- What three skills would they need?
- 1. _____
 - 2. _____
 - 3. _____

Would you consider doing this job? Why/why not?



EXPLORING TOMORROW'S WORLD OF WORK

PART 6 – FUTURE JOBS CHALLENGE

Give each team a fictional scenario:

Scenario A – AI

"AI can now perform many routine office tasks. Your company wants to prepare employees for the change."

What new jobs could appear?

Scenario B – Climate

"Your city wants to become carbon-neutral by 2040."

What new jobs might be needed?

Scenario C – Remote Work

"A company has employees working from 15 different countries."

What new roles could help the company function effectively?

Scenario D – Drones & Robots

"Your city now uses thousands of autonomous drones and delivery robots."

What new jobs might be necessary?

Teams have 5-7 minutes to develop solutions and then present their ideas.



EXPLORING TOMORROW'S WORLD OF WORK

PART 7 - SKILLS FOR THE FUTURE

Bring the discussion back to the young people themselves.

Ask: "If we don't know exactly which jobs will exist in 10–15 years, what should we prepare for?" Create a group list.

Possible answers:

- Digital skills: AI literacy, data literacy, cybersecurity, digital communication
- Human skills: Communication, empathy, teamwork, leadership, creativity
- Thinking skills: Critical thinking, problem solving, decision making, adaptability
- Career skills: Networking, self-presentation, entrepreneurship, lifelong learning.

Then introduce the concept: Future employability is not only about preparing for one job. It is about developing skills that allow you to adapt when jobs change.



EXPLORING TOMORROW'S WORLD OF WORK

PART 8 - MY FUTURE WORK MAP

Participants complete a final personal reflection.

One future job I would like to explore:

One future job I had never heard of before today:

The future-work trend that interests me most:

- ☐ AI
- ☐ Green jobs
- ☐ Remote work
- ☐ Freelancing
- ☐ Entrepreneurship
- ☐ Gig economy
- ☐ Digital nomadism

Three skills I already have:

1.

2.

3.

One skill I need to develop:

One thing about the future of work that excites me:



EXPLORING TOMORROW'S WORLD OF WORK

PART 9 - GROUP REFLECTION

End by asking participants to stand in a circle and complete one sentence:

"The future of work will be..."

or

"One career I want to learn more about is..."

or

"One skill I will need in the future is..."

Key message: "You don't have to predict the future of work. You need to become ready to adapt to it."



CAREER MYTHBUSTERS - FACT OR FICTION?

OVERVIEW OF THE SESSION

Purpose:

To challenge common assumptions about careers, education, recruitment and the workplace, and help young people make career decisions based on evidence rather than stereotypes or outdated beliefs.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Individual voting + group discussion + reflection

Materials: Myth/Fact cards, signs or cards saying TRUE and FALSE, sticky notes, pens

Learning outcomes:

- identify common myths surrounding careers and employment;
- distinguish assumptions from evidence;
- question stereotypes about education, qualifications and success;
- understand that there are multiple pathways into careers;
- recognise how recruitment practices are changing;
- develop critical thinking about career advice found online;
- reflect on their own beliefs and expectations about work.



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1 - MYTH OR FACT?

Begin by asking: "Where do young people learn what a successful career looks like?" Write their answers on a board.

Possible answers:

Parents · teachers · friends · social media · influencers · employers · TV · university · personal experience

Then explain: A career myth is a belief about education, work or success that is repeated so often that people may accept it as true without questioning it.

Tell participants: "Today, your job is not simply to guess correctly. Your job is to question the belief."

Place two signs on opposite sides of the room: TRUE and FALSE

Read one statement at a time. Participants move to the side they believe is correct. After everyone has voted, reveal the answer and discuss it.

A useful rule is: "You can change your position after hearing someone else's argument." This turns the activity into a discussion rather than a simple quiz.



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1.1 - CAREER MYTHBUSTERS: EDUCATION

✗ Statement 1: "You need university for every good job."

University is essential for some professions, but many successful careers can be entered through vocational education, apprenticeships, professional qualifications, portfolios, experience or other forms of training.

Discuss: "Which careers can you think of where university is not the only route?"

✗ Statement 2: "A university degree automatically guarantees a good job."

A degree can be valuable, but employment also depends on skills, experience, networking, communication, adaptability, work samples and the needs of employers.

Discuss: "What can someone do alongside education to improve their employability?"

✗ Statement 3: "Vocational education is only for people who don't want to study."

Vocational pathways can provide specialised knowledge, practical experience and direct preparation for particular occupations.

Discuss: "Why might someone deliberately choose a vocational pathway?"



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1.2 - CAREER MYTHBUSTERS: GRADES & SKILLS

✗ Statement 4: "Employers only care about grades."

Grades can matter for some roles and early-career opportunities, but employers may also consider communication, teamwork, problem solving, experience, motivation, digital skills and other job-specific abilities.

Discuss: "What can you show an employer if you don't have excellent grades?"

✗ Statement 5: "You need to be naturally talented to succeed."

Skills can be developed through practice, feedback, learning and experience.

Discuss: "Which skill have you improved through practice?"

✗ Statement 6: "Soft skills are less important than technical skills."

Technical skills are important, but communication, teamwork, adaptability, critical thinking and problem solving can also strongly influence workplace performance.

Ask: "Would you hire a brilliant programmer who cannot communicate with their team?"

Then ask: "Would you hire a great communicator who has no technical ability for a highly technical job?"



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1.3 - CAREER MYTHBUSTERS: CVs & RECRUITMENT

✗ Statement 7: "CVs must always be one page."

There is no universal rule that every CV must be exactly one page. The appropriate length depends on the candidate's experience, the role and the information that is relevant.

Discuss: "What is more important than simply making a CV short?"

✗ Statement 8: "You should send the same CV to every employer."

A CV is more effective when it highlights experience and skills relevant to the specific position.

Show participants two fictional job advertisements:

JOB A – Social Media Assistant

JOB B – Outdoor Activity Instructor

Then ask: "Would you highlight exactly the same experience for both?"
Participants identify which skills and experiences they would emphasise for each.

✗ Statement 9: "Employers can tell what you are capable of just by looking at your CV."

A CV can describe experience, but evidence, examples, interviews, portfolios, practical tasks and references can provide additional information.

Discuss: "What is stronger: saying 'I am creative' or showing something you created?"



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1.4 - CAREER MYTHBUSTERS: AI & TECHNOLOGY

✗ Statement 10: "AI will replace everyone."

AI is likely to automate some tasks, change many jobs and create new types of work, but that does not mean every occupation or every worker will simply disappear.

Discuss: "Which tasks might AI perform well? Which tasks still require strong human judgement?"

✗ Statement 11: "You don't need to learn AI because AI will do everything for you."

Understanding how to work effectively and responsibly with AI can become an important part of digital literacy.

Discuss: "Would it be better to compete against AI or learn how to work with it?"

✗ Statement 12: "Only technology professionals need digital skills."

Digital tools are increasingly relevant across many sectors, from education and healthcare to tourism, administration, marketing and creative work.



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1.5 - CAREER MYTHBUSTERS: SUCCESS

✗ Statement 13: "There is one perfect career for everyone."

Career satisfaction depends on individual interests, values, abilities, circumstances, priorities and environment.

Discuss: "Would your perfect job necessarily be someone else's perfect job?"

✗ Statement 14: "A high salary automatically means a successful career."

Income is one factor. People may also value purpose, flexibility, security, learning, relationships, autonomy, work-life balance or social impact.

Ask participants: "What are your three most important work values?"

✗ Statement 15: "The best career is the one that sounds impressive to other people."

A career should fit the person's own goals, strengths, values and circumstances rather than simply meeting other people's expectations.

Reflection: "Would you choose a career because you genuinely want it, or because other people think it sounds successful?"



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 1.6 - SPEED ROUND

Read each statement and give participants only 5 seconds to vote.

