



Methodological manual of professional guidance for students: on their way to the labor market

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Presentation

Professional orientation at an early age becomes a key factor that allows contributing to the processes that seek to reverse the conditions and situations that sustain the conditions of unemployment and exclusion of young people in the current labor market.

Within the framework of the “Wake Up Your Vocation” project co-financed by the European Union, whose objective is focused on reducing the gap between the Formal Education System and the labor market by providing students with the necessary tools in terms of employability skills and orientation to the labor market through the development of knowledge and skills of teachers, the development of this methodological manual for professional guidance arises. Whose contents have been selected from the identification of gaps and needs in professional guidance through the results of research carried out in Spain, Italy and Croatia.

Some of the findings source of inspiration for the choice of topics and activities for the manual are¹:

- Although the value and need for career guidance in schools is recognised by the majority of families and teachers surveyed, a major gap persists between this need and the actual career guidance opportunities offered to students.
- The research results show that one of the most important obstacles to including early career guidance activities in schools is the lack of resources, knowledge and training of teachers and counselors, as a significant part of the respondents stated that they do not have sufficient knowledge and tools to carry out such activities.
- From the perspective of teachers and parents, another factor hindering the development of life and career projects related to vocational interests and the labour market is the lack of motivation of students. Vocational guidance processes are a tool to “engage” students in their



educational process and prevent early drop-out.

- Vocational guidance topics that have been recognised as most important include: information about training routes and options, information about the labour market and its changes, identification of personal interests and development of soft skills, among others.

1. Wake Up your Vocation results report, 2022.

Methodological manual for career guidance to students: on their way to the labour market.

It is a methodological manual aimed at people working in the field of formal and non-formal education, it develops contents and practical activities to implement with students that seek to systematically strengthen three areas: Management of emotions, strengthening of transversal competences and skills and the development of a professional project based on self-awareness and the recognition of the demands of today's labour market.

The contents have been tested with teachers, students and parents in the educational contexts of three EU countries: Italy, Croatia and Spain, to validate the applicability of the contents and activities. Therefore, both the activities and the conceptual input provided have been adjusted to the reality and experience of the schools and take into account the knowledge and experience of the teachers involved in the project.

The central themes for career guidance are organised in six work modules which include activities and practical exercises lasting 45-50 minutes per activity. They are designed so that the teacher can organise them according to classroom conditions, time, characteristics and number of students. The modules are organised in a systematic way, which allows the concepts and knowledge to be integrated in a step-by-step manner.

We have integrated a section aimed at empowering families in the vocational guidance process, where practical tools are provided to promote and raise awareness of the importance of family participation in the development of the students' vocational project.

The manual is based on participatory and social innovation methodologies for experiential learning from the approaches of meaningful learning and project-based learning. It therefore offers activities that seek to enable students to construct knowledge through skills and competency training, collaborative work and research.

The selected activities allow the implementation of the manual to be carried out in the available spaces, be it the classroom or other outdoor or larger spaces. They can be adapted to the time and resources available to teachers or facilitators.

Therefore, this manual is not a recipe, but a guide with content and practical tools that can be integrated into the teaching-learning processes that are implemented with students.



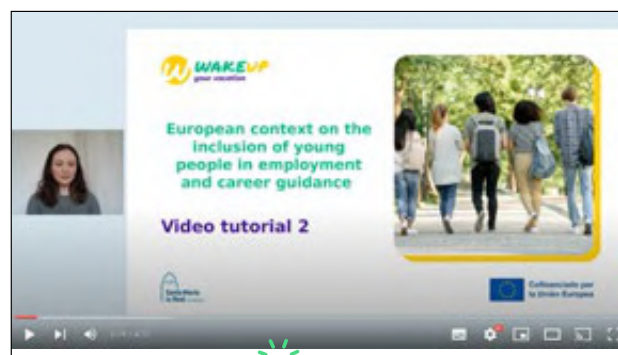
SECTION 1

Starting points

Video tutorials



Introduction



European context



Methodological framework



1. Contextual conditions for student career guidance.

In the context of the European Union, trends in the labour market as a result of technological development and the digitalisation of things, as well as the financial and economic crises, have had a major impact on access to education and the ways in which the world of work is organised and accessed.

In the face of these changes, the young population is one of the most affected groups and the one that faces the greatest difficulties in accessing the current labour market. Therefore, these conditions led to more generalised responses at EU level, such as the Bologna process, the increase of the Erasmus programme and the Youth Guarantee.

Currently, the youth unemployment rate in the EU is around 13.8%, although there are differences in the incidence of youth unemployment in different countries. That is, the highest youth unemployment rates were recorded in Greece (28.6 %), Spain (26.6 %) and Estonia (24.6 %) according to Eurostat data in 2022. Also, in the general context, youth unemployment represents more than

double the total registered unemployment, as well as this population group is the most affect-

ed by economic recessions, according to data provided by the ILO in the year 2020.

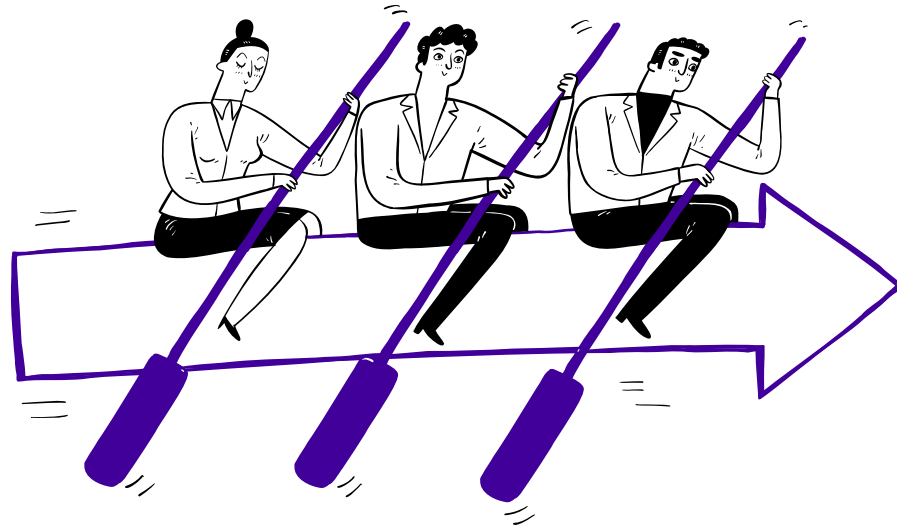
In addition to unemployment, young people face a series of other situations that directly affect their chances of entering the labour market:

- NEETs: a status that details the population of young people who are neither studying nor working, is a key indicator of the transition from education to the labour market whose association determines the educational levels with the risk of being in this situation (NEETs). Young people who do not complete upper secondary education have been found to face higher risks of NEETs. In 2021, around 13.1 % of the 15-29 age group were identified as NEETs in the EU.
- There is a mismatch between the skills of young people and the demands of the labour market. Companies in many sectors and countries in the EU are facing a growing shortage of young skilled workers, which is a result of a gap between the skills and competences training demanded and those currently offered by education systems. It is estimated that by 2030 at least 14% of jobs will disappear as a result of the automation of processes.
- The birth rate has decreased considerably in EU countries, causing the population to age without generational replacement.
- In 2021, an average of 9.7% of 18-24 year olds in the EU will leave education and training prematurely, with the male population accounting for the highest percentage.
- Many young people make decisions about their professional future based on criteria unrelated to their vocational interests, they are unaware of the dynamics of the labour market and end up in jobs that are unrelated to the professional profile they chose to study. This situation places them in low-skilled jobs, with unstable contracts and precarious working conditions.

2. Manual Objectives.

General

Provide schools with innovative methodological tools for career guidance to students in the current European context from the methodological approach of educational innovation: meaningful learning and project-based learning.



Specifics:

S01. Develop methodological contents and pedagogical activities for the analysis of the current and future reality regarding employment and jobs in European countries, as well as the required skills and the academic or professional training pathways necessary to achieve them.

S02. Provide tools for the strengthening in students of the most demanded emotional, transversal and social skills for professional development and labor inclusion.

S03. Develop educational activities that allow knowing the emergence of new jobs and new forms and dynamics of work as a result of the green transition and the digital transition.

S04. Provide tools and activities for the analysis of social and cultural conditions associated with gender and the strengthening of knowledge and attitudes for the promotion of gender equality in professional development and the workplace.

3. Methodological guidelines for professional guidance to students.

A methodology to experiment and learn to learn.

The accelerated transformation of the labor market and the emergence of new forms of employment are demanding in the professional and knowledge areas other ways of being, acting and interacting different from the traditional ones; said demands are more associated with the development of capacities for continuous learning, flexibility and constant adaptation and the incorporation of new concepts and procedures autonomously in the work environment.

We are facing a highly changing reality, which requires greater adaptation and learning capacities, which requires us as teachers, new ways of acting and guiding the choice of professional project in young people.

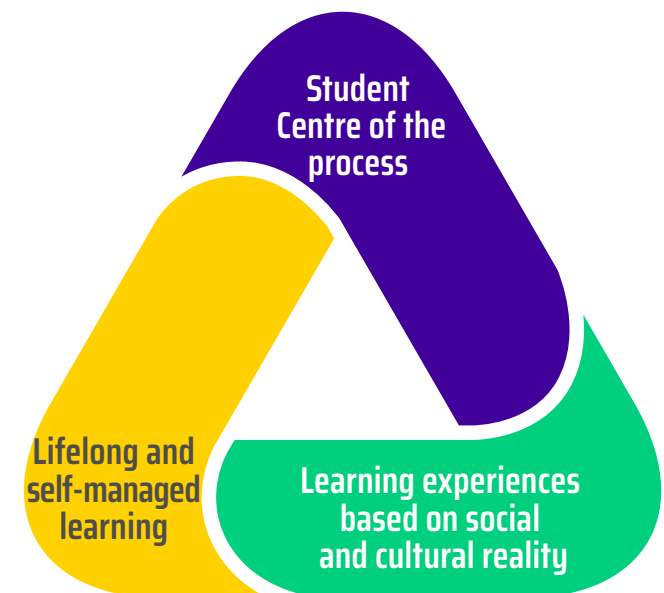
Given this reality, and the prevailing need for young people to be able to respond to said dynamic with better personal tools, we propose a How? methodological that supports your work as a teacher to carry out a professional orientation to students corresponding to the current demands of the labor market.

Answering the question, how to develop?, gives rise to organizing this route (training and activities) from two methodological approaches to education, both focused on the construction of learning from experience and from the previous knowledge of the students so that the new concepts and contents that are incorporated through the development of the activities, acquire an operative meaning in the context where they are related. These approaches are:

- **Significant Learning:** It focuses on the fact that all educational action must organize activities that allow students to incorporate learning that is significant, that is, that is useful to them in the relationships that they establish with the environment.
- **Project-Based Learning:** it is based on collaborative work and on confronting stu-

dents with situations, needs or problems present in their environment to develop, plan and organize resolution proposals for said situations, through activities that allow research and action.

Corresponding to both approaches, this vocational guidance training route that this methodological manual proposes follows three fundamental principles:



Based on these principles, we open the possibility for students to build and incorporate knowledge through the solution of real situations that with your support as a teacher and knowledge facilitator and from other people in the educational community, in order to promote contextualized learning and durable that will accompany you in the moments of decision-making in relation to your professional project, your work and personal life.

In addition, we are **systematically** stimulating two situations that are necessary for learning and that are complementary. On the one hand, the capacity and personal motivation of students to develop **individual actions** that generate greater knowledge of a real situation. And on the other, the ability to work **collaboratively** to manage new learning.

Putting this methodology manual into practice:

As a European manual, implementing it means that it is possible to adapt all its activities to the structure of the particular education sys-

tem in each country and to the cultural, age and other characteristics of the target student population.

Therefore, to implement this methodological manual we provide you with practical recommendations to develop, from the methodology of meaningful learning and project-based learning, activities for career guidance with groups of students in the classroom, which facilitate the implementation of activities suggested in each of the modules.

We have organised them according to strategic areas, where we detail the fundamental aspects to consider:

1. The students are the protagonists of the process:

- Pedagogical tools and activities must be adapted to the context, resources and socio-cultural reality of the group of students we are going to work with. This means that, when planning activities, we must give special importance to the particular characteristics and experiences of each group we are in charge of, in order to adapt the way in which we implement

each of the activities to the dynamics and identity of each particular group.

- We will take care to promote the motivation and interest of the students, considering their opinion and trying to promote participation and autonomy throughout the process.
- We will try to ensure that, during the development of the activities, the students participate actively.

2. It is learning to learn and learning to unlearn.

- The resolution of group and individual challenges that connect students with analysis, creativity and the proposal of solutions is encouraged.
- For this reason, it is important to start from the students' previous knowledge, take it up in each activity and analyse it together.
- The role of the teacher will be to provide guidelines for the development of the activities and to stimulate the following reflections. Therefore, their function is centred on mediating the develop-

ment of the activities, the analysis-debate and group reflections, rather than transmitting ideas and concepts. The explanation of contents is reinforced by the use of examples that are close to the daily life of the group.

- Students are encouraged to research, think and look for alternatives to develop the activities, create new ideas and promote creative thinking.

3. The manual is not the end, it is the means:

- The activities we propose in each of the modules pursue a logic of continuity that involves work in groups and individually.
- However, we recommend that the implementation of the activities in the manual should follow the order of each module. You can organise the modules and activities by the topics you are most interested in working on with your group of learners.
- This handbook is not a recipe, it dictates an integrated process of pedagogical activities to accompany you, in your teaching role, in the processes of career guidance for your group of learners.

4. To adapt the environment is to make the classroom a safe space:

The environment (classroom or learning space) is a determining factor in the learning process. For this reason, the role we assume as facilitators of learning and the mediation we carry out to create the classroom environment (the relationships between students and the relationship we establish as teachers with the group) is very important. For this it is important to consider:

- Rethink the modelling we do with our students: i.e. seek coherence between what we say and what we do in all aspects of our relationship with the group. It is important to demonstrate to the students our interest in their learning and in those aspects involved in it (e.g. emotions).
- The rules are established clearly and with the active participation of the group of students, so that they are authors and responsible for the rules that govern the relationships between students and the atmosphere that is generated in the classroom.

- Look for positive experiences of each particular group of students that serve to reinforce the abilities and skills present in the group both to recognise their successes and to deal with conflicts.
- Do not tolerate disruptive, aggressive or discriminatory behaviour in relations between students or between students and teachers; such behaviour should be contained immediately and with the use of the measuring resources available in the school. It is to be vigilant of inappropriate behaviour and to channel it towards socially responsible behaviour.
- If we promote motivation and curiosity we need to recreate a learning environment that is engaging. We are not suggesting that you should make major changes to the organisation of your classroom, but rather that you should think of an organisational form that allows you to better manage the group and in turn allows students to create new ways of bonding. For example, organising the classroom in a semicircle encourages synergy among students, improves relationships and allows you to identify early and better manage negative behaviours in the group.

- As well as the rules of coexistence, ensuring that the aspects that correspond to the development of the activities in the manual can be taken on the basis of consensual decisions in the group. In addition to strengthening competences, it generates motivation and enjoyment for the actions that take place in the classroom.
- Generating an atmosphere of trust implies promoting positive communication with and among students, which implies encouraging active listening and empathy when dealing with students' demands or needs.
- To set the slogan of discretion: that is to say that all those experiences that are shared in the group should not be socialised with other groups or outsiders. The aim is for students to understand the importance of taking care of others is to take care of themselves.
- Finally, generating spaces of trust is made possible when we encourage interaction between all the students who make up the group. This allows them to get to know each other and gener-

ate closer ties. To this end, we recommend that it is the teacher who forms the working groups to carry out all the activities in the manual. This makes it easier for the students to interact with others with whom they might not otherwise have the opportunity to do so.

5. Gender perspective as a transversal axis in all activities:

The gender perspective allows us to analyse and highlight the existing inequalities and inequities between men and women based on biological sex and the assignment of social and cultural roles and mandates in all aspects that circumscribe our relationships.

With regard to career guidance, this aspect becomes important, insofar as gender stereotypes persist that condition career choices and underpin the sexual division of labour.

According to UNESCO data, only 35% of those enrolled in STEAM (science, technology, engineering and mathematics) careers are women. This situation makes them vulnerable in terms of employment, leaving them out of the current demands

of the labour market. Considering that the Organisation for Economic Co-operation and Development (OECD) predicts that, by the early 2030s, 80% of today's jobs will disappear and will be replaced by those with STEAM training.

It is therefore important to encourage critical reflection in all activities we develop for career guidance around:

- Recognise and identify the imbalance of economic, social and political opportunities that impact and condition the decisions women make in relation to their vocational choices.
- Identify the experiences of women professionals and entrepreneurs in the scientific, technological and digital development fields.
- Recognise cultural diversity and how it expresses various forms of gender inequalities and inequities.
- To highlight the disparities and inequalities generated by the patriarchal system that violate the rights of women and men in different dimensions.

6. Emotional competences in career guidance:

Emotional competences can be defined as the set of knowledge, abilities, skills and attitudes necessary to understand, express and regulate emotions appropriately (Bisquerra, 2003).

Therefore, they are the main source from which we develop the ability to recognise our own feelings and the feelings of other people, thus enabling us to motivate and regulate our own emotional expressions and the emotions that arise from interpersonal relationships (Goleman 1998).

To achieve this emotional capacity, people need to develop basic emotional competences such as: self-knowledge, self-control, self-motivation, empathy, social skills, assertiveness, proactivity, resilience and creativity in the way they face and solve problems.

In the field of career guidance, addressing emotional competences with our group of students is fundamental mainly due to the following reasons:

- Emotions play an important role in adaptive processes in the face of change, whether desired or unanticipated.
- They empower people in the identification of tastes and preferences and in the implementation of actions that are consistent with their desires and aspirations.
- They are fundamental for decision-making in all aspects, but in the case of the professional project, they allow decisions to be made with critical awareness and determination.
- They are decisive in the daily performance of activities (leisure, work, productive and vital), in learning processes, in interpersonal relationships and in well-being and health in its multiple dimensions.

3.1. How to guide the Career Guidance process? Role of the Career Guidance Counsellor.

The activities that we propose in this methodological manual for the professional orientation of students can be started by any person from the educational center who has a teaching function.

Implementing the activities of the manual from the proposed methodology requires that the facilitator break with the roles established in the paradigms of traditional education.

This means that the fundamental role that we suggest to you as a person who facilitates the educational work is to guide the learning process that arises from the implementation of each of the activities that are proposed in this methodological manual.



Then, as a guide and mentor to the process we suggest you:

- One of the main tasks is to organise and promote activities, as well as to stimulate individual and collective reflection.
- To be agents facilitating change.
- Fostering a climate of listening and trust to promote good interpersonal relations with the group of students.
- Encourage creativity, innovation and the creation of collaborative work environments.
- To be an essential support so that students know how to adapt to the accelerated changes that are generated in today's society.
- Recognise the importance of delegating responsibilities to students so that they acquire a leading role in the learning process.
- Carry out regular monitoring during the development of activities to validate progress or make adjustments to improve the quality of learning.
- Provide feedback that encourages periods of reflection and debate, rather than imposing criteria or concepts.

3.2. Training pathway for vocational guidance: contents and didactic sequence.

Structure, Strategies and Resources:

The training route is organised through six modules from which the central themes of this methodological manual are addressed with their corresponding group and individual work activities, which allow the three main areas for vocational guidance to be promoted throughout all the proposed activities:

- 1. Self-awareness:** It integrates modules and work sessions aimed at developing individual and group self-exploration activities on interests, hobbies, emotional strengths and competences.
- 2. Information management:** This block addresses the most up-to-date topics that your group of students should know and integrate in order to have sufficient inputs to develop a professional project corresponding to the current demands of the labour market.

3. Decision-making: This is the module that deals with planning tools, the design of the professional project aimed at managing the current labour market.

In each module we will provide you with a theoretical framework of reference accompanied by didactic materials for the conceptual approach of each central theme with the students, which will serve as support in the moments of feedback and debate in the activities. And secondly, a series of group and individual activities that allow for an in-depth study of each of the topics. The activities are presented in such a way that they can be organised and executed according to the particular conditions of each educational centre and each specific group of students.

Therefore, in each module you will find:

- **Expository activity:** introduction to the work session, mainly aimed at contextualising the contents to be addressed in each module.
- **Activity to train emotions** and generate a harmonious climate among students that favours the development of analysis and debate activities.

- **Activity to analyse and debate the topics corresponding to each module** these are playful teamwork activities for the development of the suggested topics; these activities are always accompanied by a moment of group reflection, debate and exchange.
- **Annexes with activities for autonomous work** : These are worksheets (which you can download and print) designed to motivate research and individual action by students on the central themes of each module. They are activities for your students to do at home, so we recommend that you take up the work in the next class that you assign to promote the activities in the manual.

Modality / Frequency / Time


The implementation of this manual suggests face-to-face work with groups of students in the classroom. However, it can be adapted using the digital tools available, to be taught in virtual mode.

It is important to determine a systematic routine or schedule for the implementation of each module of the methodological manual since career guidance is a process of accompanying learners rather than an isolated activity.

However, the contents and activities of the modules proposed in this handbook can be used as a support material for other educational processes or other educational actions.