Statements:

- "Networking is only for important people." (MYTH)
- "Volunteering can provide useful career experience." (FACT)
- "You can develop employability skills outside school." (FACT)
- "Entrepreneurs must be born with a special personality." (MYTH)
- "You can build a career without knowing exactly what you want at 18." (FACT)
- "Making mistakes can be part of career development." (FACT)
- "Every job advertised online is legitimate." (MYTH)
- "Your online presence can influence how others perceive you professionally." (FACT)
- "You should never change career direction." (MYTH)
- "Learning continues after you get your first job." (FACT)



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 2 - AGREE OR DISAGREE

Move from simple True/False into more nuanced discussion. Put a line across the room:

STRONGLY AGREE <-----> STRONGLY DISAGREE

Read a statement and ask participants to position themselves along the line.

Statements:

- "Money is the most important factor when choosing a career."
- "Your first job should be related to your long-term career."
- "Working for yourself is better than working for an employer."
- "University is the safest route to career success."
- "AI will make work better for most people."
- "Changing careers is easier when you are young."
- "A job should be something you are passionate about."
- Participants should explain why they chose their position.

The key learning point is that some career questions do not have a universal True/False answer.



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 3 - CAREER ADVICE: TRUST IT OR QUESTION IT?

Give each group examples of career advice they might encounter online.

- Example 1: "Don't worry about education. You can make €10,000 a month with this one online business method!"
- Example 2: "Learn one digital skill and you'll have a guaranteed remote job within 30 days."
- Example 3: "You need a master's degree to have a successful career."
- Example 4: "AI is going to eliminate 50% of all jobs, so there's no point studying."

Ask groups:

- TRUST - The statement appears well-supported.
- QUESTION - More information is needed.
- DON'T TRUST - The statement is misleading, exaggerated or unsupported.

Then ask: "What evidence would you want before believing this advice?"

Introduce a simple CAREER MYTH CHECK:

C — Check the source

A — Ask for evidence

R — Research independently

E — Examine the date

E — Explore different perspectives

R — Reflect on whether it applies to you



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 4 - CREATE YOUR OWN CAREER MYTH

Now let participants become the myth creators. Each team invents a career myth that young people might believe.

For example:

- "You need to be an extrovert to be a good leader."
- "Creative people can't have stable careers."
- "If you don't get your dream job immediately, you've failed."
- "People who work remotely don't work as hard."

Teams exchange their statements with another group. The other group decides: MYTH or FACT?

Then the original group reveals the answer and explains it.



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 5 - FROM MYTH TO REALITY

Ask participants to choose one myth they personally believed at the beginning of the activity.

BEFORE: I used to think...

NOW: Now I understand that...

ACTION: Because of this, I will...

Then participants complete:

A career myth I want to stop believing is...

A career belief I want to keep is...

One career path I want to explore is...



CAREER MYTHBUSTERS - FACT OR FICTION?

PART 6 - REFLECTIONS

Ask participants to complete one sentence:

"One career myth I changed my mind about today is..."

or:

"One thing I will question more carefully in the future is..."

or:

"The most important thing I learned today is..."

Key message: "Don't build your career around someone else's assumptions. Question the myth, look for evidence, explore your options – and make informed choices."



BUILD YOUR PROFESSIONAL BRAND

OVERVIEW OF THE SESSION

Purpose:

To help young people understand how they are perceived professionally, develop a positive and authentic personal brand, and learn how to present their skills, experience and interests effectively both online and offline.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Individual reflection + digital activities + pair/group work

Materials: Phones/laptops, worksheets, pens, sticky notes

Learning outcomes:

- explain what personal and professional branding means;
- identify their strengths, skills and unique qualities;
- understand how their digital footprint can influence professional opportunities;
- distinguish between personal and professional online communication;
- create a short professional introduction;
- identify ways to improve their LinkedIn or other professional profile;
- communicate their value clearly and authentically;
- develop a simple personal branding strategy.



BUILD YOUR PROFESSIONAL BRAND

PART 1 – WHAT IS A PROFESSIONAL BRAND?

Start by asking: “When someone searches your name online, what impression might they get?” Give participants one minute to think about it.

Then explain: “Your professional brand is the overall impression people form about you based on your skills, experience, behaviour, communication, interests and online presence. It is not about pretending to be someone you are not. Personal branding is not about becoming famous. It is about becoming clear.”

A strong professional brand communicates:

- Who am I?
- What can I do?
- What am I interested in?
- What value can I offer?
- What do I want to be known for?



BUILD YOUR PROFESSIONAL BRAND

PART 2 - GOOGLE YOURSELF

Ask participants to search their own name online. They should use a search engine and, where appropriate, search variations such as:

- "First Name + Last Name"
- "First Name + Last Name + city"
- "First Name + Last Name + profession/interest"

They should not share passwords or private information.

Ask participants to record:

- What appears first?
- Does the result actually belong to me?
- What positive information can someone see?
- What could be confusing or misleading?
- Is there anything I would not want a potential employer to see?

Discuss

"If an employer searched your name five minutes before an interview, what would they learn about you?"

The goal is not to encourage young people to hide their personality, but to make them aware of what information is publicly visible.



BUILD YOUR PROFESSIONAL BRAND

PART 3 - LINKEDIN CHALLENGES

Ask participants to open their LinkedIn profile if they have one. For participants without LinkedIn, provide a fictional profile template or let them create a draft without publishing it.

Challenge 1 – Profile Photo

Ask: “Does your photo communicate the impression you want professionally?”

Discuss: clear image; appropriate context; good lighting; recognisable face; authentic appearance.

Challenge 2 – Your Headline

A weak headline might say: “Student”

A stronger headline communicates more: “Digital Media Student | Interested in Social Media, Design & Content Creation”

or:

“Youth Worker | Digital Education | Erasmus+ Projects | Non-Formal Learning”

Formula: I am + what I do/study + what I am interested in

Participants create their own headline:



BUILD YOUR PROFESSIONAL BRAND

PART 3 - CONTINUED

Challenge 3 – About Section

Ask participants to write 3–5 sentences answering:

- Who am I?
- What am I interested in?
- What can I do?
- What experience do I have?
- What opportunities am I looking for?

Example: “I am a young digital media enthusiast interested in content creation, social media and visual communication. I have developed experience through university projects and volunteering activities. I enjoy learning new digital tools and working creatively with others. I am currently looking for opportunities to develop my skills in digital communication and marketing.”

Challenge 4 – Skills

Ask participants to identify 3 technical/professional skills and 3 transferable skills

For example:

- Technical: Video editing · Canva · Social media management
- Transferable: Communication · Teamwork · Problem solving

Then ask: “Which of these skills can you prove with an example?”



BUILD YOUR PROFESSIONAL BRAND

PART 4 - 30-SECOND ELEVATOR PITCH

Explain: An elevator pitch is a short introduction that explains who you are, what you do well, and what you are looking for.

Participants have 5 minutes to prepare.

Formula: WHO I AM → WHAT I CAN DO → WHAT I AM INTERESTED IN → WHAT I AM LOOKING FOR

Example:

"Hi, I'm Ana. I'm interested in digital communication and content creation, and I've developed experience through university projects and volunteering. I'm particularly good at creating visual content and communicating ideas clearly. I'm currently looking for opportunities where I can develop my digital marketing skills and work on creative projects."

Participants work in pairs. Each person has 30 seconds to introduce themselves.

Their partner then answers: "What do you remember about this person?"

Second round: They repeat the pitch, but improve one thing.



BUILD YOUR PROFESSIONAL BRAND

PART 5 - PERSONAL BRANDING CANVAS

Give each participant a two-page canvas.

1. WHO AM I?

Three words that describe me: _____ · _____ · _____

2. WHAT AM I GOOD AT?

My strongest skills:

1. _____
2. _____
3. _____

3. WHAT DO I ENJOY?

Activities/topics I genuinely enjoy:

- _____
- _____
- _____

4. WHAT EXPERIENCE DO I HAVE?

This could include: Education · volunteering · Erasmus+ · internships · projects · hobbies · part-time work · personal projects

5. WHAT MAKES ME DIFFERENT?

A combination of skills, experiences or interests that makes me distinctive:



BUILD YOUR PROFESSIONAL BRAND

PART 5 - CONTINUED

6. WHAT DO I WANT TO BE KNOWN FOR?

“I want people to associate me with...”

7. WHO DO I WANT TO REACH?

Potential:

Employers · organisations · clients · universities · entrepreneurs ·
collaborators · professional communities

8. WHAT VALUE CAN I OFFER?

“I can help by...”

9. WHAT DO I WANT NEXT?

A job · internship · volunteering opportunity · project · training · clients ·
networking · entrepreneurship



BUILD YOUR PROFESSIONAL BRAND

PART 6 – DIGITAL FOOTPRINT AUDIT

Explain: “Your digital footprint is the trail of information, content and interactions connected to you online.”

Give participants a checklist.

- ☐ I searched my name online.
- ☐ I checked whether search results actually belong to me.
- ☐ I checked what information is publicly visible.

- ☐ My public profiles represent me accurately.
- ☐ My profile pictures reflect the impression I want to create.
- ☐ My usernames are appropriate for professional contexts.
- ☐ My public posts are consistent with the image I want to communicate.

- ☐ I understand who can see my posts.
- ☐ I checked my privacy settings.
- ☐ I avoid sharing unnecessary personal information publicly.
- ☐ I know what information I should never share publicly.

- ☐ I have a professional email address.
- ☐ I have an up-to-date CV.
- ☐ My LinkedIn profile is accurate, if I use LinkedIn.
- ☐ My online information does not contradict my CV.

Ask: “What is one thing you would improve about your digital footprint?”



BUILD YOUR PROFESSIONAL BRAND

PART 7 - INSTAGRAM VS LINKEDIN

Give participants the situation: "You have completed an Erasmus+ project about sustainability and digital skills."

Now ask: How would you communicate it on Instagram?

Participants might focus on: Photos, Short video, Visual storytelling, Personal experience, Hashtags, Emotions and achievements.

Example: "What an amazing week! 🌍 We worked with young people from five countries on digital tools for a greener future."

Now ask: How would you communicate it on LinkedIn?

Participants might focus on: Project skills, results, learning, professional experience, collaboration.

Example: "I recently participated in an international Erasmus+ project focused on digital skills and sustainability. The experience strengthened my teamwork, intercultural communication and collaboration skills"

Ask:

- "Which version would you use for an employer?"
- "Which version communicates more about your personality?"
- "Could the same experience be presented differently without being dishonest?"

Key lesson: Your professional brand does not mean using the same voice everywhere. It means communicating consistently while adapting your message to the audience and platform.



BUILD YOUR PROFESSIONAL BRAND

PART 8 – PERSONAL BRAND MAKEOVER

Give participants a fictional profile.

BEFORE

Name: Alex

Bio: "Student. I like computers and games."

Skills: "Computer skills, communication."

Experience: "Helped friends with computers."

Ask participants: "How could we turn this into a stronger professional profile without inventing anything?"

AFTER

Participants could transform it into:

"Digital technology enthusiast with practical experience supporting others with computer-related problems. Interested in IT, gaming technology and digital problem solving. Developing communication and technical skills through personal projects and peer support."

Then explain: "Professional branding is often about changing the way you communicate real experience — not inventing experience you don't have."



BUILD YOUR PROFESSIONAL BRAND

PART 9 - BRANDING VS BRAGGING

This is an important discussion for young people who may feel uncomfortable “selling themselves”. Put these two statements on the board:

“I am the best designer in my city.”

vs.

“I have developed visual content for three student projects and enjoy turning complex ideas into simple visuals.”

Ask: “Which one is more convincing?”

Explain the difference:

Bragging: “I am amazing at everything.”

Professional branding: “Here is what I can do, and here is evidence.”

Give participants statements such as:

- “I’m a great leader.”
- “I’m very creative.”
- “I’m good at teamwork.”

They should transform each into evidence-based statements.

Example: “I coordinated a four-person team during a university project and helped organise our final presentation.”



BUILD YOUR PROFESSIONAL BRAND

PART 10 - BUILD YOUR BRAND STATEMENT

Participants now combine everything they have learned.

They complete: "I am a _____ interested in _____. I have experience in _____ and I am particularly good at _____. I would like to use these skills to _____."

Example:

"I am a young communications enthusiast interested in digital content and social media. I have experience creating content for student and volunteer projects and I am particularly good at visual storytelling and teamwork. I would like to use these skills in a digital communications or marketing role."

Then, participants work in groups of three. Each person delivers their 30-second elevator pitch.

The other two participants provide feedback using three questions:

- "The thing I remember most about you is..."
- "One strength I can clearly see is..."
- "One thing I would like to know more about is..."



BUILD YOUR PROFESSIONAL BRAND

PART 11 - MY PROFESSIONAL BRAND ACTION PLAN

Participants complete:

ONE THING I WILL IMPROVE ONLINE

ONE SKILL I WANT TO SHOW MORE CLEARLY

ONE EXPERIENCE I SHOULD ADD TO MY CV/PROFILE

ONE PERSON OR ORGANISATION I WANT TO CONNECT WITH

MY 30-SECOND INTRODUCTION

WITHIN THE NEXT 7 DAYS, I WILL...

To finalise, ask participants to complete one sentence:

"My professional brand should communicate..."

or:

"One thing I discovered about myself today is..."

or:

"One change I will make to my online presence is..."



NETWORKING WITHOUT AWKWARDNESS

OVERVIEW OF THE SESSION

Purpose:

To help young people build confidence in professional conversations, introduce themselves naturally, ask useful questions and create genuine connections.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Individual preparation + pair work + networking simulation

Materials: Conversation cards, pens, timer

Learning outcomes:

- introduce themselves confidently;
- start a professional conversation;
- ask open questions;
- listen actively;
- explain their interests and skills;
- exchange contact details appropriately;
- feel more comfortable networking.



NETWORKING WITHOUT AWKWARDNESS

PART 1 - WHAT IS NETWORKING?

Ask: "When you hear the word networking, what comes to mind?"
Write answers on a board.

Then explain: Networking is not about collecting as many contacts as possible. It is about creating genuine professional relationships.

Ask: "What makes starting a conversation difficult?"

Common answers: Feeling shy · not knowing what to say · fear of rejection · feeling awkward · not knowing how to continue

Introduce the key principle: Don't try to impress everyone. Be curious about people.

Teach participants a simple formula:

WHO I AM → WHAT INTERESTS ME → WHAT I'M LOOKING FOR

1. WHO AM I?

"Hi, I'm Alex. I'm currently studying digital media."

2. WHAT INTERESTS ME?

"I'm particularly interested in content creation and social media."

3. WHAT AM I LOOKING FOR?

"I'm hoping to meet people working in digital marketing and learn more about the field."

Participants write their own 20-30 second introduction.





NETWORKING WITHOUT AWKWARDNESS

PART 2 - ESTABLISHING THE CONNECTION

Put participants into pairs. Each person has 60 seconds to introduce themselves. The listener must identify one thing they have in common.

Examples:

- “We are both interested in entrepreneurship.”
- “We have both volunteered.”
- “We both want to work internationally.”

Then switch partners. Repeat 3 times with a new person.

Then, give participants cards with questions.

- What are you currently working on?
- What brings you here?
- What are you interested in?
- What do you enjoy doing?
- What kind of work are you exploring?
- How did you get into your field?
- What skill has been most useful in your career?
- What advice would you give someone starting out?
- What is something you wish you had known earlier?
- Is there a skill you think young people should develop?

Participants choose three questions they would genuinely feel comfortable asking.

Ask: “Was it easier to talk once you had something in common?”



NETWORKING WITHOUT AWKWARDNESS

PART 3 - SPEED ROUND

Arrange participants in two lines or circles.
Each conversation lasts 2 minutes.

Round 1 – Introduce Yourself

“Who are you and what are you interested in?”

Round 2 – Find Common Ground

“What is something we have in common?”

Round 3 – Ask & Listen

Ask one question about the other person's interests or experience.

Round 4 – Future Connection

“What is something you would like to learn or explore in the future?”

After each round, participants change partners.



NETWORKING WITHOUT AWKWARDNESS

PART 4 - THE AWKWARD MOMENT

Give participants common networking situations.