To this end, we invite you to consider:

1. Schedule the activities with either a weekly or biweekly frequency, depending on the conditions available and the characteristics of each particular group.
 2. The organization of the activities of each module can be adapted to the cultural context, age and social reality of each group of students. In other words, the order of execution of the proposed activities can be changed according to the needs of each group.
 3. Each activity integrated in the modules suggests an implementation time of at least 45 to 50 minutes. Being able to adjust it according to the availability of time of each teacher / facilitator.
 4. This manual can be executed by those teachers of all specialties who wish to support their students in the development of their professional project. Therefore, it is not an exclusive tool for tutors or educational counselors.
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SECTION 2

Module Development

► Module 1

Professional orientation
for the future

► Module 2

Discovering my talents
and motivations

► Module 3

Skills and competencies
for future employment

► Module 4

Technology - digitization
and the environment

► Module 5

Professions, Degrees,
and other training offers

► Module 6

Creating my career
path

▶ Module 1

Professional orientation for the future

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and other training offers

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path

▶ Module 1

Professional orientation for the future

Introduction

Vocational guidance is generally associated with a specific student assistance service. However, it should be a constant and transversal action in the passage of the students through the classrooms. It is an input that will strengthen them not only for the choice of a professional career, but also to develop the skills that allow them to manage their life project.

This module is composed of three activities designed to address concepts, train emotions and address the central theme, each requiring at least 45-50 minutes. Two themes are addressed: the importance of career guidance for the development of the student's professional project and the analysis of the dynamics of the current labour market.

Conceptual background for the facilitator



Video tutorial



► Module 1

Professional orientation
for the future

► Module 1 ► Module 2 ► Module 3 ► Module 4 ► Module 5 ► Module 6

1. Professional orientation for the future.

Career guidance has gone through many definitions that have evolved over time. This is mainly due to the fact that the concept has been associated with social and cultural demands linked to the world of work and the configuration of the labour market.

Nowadays, Career Guidance is defined as a continuous process that develops from early stages of life and is not only referred to the choice of a professional career. It is a process that is considered to accompany people in the management of their life project where different areas of development (emotional, cognitive, social, cultural, etc.) are involved.

It is for this reason that guidance covers a wide spectrum of individual and collective actions related to primary socialisation, information exchange, self-knowledge and self-determination, educational accompaniment, competence assessment, entrepreneurship in life-long decision making and personal management.

Within the framework of the choice of the professional project, guidance helps personal de-

cisions to be made on the basis of a profound recognition of the competences and talents of each person, of the updated knowledge of the professions and professional trends that emerge, as well as of the dynamics that regulate the labour market.

It is about continuous learning, from educational models that allow:

- **Place** students at the center of the process, considering them protagonists in the construction of their life and professional project. So that knowledge and learning transcend from school life to the management of personal life.
- **Break** with the traditional vision of transmitting concepts and opportunities or educational offers. Those who ultimately build the foundations for decision making are the same people from their perspective and from their historical reality. Therefore, professional guidance is established as a process of accompaniment and empowerment.
- **Pursue** as a fundamental objective the exploration of professional motivations and interests, the strengthening of people's qualities, the development of skills and competencies for self-determination

in the choice and construction of professional projects (independence, perseverance, flexibility), the construction constant knowledge for the management of employability and the demands of the labor market.

- **Being** a process that has resonance beyond the formal and compulsory educational stage. That is not reduced to solving the moment of transition from school to professional development.

Career guidance for a new reality.

Today's society is going through a major paradigm shift in the way the professional world is organized and configured. With this, great challenges are predicted related to the development of a fourth industrial revolution that takes place in unequal, poor, polluted environments and with high rates of gender inequity.

These challenges are structural conditions that directly impact the social mobility of people, especially those with lower incomes and greater social vulnerabilities. Youth is one of the groups in which social disparities increase and it is one of the groups that attracts the most attention

► Module 1

Professional orientation for the future

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in terms of social inclusion, employment and professional development in Europe.

In this context, “vocational **education** and **guidance** require putting **skills** at the **center** of their activity, to prepare young people to live an “unknown future” (Mulder, 2016). While professional skills, despite their importance, are becoming obsolete with increasing speed.

For this reason, the **attitude** of **permanent learning** is a key factor in the empowerment processes that are carried out from the Professional Guidance in the classrooms, in the family and in the community. We are talking about the need to emphasize the strengthening of all those soft and emotional skills, which are, after all, the main strengths to assertively manage the implications of the current global context.

It is a context that is asking older young people for tools and capacities to:

- Look at and manage market requests with a “broad perspective”, that is, they can look beyond their own limits;
- Make decisions in a self-determined way (in close connection with their identity, skills and competencies)
- Respond to reality responsibly and ethically.

Therefore, a professional orientation for the future should point out its strategies, not only to increase the possibilities of inclusion of young people in the labor market (employability capacity) but also to develop a growth mentality and adaptability to changes, in a way that the risks of future social exclusion are potentially reduced.

Practical implications by way of summary.

Professional guidance in the school environment landed in the current context should work on:

- Promote self-assessment of skills and interests seen from the complexity of the current labor market.
- Create real experiences of contact with the current professional world (visits to companies, accompanying professionals, internships, etc.).
- Provide early information about the world of work and access to it. Promote initial experiences for employability.

- Analyze the skills and abilities required, especially those that are of interest to each student in particular, paying special attention to the emergence of new forms of work.
- Promote entrepreneurial thinking and activity.
- Develop the ability of students to take responsibility for their decisions in the personal and professional field.
- Enhance skills for ongoing research.

And finally direct the students to systematize in a concrete and real action plan all that information that has been collected throughout the educational process (school, family and community) to translate it into acts that design their route for professional development. Where you determine the fundamental milestones that can facilitate the fulfillment of your professional objective.

► Module 1

Professional orientation
for the future

► Module 1

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► Module 6

2. Knowing the new rules of the current labour market.

What is the labour market?

The labour market is understood as the confluence of supply and demand for employment that responds to the needs imposed by the dynamics of the local and global economic system.

In the course of history, the economic system has been determined by the evolution of the different industrial revolutions that have taken place and, as a result, the organisation of work has acquired different dynamics and demands.

The technological convergence that gives rise to the Fourth Industrial Revolution, including trends in automation, artificial intelligence, cloud computing, analysis of large volumes of information, the internet of things, machine training and technological intermediation, has come to structurally modify the production systems that radiate jobs in all sectors of the economy and transforms social interaction (ECLAC, 2019; Schwab, 2016).

Just as technological changes have increased after social and economic crises due to COVID19, the dynamics of the labour market have been subject to constant and rapid changes that pose great challenges and uncertainties that have not yet been resolved. But they are demanding specific skills and competences from people in the professional sphere in order to join the world of work.



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Challenges for employability from the dynamics of the new labour market.

Faced with this reality, there are clearly some aspects that are important to consider and that must be integrated into any career guidance action in order to successfully navigate the complexity that characterises the dynamics of today's labour market:

1. Industrial and technological change is increasing the demand for higher-skilled professionals, i.e. with higher levels of education and technical skills.
2. 52% of current jobs are at risk of being partially or fully automated. The changing nature of the labour market, characteristic of technological progress, requires the incorporation of new forms and dynamics of work, restructuring of functions and tasks (El País, 13 March 2022).
3. In this process of digital transition, the development of social skills and competencies associated with adaptation are more important than ever. According to estimates by the World Economic Forum (2020), 50% of workers on a global scale will have to constantly retrain and learn new skills and competencies that will enable them to develop new tasks and functions throughout their professional lives.
4. The profiles most in demand in the labour market are those called STEAM: people with knowledge in science, technology, engineering, art and mathematics.
5. Encouraging the motivation of women to develop STEAM professional profiles in the present and future dynamics of the labour market is an urgent action to reduce the gender gap in the labour market.
6. Continuous professional training throughout the professional career becomes a necessary constant during the development of a person's entire professional career, which will allow him/her to be competitive (flexible and adaptable profile) in the labour market.

▶ The gap between the world of education and the world of work that young people currently face is one of the factors that most contributes to the imbalance between labour supply and demand (unemployment), and training is the most appropriate way to eliminate this imbalance. ◀

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TECHNICAL SPECIFICATIONS



OBJECTIVE

Recognise the importance of career guidance for the construction of the professional and personal project.

To know the fundamental characteristics of the dynamics of the current labour market.

COMPETENCES

- ✓ Emotional awareness.
- ✓ Teamwork.
- ✓ Adaptability/flexibility.

TIME REQUIRED

45 -50 minutes each activity.

GROUP ACTIVITIES

We always establish a suggested order in which the activities should be carried out. But you can vary it according to the needs and characteristics of your group of students.

- **Start the engines and exercise the emotions:** "Collage of symbols".
- **Expository activity:** Participatory presentation. Key concepts.
- **Activity to analyse and discuss:** "Six Thinking Hats".

TEACHING MATERIALS

All teaching materials can be adapted to the resources, number of students and characteristics of the students.

Notes before starting each activity:

- * Prior to the start of the session, organise the classroom in a semi-circle, circle, or other form that allows for direct interaction between the students and you as facilitators.
- * Facilitating the activities with a cheerful and enthusiastic attitude fosters a positive energy in the group of students.
- * Remember to establish the conditions so that the space where the activities will take place symbolically becomes a safe and pleasant area for the group of students.
- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the time for each of the activities so that you can review and adjust if required.

Ideas for closing activities:

- * These are questions that help you to close the day and the activity carried out with the group.
- * The day is closed by thanking the group of students for their contributions to the activity.
- * As a way of group reflection and evaluation of the work carried out, the students are asked the following questions:
 - How did you feel about today's activity?
 - In a word, what is the learning you took away from today?
 - What is the importance of the rules of coexistence in the group? How can these rules help me in my future work?

AUTONOMOUS WORK *"We are Hiring"*

- Give the students the autonomous work sheets (in printed or online format, according to your preference).
- Provide the indications that students should follow for the development of this extracurricular activity, taking as a reference the explicit contents in the attached worksheet.
- In a group, take up the work done individually before starting the next activity of this module.

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SPECIFICATIONS

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How to implement
STEP BY STEP

1

Symbol Collage

We recommend that you start with this activity, as it is the basis for developing the rules of coexistence in the group, which will later allow you to manage the development of the other activities.

2

Expository activity

Through the attached presentation and following the participatory activities, the central themes of the Module are addressed.

3

Six Thinking Hats

Group activity to analyse real-life situations and the current conditions of the labour market and youth.



This is a recommendation that dictates an order in the implementation of activities for families. Implementing all the activities suggested here requires at least three working sessions with the families. Therefore, you are free to organise the order of implementation of the activities and the selection of activities according to the needs of your group of students.

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EXERCISE 1



OBJECTIVE

Create the rules of coexistence in the group by exercising creativity and exploring emotions.

TIME REQUIRED

45 -50 minutes each activity.

Our framing and norms: Collage of symbols

Introduction

It is a group activity for the construction of rules of coexistence that regulate the relationships between students and teachers during the development of the activities proposed in this manual. The rules are constructed through the association with symbols, which allows for the promotion of creativity, which nowadays is a crucial competence.

For this activity, it is very important to connect with the group and generate a harmonious environment that allows students to feel safe and confident when carrying out the activity.

Materials required

- A medium-sized box (whatever you have in the classroom, you can substitute it for a cloth or cardboard bag, the important thing is that it is not transparent).
- Cards with a variety of symbols like the ones attached.
- Large sheets of paper (preferably for reuse).
- **To download:** [Annex 1.1. Symbol cards.](#)

Intention of the activity

To start engines and exercise emotions, these are activities aimed at working with students to manage their emotions in a way that allows them to recognise and manage them in the various contexts in which they develop.

In the case of career guidance, emotional management is a key and essential factor in designing a professional project in accordance with the students' interests, skills and aptitudes.

Likewise, training emotions is fundamental for them to be able to manage the accelerated changes that characterise the labour market and to be able to favour their labour inclusion processes.

The collage of symbols is an activity that will allow us to regulate the behaviour of the group in all the activities that are implemented. It is an activity that not only allows us to design a framework of rules, but also awakens the student's capacity for introspection and identification of the most relevant aspects that they are looking for in their relationships with others.

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EXERCISE 1

Our framing
and norms:
Collage of
symbols

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- This is an activity that allows students to connect with each other, to connect with their emotions and to raise the rules of coexistence for the development of all the activities proposed in this methodological manual for vocational guidance.
- The rules should be summarised on a large sheet of paper or in a digital presentation so that they are visible during all the sessions proposed in this methodological manual.
- Prior to the beginning of the session, arrange the space so that the learners can sit in a semicircle.
- In the centre of the semicircle place the box with the symbol cards. The number of symbols we include in the box will be equal to the total number of students in the group.
- Ask your students to go in order and voluntarily to the centre of the semicircle and to take a card at random, take a good look at it, connect with it and reflect on what sensations or feelings the image generates in them and what rule or rules of coexistence they can relate to the image.
- The images, as you will see in the appendix, are of different categories or themes that are not explicitly related to rules of coexistence. The main idea is that your students can identify the feelings that the image they have selected generates in them and that through them (using their creativity to the maximum) they can identify a rule of coexistence for the group.
- Once all your students have selected and analysed an image, ask them to tell the group the rule or rules they associate with the image and to explain the reason why they have related the image to the rule.
- Record the norms on a large sheet of paper that we have posted in a visible place in the classroom. Ask your students to write their respective norm and place the selected images next to it to complete the collage on the sheet of paper.
- Once all your students have placed the norms with their respective images on the sheet of paper, make a brief synthesis and return the constructed norms to the group. If we identify that, due to the characteristics of your group, it is important to include a rule that has not been included by the group, we include it on the sheet of paper along with the others.
- Close the activity by motivating your students about their individual and collective responsibility to respect the rules that they have constructed together during all the activities that are carried out. And the importance that this has for generating nurturing human relationships in all the spaces of coexistence where they are incorporated.

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EXERCISE 1

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Our framing and norms: Collage of symbols



Adaptation of the activity if the groups of students are very large:

- Group students into subgroups of 4-5 members maximum.
- Group the students according to your criteria so that they can work with people who do not usually do group work.
- Distribute to each subgroup the proportional number of symbol cards with the number of students.
- Give each group a sheet of paper and markers.
- Ask the students to choose one of the symbol cards that have been given to each of the subgroups, to look at it deeply and to identify what emotions arise when they do so. Also, ask them to deduce a rule of coexistence from the feelings that the image has generated in them.
- As a group, ask the students to discuss the rules they have identified through the images and to share them together. They select the two most important ones and write them on the sheet of paper together with the symbol cards.
- The rules identified in each of the groups are shared. To do this, the students can choose a representative to tell the others what they have worked on.

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EXERCISE 2



OBJECTIVE

Que el alumnado reconozca la importancia de la orientación profesional para la construcción del proyecto profesional y su vinculación con el mercado laboral.

TIME REQUIRED


45 -50 minutes each activity.

Introduction

This is a short activity involving the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, two interrelated themes will be addressed:

- The functionality of vocational guidance in education and in the definition of the life and professional project.
- The characteristics of the current labour market.

Materials required

- Dispositivos de proyección audiovisual.
- Presentación PPT que anexamos.
- **La puedes encontrar aquí:** ANNEX 1.2. Presentación (PPT M1): 

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EXERCISE 2

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Expository
activity

- Welcome the group and briefly explain the activity to be carried out.
- It is necessary that you prepare the audiovisual equipment beforehand to project the attached presentation.
- Open the attached presentation material for this module.
- In the presentation you will find the key concepts and questions that will help you to motivate the active participation of the students. The most important thing is that you can create a participatory atmosphere by inviting students to answer the brainstorming questions during the presentation of the conceptual content.
- In the presentation we suggest short actions to stimulate discussion and analysis of the content with the students.
- Throughout the presentation, reflect with the students on the following questions:
 - **What do you think you need to know before deciding what to do with your professional future?**
 - **What do you think the word "careers guidance" sounds like to you? What do you think it is useful for?**
 - **What do you think are the most important actions we can take now to overcome the challenges posed by the future labour market?**
- With the questions you can do short brainstorming exercises to stimulate the exchange of concepts. You can make clouds of sticky notes with the students' considerations. A brainstorming tree where you organise the suggested questions and answers. Or you make a list on the blackboard with the answers, to take them back to the explanation of the concepts.
- Connect the concepts provided in the presentation (career guidance + current labour market) with the ideas expressed by the students in relation to the questions above.
- Dynamise an exchange of the most important concepts and ideas of the topics related to this module with the students in order to understand the importance of Career Guidance for the inclusion in the current labour market.
- End the activity by asking the students if they have any doubts or comments on the concepts addressed, connecting with the functionality of knowing about the topics covered for their life in general and for their future employment.

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EXERCISE 3



OBJECTIVE

To identify the concepts and ideas that the group of students have regarding the characteristics and conditions of the current labour market from different perspectives.

TIME REQUIRED



45 -50 minutes each activity.

Six Thinking Hats

Introduction

This is an activity to develop divergent thinking, created by Edward Bono, its main function is to analyse problems, ideas or concepts from different points of view and reach conclusions or propose alternatives through collaborative work and from previous knowledge.

Materials required

- For each group of students a kit of 6 hats in the following colours: (blue, white, red, yellow, black, green). The hats can be replaced by other objects of the mentioned colours. For example: glasses, ties, post it, balls. Whatever is easiest for you to obtain.
- Cards with a colour code of the hats where we will describe the type of thinking related to the colour of each hat.
- Cards to analyse: describing the situations related to youth in the current labour market that we attach in the technical sheet of this module.
- Black markers.
- Large sheet of paper where we will write down the ideas generated by each of the participants during the development of the activity.
- **To download:** [Annex 1.3. Colour-coded cards.](#) 
- [Annex 1.4. Card for analysis.](#) 

Intention of the activity

With this activity we want you to be able to analyse with your students the main characteristics of today's labour market, its challenges and the opportunities it offers, from different ways of thinking and seeing reality.

We also want your students to be able to train their flexibility of thought, which is a highly demanded competence nowadays and makes it possible for them to face different situations from different perspectives.

Finally, that they show the importance of analysing the situations that occur around them from different ways of thinking, in order to generate different possible solutions or answers.

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Six Thinking Hats

- Prior to the development of this activity, have the coloured hats (or alternative objects) ready for each of the groups you have formed with your students.
- The hats will be distributed by colour, i.e. one colour for each group. The teacher or facilitator will always use the Blue hat. Remember that you can substitute the hats for other objects of the same colours that are easily within your reach.
- Before starting, place the cards with the description of each of the types of thinking by colour in a visible place for all the groups in the classroom.
- Print out for each of the groups the situation card that they will have to analyse during the time of the activity. Remember that we have given you an example of a situation to analyse, but you can adapt it to fit the context, characteristics and realities of your students.
- Make five groups of 5-6 people maximum and randomly distribute the students in such a way as to form subgroups of people who do not usually work together. This strengthens bonds, promotes a sense of belonging and improves the atmosphere in the classroom.
- Groups made up of hats of the same colour (red, yellow, green, black and white): Distribute the single-coloured hats to the five groups you have formed. Point out to your students the characteristics, conditions and ways of thinking that each colour represents. Make sure they have roughly understood how to think according to each colour. You can provide the groups with the cards with the description of the type of thinking by colour to make it easier for them to develop the activity.
- Once the colours of the hats have been set up and distributed, give each group a card to analyse. Tell your students that they should read the situation on the card that corresponds to them and that they should analyse the situation based on the questions posed there and on the role or type of thinking represented by the colour assigned to them.
- Ask your students to write down on the sheet of paper that you have given to each group the analysis of the situation presented, representing the type of thinking and the roles expressed in the assigned colour. For the development of each group's work, you will allow a maximum of 10 to 15 minutes before moving on to the group discussion.
- We organise the sharing. To do this, ask for a representative from each group to be assigned, who will communicate what they have worked on in the groups. Ask the student representatives to find strategies to defend each point of view as appropriate.

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Six Thinking Hats

- At the end of the dynamic, give a feedback to the group, taking up the situation indicated on the analysed card, the contributions offered by each type of thinking for the understanding of reality and the importance of this for making more assertive decisions in the face of the current demands of the labour market. As well as the importance of understanding the dynamics of the labour market from different.

Some questions to help the debate:

- Why do you think it is important to look at and analyse reality from different points of view?
- What do you think using different types of thinking can help us to solve challenges?
- In terms of career choice, what is the importance of putting different types of thinking into practice?

Adaptation:

- If you have more time or want to repeat the activity with the same group, you can incorporate the rotation of the hats so that students can experience the other roles or types of thinking. The passes are given when the 10-15 minutes of situation analysis have elapsed.
- In this case the groups will have to exchange the hats or objects we have used in the activity in an orderly way.

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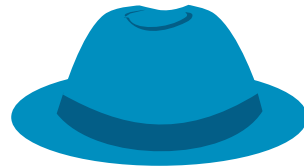
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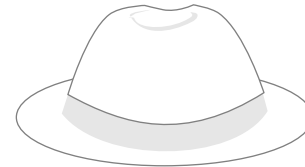


Six Thinking Hats

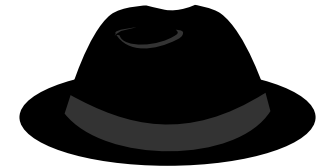
Infographic with the roles
or type of thinking that each
colour represents:



Blue: "is the hat of hats": Assumes control and management of the activity, is the leader. He/she looks at and thinks about reality from the "outside". Assumes a more mediating role.



White: "He is the Mathematical Analyst": He represents objective thinking, which is based on facts. His role is to collect and analyse data. Synthesises the most significant information to be analysed. Considers the truth, as probable facts".



Black: "The Judge": Highlights negative aspects, is not optimistic when analysing the situation, focuses on criticising the situation from a pessimistic position..



Green: "The creative enthusiast": makes creative and new contributions to the situation being analysed.



Yellow: "The dreamer": He thinks positively, focusing on solutions rather than problems. They look at the positive side of all situations, their advantages and opportunities.



Red: "The passionate one": He is irrational, he analyses and observes the situation from emotions and feelings. He is impulsive and intuitive. He says what he feels through the expression of an emotion for example (fear, anger, euphoria) without having to justify it.