Situation A

You introduce yourself and the other person gives a very short answer.
What could you ask next?

Situation B

You forget someone's name.
How can you handle it naturally?

Situation C

You don't know what to say after the introduction.
What question could you ask?

Situation D

You want to end the conversation politely. Possible phrases:

- "It was really nice meeting you."
- "I'd love to stay in touch."
- "Thanks for the conversation. I hope we meet again."
- "I'm going to speak to a few more people, but it was great talking to you."

Key message: "A conversation ending is not a failure. Good networking means knowing how to start, continue and close a conversation naturally."



NETWORKING WITHOUT AWKWARDNESS

PART 4 - THE AWKWARD MOMENT

Participants complete:

“Hi, I’m _____. I’m interested in _____ and I have experience/skills in _____. I’m currently looking to _____.”

THREE QUESTIONS I CAN ASK

- 1. _____
- 2. _____
- 3. _____

ONE THING I WANT TO IMPROVE

MY NETWORKING ACTION

“This month, I will start a conversation with...”

Ask participants: “What makes networking feel less awkward?”

Aim to reach these conclusions: Be curious; Listen; Find common ground; Ask questions; Don't try to impress; Be yourself.

Key message: “Networking isn't about having the perfect introduction. It's about being interested, being memorable and being willing to start a conversation.”



OVERVIEW OF THE SESSION

Purpose:

To help young people understand that many career opportunities are found through people, networks, direct contact and initiative, rather than only through public job advertisements.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Discussion + group challenge + practical networking exercise

Materials: Job scenario cards, sticky notes, pens

Important: Rather than presenting “70%+ of jobs are never advertised” as a universal fact, it is safer to frame it as “Many jobs are filled through informal networks, referrals, direct applications and other channels beyond public job adverts.” The exact percentage varies by country, sector and how “hidden job market” is defined.

Learning outcomes:

- explain what the hidden job market means;
- identify ways to discover opportunities that are not publicly advertised;
- understand the importance of networking and professional relationships;
- identify organisations they could approach proactively;
- create a simple strategy for finding unadvertised opportunities;
- feel more confident contacting employers directly.



THE HIDDEN JOB MARKET

PART 1.1 - WHAT IS THE HIDDEN JOB MARKET?

Start by asking: "Where would you normally look for a job?"

Write responses on the board:

Job websites · LinkedIn · Company websites · Social media · Recruitment agencies · Friends · Teachers · University · Networking events

Then ask: "What if the perfect job isn't advertised anywhere?"

Explain: "The hidden job market refers to career opportunities that are not publicly advertised or that are filled through other routes before a public advertisement is posted."

These opportunities can be discovered through:

Networking · referrals · direct contact · volunteering · internships · professional events · speculative applications · personal recommendations · professional communities

Key message: "Don't only search for jobs. Search for people, organisations and opportunities."



THE HIDDEN JOB MARKET

PART 1.2 - THE HIDDEN JOB MARKET ICEBERG

Draw an iceberg on a board.

ABOVE THE WATER

Publicly advertised jobs

Examples:

- Job websites
- Company career pages
- LinkedIn advertisements
- Recruitment platforms

BELOW THE WATER

Less visible opportunities

- Someone recommends you
- You contact an organisation directly
- A company creates a role for a strong candidate
- You hear about an opportunity through a professional contact
- You meet someone at an event
- You volunteer and later receive an opportunity
- An internship becomes a job
- A position is shared privately within a network

Ask: “Which part of the iceberg are most young people focusing on and why?”

Then ask: “How could we explore the part below the water?”



THE HIDDEN JOB MARKET

PART 2 - THE HIDDEN JOB MARKET GAME

Divide participants into small teams. Give each team a fictional young person.

Example:

Maria

- Interested in graphic design.
- Has completed a short course.
- Has created several designs for student projects.
- Has no professional experience.

Tell the teams: "Maria cannot find a suitable advertised job. Help her find an opportunity without waiting for an advertisement."

Teams have 5 minutes to create as many strategies as possible.

Possible answers:

- Contact local design agencies.
- Ask a teacher for recommendations.
- Contact former internship supervisors.
- Attend creative industry events.
- Ask friends whether they know designers.
- Contact organisations whose social media needs improvement.
- Build a small portfolio.
- Offer to volunteer on a project.
- Connect with professionals on LinkedIn.
- Contact companies directly with a targeted message.

Give 1 point for each realistic strategy.



THE HIDDEN JOB MARKET

PART 3 - WHO COULD HELP ME?

Participants draw three circles:

INNER CIRCLE

People I already know.

Examples: Friends · family · teachers · classmates · former colleagues

SECOND CIRCLE

People I have met.

Examples: Erasmus+ participants · volunteers · trainers · internship supervisors · event contacts

THIRD CIRCLE

People I would like to meet.

Examples: Employers · entrepreneurs · professionals · NGOs · recruiters · sector experts

Ask: "Who could potentially know about an opportunity before it becomes public?"

Then ask: "Who could introduce you to someone?"

Key lesson: "Your network isn't just the people who can give you a job. It's the people who can connect you to information, people and opportunities."



THE HIDDEN JOB MARKET

PART 4 - THE HIDDEN JOB MARKET CHALLENGE

Give participants a fictional organisation.

Example:

GreenTech Europe

- A small organisation working on environmental technology.
- They currently have no job vacancies advertised.

Participants develop a 3-step strategy for: "How could you create an opportunity?"

STEP 1 – Research

- What does the organisation do?
- What problems might they have?
- What skills could you offer?

STEP 2 – Connect

How could you reach them?

LinkedIn · email · event · introduction · professional network

STEP 3 – Offer Value

What could you say?

Instead of:

✗ "Do you have a job for me?"

Try:

✓ "I'm interested in your work in sustainability and have experience in digital communication. I'd be interested in learning whether there are opportunities to support your upcoming projects."





THE HIDDEN JOB MARKET

PART 5 - MYTH OR FACT?

Read each statement and let participants vote.

"You can only find opportunities through job websites." ❌ MYTH

"A professional contact can tell you about an opportunity before it is publicly advertised." ✅ FACT

"You need hundreds of LinkedIn connections to have a useful network." ❌ MYTH

"Volunteering can sometimes lead to professional opportunities." ✅ FACT

"You can contact an organisation even when it has no vacancy listed." ✅ FACT

"Networking means asking everyone you meet for a job." ❌ MYTH



THE HIDDEN JOB MARKET

PART 6 - SPECULATIVE MESSAGES

Explain: "A speculative application is when you contact an organisation even though they have not advertised a vacancy."

Give participants this simple structure:

1. INTRODUCE YOURSELF

"My name is... I am currently..."

2. SHOW INTEREST

"I am particularly interested in..."

3. OFFER VALUE

"I have experience/skills in..."

4. ASK FOR A CONVERSATION

"I would be interested in learning whether there may be opportunities to contribute to your work."

Participants write a 4-5 sentence message to an organisation they would genuinely like to work with.



PART 6 - SPECULATIVE MESSAGES

Participants complete:

3 ORGANISATIONS I WOULD LIKE TO EXPLORE

- 1. _____
- 2. _____
- 3. _____

3 PEOPLE I COULD CONTACT

- 1. _____
- 2. _____
- 3. _____

ONE EVENT/COMMUNITY I COULD JOIN

ONE SKILL I CAN OFFER

MY NEXT ACTION

“This week I will contact/research...”



THE HIDDEN JOB MARKET

PART 7 - REFLECTIONS

Ask: "What could you do differently if your ideal job isn't advertised?"

Encourage answers such as:

- Research organisations.
- Talk to people.
- Build relationships.
- Contact employers directly.
- Offer value.
- Create opportunities instead of waiting for them.

Key message: "Don't wait for the perfect vacancy to appear. Sometimes the first step towards an opportunity is making yourself visible to the right people."



OVERVIEW OF THE SESSION

Purpose:

To help young people use AI tools responsibly to improve their career preparation, while understanding their limitations, privacy risks, bias and the importance of human judgement.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Demonstration + practical exercises + prompt-writing workshop

Materials: Phones/laptops, internet access, sample CV, job description

Learning outcomes:

- identify useful AI applications for career development;
- use AI to improve a CV and prepare for interviews;
- generate and evaluate career ideas;
- create a personalised learning plan;
- use AI to improve language and communication;
- write effective career-related prompts;
- recognise ethical issues including privacy, bias, misinformation and over-reliance on AI.



AI FOR CAREER SUCCESS

PART 1 – AI: CAREER HELPER OR CAREER REPLACEMENT?

Ask: “What could AI help you with when looking for a job?”

Collect ideas on the board.

Introduce tools participants may already know:

ChatGPT · Microsoft Copilot · Google Gemini · Claude

Then explain: “AI can be a career assistant, but it should not become your career decision-maker.”

Ask: “What should we always check ourselves?”

Possible answers: Accuracy · privacy · bias · relevance · authenticity · human judgement

Key principle: “Use AI to improve your work — not to pretend that AI-generated work is your own experience.”



PART 2 - AI CAREER TOOLKIT

Show participants five ways AI can support career development.

1. CV Improvement

AI can help: improve clarity; identify repetitive language; make experience more relevant to a vacancy; suggest stronger descriptions of genuine achievements.

2. Interview Practice

AI can act as an interviewer and ask: motivation questions; competency questions; difficult follow-ups; job-specific questions.

3. Career Ideas

AI can help connect: Interests + skills + values + experience, to possible career areas.

4. Learning Plans

AI can create a structured plan for developing a skill. For example: "Create a six-week plan for improving my Excel skills from beginner to intermediate."

5. Language Improvement

AI can help improve: grammar; vocabulary; professional emails; cover letters; interview answers; pronunciation practice through suitable tools.



PART 3 - CV IMPROVEMENT CHALLENGE

Give participants a short fictional CV:

BEFORE

"I worked at a café. I served customers and did different things. I also helped with social media sometimes."

Give them the prompt: "Improve this CV description for a customer service position. Do not invent achievements or responsibilities. Make the language professional and concise."

Compare the original and AI-assisted version. Then ask:

- "What did AI improve?"
- "What should we verify?"
- "What must we never allow AI to invent?"

AI should not invent:

- ✗ qualifications
- ✗ work experience
- ✗ job titles
- ✗ achievements
- ✗ language skills
- ✗ certificates
- ✗ responsibilities



PART 4 - AI INTERVIEW PRACTICE

Participants choose a job they might realistically apply for.

Use a prompt such as: "Act as an interviewer for a junior marketing assistant position. Ask me one interview question at a time. Wait for my answer before continuing. After five questions, give me feedback on clarity, relevance, examples and communication. Do not rewrite my answers for me."

Participants answer the questions.

Reflection

- "Was practising with AI easier or harder than speaking to a real person?"
- "What can AI simulate well?"
- "What can't an AI interviewer fully reproduce?"

Possible answers:

Body language · real emotions · unexpected human reactions · workplace culture · genuine interpersonal connection



PART 5 - CAREER IDEAS AND LEARNING PLANS

Participants give AI information about themselves:

- My interests: _____
- My strongest skills: _____
- My work values: _____
- My experience: _____

Then use: “Based on this information, suggest five career areas I could explore. For each one, explain why it might fit my interests and skills, what skills I may need, and one way I could test whether I actually enjoy this type of work.”

Tell participants: AI suggestions are possibilities, not career diagnoses.

They should investigate suggestions using real sources, conversations with professionals, work experience and their own reflection.



PART 6 – PROMPT-WRITING WORKSHOP

Introduce the simple formula:

ROLE + TASK + CONTEXT + REQUIREMENTS + FORMAT

- Weak prompt: “Help me with my CV.”
- Better prompt: “Act as a career adviser. Improve the wording of my CV for a junior graphic design internship. Use only the experience I provide. Highlight relevant skills, keep the language concise and professional, and identify three areas I should improve.”

Explain why the second prompt works better.

Give groups three weak prompts.

A: “Give me career ideas.”

B: “Help me prepare for an interview.”

C: “Make my English better.”

Teams have 5 minutes to improve them using:

ROLE + TASK + CONTEXT + REQUIREMENTS + FORMAT

Then compare the results.



PART 7 - THINK BEFORE YOU PASTE

Ask: "Would you paste this information into an AI tool?"

Participants vote:



SAFE

A general job description.



THINK FIRST

Your full CV containing personal information.



DON'T SHARE

Someone else's private information, passwords, identity documents or confidential employer information.

Then discuss:

- "Does this information need to be shared with AI?"
- "Could the AI have made a mistake?"
- "Could the AI's recommendation reflect stereotypes or biased data?"
- "Does this still sound like me?"
- "Who is responsible if AI gives you bad career advice?"

Golden rule: "AI can assist your decision. You remain responsible for your decision."



PART 8 - AI CAREER CHALLENGE

Give teams a scenario: “You have found your ideal internship, but you have no experience in the field. You have two weeks to prepare.”

Teams decide how they could use AI to help. They create a 5-step AI career plan.

For example:

1. Analyse the job description.
2. Identify missing skills.
3. Create a learning plan.
4. Practise interview questions.
5. Improve the CV using genuine experience.

Then ask: “Which parts still require you rather than AI?”



PART 8 - MY AI CAREER TOOLKIT

Participants complete:

I WILL USE AI TO...

- ☐ Improve my CV
- ☐ Practise interviews
- ☐ Explore careers
- ☐ Create learning plans
- ☐ Improve language
- ☐ Develop ideas

ONE PROMPT I WILL USE

ONE THING I WILL NEVER ASK AI TO INVENT

ONE AI RISK I WILL WATCH FOR

MY NEXT ACTION

"This week I will use AI to help me..."



PART 9 – REFLECTIONS

Ask participants: “What is the best way to use AI for your career?”

Aim for:

- Use it as an assistant.
- Give it good context.
- Check its answers.
- Protect personal information.
- Keep your own voice.
- Never invent experience.
- Use human judgement.

Key message: “Don't let AI build your career for you. Use AI to become better prepared to build it yourself.”



OVERVIEW OF THE SESSION

Purpose:

To help young people practise essential employability skills through short, energetic challenges rather than traditional teaching. Core employability skills are important for young people's transition into work, and the ILO highlights communication, problem solving, critical thinking, adaptability and teamwork among the skills that support employability.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Team competition + practical challenges

Materials: Station cards, paper, pens, timer, scoring sheet

Learning outcomes:

- practise communication and active listening;
- develop leadership and teamwork;
- experiment with creativity and problem solving;
- practise negotiation and conflict management;
- strengthen critical thinking and adaptability;
- recognise their own soft-skill strengths and development areas.



THE SOFT SKILLS OLYMPICS

PART 1 - THE SOFT SKILLS OLYMPICS

Divide participants into small teams of 3-5.

Set up 8 stations around the room.

Teams spend 5 minutes at each station and receive 0-3 points based on their performance.

The goal is not to identify the “best” person. It is to practise different skills and notice which ones come naturally and which need development.

Important: Encourage teams to rotate leadership so the same person does not dominate every challenge.



THE SOFT SKILLS OLYMPICS

PART 1 – THE SOFT SKILLS OLYMPICS

Divide participants into small teams of 3–5.

Set up 8 stations around the room.

Teams spend 5 minutes at each station and receive 0–3 points based on their performance.

The goal is not to identify the “best” person. It is to practise different skills and notice which ones come naturally and which need development.

Important: Encourage teams to rotate leadership so the same person does not dominate every challenge.

Station 1 – Communication

One participant receives a simple picture. They describe it without showing it. Their team has to draw exactly what they hear.

The speaker cannot say:

“It looks like...”

They should use precise instructions:

“Draw a circle in the centre. Put a triangle above it...”

Station Reflection: “What made communication difficult?”

Skill: Clear communication, active listening, precision.



THE SOFT SKILLS OLYMPICS

PART 1 – CONTINUED

Station 2 – Leadership

The team must complete a simple task, such as arranging objects from smallest to largest. Nobody may speak. One person is secretly assigned as the leader and must guide the team using only gestures.

Then repeat the challenge with a different leader.