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WORK SHEET

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We are hiring

- This is a research exercise that students must carry out on three digital platforms for job searches. They will identify the main requirements and skills requested by companies in their recruitment processes. Each student must search for those job offers that correspond to their interests or curiosities.
- You can download the worksheet with the details of the autonomous work exercise for this session by clicking [Annex 1.5](#). 

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Discovering my talents and motivations

Introduction

Self-awareness is a process that accompanies us all our lives, we change as the years go by, we adopt different lifestyles, different values and different ways of seeing and valuing reality.

It is true that self-awareness is an indispensable process in vocational exploration and the formulation of a professional project, but it is not solved by carrying out an exercise in a specific career guidance class.

The fundamental intention of this module is for students to recognise the importance of exercising self-exploration actions in order to promote decision-making in accordance with their professional project.

To this end, we will develop activities and exercises that require between 45 to 50 minutes of execution, and that allow them to exercise the **four most important areas of the self-awareness process:**

- 1. Vocational interests.**
- 2. Vocational aptitudes.**
- 3. Vocational Values.**
- 4. Meaning of Life.**

Conceptual background for the facilitator



Video tutorial



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1. SELF-awareness for career guidance.

Self-awareness is one of the main actions that should be part of a career guidance process. It is an exercise that should be developed throughout life, as people go through different evolutionary stages that generate changes in values, desires, conception of the world and reality.

This is why any process of vocational discovery must be led by a broad and deep exercise of self-awareness, which generates in young people higher levels of awareness of who they are and which aspects of themselves will have an impact on their decision making about their professional project.

If an adolescent begins to exercise their capacity for self-observation from childhood, they will be able to clearly identify which aspects of their personality have remained and which have only been part of a stage of their development. This recognition will be fundamental to discern the vocation of other passing voices, because through self-awareness one learns to distinguish not only what one needs but also what

one already has, that is, the potentialities that live in each person and that must be developed and potentialised (Hernández, 2014, cited in: López 20019, p. 31).

To this end, it is necessary to address the different elements that make up “self-awareness” and that speak of the life history of students, their personality traits, their tastes and interests, and the skills and competences they have developed throughout their lives.

Therefore, what is central at this stage is to be able to provide the tools for each student to reconstruct their personal history, to go through their experiences in order to extract the essence of their “inner world” and to find their place in the world.

To enter into self-awareness, as an essential factor for professional orientation, implies considering four fundamental factors:

1. Vocational interests.

They refer to the preferences, inclinations

or tastes that each particular person has for different subjects or activities, whether these are leisure, artistic, recreational or occupational. Vocational interests are related to personality traits and express, through inner recognition, the ways in which each particular person understands, feels and faces the world. These ways are associated with the fundamental characteristics of each profession or professional area.

According to the American psychologist J. Holland (1997), vocational interests can be defined on the basis of the identification of dominant personality traits, and he makes a classification of 6 types.

- **Realistic:** physical activities that require skills, strength, coordination. It is associated with people who prefer to work with their hands, manipulate objects, have mechanical skills. They show traits such as shyness and a preference for working or performing tasks in solitude. An example of professions

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that could fit this personality type is engineering, architecture, agriculture, veterinary medicine, medicine, culinary arts, among others.

- **Researcher:** They have a preference for activities that involve thinking, analysing and understanding. They may manifest unconventional values. They show traits of an analytical, curious and independent person. They show great interest in continuous learning, logic and science. They analyse, evaluate and attend to problems. Examples of professions that may fit: Medicine, Psychology, Journalism, Mathematics.
- **Artistic:** Includes people who are skilled in a variety of artistic expressions. They have a preference for activities that allow for creative expression and generally have unstructured and independent personality traits. They may have excellent writing skills. Examples of professions that may accompany this personality type are: Music, Journalism or communication, Graphic

Design, Interior Design, Dramatic Arts etc.

- **Social:** They have preferences for activities that have to do with establishing direct relationships with other people, generally those associated with teaching or helping. They have characteristics associated with sensitivity, social commitment, empathy, collaborative work. They have high interpersonal skills. This includes professions such as: Psychology, Sociology, Social Work, Nursing, Medicine, Teaching, among others.
- **Entrepreneurial:** This includes people with strong oral expression skills and persuasive abilities. They seek power and have high skills to convince people of their speech or point of view. They tend to be extroverted people, with leadership and good interpersonal relations. An example of professions that follow these characteristics: Administrators, Commercial, Law, Public Relations, Political Science, among others.

- **Conventional:** They show a preference for orderly and well-defined activities. They have organisational skills. They do not have problems with taking orders or being subject to the leadership of other people. They prefer individual work and have numerical skills. Some professions that fall into this type are: Secretarial, Administration and Management, Logistics, Clerical, Archiving, among others.



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2. Skills or aptitudes.

Skills or aptitudes go hand in hand with vocational interests and are closely related. They make it possible for people to recognise in which professions or university studies they could perform to the full, i.e. in which of all careers and professions they have the skills and competencies that facilitate learning and also where they express the affinities that make them feel secure and happy.

There are many classifications of skills and aptitudes, here we detail the ones we have found to be most recurrent in the various models and approaches, following what is stated by (López 2018, p. 32):

- **Artistic:** aptitude for drawing, painting, decoration, sculpture, design.
- **Numerical:** Speed and accuracy in working with numbers, performing arithmetic operations, compiling data or measurements, analysing statistics, etc.
- **Leadership:** Aptitude for managing group activities, knowing how to make decisions, being asked by others to carry out an action or execute an idea or project, etc.
- **Musical:** Knowing how to play an instrument, sing, compose music, etc.
- **Sporting:** Ability to coordinate the body in movement, resistance, muscular, strength, flexibility, agility, etc.
- **Manual:** Knowing how to work with the hands: activities involving physical effort as well as precision activities.
- **Linguistic:** Mastery of verbal expression, both oral and written. Correct use of language.
- **Didactics:** Knowing how to help others to learn, knowing how to teach.
- **Mechanical:** aptitude for working with machines or tools. Knowing how to repair equipment, ability to understand the functioning of mechanisms and mechanical process systems.
- **Negotiation:** Ability to influence others. Knowing how to convince. Knowing how to sell a product or service, presenting an idea in a convincing way, verbal fluency, communication skills, command of language. Knowing how to mediate a conflict.
- **Mathematics:** Solving mathematical problems, understanding numerical relationships and mathematical logic.
- **Scientific:** Curiosity and ability to understand scientific principles; disposition towards scientific observation and experimentation; eagerness to find explanations for facts, situations or events.
- **Spatial:** facility for mental representation of two- or three-dimensional figures or objects, clear differentiation of shapes and volumes, positioning in space.
- **Social:** Aptitudes for working with people, empathy, kindness, respect, ability to cope with conflict situations, stress, tension. Conflict prevention and resolution.
- **Administrative:** Organisational skills, use of specialised software, accounting and resource management, adaptation to office environment.

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The most important thing in the classification of skills and aptitudes is that we can mediate and promote processes so that students can internalise and deepen their affinities, and this in turn allows them to better position themselves in the world of professions that they could develop and enhance those that best represent them.



3. Vocational values.

The values determine which are the most important factors that must be present in the various actions that he/she carries out (studies, family relations, relations with his/her peer group, relations with the environment).

They define what a person expects from the environment and how he or she acts accordingly. They are principles that direct our actions, the way we behave and form part of our beliefs and worldviews.

In the process of career guidance, inquiring about values implies that students learn about themselves, their principles and beliefs about what they expect from vocational training and working life. We mention some of them, to serve as a guide:

- **Availability of free time:** To have an occupation that allows a flexible timetable, which can be combined with other activities.
- **Independence:** performing occupational tasks autonomously.
- **Achieving prestige:** acquiring recognition, reputation or popularity.
- **Altruism:** helping other people and taking action for their well-being.
- **Guided and supervised work:** working under the direction and orders of others, not taking responsibility.
- **Creativity:** having an occupation where you can think of things, projects or strategies. Use of imagination.
- **Social interaction:** Work in direct contact with people. Provide opportunities to communicate, meet new people and make friends.
- **Assume power and responsibility:** Be diligent, be the one who leads the group, have the ability to make decisions.
- **Job security:** having a permanent or stable job.
- **Good pay:** being well paid for the work you do.
- **Routine activity:** Work is performed on a repetitive basis.
- **Variety-Diversity:** possibility of doing different tasks, travelling, entrepreneurship, etc.

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4. The meaning of life.

The meaning of life refers more to those existential aspects of people, generally presented as a series of questions, for example: Where do I want to go? Why? What do I want to do with my life? What are my plans?

Its relationship with the processes of self-knowledge lies in the fact that the more young people are provided with tools for self-exploration of their interests, values and worldviews, the greater their personal growth or development will be. And this in turn will allow them to strengthen their self-concept and acceptance (appreciation of their personal characteristics), a condition that generates greater growth of their potential. Therefore, self-determination has a direct impact on how young people face these existential questions that give meaning to life.

Therefore, the meaning of life, in order to understand it in its complexity, refers to three fundamental meanings:



Giving meaning to life implies, therefore, giving guidance, direction, meaning, openness to the very experience of living at every stage of life through feeling and constant reflection on ourselves. Meaning in life is dynamic, as are vocational interests and values, which change as people evolve and grow, and as the environment and its demands change.

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TECHNICAL SPECIFICATIONS



OBJECTIVE

To develop experiences of self-knowledge, as a fundamental tool for decision-making in the selection of the student's professional project..

COMPETENCES

- ✓ Emotional awareness.
- ✓ Self-confidence.

TIME REQUIRED

45 -50 minutes each activity.

GROUP ACTIVITIES

We always establish a suggested order in which the activities should be carried out. But you can vary it according to the needs and characteristics of your group of students.

- **Start the engines and exercise the emotions:** "Emotion Detective".
- **Exhibition activity:** Participatory presentation. Key concepts.
- **Activity to analyse and discuss:** A word that speaks about me. | Story of how I want to be remembered. My download box. | Six words in memory.

TEACHING MATERIALS

All teaching materials can be adapted to the resources, number of students and characteristics of the students.

Notes before starting each activity:

- * Prior to the start of the session, organise the classroom in a semi-circle, circle, or other form that allows for direct interaction between the students and you as facilitators.
- * Facilitating the activities with a cheerful and enthusiastic attitude fosters a positive energy in the group of students.
- * Remember to establish the conditions so that the space where the activities will take place symbolically becomes a safe and pleasant area for the group of students.
- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the time for each of the activities so that you can review and adjust if required.

Ideas for closing activities:

- * These are questions that help you to close the day and the activity carried out with the group.
- * The day is closed by thanking the group of students for their contributions to the activity.
- * As a way of group reflection and evaluation of the work carried out, the students are asked the following questions:
 - How did you feel about today's activity?
 - In a word, what is the learning you took away from today?
 - What is the importance of the rules of coexistence in the group? How can these rules help me in my future work?

AUTONOMOUS WORK *"My autobiographical line".*

- Give students the autonomous work sheets (in printed or online format, depending on your preference).
- It provides the indications that students must follow for the development of this extracurricular activity, taking as a reference the explicit contents in the attached sheet.
- In a group, take up the work done individually before starting the next activity in this module.

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TECHNICAL SPECIFICATIONS

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How to implement STEP BY STEP



1 Expository activity

Through the attached presentation and following the participatory activities, the central themes of the Module are addressed.

2 Emotion Detective

Activity that allows the spontaneous identification of emotions. It allows reflection on the importance of recognising the emotions that emerge from relationships with the environment..

3 A word that speaks of me

Exercise to introduce work on self-awareness.

4 How do I want to be remembered?

Reflection activity to identify those qualities or skills that need to be developed or strengthened.

5 My download box

This activity allows you to reflect on and identify the things or situations that cause anger or frustration.

6 Six words in memory

Exercise to deepen self-awareness. We recommend that at least one of the previous exercises be implemented prior to this one.



This is a suggestion that dictates an order in which the activities should be carried out in order to address the essential aspects of self-awareness in a practical way.

The activities are arranged in a staggered order, so we recommend that you follow this order if you have not previously carried out self-awareness exercises with your students.

However, for the development of the activities in this module you are free to organise and select the activities that best suit the characteristics of your group of learners.

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EXERCISE 1



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Expository activity



OBJECTIVE

Students should recognise the importance of self-knowledge and individual exploration of interests, tastes and preferences for the definition of their professional project.

TIME REQUIRED




45 -50 minutes each activity.

Introduction

This is a short activity involving the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, two interrelated themes will be addressed:

- Self-knowledge and the exploration of vocational interests and motivations.
- We will focus on the importance of self-knowledge for many aspects of life and for the development of the professional project and future working life. As well as the usefulness of self-knowledge in the actions we carry out on a daily basis.

Materials required

- Audiovisual projection devices.
- PPT presentation attached.
- **To download:** Annex 2.1. Presentation (ppt M2) 
- Test of professional interests² 
- Holland code assessment test: 

2. El Gr. Educaweb. En: <https://www.educaweb.com/orientacion/intereses-profesionales/>

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EXERCISE 1

Expository
activity

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- Welcome the group and briefly explain the activity to be carried out.
- We will start with an activity that will allow the group to get to know the thematic context that we will develop in the module. In this case, it is the implementation of a small brainstorming exercise to introduce the theme of self-knowledge, which is detailed in the attached presentation.
- It is necessary that you prepare the audiovisual equipment to project the attached presentation beforehand.
- Open the presentation material for this module.
- In the presentation you will find the key concepts and trigger questions that will help you to motivate students' active participation. The most important thing is that you can create a participatory atmosphere by inviting students to reflect on the **importance** and **usefulness** of self-knowledge in all aspects of life and in the development of their professional project.
- Throughout the presentation, reflect with the students on the following questions:
 - How does the phrase "The greatest wisdom there is is to know thyself" by Galileo Galilei ring a bell?
 - What actions do you think you can take to exercise self-awareness?
 - What do you need to do it?
- Connect the concepts provided in the presentation (Self-awareness and the exploration of vocational interests and motivations) with the ideas expressed by the students in relation to the questions above.
- Dynamise an exchange of the most important concepts and ideas of the topics related to this module with the students in order to understand the importance of self-knowledge, the exploration of interests and vocational motivations for the professional project.
- Finally, in the attached presentation we have included a link to take an online test with your students. This resource can be applied at the end of the dynamic concepts as a way of closing.

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EXERCISE 2



OBJECTIVE

Students identify and express the emotions that arise on an individual level when observing different photographs, drawings or paintings.

TIME REQUIRED

45 -50 minutes each activity.


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Emotion Detective

Introduction

It is a dynamic of individual exploration of emotions, exercising the ability to recognise through images the feelings or emotions that are manifested. This type of activity strengthens the students' ability to become aware of the emotions that arise in social interaction.

Materials required

- Selection of works of art, drawings or photographs, the total number in relation to the number of students in the group.
- Here are some examples that you can use as a reference.
- **To download:** [Annex 2.2. Suggested images.](#) 

Intention of the activity

Emotional training is a key aspect that should be implemented in educational processes in general, but also in professional guidance processes. Emotions play a determining role in the relationships that we establish with our environment, directly conditioning all the activities that we carry out in our daily lives.

The recognition of emotions is a fundamental part of the process of self-knowledge, which allows us to determine strategies for effective emotional management in the various events of life. Likewise, identifying the emotions that emerge from the relationships we establish with our environment allows us to know how we make the various decisions in our daily lives.

In the case of career guidance, attending to emotional development enables students to strengthen their soft skills and all the necessary skills to carry out their professional and life project.

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EXERCISE 2

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Emotion Detective

- Before the activity, organise the classroom into a circle or semi-circle.
- Place the drawings, photographs, paintings in the centre of the circle, arranged so that they are in full view of the students. You should have the same number of pictures, drawings or photographs as students.
- Ask the students to choose the image, photograph or painting that most strikes them. They look at it carefully for a couple of minutes and identify what emotion or feeling it causes them (sadness, joy, anger, disgust, fear). And find out what could be the origin of the emotion that arises from the selected image.
- Next, ask them to voluntarily share with the group what emotion they identified and what they think might be the source of that emotion.
- At the end of the students' interventions, ask the following question in a plenary session:
Why do you think it is important to recognise the emotions provoked by an image, a sound, a look, the action of another person, the words of another person?
- Reflect with the group of students in a synthetic way on the importance of recognising the emotions that arise from the relationships we establish with our environment (friends, family, schoolmates, teachers, neighbours, etc.) and how these directly influence the decisions we make on a daily basis. Likewise, the recognition of emotions allows us to establish more assertive relationships with ourselves and with other people, as well as to make decisions that correspond to our interests, needs and tastes.

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Discovering my talents
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EXERCISE 3



OBJECTIVE

Students identify general
traits and characteristics
of themselves.

TIME REQUIRED

45 -50 minutes each activity.

A word that speaks about me

Introduction

Answering the question **"Who are you?"** is a big challenge for many people. This is because we seldom exercise the ability to look inward to recognise emotions, strengths and weaknesses. This exercise introduces the student to the exercise of self-knowledge.

Materials required

- Blank sheets.
- Pens or pencils.

Intention of the activity

Exercising self-knowledge is an action that should accompany people throughout their lives, as it is the capacity we develop to identify our characteristics, tastes, preferences, gaps. In other words, it is what allows us to have a balanced assessment of our being. It is vital for the assertive management of emotions and for the development, at each stage of life, of the life project.

With these activities we are supporting students to exercise introspection in a step-by-step manner, i.e. we start with simpler exercises and culminate with one that requires more openness to look inside each person.

In the precise case of vocational guidance, self-knowledge is the fundamental step in making decisions regarding the route of professional development.

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EXERCISE 3

A word that
speaks about
me

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- Ask your students to draw a brief silhouette of themselves on a white sheet of paper. They should think of words that can easily describe them. Give them examples of such words: shy, cheerful, sporty, dreamy, humorous, sincere, loyal, empathetic, etc.
- Ask them to focus on the positive aspects they recognise about themselves and write the words on the silhouettes they have drawn.
- Allow at least 15 minutes for them to carry out the above instructions.
- Next, randomly form groups of four people. You can use the dynamic of numbering each student from 1 to the number of groups that can be formed with four people to group them randomly.
- Ask them to ask each member of their group to write on the silhouette sheets a word that best describes them.
- It is important to remind them that these are positive attributes and characteristics.
- Then ask them to form groups of 4 people again, this time in free form, and to repeat what they were told in the previous group.
- You can repeat the group formation as many times as you have time for this activity.
- Finally, ask your students to review the characteristics they wrote about themselves and those written by their classmates. Invite them to write in larger print those characteristics that are repeated and to circle those characteristics that were not repeated.
- Energise the group reflection by inviting students to voluntarily comment on the predominant or most repeated characteristics and those characteristics that their classmates mentioned that they did not know they had as a person. You can use the following questions to help you do this:
 - **What did you think of the activity?**
 - **Did you know that by asking other people close to us we can discover qualities that we had not identified?**
 - **How important is it to recognise those positive qualities that describe us as people? How useful is it?**

▶ **Module 2**Discovering my talents
and motivations**EXERCISE 4****OBJECTIVE**

Identify those qualities or attributes that you wish to develop or enhance.

TIME REQUIRED

45 -50 minutes each activity.

Story of how I want to be remembered

Introduction

This activity addresses the ability to recognise those attributes and characteristics that you want to develop.

Materials required

- Blank sheets.
- Pens or pencils.

Intention of the activity

Exercising self-knowledge is an action that should accompany people throughout their lives, as it is the capacity we develop to identify our characteristics, tastes, preferences, gaps. In other words, it is what allows us to have a balanced assessment of our being. It is vital for the assertive management of emotions and for the development, at each stage of life, of the life project.

With this activity we introduce students to the recognition of those qualities and attributes that they would like to develop. It allows them to directly or indirectly identify gaps and weaknesses that need to be overcome, as well as strengths that can be enhanced.

In the precise case of vocational guidance, self-knowledge is the fundamental step in making decisions regarding the route of professional development.

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EXERCISE 4

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Story of how I want to be remembered

- The self-knowledge activities that we have proposed in this module require you to provide a pleasant, motivating and integrating space in the classroom. To do this, it is important that you take up the rules of coexistence established by the group. And that you use elements that encourage relaxation: music, aromas, etc.
- Start the activity by asking students to close their eyes and imagine that:

You are at the right moment saying goodbye to all those significant people in your life (family, friends, partner, neighbours, teachers) because you are going on a journey far away. And that, all those important people have given you a special gift: a box full of coloured cards that say all the things they will always remember you for.
- Invite them to think: **What would you like these people to say about you, how would you like them to describe you, how would you like them to remember you?**
- Give them a couple of minutes to meditate on these questions with their eyes closed. After this time, ask them to open their eyes and write down on a white sheet of paper what they have imagined. And to reflect:
 - Am I really that person?
 - Would I like to be that person?
 - What do I need to improve or change to become that person?
- Finally, invite students on a voluntary basis to tell about their experience during the activity. Use the following questions to support you:
 - How do you feel after the activity?
 - Why do you think it is important to recognise those attributes and qualities that I would like to have? How useful do you think this is in life?
- Reinforce the plenary by addressing the importance of recognising all those ways of being with which one is not comfortable, and all those qualities or attributes that should be developed to improve the quality of life, opportunities, etc.

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EXERCISE 5



OBJECTIVE

Students identify situations or experiences that generate adverse feelings or sensations such as anger and frustration.

TIME REQUIRED

45 -50 minutes each activity.

My download box

Introduction

This activity allows you to reflect and identify those things or situations that cause anger or frustration. It is an activity of self-knowledge and emotional management. It brings to consciousness the situations or experiences that generate feelings of anger and frustration.

Materials required

- Blank sheets.
- Pens or pencils.

Intention of the activity

Exercising self-knowledge is an action that should accompany people throughout their lives, as it is the capacity we develop to identify our characteristics, tastes, preferences, gaps. In other words, it is what allows us to have a balanced assessment of our being. It is vital for the assertive management of emotions and for the development, at each stage of life, of the life project.

With this activity we encourage students to recognise those experiences or situations that generate adverse feelings and reactions. Recognising them is an indispensable step in order to subsequently address strategies for channelling anger or frustration. In this way, self-knowledge also becomes a tool for regulating emotions.

In the precise case of vocational guidance, self-knowledge is the fundamental step in making decisions regarding the route of professional development.

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EXERCISE 5

My download
box

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- The self-knowledge activities that we have proposed in this module require you to provide a pleasant, motivating and integrating space in the classroom. To do this, it is important that you take up the rules of coexistence established by the group. And that you use elements that encourage relaxation: music, aromas, etc.
- Start the activity by asking your students to think about all those experiences or situations that make them angry or frustrated in their daily lives, e.g. "being told lies about you", "being spoken to inappropriately". Give them at least 5-10 minutes to think about it.
- Ask students to draw a matrix with two columns on a blank sheet of paper.
- In the left column you will write down all those experiences and situations that cause you anger and frustration.
- In the right-hand column we will ask them to reflect and write down for each anger and frustration an idea of what to do to avoid those situations that provoke anger or frustration. Support them with real examples.
- Finally, hold a plenary session with the whole group using the following as a reference:
 - Explain to students that in most things it is difficult to think of alternatives to avoid anger or frustration, or even to imagine what action or strategy could avoid it. However, the simple fact of recognising everything that provokes these feelings makes it easier and gives us the power to assertively manage emotions and avoid all those circumstances or situations that generate them.
 - Encourage the plenary by asking the following questions: How important is it to recognise situations that provoke anger or frustration? How does this help me in my daily life?

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EXERCISE 6



OBJECTIVE

Generate a moment of individual connection for each student.

Reflect on the here and now to identify significant life moments, individual tastes and preferences.

Promote the expression of emotions.

TIME REQUIRED

45 -50 minutes each activity.

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Six Words in Memory

Introduction

The aim of this game is to deepen self-knowledge by proposing situations that invite reflection, introspection and the expression of feelings. This activity is a challenge that seeks to deepen the central aspects that have been addressed in the previous activities that allow for the identification of traits, characteristics and attitudes that describe each student.

Materials required

- Blank sheets.
- Pens or pencils.
- Coloured pencils.

Intention of the activity

Exercising self-knowledge is an action that should accompany people throughout their lives, as it is the capacity we develop to identify our characteristics, tastes, preferences, gaps. In other words, it is what allows us to have a balanced assessment of our being. It is vital for the assertive management of emotions and for the development, at each stage of life, of the life project. In the precise case of vocational guidance, self-knowledge is the fundamental step in making decisions regarding the route of professional development.

With this activity we are supporting students to exercise introspection in a way that allows them to identify those characteristics, tastes, preferences and events they have experienced that have relevance in the formation of who they are as a person.

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EXERCISE 6

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Six Words in Memory

- Ask your students to write a list of words on a sheet of paper about themselves. Those words that come up spontaneously and talk about: things they like, feelings they have, favourite hobbies, characteristics they have as a person, favourite things, favourite places, what makes them happy and what doesn't make them happy.
- They will be asked to write down as many words as they can for 5 minutes. In this process it is important to recommend that they do not cross out, change or rewrite any ideas, the important thing is that a lot of words come up during the 5 minutes.
- After 5 minutes, ask your students to circle three words in coloured circles (or whatever colour catches their attention) that inspire them to go deeper about themselves. That is, the three words that would best describe them.
- Allow them three minutes for this.
- Then tell them that the words they have circled, they should choose one, the one they like the most, and write down the reasons why the word they have selected best describes them.
- Allow them 3 minutes for this.
- Finally, after 3 minutes, ask each student to read and reflect silently on what they were able to write from the selected word. They should then construct a sentence of 6 words. Not just any sentence, but one that answers the question "Who are you?"
- End the activity by asking questions that address the feelings and sensations that arise from the exercise, for example:
 - **What feelings arise during the development of the activity and in the choice of the 6 words?**
 - **What do you think is the point of this activity?**
 - **How do you think this activity helps us to choose our professional future?**

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**AUTONOMOUS
WORK SHEET**

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My digital biography

- Through the use of a digital application of their choice: (canva, prezzi, genial.ly or PowerPoint) students will build their life line, where they will explore the most important milestones in their lives and identify those traits and characteristics of their person that have developed over the years.
- **The worksheets with the details of the autonomous work exercises for this session can be downloaded by clicking Annex 2.3.** 

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Skills and competencies for future employment

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and other training offers

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Creating my career
path

▶ Module 3

Skills and competencies for future employment

Introduction

Soft skills will be the key to employability in times of sudden and constant change. Working on them within the educational framework is an urgent activity, in order to provide generations with the tools to face the complexity that characterises the labour market.

Competences are transversal insofar as they have an impact on the different areas of people's lives, they are obtained in the processes of primary socialisation and in formal and non-formal educational processes. The learning of competences is something that accompanies us throughout our lives.

That is why, throughout this manual, activities are integrated in order to train emotional and social competences in a transversal way in the whole process of career guidance. However, in this module we will develop several activities focused on the training of competences, each lasting 45 to 50 minutes. We will address those core competences which are indispensable to manage the current demands of the labour market taking into consideration the classification made by the European Commission in relation to life competences and cultural competences.

Conceptual background for the facilitator



Video tutorial



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Skills and competencies
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1. Competences now, to face the future.

This 21st century society is inevitably reorganising itself to become a highly digitalised world mediated by artificial intelligence and robotics. The replacement of the human being by the machine and the transformation of the organisation of work, which already happened with the industrial revolution, is once again being presented in what we know as the fourth revolution, which embodies the same social crisis due to the fear of the loss and disappearance of jobs.

Nowadays, technological development is taking on a determining role in different areas of life, **“leading to skills rapidly becoming obsolete”**, producing new models of work and emphasising the need for people to update their personal skills throughout their lives. In the economic sphere, we face dizzying changes in forms of employment, with temporary positions being the most common; accompanied by the fact that **“employers are** increasingly looking

for workers with **competences such as flexibility and a readiness for continuous learning”** who can cope with constant change (*LifeComp 2021: the European Framework for personal, social and learning to learn key competence*).

The development of soft skills has a major and lasting impact in work environments characterised by **constant change** and **technological advancement**. According to the 2020 report “What Workers Want”, 6 out of 10 companies are considering soft and/or transversal skills as one of the most important aspects to take into account when managing recruitment processes.

Likewise, according to the Adecco 2020 Foundation, “future labour exclusion will no longer be linked to profiles - people with disabilities or over 55 years old - but will be related to the absence of **soft skills** such as the **ability to learn, adaptation, resilience or a collaborative spirit**.

In this context where many of the technical competences or **“hard” competences** (defined as competences directly linked to the **specific tasks, knowledge** and **skills** that make up a job or professional and work profile) are going to disappear with robotics, artificial intelligence and other technological advances, it is then that soft or transversal competences (which provide people, based on personality characteristics, attitudes and behaviour, with the skills to develop tasks with autonomy, based on constant learning, teamwork and adaptation to change) will gain greater strength in the management of the current dynamics of the labour market.

Therefore, **“Organisations and companies will tend to look for those soft skills in employees that robots are not able to provide, such as creativity or critical thinking”** (Munera 2018, en: Arroyo 2019 pág. 16).

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Skills and competencies
for future employment

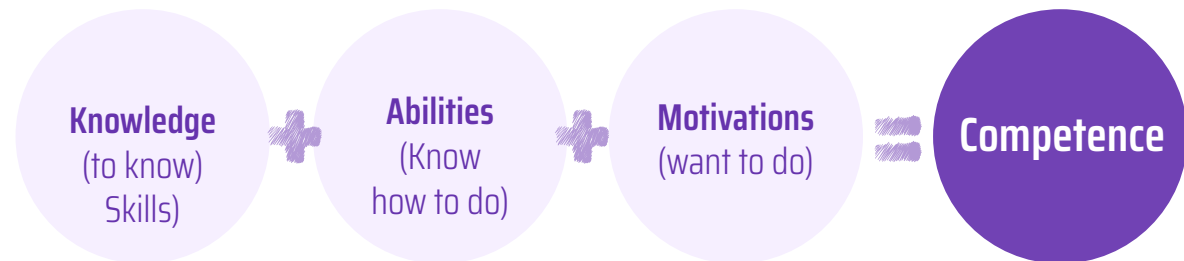
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From the concept: soft competences - transversal competences.

Competences are an integrated set of personal skills that translate into knowledge and attitudes that enable people to adapt to the various situations they face (family life, social life, studies, work, etc.). These competences are learned, developed and consolidated through practice and experience. They are recognised by observing people's actions and attitudes in the face of various stimuli.

Competences are constituted in complex processes that people put into action-action-creation, to solve problems and carry out activities, contributing to the construction and transformation of reality, for which they integrate knowing how to be, knowing how to know and knowing how to do (Tobón, 2005, p.49). As exemplified in the following graph.

Therefore, when we speak of soft skills or transversal competences, we are not referring to skills or knowledge attributed to specific tasks or activities required in a specific job, but rather, they are those functional qualities that people have to carry out different activities (regard-



less of the characteristics or needs of a work area) in different contexts (cultural, social and geographical).

This is because soft competences are closely related to the conditions and characteristics of personality, attitude and motivation, which are particular to each person, are learned and incorporated through formal and non-formal education processes, as well as through primary and secondary socialisation processes.

Which competences?

Social, personal, learning (LIFECOM model)

There are many classifications and definitions of soft or transversal competences. However, for the purposes of this methodological handbook we will take into consideration the classification made by the European Commission in the framework of: "LifeCom" and "Competences for democratic culture".

Life skills:

According to this model, competences are classified into three interlinked areas: 'Personal', 'So-

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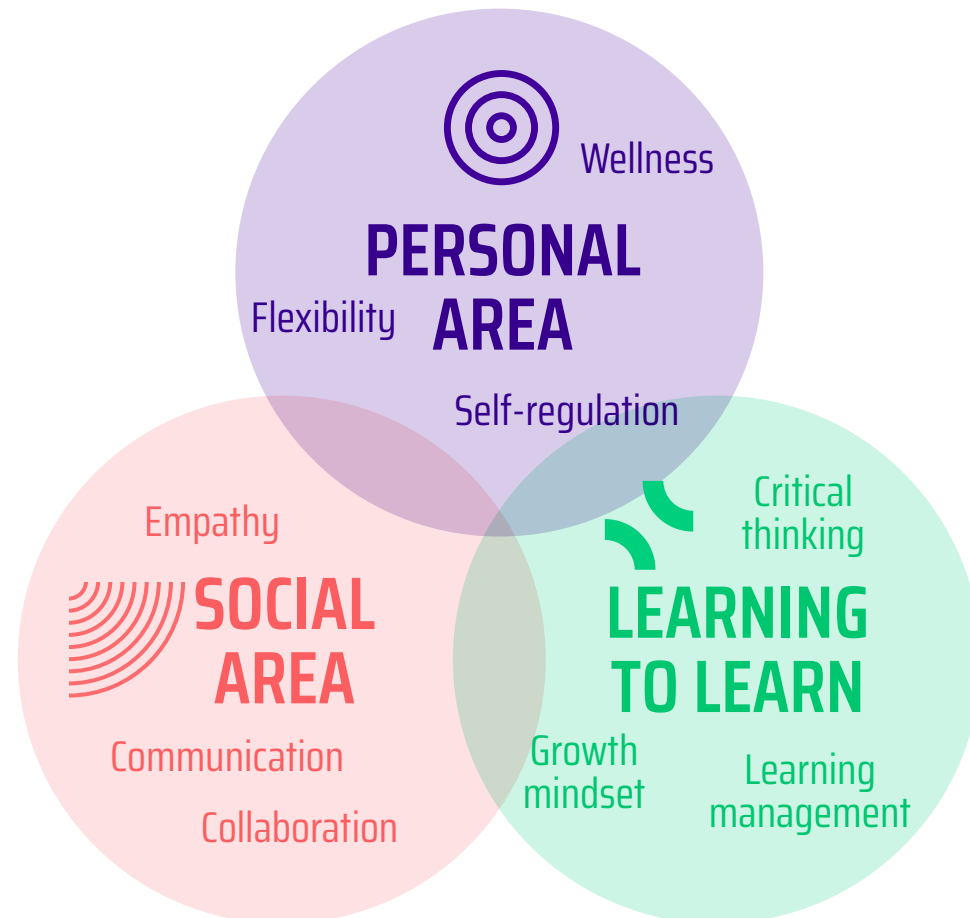
cial' and 'Learning to learn'. Each area includes three competences: Self-regulation, Flexibility, Well-being (Personal Area), Empathy, Communication, Collaboration (Social Area), Growth Mindset, Critical Thinking and Learning Management (Learning to Learn Area), as shown in the graph below.

Key competences by areas

This classification of competences should not be understood as a hierarchy of different levels of relevance or where some are prerequisites for others. Rather, they should all be seen as complementary and necessary, and should be treated as parts of a whole.

In this way, all competences considered in the areas "Personal, Social and Learning to Learn" apply to all spheres of life and can be acquired through the various educational processes (formal, informal and non-formal).

In the following tables, we detail each of them, in order to broaden their conceptual understanding and their implication for the consideration of career guidance processes.



Source: Own elaboration, taken from. "LifeComp 2021: The European Framework for personal, social and learning to learn key competence".

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Skills and competencies
for future employment

PERSONAL AREA



- It refers to personal development. Being personally competent is closely related to “learning to be”.
- Personal development occurs in relationship and interaction with others within particular social and historical contexts. The influence of contextual and socio-cultural factors are determinants in promoting or hindering the achievement of personal agency.
- “Learning to be” involves being self-aware; being skilled at coping with complexity, uncertainty and stress, seeking support when needed and remaining resilient, as well as developing the ability to work autonomously and manage one’s own career. It also involves having attitudes of assertiveness, integrity, self-motivation, problem-solving to cope with change and a generally positive disposition towards promoting one’s personal, social and physical well-being.

Competences	Descriptors
<p>1. Self-regulation</p> <p>Ability to respond to stimuli in a conscious and regulated manner.</p>	<ul style="list-style-type: none">• Having awareness and expression of personal emotions, thoughts, values and behaviour.• Understand and regulate personal emotions, thoughts and behaviour, including responses to stress.• Encourage optimism, hope, resilience, self-efficacy and a sense of purpose.

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PERSONAL AREA

Competences	Descriptors
<p>2. Flexibility</p> <p>Knowing how to manage ambiguity.</p> <p>Have the ability to adapt to new situations and to make adjustments to adapt to change.</p>	<ul style="list-style-type: none"> • Willingness to review new opinions and courses of action: develop curiosity and test concepts, acquired ideas. • Understand and adopt new ideas, approaches, tools and actions in response to changing contexts (openness). • Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals. E.g. career choice skills, ability to adapt to diverse and changing contexts. <p>In the case of Vocational Guidance processes, it is worth highlighting: “Career development and/or definition can be seen as a cyclical process, starting with exploration and awareness of educational and occupational opportunities. Followed by self-awareness to reflect and understand personal values, interests, skills, abilities, needs, capabilities, limitations and decision-making to make a plan and set goals.</p>
<p>3. Welfare</p> <p>Interconnectedness and interdependence of physical, mental, social and environmental aspects of well-being.</p> <p>It is linked to the search for the satisfaction of needs in different aspects (physical, emotional, social and environmental).</p>	<ul style="list-style-type: none"> • Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and well-being. • Understanding potential risks to well-being and using reliable health and social protection information and services. Adoption of preventive and self-care behaviours. • Adopting a sustainable lifestyle that respects the environment and the physical and psychological well-being of oneself and others, seeking and offering social support.

Source: own elaboration. Taken from “LifeComp : the European Framework for personal, social and learning to learn key competence, 2021”.

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SOCIAL AREA

- The social area is concerned with **learning to live together** and becoming aware of the relational and affiliative nature of people.
- Refers to knowledge of **the codes of conduct** and **rules of communication** accepted in the society and environments where it is developed. These are skills that enable the individual to communicate constructively in different environments, work collaboratively, negotiate, show tolerance, express and understand different points of view, build trust and feel empathy.
- Having social competences also implies that people possess the ability to maintain an attitude of **collaboration, respect** for human diversity, overcoming prejudices and commitment to participation in society.

Competences	Descriptors
<p>1. Empathy</p> <p>It is a fundamental competence to enable the existence of other social competences.</p> <p><i>"Putting yourself in the shoes of the other person/s"</i></p> <p>It refers to the ability to understand three conditions present in human relationships: recognising emotions in others, identifying people's perspective and worldview, and responding appropriately to others' emotions. Empathy enables effective communication, interaction and collaboration.</p>	<ul style="list-style-type: none"> • Awareness of another person's emotions, experiences and values. • Understanding another person's emotions and experiences, and the ability to take their perspective proactively. • Ability to respond to the emotions and experiences of another person, being aware that group membership influences one's attitude.
<p>2. Communication</p> <p>Appropriate use of the different components that form part of the communicative processes, including active listening.</p> <p>The advance and spread of digital technologies has created new forms of communication that allow people to communicate immediately over long distances and through digital devices, as well as to exchange messages and large amounts of data instantaneously. Replacing the face-to-face meeting.</p> <p>In the face of this reality, learning how to use social networks and other media ethically is fundamental.</p>	<ul style="list-style-type: none"> • Awareness of the need for a variety of communication strategies, linguistic registers and tools adapted to context and content. • Understand and manage interactions and conversations in different socio-cultural contexts and domain-specific situations. • Listen to others and engage in conversation with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts.

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SOCIAL AREA

Competences	Descriptors
<p>3. Collaboration</p> <p>Facing the great challenges of the 21st century is placing greater demands on people to work collaboratively.</p> <p>Positive interdependence (relying on each other’s efforts) and facilitative interaction (encouraging and facilitating each other’s contributions) are key aspects of collaboration.</p> <p>Digital technologies are increasingly offering innovative forms of collaboration, such as online collaborative environments and working together on shared documents that require the constant exercise of teamwork.</p>	<ul style="list-style-type: none">• Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances.• Understand the importance of trust, respect for human dignity and equality, deal with conflict and negotiate disagreements to build and maintain fair and respectful relationships.• Fair distribution of tasks, resources and responsibilities within a group taking into account its specific objective; provoking the expression of different points of view and adopting a systemic approach.



Source: Own elaboration. Taken from “LifeComp : the European Framework for personal, social and learning to learn key competence, 2021”.

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LEARNING TO LEARN

It is a competence that can be acquired throughout life. It is a relevant driver for change in adulthood, fostering employability and competitiveness.

- It is the “most important skill of all”.
- Learning to learn is the ability to **pursue and persist in learning** and to organise one’s own learning, including effective time and information management, both individually and in groups. “Learning to learn implies taking responsibility for one’s own development.
- It also involves skills to identify one’s own capabilities, to critically reflect and make decisions, to organise, persevere and evaluate learning.

Competences	Descriptors
<p>1. Growth mindset</p> <p>Belief in the individual’s potential to continuously learn and progress.</p> <p>It is about openness and curiosity to new learning experiences (the desire to continually learn new things), which is underpinned by a conscious belief in the importance of self-improvement.</p>	<ul style="list-style-type: none"> • Awareness and confidence in one’s own and others’ abilities to learn, improve and achieve with hard work and dedication. • Understand that learning is a lifelong process that requires openness, curiosity and determination. • Reflect on feedback from others, as well as on successful and unsuccessful experiences to further develop personal potential.
<p>2. Critical thinking</p> <p>It is a fundamental skill for coping with uncertainty, complexity and change.</p> <p>It involves a deep and self-directed analysis of information, beliefs or knowledge, and a constant reconfiguration of one’s own thinking.</p> <p>This is an urgent skill, given the amount of information generated in digital environments, where “truths” are shared that have not been subjected to verification studies. And that speak of collective values and worldviews, in the face of the complexity of existing realities in the contexts.</p>	<ul style="list-style-type: none"> • Awareness of potential biases in data and one’s own personal limitations, while gathering valid and reliable information and ideas from diverse and reliable sources. • Compare, analyse, evaluate and synthesise data, information, ideas and media messages to draw logical conclusions. • Develop creative ideas, synthesise and combine concepts and information from different sources with a view to problem solving.

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LEARNING TO LEARN

Competences	Descriptors
<p>3. Learning management</p> <p>Motivation (driving force) to manage knowledge at its various levels (general, personal knowledge, task and function knowledge).</p> <p>It is to be aware of one’s own learning dispositions, motivations and reflection on the learning acquired.</p> <p>Here meaningful learning plays a fundamental role. It is about the incorporation of new knowledge and people’s ability to relate it to existing knowledge and contrast it with its function in reality.</p>	<ul style="list-style-type: none">• Awareness of own learning interests, processes and preferred strategies, including learning needs and support required.• Planning and implementation of learning objectives, strategies, resources and processes.• Reflect on and evaluate the purposes, processes and outcomes of learning and knowledge construction, establishing relationships between domains.

Source: Own elaboration. Taken from “LifeComp : the European Framework for personal, social and learning to learn key competence, 2021”.

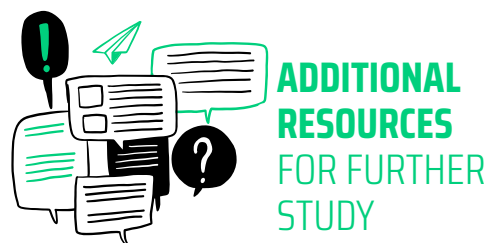
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To this we add the fundamental component in the development of competences to respond to the current context. These are cultural competences which, although they are to some extent integrated in the classification which is widely shared, it is important to detail their description in the field of intercultural coexistence.