Station Reflection: “What makes someone an effective leader?”

Skill: Leadership, observation, coordination, influence.

Station 3 – Creativity

Give each team an ordinary object: Paper clip / cardboard box / plastic cup / newspaper. They have 3 minutes to invent as many alternative uses as possible.

1 point for each realistic idea. Bonus point for the most original idea.

Station Reflection: “Did your first idea limit your thinking?”

Skill: Creative thinking, imagination, flexibility.



THE SOFT SKILLS OLYMPICS

PART 1 – CONTINUED

Station 4 – Negotiation

Two teams negotiate over limited resources. For example: There is only one available project room, and both teams need it tomorrow.

They should reach an agreement. They cannot simply say: “We want it.” They should explain their needs and find a solution.

Possible outcomes: Split the time · share the space · find another location · exchange resources

Station Reflection: “What worked better: insisting or finding a solution that helped both sides?”

Skill: Negotiation, listening, compromise.

Station 5 – Conflict

Give the group a scenario: “Three people are working on a project. One person says they are doing all the work. Another says nobody listens to their ideas. The deadline is tomorrow.”

Teams have 3 minutes to decide how they would handle the situation. They identify:

- What is the conflict?
- What should happen first?
- What could each person do?
- What would a fair solution look like?

Skill: Conflict management, communication, emotional awareness.



THE SOFT SKILLS OLYMPICS

PART 1 – CONTINUED

Station 6 – Problem Solving

Give teams a practical problem: “Your organisation has planned an outdoor career event for 100 young people. Two hours before it begins, it starts raining heavily and the outdoor space becomes unusable.”

Teams have 3 minutes to create a Plan B.

They must find: Problem → Options → Best solution → Action

Station Reflection: “Did you immediately focus on the problem, or on possible solutions?”

Skill: Problem solving, decision making, teamwork.

Station 7 – Critical Thinking

Give participants statements such as:

- “Young people don't want to work anymore.”
- “Remote workers are less productive.”
- “University graduates earn more money.”
- “AI will eliminate most jobs.”

Teams classify each as: FACT · OPINION · ASSUMPTION

Then ask: “What evidence would you need before believing this statement?”

Skill: Critical thinking, questioning assumptions, evidence-based reasoning.



THE SOFT SKILLS OLYMPICS

PART 1 – CONTINUED

Station 8 – Adaptability | 5 min

Start with a simple task: “Build the tallest tower possible using paper.”

After 2 minutes announce: “NEW RULE: You can no longer use your hands.” After another minute: “NEW RULE: Your tower must now support a pen.”

Teams adapt their strategy.

Station Reflection: “How did you react when the rules changed?”

Skill: Adaptability, resilience, creative problem solving.



THE SOFT SKILLS OLYMPICS

PART 2 - THE SOFT SKILLS SCOREBOARD

After the stations, give each participant a personal scorecard.

Skill | My score 1-5

Communication ____

Leadership ____

Creativity ____

Negotiation ____

Conflict management ____

Problem solving ____

Critical thinking ____

Adaptability ____

Empathy ____

Participants complete:

My strongest skill

A skill I want to develop

A situation where I already use this skill

A situation where I could use it professionally



THE SOFT SKILLS OLYMPICS

PART 3 – REFLECTIONS

Ask each participant: “Which soft skill would you put on your professional CV – and what evidence could you give?”

For example:

✗ “I’m a good leader.”

Instead:

✓ “I coordinated a four-person team during an international youth project and helped organise our final presentation.”

This connects the activity directly to CVs, interviews and professional branding.

Ask participants to complete:

- “Today I discovered that I am good at...”
- “I need to practise...”
- “I could demonstrate this skill in a job interview by...”

Key message: “Soft skills are not just things you say you have. They are behaviours you can practise, demonstrate and prove.”



THE INTERVIEW ESCAPE ROOM

OVERVIEW OF THE SESSION

Purpose:

To help young people practise interview skills in a fun, low-pressure way. Teams solve a series of interview challenges and collect clues to “escape” the interview room.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Team challenge + discussion + practical interview practice

Materials: Challenge cards, envelopes, timer, answer sheets, scorecards

Learning outcomes:

- identify strong and weak interview answers;
- understand appropriate interview dress and presentation;
- recognise positive and negative body language;
- practise answering unexpected questions;
- understand basic salary negotiation;
- improve confidence in interviews;
- reflect on their own interview strengths.



THE INTERVIEW ESCAPE ROOM

PART 1 – THE INTERVIEW ESCAPE ROOM

Divide participants into teams of 3–5.

Teams must complete six interview challenges. Each challenge gives them a letter, number or clue.

When they solve all challenges, they receive the final code and “escape”.

There is no single perfect interview style. The goal is to be prepared, authentic, professional and relevant to the role.

Challenge 1 – Bad Answer / Good Answer

Give teams pairs of interview answers.

Question: “Why do you want this job?”



BAD ANSWER

“I just need a job and the salary seems okay.”



BETTER ANSWER

“I'm interested in this role because it combines communication and digital skills, which I've developed through my studies and volunteer projects. I'd also like to gain practical experience and contribute to your team.”

Ask: “What makes the second answer stronger?”

Teams identify: Motivation · relevance · evidence · positive attitude



THE INTERVIEW ESCAPE ROOM

PART 1 – CONTINUED

Question:

“What is one of your weaknesses?”

✗ BAD ANSWER: “I don't really have any weaknesses.”

✓ BETTER ANSWER: “I sometimes spend too long checking my work because I want it to be accurate. I'm working on managing my time better by setting clear deadlines for each task.”

Key lesson: Don't pretend to be perfect. Show self-awareness and development.

Challenge 2 – Interview Dress Code

Give teams cards showing different clothing choices.

They place them into: ● Usually appropriate; ● Depends on the role/company; ● Potentially inappropriate

Examples: Smart shirt/blouse; Clean trainers; Suit; Beachwear; Very casual clothes; Neat jeans; Company-branded clothing; Formal shoes.

Then reveal: There isn't one universal interview dress code. A corporate finance interview and a creative studio interview may have very different expectations.

Ask: “What should you research before deciding what to wear?”

Answer: The organisation · sector · role · workplace culture · format

Dress appropriately for the professional context, while remaining comfortable and authentic.



THE INTERVIEW ESCAPE ROOM

PART 1 – CONTINUED

Challenge 3 – Body Language Detective

Give teams situations. They must identify what the body language might communicate.

- Situation A: Someone avoids eye contact completely and looks at the floor.
- Situation B: Someone sits comfortably, maintains natural eye contact and listens attentively.
- Situation C: Someone repeatedly checks their phone.
- Situation D: Someone crosses their arms tightly and rarely reacts to the interviewer.
- Situation E: Someone smiles naturally, sits attentively and responds to the interviewer.

Ask: “What message might the interviewer receive?”

Important point: Body language should not be treated as a perfect psychological test. Context matters.

Focus on: Listening · attention · posture · facial expression · natural eye contact · avoiding distractions



THE INTERVIEW ESCAPE ROOM

PART 1 – CONTINUED

Challenge 4 – Salary Negotiation

Give teams a fictional situation: “You receive a job offer. The employer offers €1,700 per month. You were expecting around €1,900 based on your research and the responsibilities of the role.”

The team decides what the candidate should do.

- Option A: “That's too little. I'm not accepting.”
- Option B: “I'll take anything.”
- Option C: “Thank you for the offer. I'm very interested in the role. Based on the responsibilities and my skills, I was expecting something closer to €1,900. Is there flexibility in the salary?”
- Option D: “I need more money because my expenses are high.”

Best approach: C

Then discuss: “What information could strengthen a salary discussion?”

Possible answers: Market research · responsibilities · relevant skills · experience · achievements · total benefits package

Key message: Salary negotiation should focus on the value and responsibilities of the role, not simply personal financial needs.



THE INTERVIEW ESCAPE ROOM

PART 1 – CONTINUED

Challenge 5 – Unexpected Interview Questions | 10 min

Give teams a set of unexpected questions:

- “If you were an animal, what would you be?”
- “What would your previous classmates say about you?”
- “What would you do if you strongly disagreed with your manager?”
- “Tell me about a mistake you made.”
- “What would you do if you didn't know how to complete a task?”
- “What is something you are currently learning?”