According to the classification made by the European Commission (taken from “The reference framework of competences for democratic culture” 2021). Competences in the cultural field are organised into four main areas, values, attitudes, skills and knowledge. They are mentioned below:



LifeCom: the European framework
for personal, social and learning key
competences for learning 

The yesterday and today of job interviews 

Values

- Valuing human dignity and fundamental human rights
- It implies a positive recognition and appreciation of cultural diversity and its importance in development processes.
- Embedding values for democracy, justice, fairness, equality and the rule of law.

Attitudes

- Openness to cultural otherness and to other beliefs, worldviews and practices
- Respect for otherness and its cultural expressions.
- Incorporation of attitudes for tolerance of ambiguity.

Skills

- Analytical and critical thinking skills.
- Listening and observation skills.
- Empathy
- Flexibility and adaptability to diverse or different cultural environments.
- Linguistic, communicative and multilingual skills
- Cooperation and collaborative work skills in culturally diverse environments.
- Alternative dispute resolution skills.

Knowledge and critical understanding

- Knowledge and critical understanding of the self (self-knowledge and recognition vis-à-vis other people).
- Knowledge and critical understanding of language and communication.
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economy, environment, sustainability.

Source: own elaboration, all from: The framework of competences for democratic culture in brief. Council of Europe, February 2021.

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Skills and competencies
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SPECIFICATIONS

OBJECTIVE

Promote the strengthening of transversal competences and emotional skills to manage the demands of the labour market.

COMPETENCES

- ✓ Emotional awareness.
- ✓ Teamwork.
- ✓ Adaptability/flexibility.
- ✓ Intercultural.
- ✓ Communication.
- ✓ Conflict resolution.

TIME REQUIRED

45 -50 minutes each activity.

GROUP ACTIVITIES

We always establish a suggestion in the order of execution of the activities. But you can vary it according to the needs of your group of students, their characteristics and their previous knowledge of the contents.

- **Start the engines and exercise the emotions:** "The broken plates of everyday life".
- **Exhibition activity:** Participatory presentation. Key concepts.
- **Activity to analyse and discuss:** Spaghetti tower. | Assertiveness umbrella.
An artistic dictation. | Let's talk about discrimination.

TEACHING MATERIALS

All teaching materials can be adapted to the resources, number of students and characteristics of the groups. We leave you the link in each activity sheet where you can download the support materials required in each case.

Notes before starting each activity:

- * Prior to the start of the session, organise the classroom in a semi-circle, circle, or other form that allows for direct interaction between the students and you as facilitators.
- * Facilitating the activities with a cheerful and enthusiastic attitude fosters a positive energy in the group of students.
- * Remember to establish the conditions so that the space where the activities will take place symbolically becomes a safe and pleasant area for the group of students.
- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the time for each of the activities so that you can review and adjust if required.

Ideas for closing activities:

- * These are questions that help you to close the day and the activity carried out with the group.
- * The day is closed by thanking the group of students for their contributions to the activity.
- * As a way of group reflection and evaluation of the work carried out, the students are asked the following questions:
How did you feel about today's activity?
In a word, what is the learning you took away from today?
What is the importance of the rules of coexistence in the group? How can these rules help me in my future work?

AUTONOMOUS WORK *"You are what you like"*

- Give students the autonomous work sheets (in printed or online format, depending on your preference).
- It provides the indications that students must follow for the development of this extracurricular activity, taking as a reference the explicit contents in the attached sheet.
- In a group, take up the work done individually before starting the next activity in this module.

▶ **Module 3**Skills and competencies
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SPECIFICATIONS**

How to implement

STEP BY STEP



- 1 Expository activity**
 Through the attached presentation and following the participatory activities, the central themes of the Module are addressed.
- 2 The broken dishes of everyday life**
 Group activity that allows the exercise of resilience as a way to cope with difficult life situations.
- 3 Assertiveness umbrella**
 Exercise to train transversal competences: conflict resolution.
- 4 Spaghetti tower for 4**
 Exercise to train transversal competences: communication, teamwork, leadership, perseverance.
- 5 An artistic dictation**
 Exercise to train transversal competences: communication and active listening.
- 6 Let's talk about discrimination**
 Intercultural competence training exercise.



This is a suggestion that dictates an order in the execution of the activities to address the core concepts of Module 4 in a practical way.

The activities are arranged in a staggered order, as recommended.

However, you are free to organise and select the activities that best suit the characteristics of your group of learners.

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EXERCISE 1



OBJECTIVE

Students identify what transversal competences are and recognise their importance for the construction of the professional project and its link with the labour market.

TIME REQUIRED

45 -50 minutes each activity.

Introduction

This is a short activity involving the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, two interrelated themes will be addressed:

- Meaning of "soft skills" soft skills
- Usefulness of skills in the labour market.

Materials required

- Audiovisual projection devices.
- PPT presentation attached.
- **To download:** Annex 3.1. Presentation activity MODULE 3.pptx.



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EXERCISE 1

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Expository
activity

- Welcome the group and briefly explain the activity to be carried out.
- We will begin the tour with an activity that will allow the group to get to know the thematic context that we will develop in the module.
- It is necessary that you prepare the audiovisual equipment to project the attached presentation beforehand.
- Open the attached presentation material for this module.
- To develop the conceptual contents that you will find in the slides. We will run a small introductory activity that we have called "The best or the worst" to explain with examples the concept of transversal competences. **Here is the step-by-step:**
 - Hand out two sticky notes to each of your students, they can be green and red (or whatever colours you have available).
 - Ask your students to think of the best teacher they have ever had (they don't need to write their name) and write on the green sticky note: What characteristics does that teacher have that make them the best teacher for you? Once they have done this, ask them to stick the sticky note with the characteristics on a space on the board.
 - Then ask them to think of the worst teacher they have ever had and write down on the red sticky notes the characteristics that made them the worst teacher. Also ask them to stick the sticky notes on the board.
 - Finally, we are going to encourage a small plenary session with the students where we ask them: What do the characteristics of both types of teachers have in common? What do they refer to?
 - He closes this short activity by introducing the concept of transversal competences, focusing the explanation on the fact that these characteristics respond to personal attributes, rather than to technical knowledge of the subjects taught by the teachers they were thinking of.

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EXERCISE 1

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Expository
activity

- In the presentation you will find the key concepts and trigger questions that will help you to motivate students' active participation. Most importantly, you can create a participatory atmosphere by inviting students to think and brainstorm their ideas during the presentation of the conceptual content.
- Dynamise an exchange of the most important concepts and ideas about transversal competences and the role they play in the development of the professional project and the future inclusion in the labour market. You can use the following questions as support:
 - ¿Which soft skills do you think are essential to develop in order to face the demands of the labour market and why?
 - How do you think soft skills can help us in all aspects of our lives?
 - What do you think are the life benefits of developing soft skills?
- Conclude the activity by asking students if they have any questions or comments about the concepts covered.

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EXERCISE 2



OBJECTIVE

Exercising resilience and the ability to resolve the dilemmas of everyday life.

TIME REQUIRED

45 -50 minutes each activity.

The broken plates of everyday life

Introduction

This dynamic has been devised by César García-Rincón de Castro, and is a group activity that deals with situations that fragment us in everyday life in order to devise ways of “recomposing” these situations by identifying key words. The metaphor of broken plates is used to talk about the life experiences that “break” us, hurt us and cause us frustration.

It is an activity to address change management skills and to strengthen resilience.

Materials required

- Paper tape or sticking plasters for wounds.
- Plastic or paper plate cut into large pieces (4 to 5 pieces, depending on the number of people in each group).
- Markers.

Intention of the activity

Facing adversities and situations that provoke stress, anguish or pain are among the factors that have the greatest impact on the abandonment of projects, goals and dreams.

In the midst of accelerated changes in personal, work and environmental relations, problems, resistance and obstacles tend to be more intense and thus exacerbate many social problems, for example: the disengagement of young people from their professional project and therefore their inclusion in the labour market.

Resilience, then, is a crucial competence that must be trained so that students have more tools to face the dilemmas, obstacles and difficulties that the environment itself can put in the way of their life and professional project.

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The broken plates of everyday life

- Before starting the activity, prepare cardboard or plastic plates cut into asymmetrical parts (the number of parts you cut into plates will depend on the number of students per group that you can organise). We recommend groups of at least 4-5 people (not too small, not too big).
- Give the group the context of the metaphor of broken plates. Start with the question: Who hasn't had a plate broken?
- "Many times things happen or we do things that "break our lives", break our relationships, break our motivation, break our dreams. In other words, things happen that hurt us, that hurt us or that frustrate us.
- Form teams of 4 or 5 people (this depends on the number of pieces you have broken off the plates indicated in the materials). We recommend that you group the students randomly to do this activity.
- Hand out the materials to each team (plate broken into pieces, paper tape, markers etc.).
- Ask your students to think in groups about a situation or reality that is upsetting (that hurts, frustrates or angers). This situation can be their own (some event that caused them sadness, anger, pain), that of their family (family situation that has generated distancing between its members, or ruptures, fights or separation, or of their close environment (conflictive situations with their friends, at school or with other adults such as teachers or school staff).
- After they have identified it, ask them to discuss with the group how such situations "break" (anger, damage, hurt, injury) individuals or the school, families (depending on what they have identified).
- After having discussed in the groups about the "breaking" situation, invite the group to think of 4 or 5 glue words (the number of words should be equal to the number of members per group and parts of the plate) that can repair, heal or resolve the situation.
- The glue words are actions or attitudes that would help us to heal or resolve or transcend the "difficult, conflictive, painful" situation. In other words, those glue words that will be able to put the plate back together so that it can regain its usefulness.
- Ask them to write each word on a part of the broken plate and then to put each part of the plate together and glue it with the tape or strips so that it can be renewed, i.e. it can be reused, even if it is not the same shape as the original one.

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EXERCISE 2

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The broken plates of everyday life

- At the end, share what you have worked on in the group. To do this, ask your students to form a circle or semicircle.
- Ask each team to recount the situation that broke the plate and the glue words they identified to restore the plate.
- Encourage reflection using questions such as the following:
 - What did they find most difficult in the activity?
 - What attitudes or values do you think we need to put the plate back together (e.g. patience)?
 - What do you think the activity is about (using the supporting presentation we will talk about resilience and its importance for life and for the professional project we are considering)?
- Reflect with the students: many times the actions or attitudes that can put the plate back together do not necessarily imply, for example, that in the case of a break-up, people get back together, but that the word glue could be acceptance. And that, in most cases, when we glue the pieces of the plate back together, it will not return to its initial shape, and that this is because positive and negative experiences make changes in people that allow them to grow, acquire greater skills and overcome the difficulties of life.

Variant for age groups 12 to 14 years old:

- In the case of working on this activity with students under the age of 15, the situations that break down can be devised and given to the group. As an example, we can work on the values that often break down: Joy, Loyalty, Love, Trust. We give each group a value and ask them to think of a situation where this value can be broken. And to come up with words to restore the value you have assigned to them.

▶ **Module 3**Skills and competencies
for future employment**EXERCISE 3****OBJECTIVE**

Students identify assertive ways of resolving dilemmas in everyday life.

TIME REQUIRED

45 -50 minutes each activity.


Assertiveness umbrella

Introduction

This activity is an adaptation of the original by César García-Rincón de Castro.

This activity is aimed at reflecting on the different ways of resolving the dilemmas that we face every day. It is based on the representation of three situations that highlight the need for the people who represent them to decide how these situations end or are resolved.

Materials required

- Three cards with the situations.
- Three envelopes (where we will keep each card)
- Three chairs placed in front of the group.
- An umbrella (it can be a small object you have in the classroom, a sheet of paper with a picture of an umbrella or a real umbrella).
- **To download:** [Annex 3.2. Situation cards.](#) 

Intention of the activity

Assertive conflict resolution is a competence that will not only enable students to effectively resolve dilemmas or problems they encounter during the development of their professional project, but will also allow them to establish better relationships with their environment. This will enable them to open up greater opportunities both on a personal and professional level.

Conflict resolution is also a competence that favours teamwork, communication and leadership. It equips people with the ability to mediate and focus on the solution rather than the problem.

In this activity, creativity is analysed and trained in the search for effective solutions to the dilemmas that arise.

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Assertiveness umbrella

- Ask the group to involve 3 volunteers to start the activity and assign them a letter from A - C.
- Ask them to leave the classroom with you for a moment, give them the cards with the situations corresponding to each letter and explain that they will have to act out the character in each situation in an “exaggerated” way. Instruct them to silently read each of the cards.

The cards relate the particular situation of three people who, being in the same place, urgently need an umbrella to achieve their goal. They all see at the same time an umbrella without an owner that can solve their urgent need. The reaction of each person is different (one stands still when he sees the other two running after the umbrella), another immediately says that it is his and grabs it, and the other confronts him indicating that the umbrella has no owner and that he needs it to be able to carry out his urgent task.
- Assess at this point if there are any doubts about the role that each volunteer should play in front of the group. Make sure that they have understood what they are supposed to represent.
- You will place three chairs in front of the rest of the group who will be seated in a semicircle. Sitting in a semicircle allows all students to observe what is going on. In front of the chairs, place an umbrella or an object that looks like an umbrella.
- Instruct the group to observe very carefully what happens to the three characters that their companions represent.
- Ask the three volunteers to return to the classroom, and to sit in the chair marked with their assigned letter.
- Ask them to act out their role as exaggeratedly as possible on the count of three. The rest of the group should be watching what happens.
- At the end of the role-play, ask the student volunteers to read to the group about the situation they had to act out and to express their feelings and thoughts about what happened.
- To analyse the conflict represented by the student volunteers. Ask the students to form small groups of 3-4 people (we always recommend that you as the teacher group the students randomly).

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Assertiveness umbrella

- You will ask the groups to analyse: What is the conflict? What attitudes did the characters display? What are the possible consequences of the conflict?
- We will also ask them to write down three brilliant ideas on a blank sheet of paper that could assertively resolve the conflict presented. At the end, we will ask them to pool all the great ideas suggested in the different groups.
- It stimulates reflection on three key concepts:
 - **Conflict is not necessarily “bad”. They are often mobilisers of change or transformation.**
 - **Not all people react in the same way to conflict: Passivity (let it go, let it pass). Aggressiveness (verbal, physical and emotional). Assertiveness (looking for alternatives that seek the common good).**

▶ **Module 3**Skills and competencies
for future employment**EXERCISE 4****OBJECTIVE**

Promote team and collaborative work among students.

Strengthen the group's creative thinking.

Strengthening positive leadership.

TIME REQUIRED

45 -50 minutes each activity.

Spaghetti tower by four

Introduction

The challenge of this activity is that the team must develop the tallest tower, using creativity and the materials provided. They must apply their communication strategies, teamwork, leadership and perseverance, given that the fundamental aim of this dynamic is for the groups to design the tallest tower with the materials provided.

They will then have to lead a strategy to communicate effectively and solve the challenge. It is important to encourage a participatory attitude in everyone in the team. Remember that it is necessary for all students to provide ideas and participate actively.

Materials required

- 20 raw spaghetti for each team
- 1 metre of tape
- 1 metre of string
- 1 candy cloud (marshmallow)
- 1 scissors.
- Audiovisual projection equipment.

Intention of the activity

With this activity you can train competences related to teamwork and positive leadership. These skills are currently in high demand in the labour market.

Many companies, in their selection processes, place greater value on transversal competencies in job candidates, including the ability to work collaboratively, to be assertive when facing conflict and to have the skills to lead processes.

Likewise, leadership and teamwork allow people to manage more effectively the different steps they must take to achieve their objectives and goals, be they personal or work-related.

In the case of vocational guidance, training these competences through games and participatory dynamics allows students to be in tune with the demands of the labour market and the development of their professional project. In other words, it broadens their opportunities for future inclusion in the labour market.

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EXERCISE 4

Spaghetti
tower by
four

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- Form groups of 4-5 students in a random way that allows students to interact with others with whom they do not usually work.
 - Once the teams are formed, the kit of materials is given to each team. Ask them not to use them until they have finished giving instructions on how to carry out the activity.
 - Proceed to explain to the students the instructions and the challenge to be met.
 - Tell them that they will have a total of 18 minutes to solve the challenge.
- The challenge is to build in less than 18 minutes, with the kit we have given them (spaghetti, tape, string and the candy), a novelty structure, as tall as possible, that stands on its own and has the marshmallow cloud at the top..**
- Once the 18 minutes have elapsed, ask the teams to stop the activity. Then, using a tape measure or measuring tape, record the heights reached by the different teams.
 - Finally, analyse the results obtained in each group, it is important above all to consider the following aspects:
 - **What happened during the implementation of the activity?**
 - **How was the participation of each of the team members?**
 - **What happened to the equipment when it came to setting up the tower?**
 - **What was the main difficulty you encountered in the activity?**
 - Analyse with the students the concepts of: teamwork, participation, interaction, leadership. And how these influence the results obtained.
 - **Optional:** Watch the following video with the group: TED "Build a tower, build a team" by Tom Wuje: <https://www.youtube.com/watch?v=1BtnT9tpKoE> 

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EXERCISE 5



OBJECTIVE

For students to strengthen their competences for teamwork and to communicate assertively and effectively.

TIME REQUIRED


45 -50 minutes each activity.

An artistic dictation

Introduction

This is an activity where two actions necessary for communication are exercised, one of them is the ability to express oneself clearly and the other is active listening. In this activity, one person in the team must instruct their "artist" to accurately draw the figure they have been assigned.

Materials required

- Drawings or figures for dictation.
- White sheets
- Pencils.
- **To download:** [Annex 3.3. Drawings for dictation.](#) 

Intention of the activity

Assertive and effective communication is a key competence for inclusion in the labour market. It is fundamental as it enables people to express ideas, feelings and needs. It is also one of the competences that regulate relationships with other people and directly interferes with the development of other key competences.

In vocational guidance processes, it is also a competence that accompanies self-knowledge, giving the ability to express needs, feelings, requirements throughout the process of developing the students' professional project.

With this activity we train two fundamental aspects of communication processes:

- Active listening.
- Ability to express.

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EXERCISE 5

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An artistic
dictation

- Ask your students to organise themselves into pairs. The selection of pairs can be done randomly or by each student's choice. This is assessed according to the particular dynamics of each group.
- Once the pairs have been made, ask them to position themselves with their backs to each other sitting on the floor or on a chair (depending on the space available).
- The pairs must keep a distance of one metre from each other.
- Ask the pairs to define who will be the rapporteur of the instructions and who will be the performer.
- Give the student who will play the role of giving the instructions the figure to dictate to his or her artist.
- Tell your students:
That the person dictating should instruct the artist to draw as close as possible to the figure they have been given. To do this, he/she may not say words or phrases that say what kind of figure it is or words related to what it resembles. He/she should give the instructions to the artist step by step, so that he/she describes each part of the figure without saying what it is (circle or square, rectangle, etc.).
On the other hand, the artist will only concentrate on following the instructions and will not be able to ask questions or clarify doubts.
- Allow 5 minutes for the pairs to complete their artwork. After this time, ask the students to stop (if they have not yet completed the drawing) and stand in a circle or semi-circle with their partner.
- At the end of the activity, ask each artist to show his or her drawing to the other participants together with the figure dictated by his or her partner. Generally at this point different emotional expressions are generated: astonishment, laughter, a little frustration. It is important to let the group let them out, as long as they are not offensive or a source of conflict between the partners.

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Skills and competencies
for future employment

EXERCISE 5

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An artistic
dictation

- Conduct the plenary by asking the pairs to discuss their experience based on the following questions:
 - **For the artists, how did they feel when they had to draw without being able to ask questions, what kind of difficulties did they perceive?**
 - **And those who did not draw, did they feel it was easy to give instructions, did they feel the need to check if what they were reporting was understood, did they ask the artist any questions, did they ask the artist any questions?**
- For the pairs that have achieved the greatest similarity between the figure and the drawing made by the artist, comment on how they carried out the activity. What do they think made it possible for them to achieve the objective of the game?
- Finally, reflect with your students on the key aspects of communication:
 - **Active listening.**
 - **Observe non-verbal language.**
 - **Clarity of message.**
 - **Feedback.**

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Skills and competencies
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EXERCISE 6



OBJECTIVE

Students identify situations of discrimination and the consequences it has on people's lives and on the spaces in which they live together.

TIME REQUIRED

45 -50 minutes each activity.

Let's talk about Discrimination: causes, effects and manifestations

Introduction

It is an activity that uses audiovisual resources to raise awareness about non-discrimination and the importance of cultural diversity and how it enriches the environment and groups of people.

Materials required

- Sheets of paper.
- markers.
- Cards with definitions of the concept of discrimination.
- Audiovisual equipment.
- Video "Purl".

→ **To download.** Annex 3.4. Definition cards.

Vídeo: <https://www.youtube.com/watch?v=B6uulHpFkuo>

Intention of the activity

One of the changes in the labour market is the trend of remote work and with this many companies are looking for human talent beyond the territory where they are located. As a result, it is much more common to hire people who are geographically dispersed. Also, large companies have their headquarters in different countries around the world, so their operations are not centralised.

This requires individuals to manage their ability to work in culturally diverse contexts. This involves managing intercultural competences associated with the recognition of the importance of cultural diversity.

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EXERCISE 6

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Let's talk about Discrimination: causes, effects and manifestations

- Start the activity by asking your students to sit in a semicircle.
- Write the word DISCRIMINATION on the board.
- Brainstorm with your students based on the question: What does the word discrimination mean to you?
- Copy key words that your students mention on the board where you have written the word DISCRIMINATION.
- After that you are going to read them the following meanings making a connection with the words they have expressed on the topic..

"the unfair or prejudicial treatment of different categories of people, especially on grounds of race, age, sex or disability". (Cambridge Dictionary)

Discrimination is the act of making unjustified distinctions between persons on the basis of the groups, classes or other categories to which they belong or are perceived to belong.

People can be discriminated against on the basis of race, gender, age, religion, disability or sexual orientation, as well as other categories. Discrimination occurs especially when individuals or groups are treated unfairly in a worse way than others, on the basis of their actual or perceived membership of particular groups or social categories. It involves restricting members of one group from opportunities or privileges that are available to members of another group (Wikipedia).

- Divide the group into subgroups (the number will depend on the number of students you have in the classroom). Ask each subgroup to develop a poster that talks about everything they know about discrimination, students can point out examples of discrimination (they can be episodes from their everyday life that they have witnessed or been victims of, but also generic examples such as sexist advertisements, etc.). Tell students that if possible they should highlight the causes and consequences of the episodes they have identified and put on the poster.
- Allow 10 minutes for them to complete the poster.
- Ask the group to form a semicircle again and project the following short video: <https://www.youtube.com/watch?v=B6uuIH-pFkuo>

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EXERCISE 6

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Let's talk about Discrimination: causes, effects and manifestations

→ At the end of the video ask the subgroups to share what they have worked on in subgroups and lead a plenary session using what the students have discussed plus the content of the video. Use the following questions as support:

- From the comments made by your colleagues and what happened in the video, which of the situations impressed you the most and why?
- What situations of discrimination have you seen or experienced in your environment (school, family, friends)?
- What do you think are the possible causes of discriminatory situations?
- What do you think happens to people who are victims of discrimination?
- What are the consequences for the wider environment?
- How can we contribute to counteract situations of discrimination?

▶ Module 3

Skills and competencies
for future employmentAUTONOMOUS
WORK SHEET

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You are what you like

- The student is asked to review the document produced by the Adecco Foundation called “You are what you like”. This document classifies skills and competences based on hobbies or interests. The aim is that, based on the selection of hobbies, students can identify their competences and skills and contrast them with professional areas.

This activity complements very well with the last exercise of module 2 so that it can be used to connect the identification of what they are passionate about with the skills and competences (aptitudes).

- You can download the worksheet with the details of the autonomous work exercise for this session by clicking **Annex 3.5**.



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path

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Technology, digitalisation and the environment. Other professional training opportunities.

Introduction

As a product of the 4.0 revolution and the requirements arising from Covid19, technological and digital development are advancing by leaps and bounds, permeating the various spheres of human interaction and generating new ways of managing the world of work.

We are facing important changes at the economic, social and cultural level that have to do with:

1. Digital transition.
2. Green Transition.

And that they are posing new forms that must be adopted and understood in order to be connected to the major changes in society. In the

face of these changes, the demand for professionals in STEM careers is increasing, which poses the great challenge of equalising the participation of women in these professional fields so that the inequalities that persist in the world of work do not increase.

In this way, in this module we will address the issue of gender oriented to sensitise students on the recognition of the importance of flexibility and creativity to respond to major changes, as well as the importance of recognising the social and cultural barriers that limit the participation of women in professional careers that will be, in the almost immediate future, the most demanded by the labour market.

Conceptual background for the facilitator



Video tutorial



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►► We are facing an economic, social and cultural transition that is green and digital.

As we have mentioned throughout the contents of this methodological manual, today's children will be incorporated into the labour market in jobs that do not yet exist and that are driven by the accelerated processes of digitalisation and technological progress inherent to this fourth industrial revolution.

Therefore, as stated by the World Economic Forum (WEF, 2022) "When we talk about electric vehicles, that is digital, when we talk about energy transition, we are in digital, when we talk about moving to a sustainable economy, all of this is driven by digitalisation."

1. Digital transition.

Currently, 42% of Europeans lack basic digital skills. By 2030, the target is for at least 80% of all adults to have basic digital skills. There should also be 20 million Information and Communication Technology (ICT) specialists employed, with a higher percentage of women in different positions³.

WHAT IS IT?

We are currently at the beginning of a Fourth Industrial Revolution, also known as Industry 4.0, which is essentially characterised by accelerated technological and digital development.

The digital transition is a fundamental part of this fourth industrial revolution, defined as the application of digital capabilities (understood as those that are electronic, scientific, data-driven, instrumented, calculated and automated) to processes developed in the various areas of society, to products and assets to improve efficiency, quality and speed in the management/administration of things and above

all in the opening of new market opportunities and revenue generation.

Therefore, the digital transition is the integration of digital technology in many of the areas that comprise the administration and management of a company, organisation and people's daily lives, changing the way processes operate. This implies a cultural change, which poses the challenge of integrating new trends in the development of many of the activities of daily life through the use of digital devices. These devices are updated and outdated at an ever-increasing speed.

3. Euronews 19-5-2021. La Unión Europea aspira a una digitalización completa para 2030. En: <https://es.euronews.com/next/2021/05/19/la-union-europea-aspira-a-una-digitalizacion-completa-para-2030>

4. What is digital transformation? At: <https://www.powerdata.es/transformacion-digital>

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Key technologies that are enabling the development of the digital transition: Cloud computing, information technology, mobile platforms allow direct access to different applications, machine learning and artificial intelligence technologies and the internet of things.

Given the necessity, importance and prevalence of the digital transition in most areas of human development, the European Commission has taken a number of measures to meet the commitments to “leave no one behind” in the SDG framework, to ensure that nations keep pace with the demands of this 4.0 revolution and that citizens have the necessary skills and competences to cope with the changes arising from technological progress.

Therefore, educating for the future implies knowing and exercising the digital competences required by the current context. In this case, we will briefly summarise the framework of digital competences developed by the European Commission and which are essential to address in any career guidance process.

DIGITAL SKILLS

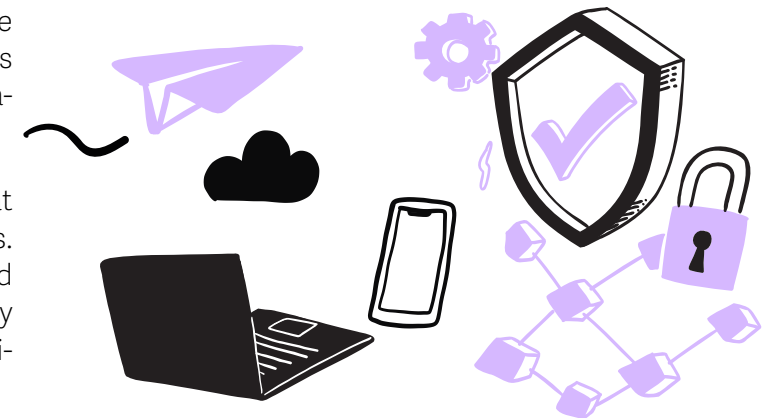
“Digital competence involves the safe, critical and responsible use of and interaction with digital technologies for learning, at work and for participation in society. It includes information and data searching and management, communication and collaboration, digital content creation (including programming), security (including digital well-being and cybersecurity-related skills) and problem solving.” (Council Recommendation on key competences for lifelong learning, 22 May 2018, ST 9009 2018 INIT).

According to the European Commission in the “Digicom” Framework, digital competences are part of the other groups of key competences for development, which are organised in 5 strategic areas detailed in the following table.

The first three areas refer to competences that can be perceived in specific activities and uses. On the other hand, areas 4 and 5 (Security and Problem solving) are transversal as they apply to any type of activity carried out through digital media.

Elements of problem solving, in particular, are present in all competences, but a specific area was defined to highlight the importance of this aspect for the appropriation of technology and digital practices.

Digital competence is part of the Framework of Key Competences for Lifelong Learning and is interrelated with other competences. In other words, it feeds on others and exchanges its applicability with others, as in the case of green competences, which we will see below.



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Areas	Competences
1. Search and management of information and data	<p>Navigate, search and filter digital data and content.</p> <ul style="list-style-type: none"> It means that the person can “Articulate information needs, search for data, information and content in digital environments, to access and navigate between them. Create and update personal search strategies”. <p>Evaluating data, information and digital content.</p> <ul style="list-style-type: none"> The person has the skills and knowledge to “analyse, compare and critically evaluate the reliability and trustworthiness of data resources, information and digital content. Analyse, interpret and critically evaluate data, information and digital content. personal research”. <p>Managing data, information and digital content.</p> <ul style="list-style-type: none"> This involves “organising, storing and retrieving data, information and content in digital environments. Organising and processing them in structured environments”.
2. Communication and collaboration	<p>Interacting through digital technologies.</p> <ul style="list-style-type: none"> It means knowing how to interact in different types of digital technologies. As well as the correct selection of appropriate digital media for a given context. <p>Sharing through digital technologies.</p> <ul style="list-style-type: none"> Refers to the ability to share data, information and digital content with others through appropriate technologies. Act as an intermediary, be aware of referral and attribution practices. <p>Citizen participation through digital technologies.</p> <ul style="list-style-type: none"> Participate in society through the use of public and private digital services. Seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies. <p>Collaboration through digital technologies.</p> <ul style="list-style-type: none"> Use of digital tools and technologies in collaborative processes and for the construction and co-creation of data, resources and knowledge. <p>Network behaviour.</p> <ul style="list-style-type: none"> Be aware of the rules of behaviour and know-how in the use of technologies and interaction in digital environments. Tailor communication strategies to a specific audience, taking into account cultural and generational diversity in digital environments. <p>Digital identity management</p> <ul style="list-style-type: none"> Create and manage one or more digital identities in order to protect one’s reputation, to process the data one produces through various tools, digital environments and services.

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Areas	Competences
3. Digital content creation	<p>Content development.</p> <ul style="list-style-type: none"> • Create and edit digital content in different formats, express oneself through digital media. <p>Integration and reworking of digital content.</p> <ul style="list-style-type: none"> • This competence involves knowing: • Modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content. <p>Copyright (COPYRIGHT) and intellectual property licences.</p> <ul style="list-style-type: none"> • To understand how to request data, information and digital content with copyright and intellectual property licences. • Ethical use of data and information. <p>Programming.</p> <ul style="list-style-type: none"> • Knowledge and resources to develop sequences of instructions applicable to computer systems to solve a given problem or perform a given task.
4. Security	<p>Device protection.</p> <ul style="list-style-type: none"> • Protect digital devices and content, and understand the risks and threats in digital environments. • Be aware of security measures and take into account reliability and privacy. <p>Personal data protection and privacy.</p> <ul style="list-style-type: none"> • Protecting personal data and privacy in digital environments. • Understand how to use and share personally identifiable information, being able to protect oneself and others from harm. • Understand that digital services use a “privacy policy” to inform about the use of personal data.. <p>Protection of health and well-being.</p> <ul style="list-style-type: none"> • These are the skills to avoid risks to both physical and mental health in the use of digital technologies. • It includes the ability and determination to protect oneself and others from the risks of digital environments such as sexual harassment, or cyber-bullying. <p>Environmental protection.</p> <ul style="list-style-type: none"> • Gain awareness of the impact of digital technologies and their use. <p>Technical troubleshooting.</p> <ul style="list-style-type: none"> • Identification of technical problems in the use of digital devices and environments, and resolution of these (from the most basic to the most complex).

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Areas	Competences
5. Troubleshooting	<p>Identification of needs and technological responses.</p> <ul style="list-style-type: none"> Assessing needs and identifying, evaluating, selecting and using the most appropriate digital tools and possible technological responses to resolve incidents. Adjusting and customising digital environments to personal needs such as accessibility. <p>Creative use of digital technology.</p> <ul style="list-style-type: none"> Know how to use digital tools and technologies to create innovative content, processes and products. Individual and collective participation in cognitive processes to understand and solve conceptual problems and confusing situations in digital environments. <p>Identifying digital skills gaps.</p> <ul style="list-style-type: none"> Be able to identify where I need to improve or update my own digital skills. Be able to help others in the development of their digital skills. Seek opportunities for self-learning and keep up to date with the evolving digital world.

Source: Own elaboration. “DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and competences.” European Commission Joint Research Centre, European Union, 2022.

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2. Green transition.

WHAT IS IT?

Also known as the path to sustainability, it has led to the emergence of green jobs, which arise from the need to respond to the multiple challenges facing humanity in order to resolve the damage to the environment due to practices that threaten sustainability such as: climate change, environmental deterioration, economic development or social inclusion, social and economic reconstruction in the post-COVID 19 scenario.

According to data from the Organisation for Economic Co-operation and Development (OECD), it is estimated that a significant part of the post-pandemic economic recovery in 2019 will be linked to the green transition. The International Labour Organisation (ILO) and the European Commission estimate that this could represent up to 60 million new jobs by 2050 globally⁵.

In the context of current environmental conditions and their connection to development. The transition towards more sustainable production and economic systems has become a political priority at the global level, which is more firmly contemplated in the framework of the Sustainable Development Goals of the 2030 Agenda and in the European framework with the Green Pact. This has undoubtedly encouraged and boosted this transition.

Hence, the meaning of green transition or green jobs is considered to be multi-sectoral, as it goes beyond environmental issues as it is part of a development model that is green and sustainable. In this way, it requires not only professionals in the scientific and technological area, but also experts in areas such as communication and social sciences and lawyers (creation of laws and regulations that support the transition).

The green transition therefore requires that professionals adopt the necessary competences to make the transition effective. These are skills that are technical (knowledge of a specific professional branch).



5. Source: The business response to the challenge of employment transformation. At: <https://www.corresponsables.com/actualidad/foretica-profundiza-futuro-trabajo-empleo-verde-transicion-justa>

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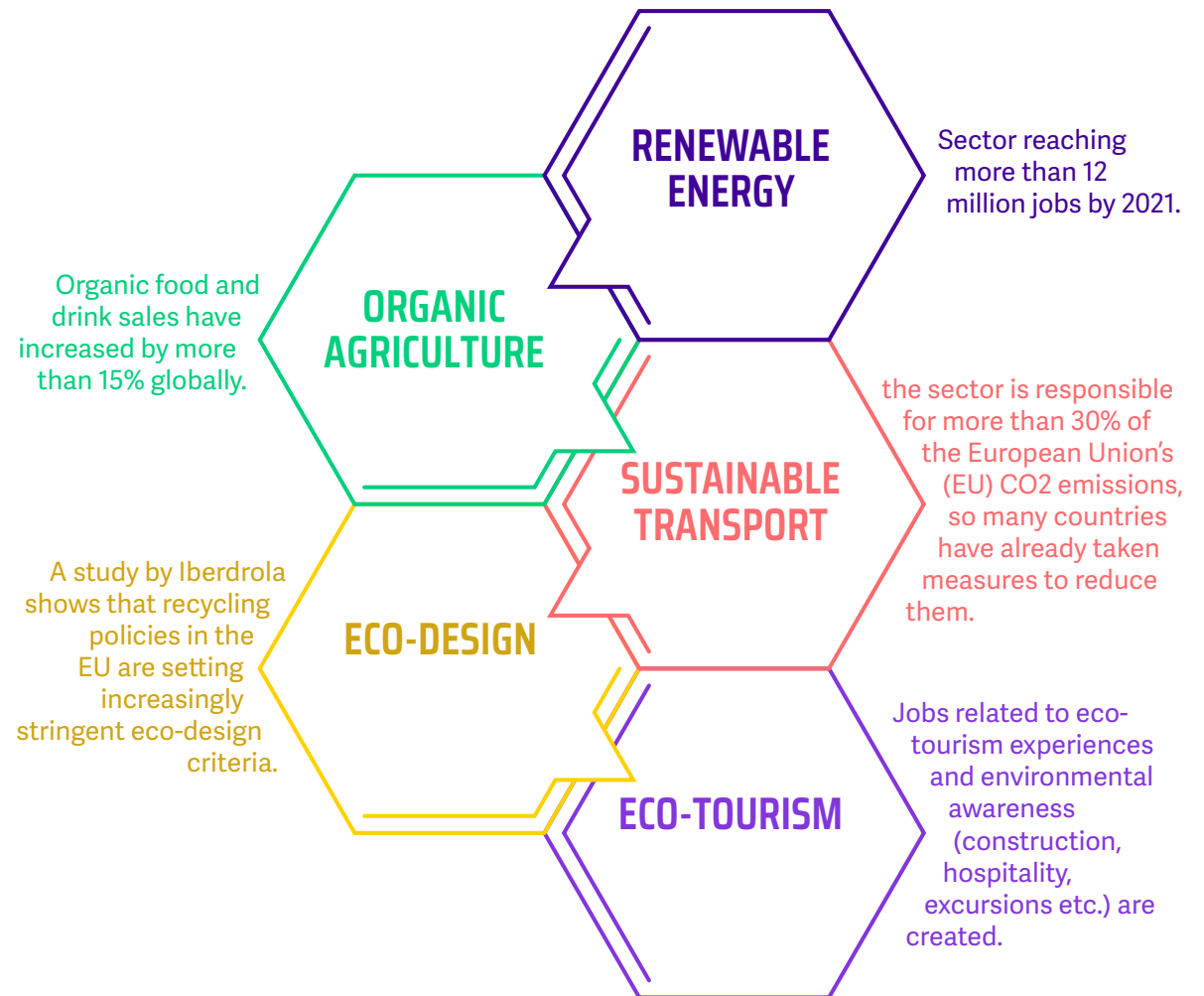
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Here are some examples of the areas and professional profiles that are making their way in this process of green transition:

Professional profiles:

Sustainability Manager
Wind turbine technician
Solar consultant
Ecologist
Environmental health technician
Renewable energy project technicians
Electrical network specialists in wind farms
Photovoltaic system specialists
Design engineers
Energy supply contract experts.
Green hydrogen project developer
Smart grid design developer
Storage technology integration specialist
Building information modelling managers
Specialists in deep renovation of buildings
Energy auditors and managers.



Source: Own elaboration content taken from: GreenComp: The European sustainability competence framework, 2021.

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GREEN COMPETENCES

Taking into account the Greencomp model, within the framework of vocational guidance processes, the most sought-after skills that will be key to entry into the labour market and to making the green transition a reality.

The four areas of competences presented here, as well as the other classifications of competences mentioned in this methodological handbook, are closely interrelated and should be treated as parts of a whole.

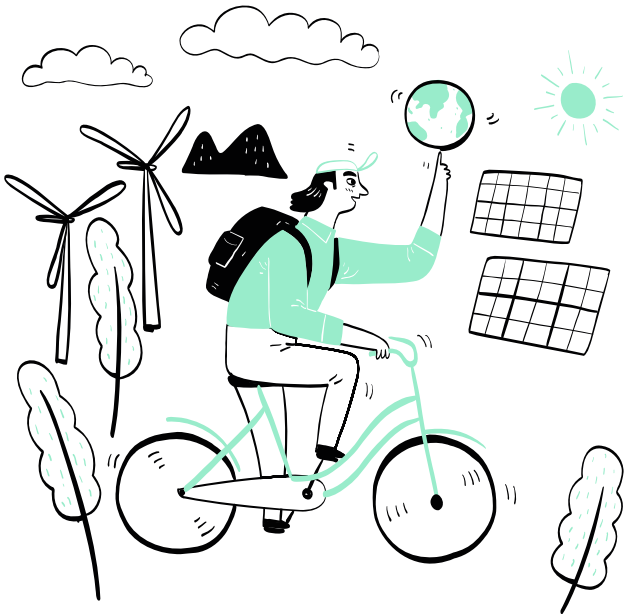
These are detailed below:

Areas	Competences	Descriptors
1. Embedding sustainability values	1.1. Sustainability assessment	<ul style="list-style-type: none"> Reflect on personal values; identify and explain how values vary between individuals and over time, while critically assessing how they align with sustainability values.
	1.2. Supporting equity	<ul style="list-style-type: none"> Support equity and justice for current and future generations and learn from previous generations for sustainability..
	1.3. Promotion of nature	<ul style="list-style-type: none"> Recognise that humans are part of nature; and respect the needs and rights of other species and nature itself to restore and regenerate healthy and resilient ecosystemsy.
2. Embracing complexity in sustainability	2.1. Systems thinking	<ul style="list-style-type: none"> Approach a sustainability problem from all angles; consider time, space and context to understand how elements within and between systems interact.
	2.2. Critical thinking	<ul style="list-style-type: none"> To evaluate information and arguments, identify assumptions, challenge the status quo and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3. Framing the problem	<ul style="list-style-type: none"> Formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify appropriate approaches to anticipate and prevent problems, and to mitigate and adapt to existing problems.

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Areas	Competences	Descriptors
3. Visualising sustainable futures	3.1 Futures literacy	<ul style="list-style-type: none">Visualise alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	<ul style="list-style-type: none">Manage transitions and challenges in complex sustainability situations and make future-related decisions in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	<ul style="list-style-type: none">Adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	4.1. Political agency	<ul style="list-style-type: none">To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2. Collective action	<ul style="list-style-type: none">Acting for change in partnership with others.
	4.3. Individual initiative	<ul style="list-style-type: none">Identify one's own potential for sustainability and actively contribute to improving prospects for the community and the planet..

Source: Own elaboration. GreenComp: The European sustainability competence framework, 2021.

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3. Gender gaps in the choice of professional project.

Core concepts:

Gender is a category of analysis that arises to understand how the attributes, roles and mandates delegated to women and men are an inherited social-cultural construction and not a natural or biological attribution. Hence, the differentiation between sex and gender is derived.

Therefore, the term “sex” refers to all those biochemical, reproductive function and anatom-

ical characteristics that define a man and a woman. Gender, according to the WHO, refers to all those socially constructed roles, behaviours, activities and attributes that a given culture considers appropriate to define what men (masculine) and women (feminine) are like.

As gender is a social learning process based on culture, the characteristics, roles and attributes

assigned to men and women are not given by nature, i.e. the definition of being a man and a woman is not a condition given by the biological aspects that regulate the natural, but varies according to the cultural norms of each particular society. Since gender is socially and culturally constructed, its expressions change over time and from culture to culture.