Teams choose one question and prepare a response.

The 3-step technique:

1. Pause: You don't have to answer immediately.
2. Think: What skill or quality could the question be testing?
3. Connect: Give a genuine answer with a relevant example where possible.

Key message: “An unexpected question doesn't require a perfect answer. It requires calm thinking.”



THE INTERVIEW ESCAPE ROOM

PART 1 – CONTINUED

Challenge 6 – Interview Emergency

Give teams a scenario card.

- Scenario A: You arrive five minutes late because your bus was delayed. What do you do?
- Scenario B: The interviewer asks about a skill you don't have. What do you say?
- Scenario C: You realise you misunderstood part of the question. What do you do?
- Scenario D: You don't know the answer. What do you say?
- Scenario E: Your internet connection fails during an online interview. What do you do?

Teams must produce the best professional response.

Good principles: Be honest · stay calm · communicate clearly · don't make excuses · focus on solutions

Final Challenge – Ask the Interviewer

Give teams three possible questions.

- ✗ Weak: "How many holidays do I get?"
- Better: "What does a typical day in this role look like?"
- ✓ Strong: "What would success look like for someone in this role during their first six months?"

Ask: "Why is asking questions at the end of an interview important?"

Explain that it demonstrates: Interest · preparation · curiosity · professional thinking



THE INTERVIEW ESCAPE ROOM

PART 1 - CONTINUED

After completing the challenges, teams receive one clue from each station.

For example:

- BAD/GOOD ANSWERS → E
- DRESS CODE → A
- BODY LANGUAGE → S
- SALARY → C
- UNEXPECTED QUESTIONS → P
- EMERGENCY → E

Their final code: ESCAPE

The first team to solve the code escapes the interview room!



THE INTERVIEW ESCAPE ROOM

PART 2 - MY INTERVIEW TOOLKIT

Participants complete:

ONE THING I ALREADY DO WELL

ONE THING I NEED TO PRACTISE

ONE INTERVIEW QUESTION I WANT TO PREPARE

ONE QUESTION I WOULD ASK AN EMPLOYER

MY INTERVIEW GOLDEN RULE

"In my next interview, I will..."

Ask: "What makes someone memorable in an interview?"

Encourage: Preparation · authenticity · clear communication · relevant examples · listening · confidence · curiosity

Key message: "An interview isn't an exam where you must give perfect answers. It's a conversation where you demonstrate what you can offer, learn about the organisation, and decide whether the opportunity is right for you."



OVERVIEW OF THE SESSION

Purpose:

To give young people a practical introduction to the financial basics they are likely to encounter when starting work, receiving their first salary, opening a bank account or working as a freelancer.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Interactive stations + practical scenarios + mini challenges

Materials: Sample payslip, sample employment contract, calculator, budget worksheet, scenario cards

Learning outcomes:

- understand the difference between gross and net salary;
- identify basic information on a payslip;
- understand why taxes and other deductions exist;
- create a simple monthly budget;
- understand saving and emergency funds;
- recognise important elements of an employment contract;
- understand basic differences between employment and freelancing;
- identify questions to ask before accepting a job.



FINANCES FOR BEGINNER 101

PART 1 – YOUR FIRST SALARY

Start with: “You get your first job and your employer tells you your salary is €1,800 per month. Do you actually receive €1,800?”

Let participants vote: YES / NO / I'M NOT SURE

Introduce:

1. GROSS SALARY – The amount before deductions.
2. NET SALARY – The amount you actually receive after deductions.
3. DEDUCTIONS – Depending on the country and employment situation, these can include things such as: Income tax · social security contributions · pension contributions · other authorised deductions

Key message: The salary you see in a job advertisement may not be the amount that arrives in your bank account.

Give each group a fictional payslip. Ask them to find: Employer, Employee, Pay period, Gross pay, Deductions, Net pay, Tax/social contributions, Payment date

Then ask: “If your payslip says €2,000 gross but €1,650 net, where did the difference go?”

Explain that the exact deductions depend on the country, employment arrangement and individual circumstances.

Ask: “What three things would you check if your salary payment looked different from what you expected?”



FINANCES FOR BEGINNER 101

PART 2 - TAXES: WHERE DOES THE MONEY GO?

Explain simply: Taxes are payments collected by governments to help fund public services and government activities.

Ask participants to brainstorm examples: Healthcare · education · infrastructure · public services · social protection

Then introduce: TAX $\neq$ SALARY LOSS

The goal is to understand what deductions are being made and why, rather than simply thinking: “The government took my money.”

Give participants a fictional salary and several deductions.

Ask:

- “Which amount is gross?”
- “Which amount is net?”
- “What percentage of the gross amount was deducted?”

Use a calculator if necessary.

Note: Actual tax rules and rates differ by country. Participants should check official national information rather than relying on generic examples.



FINANCES FOR BEGINNER 101

PART 3 - BANK ACCOUNT BASICS

Ask: "What do you actually need a bank account for?"

Possible answers: Receiving salary · paying bills · card payments · saving · transfers · online purchases

Introduce basic concepts:

- CURRENT ACCOUNT - Used for everyday spending and receiving money.
- SAVINGS ACCOUNT - Designed primarily for keeping money aside for future use.
- DEBIT CARD - Allows you to spend money from your account.
- BANK TRANSFER - Moving money from one account to another.

Before opening an account, check: Fees · ATM charges · card costs · transfer fees · overdraft conditions · mobile banking · interest, where applicable



FINANCES FOR BEGINNER 101

PART 4 - BUILD YOUR FIRST BUDGET

Give participants a fictional monthly net salary of €1,500. They then create a basic budget.

INCOME: €1,500

EXPENSES:

- Rent/housing — €600
- Food — €250
- Transport — €100
- Phone/internet — €50
- Entertainment — €100
- Other — €100

Remaining: €300

Ask: “What could you do with the remaining €300?”

Possible answers: Save · emergency fund · education · travel · debt repayment · investing after learning about the risks

Then ask: “What happens if you spend everything every month?”



FINANCES FOR BEGINNER 101

PART 5 - SAVING AND EMERGENCY FUND

Explain: Saving means putting money aside for a future goal.

Examples: Laptop · holiday · driving lessons · education · moving home

Emergency fund: Money reserved for unexpected essential expenses.

Examples: Unexpected repair · urgent travel · temporary loss of income · essential replacement

Ask: “Should an emergency fund be used for a new pair of trainers?”

No — unless the trainers are somehow an actual emergency!

Participants choose one savings goal:

“I want to save €_____ for _____ by _____.”

Then calculate: “How much would I need to save each month?”



FINANCES FOR BEGINNER 101

PART 6 – EMPLOYMENT CONTRACT DETECTIVE

Give participants a simplified fictional employment contract.

Ask them to find: ☐ Job title ☐ Employer ☐ Salary/pay ☐ Working hours ☐ Start date ☐ Contract duration ☐ Holiday entitlement ☐ Notice period ☐ Probation period ☐ Workplace/location ☐ Overtime arrangements ☐ Other important conditions

Then ask: “Would you sign a contract without reading it?”

Give examples of red flags:

-  **Salary is different from what was discussed.**
-  **Working hours are unclear.**
-  **Important conditions are only verbal.**
-  **You are pressured to sign immediately.**
-  **You don't understand a clause.**

Ask: “What should you do?”

Answer: Stop, ask questions and seek appropriate advice before signing.



FINANCES FOR BEGINNER 101

PART 7 - EMPLOYEE OR FREELANCER?

Introduce:

- EMPLOYEE - Usually works under an employment relationship with an employer, with defined responsibilities and conditions.
- FREELANCER - Typically works independently for clients and is responsible for arranging their own work, finances and applicable tax obligations.

Ask teams to classify scenarios:

- Scenario A: "Maria works regular hours for one company, follows its instructions and receives a regular salary." (Likely employee)
- Scenario B: "Alex works independently for several clients and invoices them for individual projects." (Likely freelancer)

Then ask: "What might freelancers need to think about that employees may not handle themselves?"