▶▶ SEX

According to the RAE: it is the “organic, masculine or feminine condition of animals and plants”. In other words, it refers to the biological differences between males and females.

Example: Male: XY chromosomes.
Female: XX chromosomes

▶▶ GENDER

It is a society's cultural construction of biological differences.

It is the belief that women and men possess “naturally or biologically” distinct qualities.

Their learning takes root through the processes of socialisation and learning by modelling or imitation.

As it is attributed by culture, notions of gender change over time and from the historical processes that take place in each society.

Example: Male: Productive role (paid work).
Female: Reproductive role (raising and caring for the household).

Source: Own elaboration.

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Gender roles:

Gender-based roles define how society establishes or expects men and women's behaviour and actions and how they interact with each other and the environment around them.

Roles are assigned by culture and represent the place that each sex must fulfil in the development of society. They therefore establish the fundamental work and *raison d'être* of men and women (in a differentiated way), as well as the norms that regulate **how we should be** and **what we can do**.

Gender Stereotypes:

Alongside roles are gender stereotypes, which correspond to all those preconceived ideas and highly accepted criteria that manifest themselves in the form of prejudices.

Stereotypes are widely held and widely attributed beliefs. In the case of gender, they refer to all the beliefs held in the collective imagination of a society about the acceptable qualities that men and women should have. Therefore, stereotypes are responsible for classifying psychological and physical attributes for men and women.

Gender roles and stereotypes are incorporated, just as we incorporate all the knowledge that is acquired in the various stages of life, from programming processes and become part of the cognitive structures that store our knowledge.

As a result, roles and stereotypes are often naturalised or normalised, so that the experience of their expressions and implications are not questioned or identified as a factor that generates inequality and injustice.

Inequality is born of differences:

The social construction of gender as an expression of a culture that is patriarchal permeates all aspects of social life and human relations, establishing social norms that put women at a disadvantage compared to men.

From this condition derive what are called gender inequalities and power relations. Gender inequality is defined as a social, legal and cultural phenomenon in which there is discrimination between people on the basis of their gender.

Inequalities determine differentiated access to resources, participation, opportunities and freedom, establishing power relations of those who have been granted greater access to resources and opportunities. In the case of gender relations, this power has been given in a naturalised way to "men" on the basis of the roles they are culturally obliged to fulfil in society.

Gender inequalities are expressed both in the field of education and health, in the economy, in relation to work or in the way women and men are viewed in the media, in relation to the reconciliation of work and family life, in the legal system and also in politics. One of the most extreme expressions of inequality is gender-based violence (Irene López, p. 21).

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Gender inequalities, differential socialisation and their relationship with the choice of professional project:

Understanding the relationship between career choices, vocational guidance work and gender requires reference to the phenomenon of the sexual division of labour which has its origins in the unequal socialisation of women and men in the allocation of roles. Roles and stereotypes clearly determine the mission and function of women and men in the construction of society.

And to understand even more deeply why women and men choose different careers, we must understand that the mandates and roles assigned by gender are instilled in our cognitive and emotional structure and thus shape our perception of the world, establish values, tastes and interests, operating at the subconscious level. This is because the information we have received and stored about what is expected for women and men is processed into behaviours throughout life. Choice is part of these socially expected behaviours.

It is therefore no coincidence that, although we are aware of the meaning of the unequal alloca-

tion of gender roles and mandates, in practice we engage in contradictory behaviour or continue to reproduce these roles and mandates.

The field of vocational or professional choice is determined by biases related to the social construction of gender. It is not by chance that there is a labour market marked by feminised and masculinised professions. Thus, many of women's career and occupational choices are focused on the sphere of care. Studies such as nursing, early childhood education, teaching or care work such as caring for dependent persons are mainly carried out by women. Despite the advances and the incorporation of women into the labour market, vocational orientation is still linked to gender roles and expectations; so that women are not attracted to masculinised professions such as finance, transport, technology or engineering, among others (Bonet, 2003. Cited by: Soler, 2020 at: <https://www.mentey-ciencia.com/orientacion-vocacional-y-genero-un-origen-sociocultural/>).

A clear example of this:

During the research process carried out within the framework of the Wake Up Your Vocation

project, which gave life to this methodological manual, in the questions related to the influential factors in decision-making about what to study, when the gender variable is mentioned, most of the students stated that gender conditioning factors do not play an important role in decision-making about the choice of career path. However, when asked about their professional areas of interest, what is socially known as the determination of the "sexual division of labour" becomes evident. We quote verbatim from the findings:

The majority of students also do not see their gender as an influential factor in vocational decisions: the vast majority (77.63%) disagree or strongly disagree with the statement that their gender will influence their decision on what to study, as do parents' responses. This indicates that students do not see gender as an influencing factor on an individual level, but these responses are in direct opposition to the reality of the labour market. Certain fields and industries are overwhelmingly populated by one gender, indicating a social and cultural bias in career decision-making. Just to name a few examples, according to the OECD, although girls and boys perform similarly on the PISA

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science assessment at age 15, girls are less likely than boys to envision a career in science and engineering, even in countries where they outperform boys. In OECD and partner countries, females significantly outperform males in education, while males significantly outperform females in engineering, manufacturing and construction. While these male-dominated fields have high employment rates, they also have the largest gap between male and female employment rates, with men more likely to get a job⁶.

This bias is reflected in another question in the survey: while only 13.13% of female students agree or strongly agree that they will study something related to technology or the digital field, this percentage more than doubles to 34.25% among male students. It is clear that the social and cultural biases that make this field a male-dominated profession are also reflected in young people's vocational decision-making.

Deconstruct gender roles and stereotypes:

- It is a systematic and continuous task, not solved by the implementation of one activity.
- It must be a constant and transversal action throughout the students' educational process.
- It requires a thorough review of our values as teachers so that we do not reproduce traditional gender stereotypes and roles in our interaction with students.
- In vocational guidance processes, it is an indispensable action to guarantee students greater opportunities to respond to the demands of today's labour market.
- In the context of employability, addressing gender conditions is a fundamental aspect that allows for the generation of critical awareness that has a direct impact on living environments free of discrimination, sexism and violence.



ADDITIONAL RESOURCES FOR FURTHER STUDY

GreenComp The European Sustainability Competence Framework 

What will employment look like in the future? 

The Role of Women in Stem Careers. Forbes 2022. 

what will employment look like in 2030? 

The labour market of the future: a dystopia of 2 million unfilled jobs, young victims of robotisation and Minecraft gardeners. 

6. OECD (2017), "What are the gender differences and the labour market outcomes across the different fields of study?", Education Indicators in Focus, No. 55, OECD Publishing, Paris, <https://doi.org/10.1787/7913d157-en>

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TECHNICAL SPECIFICATIONS



OBJECTIVE

Identify how gender stereotypes and roles play a role in career choices and the impact of this reality on future employment.

COMPETENCES

- ✓ Adaptability/flexibility.
- ✓ Creativity.
- ✓ Resilience.

TIME REQUIRED

45 -50 minutes each activity

GROUP ACTIVITIES

We always establish a suggested order of execution of the activities. But you can adapt it according to the needs of your group of students, their characteristics and their previous knowledge of the contents.

- **Exhibition activity:** 1 Participatory presentation (Green and Digital Transition).
2 Participatory Presentation (Gender and Career Choice Determinants).
- **Activity to analyse and discuss:** "We are protagonists". | "Human silhouettes".
"Professions are for people".

TEACHING MATERIALS

All teaching materials can be adapted to the resources, number of students and characteristics of the groups.

Notes before starting each activity:

- * Prior to the start of the session, organise the classroom in a semi-circle, circle, or other form that allows for direct interaction between the students and you as facilitators.
- * Facilitating the activities with a cheerful and enthusiastic attitude fosters a positive energy in the group of students.
- * Remember to establish the conditions so that the space where the activities will take place symbolically becomes a safe and pleasant area for the group of students.
- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the time for each of the activities so that you can review and adjust if required.

Ideas for closing activities:

- * These are questions that help you to close the day and the activity carried out with the group.
- * The day is closed by thanking the group of students for their contributions to the activity.
- * As a way of group reflection and evaluation of the work carried out, the students are asked the following questions:
How did you feel about today's activity?
In a word, what is the learning you took away from today?
What is the importance of the rules of coexistence in the group? How can these rules help me in my future work?

AUTONOMOUS WORK *"A cartel under investigation"*

- Give students the autonomous work sheets (in printed or online format, depending on your preference).
- It provides the indications that students must follow for the development of this extracurricular activity, taking as a reference the explicit contents in the attached sheet.
- In a group, take up the work done individually before starting the next activity in this module.

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SPECIFICATIONS

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How to implement
STEP BY STEP

1

**Expository
activity**

Through the attached presentation and following the participatory activities, the central themes of the Module are addressed.

2

**We are
Protagonists**

Group activity to analyse the changes that will occur in the forms of work as a result of the transitions.

3

**Human
Silhouettes**

Group exercise to analyse gender roles and stereotypes. This is an introductory activity to address gender gaps in career choice.

4

**Expository
activity 2**

Through the attached presentation and following the participatory activities, issues related to gender inequality are addressed.

5

**Professions
are for people**

Exercise to raise awareness of gender conditioning factors in the selection of professions or trades.



This is a suggestion that dictates an order in the execution of the activities to address the core concepts of Module 4 in a practical way.

The activities are arranged in a staggered order, as recommended.

However, you are free to organise and select the activities that best suit the characteristics of your group of learners.

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EXERCISE 1



OBJECTIVE

To inform students about the digital and green transition processes and their implications for the generation of emerging jobs.

TIME REQUIRED

45 -50 minutes each activity.

Introduction

This is a short activity involving the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, two interrelated themes will be addressed:

→ Digital and green transition: emerging jobs.

Materials required

- Audiovisual projection devices.
- Presentation.

→ **To download:** Annex 4.1. Presentation activity: ppt presentation.



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EXERCISE 1

Expository
activity

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- Welcome the group and briefly explain the activities to be carried out in this session.
- We will begin the tour with an activity that will allow the group to get to know the thematic context that we will develop in this module.
- It is necessary that you prepare the audiovisual equipment to project the attached presentation beforehand.
- Open the presentation material for this module 4.
- We will begin by inviting the students to identify the professions or trades that can be found in the attached presentation. This will allow us to introduce the idea of "transition" or change in order to proceed to explain how we are currently facing the digital and green transition.
- In the presentation you will find the key concepts and trigger questions that will help you to motivate the active participation of the students. Most importantly, you can create a participatory atmosphere by inviting students to answer the brainstorming questions during the presentation of the conceptual content.
- Throughout the presentation, reflect with the students on the following questions:
 - **What do you think is the message of the following sentence: "Today we are educating our young people for jobs that do not yet exist and to solve problems that we are not yet aware of". Hans van der Loo, 2016.**
 - **Did you know that we are going through a fourth industrial revolution? What changes do you think it brings?**
 - **In a word: what do you think digital transition and green transition mean?**
 - **What examples can we identify of this digital transition?**
 - **What do you think the jobs of tomorrow will be like, what will characterise them?**
- Connect the concepts provided in the presentation (Technology - digitalisation and the environment - other vocational training opportunities.) with the ideas expressed by the students in relation to the questions above.
- Dynamise an exchange of the most important concepts and ideas of the topics related to this module with the students in order to understand the importance of learning about new ways of working, emerging jobs and green and digital skills for inclusion in today's labour market.
- Conclude the activity by asking students if they have any questions or comments on the concepts covered.

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EXERCISE 2



OBJECTIVE

Que los estudiantes identifiquen las características principales que están adquiriendo los empleos emergentes producto de la transición digital y la transición verde.

TIME REQUIRED

45 -50 minutes each activity.

We are protagonists

Introduction

An activity that invokes the development of creativity and imagination to identify, from the knowledge that each student has, events, characteristics and requirements that jobs will have in the future.

It provides an insight into the competencies that will be required in jobs in the short term.

This activity is an adaptation of the original developed by: "Diputación de Barcelona. 2020. Guía 5 Reiniciemos".

Materials required

- Cardboards.
- Marker pens
- Coloured pencils.

Intention of the activity

From the impulse to creativity, the aim of this activity is for students to be able to think and devise what the jobs of the future will be like and to identify all the skills and competences they need to get into these jobs.

Identify all the characteristics that the fourth industrial revolution is imposing on the labour market and how this influences the development of the professional project.

Linking the demand for STEAM professional areas, resulting from the changes generated by technological development.

Finally, to counteract the linking of the future with negative notions about entering the labour market.

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EXERCISE 2

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We are protagonists

- Organise teams of five students and give all the following instructions. As a suggestion, we recommend that you randomise the groups so that they are made up of students who do not usually get together for team activities or work.
- Tell your students that:

Imagine you can access a time machine that will take you to the world of the future. It could be 10 years or 15 years from now. Each group should think of and make a model (drawing, infographic) detailing the ideal job of tomorrow. To do this, ask each team to develop and describe in detail the characteristics that the job of the future should have (what activities it carries out, with what technology, describe the purpose of that job or work, what type of workers and professional areas it needs).
- Instruct them that they have only 20-25 minutes to complete this task.
- Then tell the groups to think about the qualities and competencies needed to get the job of tomorrow that they have designed. The qualities and competencies should be written down from the model of the job of the future they have drawn.
- Each team should share with the rest of the group the jobs of the future they have designed and why they have chosen them. This is a very important moment and it is worth taking the time to admire the work of the teams.
- Use the following questions:
 - **What is the job of the future called?**
 - **What are the salient characteristics and competences and why?**
 - **What other elements are represented and why?**
 - **What do you think your future career will be like?**
- To end the round of presentations, reflect with the students, connecting with the conceptual elements present in the expository activity of this module, on the dynamics of constant change that jobs and trades have faced throughout history and how new forms of work emerge from the transitions and with it the importance of being updated on the job opportunities that open up.
- Invite your group of students to take a fun photo with all the models they have made. This photo will serve as a reminder of the future work they have designed and the skills and abilities they wanted to highlight.

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EXERCISE 3



OBJECTIVE

Analyse gender roles and stereotypes (how we construct ourselves as men and women) and how this interferes with career choices and inequalities between men and women in accessing the labour market.

TIME REQUIRED

45 -50 minutes each activity.


Human Silhouettes

Introduction

It is an introductory group reflection dynamic, which aims to address the concept of gender so that students can identify all those beliefs, concepts, attitudes and characteristics attributed to men and women that generate inequalities.

It is important to emphasise that the group of students should highlight during the activity all the external dialogues (family, media, networks, advertisements) that they have heard/seen in relation to the meaning of being men and women.

Materials required

- Sheets of paper.
- Markers.
- Printed silhouettes for each team.
- **To download:** [Annex 4.2. Human silhouette models.](#) 

Intention of the activity

La incorporación desigual al mercado laboral también se debe a las condiciones desiguales de género que atraviesan toda la dinámica organización social, política y económica en donde se establecen todas las relaciones humanas con el entorno.

De esta manera, no es casualidad que hasta en la actualidad, las carreras profesionales asociadas al cuidado y la educación están lideradas por mujeres. Y aquellas relacionadas con la producción dentro del mercado (donde se incluye en desarrollo tecnológico) están lideradas por hombres.

Es por ello, que, en el ámbito de la educación formal y no formal, y en el caso de los procesos de orientación profesional, abordar los estereotipos y roles de género presentes en la elección de la carrera profesional, es fundamental para cerrar las brechas de género en el ámbito laboral.

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EXERCISE 3

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Human
Silhouettes

- Divide the group into two subgroups, one of men and one of women.
- Give each group a sheet of paper with a silhouette. The men's subgroup gets the silhouette of a woman. And for the women, the silhouette of a man.
- Ask the subgroups to write around their silhouette their ideas, opinions and thoughts about:
 - How have we been told that men and women should be? What characteristics and forms of behaviour relate to masculine and feminine? What activities do men do at home and outside the home? What activities do women do at home and outside the home? Have we ever been told that certain actions, behaviours, ways of thinking, activities are not for women or men? Give examples from your experience?
- Allow 5 minutes for students to discuss the questions and present their ideas on the silhouettes. After the time has elapsed, ask the subgroups to sit in a semicircle and discuss their work.
- End the activity with a reflection using the gender biases identified by the students in the silhouettes corresponding to the career choices of men and women. You can stimulate the discussion using the suggested questions:
 - **What do you think is the relationship between "how we were taught to be men and women" and career choice?**
 - **Why do you think there is a higher percentage of women professionals in careers related to the humanities, social and legal sciences or education? And why is it that the highest percentage of students in STEAM careers are men, and what inequalities do you think this situation generates?**
- To provide feedback to learners you can draw on the conceptual content we have provided in the section "**Conceptual context for the facilitator**".

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EXERCISE 4



OBJECTIVE

That students recognise how gender conditioning factors intervene in the choice of career and in the development of the professional project and its link with the existing gaps between men and women in access to the labour market.

TIME REQUIRED

45 -50 minutes each activity.


Expository activity

Introduction

This is a short activity involving the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, two interrelated themes will be addressed:

- The social construction of gender and its inequalities.
- Gender determinants in career choice.

Materials required

- Audiovisual projection devices.
- Presentation.
- **To download:** Annex 4.3. Presentation N° 2 (ppt M4). 

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EXERCISE 4

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Expository
activity

- Welcome the group and briefly explain the activities to be carried out in this session.
- We will start the tour with an activity that will allow the group to get to know the thematic context that we will develop in the module.
- It is necessary that you prepare the audiovisual equipment to project the attached presentation beforehand.
- Open the attached presentation material for this module.
- In the presentation you will find the key concepts and trigger questions that will help you to motivate the active participation of the students. The most important thing is that you can create an atmosphere of participation, trust and confidence. Invite students to answer the brainstorming questions during the presentation of the conceptual content.
- Throughout the presentation, reflect with the students on the following questions:
 - What does the word gender mean?
 - What gender roles and stereotypes do you know?
 - What does a power relationship mean to you?
 - Why do you think that physical differences between men and women generate inequalities and inequality?
 - And how does this relate to career choice?
- Connect the concepts provided in the presentation (**gender conditioning factors in career choice**) with the ideas expressed by the students in relation to the questions above.
- Dynamise an exchange of the most important concepts and ideas of the topics related to this module with the students so that they understand the importance of identifying the social mandates **attributed to gender that have established the sexual division of labour**, a situation that conditions people's choice of professional career and generates gaps in access to the labour market.
- **Use the elements presented by the students during the exercise "Human Silhouettes" in a way that allows to highlight gender stereotypes and prejudices.**
- Conclude the activity by asking students if they have any questions or comments on the concepts covered.

▶ **Module 4**Technology, digitalisation
and the environment**EXERCISE 5****OBJECTIVE**

Analyse gender roles and stereotypes and how this interferes with career choice.

TIME REQUIRED

45 -50 minutes each activity.




Professions are for people

Introduction

It is a dynamic of immediate reaction that seeks to situate the choice of a professional career. We will intentionally place socially “feminised” and “masculinised” careers.

This is in order to give students an x-ray of how we make decisions based on gender conditioning factors.

Materials required

- Posters with professions.
- Slate.
- Analysis cards: Myths about gender gaps and careers.
- **To download:** [Annex 4.4. Posters with “Feminised” professions.](#) 
- [Annex 4.5. Posters with “masculinised” professions.](#) 
- [Annex 4.6. Cards for analysis and reflection.](#) 

Intention of the activity

Unequal entry into the labour market is also due to the unequal gender conditions that permeate the entire dynamic social, political and economic organisation in which all human relations with the environment are established.

Thus, it is no coincidence that even today, professional careers associated with care and education are led by women. And those related to production in the market (including technological development) are led by men.

Therefore, in the field of formal and non-formal education, and in the case of career guidance processes, addressing gender stereotypes and roles in career choices is essential to close gender gaps in the labour market.

This is an activity that will allow us to learn in a practical way how gender conditions, even unconsciously, career and professional choices.

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EXERCISE 5

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Professions are for people

- First, we will ask our students to line up one behind the other with the board in front of them.
- Divide the board into two parts.
- Print out the cards with the attached professions and paste one career that is commonly considered to be a career for women and one that is commonly considered to be a career for men. Remember that you can incorporate other professions that you consider closer to the cultural context of your students.
- Once they are in line, tell them that they should spontaneously choose one of the occupations or professions that you will place on each side of the board (far left those that are masculinised and far right those that are feminised). In other words, they should choose the ones in which they think they could perform best.
- We have attached posters with socially feminised or masculinised professions or trades that you can adapt to the reality of the students.
- Count the number of men and women placed in each of the occupations or professions. We have attached posters with socially feminised or masculinised professions or trades for you in order to
- Repeat the exercise two or three times using different trades or professions depending on the time you have available.
- At the end, you will make an X-ray of the choices made by your students by counting the total number of women and men who have selected each of the careers and trades you have put on the board.
- Encourage reflection with the students by using the following questions as prompts:
 - What are the reasons for choosing one or the other profession?
 - What do you think prompted them to make the decision for each selected profession or trade?
- Reinforce the reflection moment by using cards with myths about the gender gap in career selection. Use these data to analyse how the social construction of gender has designated professions for women and others for men.
- To do this, read each of the cards and ask your students whether they think the information is TRUE OR FALSE. Then give them the correct answer with a brief explanation.

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WORK SHEET

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A cartel under investigation

- To develop this exercise, instruct your students to conduct a short research on gender conditions in career selection. In order to do so, they should consult various sources that will allow them to answer the question.

What is the importance of women's participation in STEAM careers?

The information you gather on the topic posed by the question should be developed into a poster, using digital resources and as much creativity as possible.

Finally, she invites students to watch the video 12 Women who transformed science.