Possible answers: Finding clients · invoicing · taxes · record keeping · irregular income · contracts · insurance · retirement/savings

Key message: Freelancing can offer flexibility, but flexibility also means more responsibility.



PART 8 - MONEY MISTAKES

Give teams quick scenarios and ask:

- Scenario 1: You receive your first salary and spend almost all of it in the first week.

What could you do differently next month?

- Scenario 2: Your employer says your salary is €1,800, but your payslip shows €1,800 gross and a lower net payment.

What should you check?

- Scenario 3: You are offered freelance work but there is no written agreement about payment.

What should you do before starting?

- Scenario 4: You have €500 saved but suddenly need €300 for an unexpected essential expense.

Why is the emergency fund useful?



FINANCES FOR BEGINNER 101

PART 9 - MY MONEY STARTER PLAN

Participants complete:

Gross salary means:

Net salary means:

MY MONTHLY BUDGET

Income: €_____ Essential expenses: €_____

Flexible spending: €_____ Savings: €_____

I want to save €_____ for _____.

I will start building my emergency fund by saving €_____ per month.

BEFORE SIGNING A JOB CONTRACT, I WILL CHECK:

- _____
- _____
- _____

ONE MONEY SKILL I WANT TO LEARN



FINANCES FOR BEGINNER 101

PART 10 - REFLECTIONS

Ask: "What is one thing you wish someone had explained about money before your first job?"

Then reinforce:

- Know what you earn.
- Know what you spend.
- Read before signing.
- Save something regularly.
- Build an emergency buffer.
- Understand your payslip.
- Ask questions when you don't understand something.

Key message: "You don't need to be rich to be good with money. Start by understanding where your money comes from, where it goes and what you want it to do for you."



OVERVIEW OF THE SESSION

Purpose:

To help young people understand how Erasmus+ and European learning opportunities can support their personal development, skills, employability and future career.

Target group: Young people aged 15–30

Duration: Determined by facilitator

Format: Interactive discovery, matching game, personal opportunity plan

Materials: Opportunity cards, laptop/phones, printed examples of Youthpass/Europass, pens

Learning outcomes:

- explain how Erasmus+ experiences can improve employability;
- distinguish between Youth Exchanges, Training Courses and the European Solidarity Corps;
- understand the purpose of Youthpass and Europass;
- recognise the value of microcredentials and digital credentials;
- identify skills gained through international experiences;
- find opportunities that match their interests;
- explain Erasmus+ experience effectively on a CV or in an interview.



ERASMUS+ OPPORTUNITIES

PART 1 – MORE THAN JUST TRAVELLING

Start by asking: “What do you think Erasmus+ gives you?”

Write responses on the board.

Likely answers: Travel · new friends · languages · international experience
· learning · culture

Then ask: “Which of these could an employer value?”

Explain: Erasmus+ experiences can help young people develop transferable skills such as communication, teamwork, intercultural awareness, adaptability, problem solving and initiative.

Key message: Don't just say “I went abroad.” Explain what you learned, what you did and what you can now do better.



ERASMUS+ OPPORTUNITIES

PART 2 - OPPORTUNITY MATCH GAME

Give teams cards describing different opportunities. They match each opportunity to the correct description.

Youth Exchange

Short international learning experience where young people from different countries meet, learn and work together around a theme. Possible skills: Teamwork · communication · intercultural awareness · adaptability

Training Course

Learning opportunity focused on developing specific knowledge, methods or skills, often for people working with young people or active in youth organisations. Possible skills: Professional development · facilitation · project skills · communication

European Solidarity Corps – ESC

Provides young people with opportunities to participate in solidarity activities and volunteering, including opportunities abroad. Possible skills: Responsibility · independence · teamwork · initiative · problem solving

Youthpass

A tool used in Erasmus+ Youth and European Solidarity Corps activities to help participants recognise and reflect on their learning.

Ask: “Is Youthpass simply a certificate?”



PART 3 – FROM EXPERIENCE TO EMPLOYABILITY

Give participants an example: “I participated in a two-week Erasmus+ Youth Exchange in Spain.”

**Ask: “Is that enough information for an employer?”
Usually, no. Now transform it.**

BEFORE: “I participated in an Erasmus+ Youth Exchange.”

AFTER: “During an international youth exchange, I worked in a multicultural team, communicated in English and contributed to group activities involving participants from five countries.”

Then ask: “Which version demonstrates skills?”

Participants identify skills they could gain from:

- Living abroad: Independence, adaptability
- Working with international participants: Communication, teamwork, intercultural competence
- Presenting an activity: Public speaking, confidence
- Organising an event: Planning, responsibility
- Solving unexpected problems: Problem solving, flexibility



PART 4 - YOUTHPASS CHALLENGE

Explain the Youthpass learning process.

Ask participants to think about an Erasmus+ experience they have already had – or use a fictional example.

Complete:

"During the project, I..."

"I learned how to..."

"I became better at..."

"I can now..."

"This could help me at work because..."

Key message: Experience becomes employability when you can explain the learning behind it.



PART 5 - EUROPASS VS YOUTHPASS

Ask: "Are Youthpass and Europass the same thing?"

- Youthpass: Focuses on learning and recognition from relevant Erasmus+ Youth and European Solidarity Corps activities.
- Europass: A broader European framework and set of tools that can help people present their skills, qualifications and learning experiences.

Introduce:

Europass CV – A structured way to present: Education · experience · skills · languages · qualifications · achievements

Give participants this experience: "Three-month volunteering experience with an environmental NGO."

Ask: "What information could go into a Europass CV?"

Possible answers: Responsibilities · skills · achievements · dates · organisation · languages · project experience



PART 6 – MICROCREDENTIALS AND DIGITAL CREDENTIALS

Start with: “What if you learn something valuable in only a few hours or weeks?”

Explain:

- Microcredential – A way of recognising a small, focused learning experience or achievement, rather than a full degree or long qualification. Examples: Digital marketing · coding · project management · language skills · sustainability · AI literacy
- Digital Credential – A digital representation of a qualification, achievement or learning experience that can be shared or verified electronically.

Ask: “Would an employer know what you learned just because they see a badge?” Participants should be able to explain:

- What did I learn?
- How did I demonstrate it?
- Where can I use it?

Key message: “A credential is stronger when you can explain the skill behind it.”



PART 7 - ERASMUS+ CAREER PASSPORT

Participants create their own mini Erasmus+ Career Passport.

Project/activity:

Country:

What did I do?

MY SKILLS

- 1.

- 2.

- 3.

"I learned how to..."

"I can prove this because..."

"This experience could help me in a job involving..."



ERASMUS+ OPPORTUNITIES

PART 8 - WHICH OPPORTUNITY IS RIGHT FOR ME?

Give participants four profiles.

A: "I want to meet young people from other countries and explore a social issue."

→ Youth Exchange

B: "I want to improve my skills as a youth worker."

→ Training Course

C: "I want to volunteer and contribute to a solidarity project."

→ European Solidarity Corps

D: "I want to document my learning and present my skills professionally."

→ Youthpass / Europass

Then ask: "Which opportunity would you personally explore first — and why?"



PART 9 - ERASMUS+ CAREER ACTION PLAN

Participants complete:

AN OPPORTUNITY I WANT TO EXPLORE

WHY IT INTERESTS ME

SKILL I WANT TO DEVELOP

HOW IT COULD HELP MY CAREER

WHERE I WILL LOOK FOR OPPORTUNITIES

MY NEXT ACTION - "This week I will..."



PART 10 - REFLECTIONS

Ask participants: "If an employer asked you, 'What did you gain from Erasmus+?', what would you say?"

Encourage answers beyond:

- ✗ "I travelled."
- ✗ "I met people."
- ✗ "It was fun."

Instead:

- ✓ "I developed..."
- ✓ "I learned how to..."
- ✓ "I became more confident in..."
- ✓ "I worked with..."
- ✓ "I can now..."

Key message: "Erasmus+ is not only an opportunity to go somewhere. It is an opportunity to become someone who can do more."

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