- You can find the detailed worksheet with the autonomous work exercise for this session in Annex 4.7. 

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Professions, Degrees, and other training offers

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Creating my career
path

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Professions, Degrees, and other training offers

Introduction

The selection of a professional career is one of the major crossroads faced by students at the moment of completing their secondary studies. In most cases, this is due to a lack of knowledge of the academic and professional offer that exists and the educational modalities to which they can opt and the requirements they must fulfil for the admission processes.

Contrasting the dynamics and characteristics of the labour market with vocational interests

and values in career choice is a matter of urgency. It is essential for students to analyse their career choice on the basis of a profound exercise of self-knowledge, but also to identify the viability of their choice for inclusion in the labour market.

In this module we give you an overview of the pathways available in Spain so that you can adapt the contents and materials we offer to the real needs of your group of students.

Conceptual background for the facilitator



Video tutorial



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1. European context of transition from education to the labour market.

On other education-related issues, the transition from compulsory basic education to vocational training or the baccalaureate often followed by higher education can differ greatly between EU member states, sometimes even within a country where education is a regional competence. At least 43 different education systems can be found in the EU, which shows the variety of systems. In some cases, the different systems are hardly compatible, which can create problems when moving to another country or trying to study at a university abroad (European Commission 2018: 5).

For a long time, the baccalaureate was widely regarded as the best pathway, with vocational education being a second option for lower-achieving students. Today, however, most EU countries face skills mismatches and shortages of qualified young people through vocational education and training. Today, students going through the vocational training pathway benefit from better conditions and job prospects than in the past.

European campaigns, including the Alliance for Apprenticeships, promote VET (vocational education and training) as a first option before or after the baccalaureate.

In most European education systems, only primary and lower secondary education are compulsory, although in some countries it includes upper secondary education. When comparing the different systems in Europe, it can be seen that in most countries there is a choice of two tracks after secondary education to prepare for the transition to the labour market: post-secondary non-tertiary education or vocational education. Post-secondary and non-tertiary education that prepares students for labour market entry as well as tertiary education is by far the smallest of the three educational levels with 1.4 million students in the EU-27 in 2020 (Eurostat, September 2020).

To ensure some comparability, it may be useful to make use of the International Standard Classification of Education (ISCED), an instrument for compiling statistics on education at the international level, which covers two cross-classification variables: levels and fields of education. The most recent version distinguishes eight levels of education (ISCED 0-8).

School-to-work transition can be classified as ISCED 4 and is generally defined as post-secondary non-tertiary education that provides learning experiences that build on secondary education, preparing for entry into the labour market and for tertiary education (European Commission 2018: 9).



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2. European Qualifications Framework (EQF)⁷:

A European framework is necessary to help understand and value skills and qualifications. It is also important to support people to acquire and update their skills throughout their lives, “as they move from one level of education to another or from education to the world of work, and as they move within the same country or across borders” (European Qualifications Framework, 2018.p 5).

Qualifications express what people know, understand and are able to do. They can take different forms, such as a (university) degree or a (vocational skills) certificate.

The EQF defines a qualification as the formal outcome of an assessment and validation process that is obtained when a competent authority or body establishes that a person has achieved the learning outcomes of a given standard (European Qualifications Framework, 2018.p 7)..

What is the European Qualifications Framework?

The European Qualifications Framework (EQF) is a conversion and interpretation tool to facilitate the comparability of national qualifications, created by the EU.

It is an eight-level framework for all types of qualifications, based on learning outcomes, which serves as a conversion tool between different national qualifications frameworks. The framework helps to improve the transparency, comparability and transferability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

It covers all types and levels of qualifications and shows what people know, i.e. what they are able to put into practice.

It has a structure of ascending levels of competence (from 1 to 8) and, most importantly, it is closely linked to national qualifications frameworks. It provides a comprehensive mapping of all types and levels of qualifications in Europe.

These levels, together with the descriptors, function as a conversion table and allow for comparison of qualifications in different countries and institutions.

The EQF learning outcomes descriptors reflect two dimensions: levels and learning domains. The “levels” dimension reflects the way in which the complexity of learning outcomes increases along with qualification levels. The ‘learning domains’ dimension distinguishes between ‘knowledge’, ‘skills’ and ‘autonomy and responsibility’, allowing different types of qualifications to be classified at the same level (European Qualifications Framework, 2018.p 9).

7. Taken from: <https://europa.eu/europass/en/europass-tools/european-qualifications-framework>

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What are their levels?

Learning outcomes are defined in terms of:

Knowledge

In the EQF, knowledge is described as either theoretical or factual.

Capacities

Capacities are described as cognitive (use of logical, intuitive and creative thinking) and practical (manual dexterity and use of methods, materials, tools and instruments).

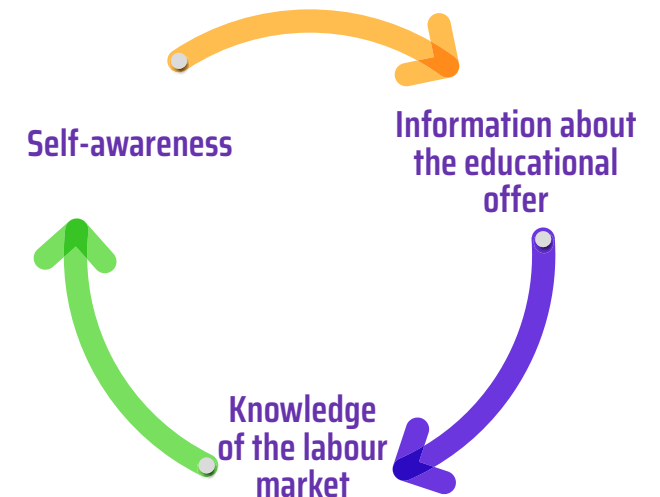
Responsibility and autonomy

It is the learner's ability to apply knowledge and skills autonomously and responsibly.

3. Minimum conditions for a conscientious choice.

Career choice is a crucial event in the development of individuals and in the process of students' transition into the world of work. It is a moment of choice that is not easy to manage for many, however, it has been shown that by using the tools offered for career guidance from an early age, it is difficult for a student to make a wrong career choice.

Career choice is therefore a dynamic exercise that takes into account three fundamental aspects that are closely related:



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Firstly, self-knowledge, which offers the possibility for students, based on the assessment of their tastes, interests, aptitudes and vocational values, to identify the professional areas in which they would really like to work and thus investigate the educational offer that exists in the environment in which they live and the possibilities they have to study the career that most satisfies them, either abroad or in another area of their place of residence, especially when the educational offer does not include the professional areas of interest.

A thorough knowledge of the implications and dynamics of the labour market is also a fundamental aspect of the decision-making process in relation to career choice, since the opportunities for future inclusion in the labour market are also crucial in this whole process. In other words, the choice of career starts from self-knowledge as a priority basis, but also from the contrast of my interests with the characteristics of the labour market demand; it is therefore a matter of bringing my tastes, aptitudes and vocational values closer to those training opportunities and professional development corresponding to the present day.

Therefore **what aspects should be considered in the task of career counselling?**

- Give real importance to developing **self-exploration activities** in a systematic way and from the beginning of the student's career in the classroom so that they progressively discover what they are really passionate about, those activities with which they lose track of time while they are doing them. This is not an easy quest; it is identified and built as the student moves through and evolves in the educational centre. It must therefore be a constant and recurrent exercise. Exercising self-knowledge means adding to the student's motivation and supports permanence and continuity in learning.
- To encourage students' skills and **interest in research** so that they can independently investigate the different educational offers (university degrees, vocational training degrees) that exist in their environment - country and internationally, the educational centres where they offer the courses they are interested in, and find out the admission requirements they need to meet in order to apply for admission. It is important to support them in this search for informa-

tion, but the most important thing is to give them the tools so that in the future they can do it on their own in all aspects of their personal, working and professional life.

- **Working on the permanence** of students in school is a key factor before entering the working or professional world, not only because the completion of basic studies is a prerequisite for vocational training or a university degree, but also because life-long learning is a competence that is in demand in today's labour market, i.e. professionals with the motivation and skills to learn to learn and to unlearn are sought after at a faster rate.
- **The choice of a professional career should not be a terrifying experience**, just as emphasis is placed on the importance of training the most in-demand transversal competences (green, digital, personal), the emotional skills are essential since they provide the tools for people, and in this case students, to "take charge" of their present and transform emotions such as fear, stress, into life and career plans that give them light on the path to take, and also prepare them to change course if the initial choice was not the right one, without shying away.

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Professions, Degrees,
and other training offers

► Module 1 ► Module 2 ► Module 3 ► Module 4 ► Module 5 ► Module 6

- **Career choices should not be determined by the time it takes to complete the curriculum or by the opinion of others.** The aim is to promote perseverance and perseverance in the learning process, so that the length of time it takes to complete the curriculum does not become the main variable when choosing a career. The interests and aptitudes should prevail, what they are really passionate about, even if it may be considered “difficult or very easy” according to other people’s criteria, even if the opinions of others regarding the choice are not motivating.

4. Matching training with the labour market:

The trend in a rapidly changing labour market is for students to prepare themselves for jobs that do not exist today. This means keeping in touch with technological and digital change and advancement and the new rules imposed on the organisation and management of work.

It is safe to say that many areas of vocational education and training will emerge both in vocational training courses and in university degrees, and that many recognised vocational areas will have adapted their content to the demands of today and the future.

We take up in the following table some examples of what we mentioned above, which mixes the professional areas we know adapted to a virtual and digitalised reality. So that we can imagine and dimension what the professions of the future could be like:

Possible new roles for the future workforce:

- **Telemedicine technician:** Telemedicine will be increasingly used in both developed and developing markets, for example, by adopting video links to help treat people in remote locations where there are no local medical staff.

A new class of IT technicians with some medical training will emerge to help design and implement appropriate solutions.
- **End-of-life planner:** a person who helps people to plan and manage their own death, combating the fact that medicine/technology will be able to keep most people technically alive virtually forever.
- **Business Climate Change Compliance Consultant:** Adapting to climate change may become the action most needed before it can be stopped. Therefore, there will be a massive growth in consultants who can advise businesses of all sizes on how best to do this.
- **Psycho-Customizer:** Future generations of mobile phones could offer a variety of

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applications to help manage stress levels and advise us on key decisions.

A new set of roles will emerge for those designing and programming in a variety of psychological support functions. Tomorrow's retail assistant could perform behavioural assessments to help personalise our devices to match our personality type.

- **Network manager:** As businesses become more global and increasingly leverage a variety of electronic networks, senior roles emerge to oversee the business, technical, legal and security implications of integration into an ever-expanding universe of networks.

Another version of the role would be to maximise the company's presence and use of key physical and social networks.

- **Robot counsellors:** as robots develop the ability to learn, they can acquire their own neuroses or pick up those of their owners/programmers.

A new role combining the skills of **robotics technician and psychotherapist** could emerge.

- **Alternative vehicle developers:** designers and builders of the next generations of transport vehicles using alternative materials and fuels.

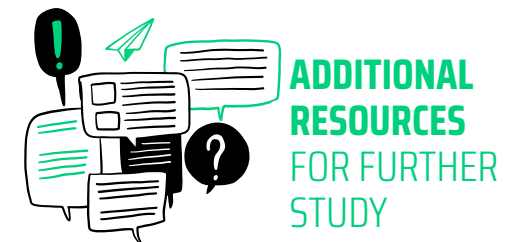
Could the dream of truly green transport and cars that travel underwater or fly become a reality in the next two decades?

- **Network' social worker:** social workers for those who are in some way traumatised, marginalised or excluded by social networks.

As part of the decision-making process that students go through when choosing their professional future, it is imminent that they have the possibility of knowing from experience the implications of studying one or another career, as well as the ones whose labour market is demanding the most.

They can also imagine their professional areas combined with the technological and digital development suited to the workforce of tomorrow. Providing information is essential to bring students closer to reality so that they can make informed and informed choices.

In the end, providing them with this information empowers them and gives them greater security and peace of mind to enjoy their teaching and learning process more freely.



**ADDITIONAL
RESOURCES
FOR FURTHER
STUDY**

**Cedefop European Database on
Apprenticeship Schemes** 

**Vocational education and training
Capacities for today and the future** 

▶ Module 5

Discovering my talents and motivations

TECHNICAL SPECIFICATIONS



OBJECTIVE

To provide students with information related to existing vocational training opportunities at European level.

COMPETENCES

- ✓ Perseverance.
- ✓ Critical thinking.
- ✓ Continuous learning.

TIME REQUIRED

45 -50 minutes each activity.

GROUP ACTIVITIES

We always establish a suggestion in the order of execution of the activities. But you can vary it according to the needs of your group of students, their characteristics and their previous knowledge of the contents.

- **Exhibition activity.**
- **Activity to analyse and discuss:** "Navigating in a sea of professions".

TEACHING MATERIALS

All teaching materials can be adapted to the resources, number of students and characteristics of the groups. Here is the link where you can download the materials for each of the activities.

Notes before starting each activity:

- * Prior to the start of the session, organise the classroom in a semi-circle, circle, or other form that allows for direct interaction between the students and you as facilitators.
- * Facilitating the activities with a cheerful and enthusiastic attitude fosters a positive energy in the group of students.
- * Remember to establish the conditions so that the space where the activities will take place symbolically becomes a safe and pleasant area for the group of students.
- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the time for each of the activities so that you can review and adjust if required.

Ideas for closing activities:

- * These are questions that help you to close the day and the activity carried out with the group.
- * The day is closed by thanking the group of students for their contributions to the activity.
- * As a way of group reflection and evaluation of the work carried out, the students are asked the following questions:
 - How did you feel about today's activity?
 - In a word, what is the learning you took away from today?
 - What is the importance of the rules of coexistence in the group? How can these rules help me in my future work?

AUTONOMOUS WORK "Interview with a professional"

- Give students the autonomous work sheets (in printed or online format, depending on your preference).
- It provides the indications that students must follow for the development of this extracurricular activity, taking as a reference the explicit contents in the attached sheet.
- In a group, take up the work done individually before starting the next activity in this module.

▶ Module 5

Discovering my talents
and motivationsTECHNICAL
SPECIFICATIONSHow to implement
STEP BY STEP

1

Expository activity

Through the attached presentation and following the participatory activities, the central themes of the Module are addressed.

2

**Navigating in a sea
of professions**

Individual review and research activity on the requirements for studying a career or accessing vocational training.



This is a suggestion that dictates an order in the execution of the activities. However, you are free to organise the order in which the activities are carried out according to the needs and characteristics of your group.

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Discovering my talents
and motivations

EXERCISE 1



OBJECTIVE

Students to recognise the educational and vocational training on offer, so that they can identify career options.

TIME REQUIRED

45 -50 minutes each activity.

Introduction

This is a short activity involving the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, it will address:

→ Vocational training opportunities and their forms of access.

Materials required

- Audiovisual projection devices.
- PPT presentation attached.
- **To download:** Annex 5.1. Presentation (ppt M5).



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Discovering my talents
and motivations

EXERCISE 1

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Expository
activity

- Welcome the group and briefly explain the activities to be carried out in this session.
- We will start the tour with an activity that will allow the group to get to know the thematic context that we will develop in the module.
- It is necessary that you prepare the audiovisual equipment to project the attached presentation beforehand.
- Open the attached presentation material for this module.
- In the presentation you will find the key concepts and trigger questions that will help you to motivate the active participation of the students. Most importantly, you can create a participatory atmosphere by inviting students to answer the brainstorming questions during the presentation of the conceptual content.
- Throughout the presentation, reflect with the students on the following questions:
 - **What do you think you need to know to make a career choice?**
 - **Which mode of study do you think is the best option to carry out your professional project?**
 - **What places or sites do you know of where you can find more information related to the career or vocational training you want to pursue?**
- Connect the concepts provided in the presentation (My career choice) with the ideas expressed by the students in relation to the questions above.
- Dynamise an exchange of the most important concepts and ideas of the topics related to this module with the students so that they understand the importance of making an informed and conscious career choice that favours inclusion in the labour market.
- Conclude the activity by asking students if they have any questions or comments on the concepts covered.

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Discovering my talents
and motivations

EXERCISE 2



OBJECTIVE

That the student carries out research into the requirements, requirements, universities or training centres of those professions that he/she has identified that he/she is interested in studying.

TIME REQUIRED

45 -50 minutes each activity.


Navigating in a sea of professions

Introduction

This research activity invites students to carry out a search for information related to the professional areas or careers they have identified as being of interest to them. This will bring them closer to the knowledge of resources, opportunities and requirements that must be fulfilled in order to access them.

This activity can be implemented in two parts.

Materials required

- Computers, internet browsing devices.
- Matrix.
- **To download:** [Annex 5.2. Matrix Model.](#) 

Intention of the activity

This exercise encourages research skills, which is an activity that allows us in everyday life to manage the knowledge we need to develop various actions in the different areas in which we develop.

Investigative action is essential to make informed and conscious decisions. And it is a resource that empowers people in the development of their life and career plans.

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Discovering my talents
and motivations

EXERCISE 2

Navigating in a sea of professions

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- **This activity can be done in two parts. Always according to the time you have available and the depth you want to go into with the students in relation to the topic of this module.**
- Instruct your students to carry out an individual research activity by first completing the attached matrix.
- Download the attached matrix document and give it to your students in digital or printed form.
- Ask your students to read carefully the questions they will find in the matrix, and to answer each of them in the corresponding boxes.
- Tell your students that by filling in the matrix they will carry out two actions: one is to reflect on their tastes and preferences, their abilities and desires, taking up the experiences made in modules 2 and 3.
- Secondly, they should carry out an investigative action, where they will have to look for (by consulting different sources) those careers that interest them for their professional future. Invite them to think about all the possibilities (studying in their area of residence, in another province or region of their country or even studying abroad) and to look for the necessary requirements. That is, entry requirements, training centres and universities where they could study. They should research in detail the information that will allow them to manage the entry requirements for the degree or degree courses they could choose.
- To make the search more dynamic, give them examples of web portals where they can start their research.
- End the activity by holding a plenary with your students where they can share their information search experience:
 - **Whether the information they needed to find was accessible to them.**
 - **They found references to training centres or universities.**
 - **What requirements did they identify?**
 - **What difficulties did you encounter during the search?**
- Tell your students that they can reinforce this activity with the independent work exercise assigned in this module.

▶ Module 5

Discovering my talents
and motivationsAUTONOMOUS
WORK SHEET

▶ Module 1 ▶ Module 2 ▶ Module 3 ▶ Module 4 ▶ Module 5 ▶ Module 6



Interview with a professional

- Students should look for key informants who will be interviewed (face-to-face, online or by telephone). Key informants will be people who are studying or already working in the professions they have identified and are interested in studying.
- The purpose of this interview is to enable students to deepen their knowledge of the professions they have shortlisted.
- This exercise complements very well with the activity “Navigating in a sea of professions” as it allows them to deepen their knowledge, from experience, of the implications, requirements, characteristics and more of the professions, careers or professional areas they have selected.
- **La ficha con el detalle del Exercise de trabajo autónomo para esta sesión, la puedes encontrar en el ANNEX 5.3,**



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Creating my career path

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2. Positive glasses. 141

3. My professional development map: life and career plan. 144

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Professional orientation
for the future

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and motivations

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Professions, Degrees,
and other training offers

▶ Module 6

Creating my career path

Introduction

Drawing up a career plan is not the sole action of choosing a career or a profession. It is a process that involves the personal, the social and, of course, the choice of a professional development pathway for inclusion in the labour market.

In order to develop a professional project, people need to reflect on and investigate (research) the aspects that we have dealt with throughout the development of all the modules of this methodological manual:

- Knowledge of the labour market and its dynamics.
- Self-discovery, introspection to identify what we are passionate about and what our interests are.

- Emotional and transversal competences training.
- Knowledge of the vocational and academic training options available to me.

Professional projects are not written in stone; they constitute a projection that marks a route with objectives and goals that we choose to evolve. Over time, these goals can and should change for many reasons, and one of them (or the most important) is that they become obsolete due to the changes that occur with the passage of time.

Conceptual background for the facilitator



Video tutorial



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Creating my career path

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1. A personal and career project.

Project development generally refers to translating an idea or intention into action by planning and establishing the needs and means to achieve it.

As a teacher and facilitator of educational processes, you have probably had many experiences in the development of projects, and we have even worked on the development of academic projects with students. However, when we talk about the academic exercise for the elaboration of professional projects for students, very little is addressed in the classroom and we make the mistake of thinking that the professional project is a process that is subscribed to the choice of professional career and that it is a process destined for students who are about to leave secondary school.

The truth is that the development of exercises for the planning of life and career projects are actions that should be promoted at an early age and in the first steps of the students' educational cycle. Given that it allows in the first instance the strengthening of self-determination, it favours the development of transversal

and emotional competences and allows the incorporation of the search for achievement in cognitive schemes. For this reason, many authors who speak of the importance of the elaboration of the life and career project emphasise that this action fuses educational management and guidance management.



2. From the concept.

As in the definition of a project, personal and career projects are strategies for planning the future towards the achievement of a goal or objective that is based on the interests and desires of individuals.

"It is an instrument that helps us to understand the why and wherefore of our existence, helping us to understand who we are, how we are and where we are going. It allows us, simultaneously, to set short, medium and long term goals in the different areas of our lives" (L. Pineda, 2009, pp. 5-6). (L. Pineda, 2009, pp. 5-6)

Therefore, it is a progressive and active construction that must be developed throughout life, and it is where aspects related to the construction of self-image and life purposes are addressed. This continuity in the revision and re-elaboration of personal and professional plans and projects is vital for transcendence, renewal and the capacity to "recycle" ourselves in the face of the accelerated processes of social, cultural and economic changes that have an impact on labour inclusion.

In today's labour market, the skills and interest

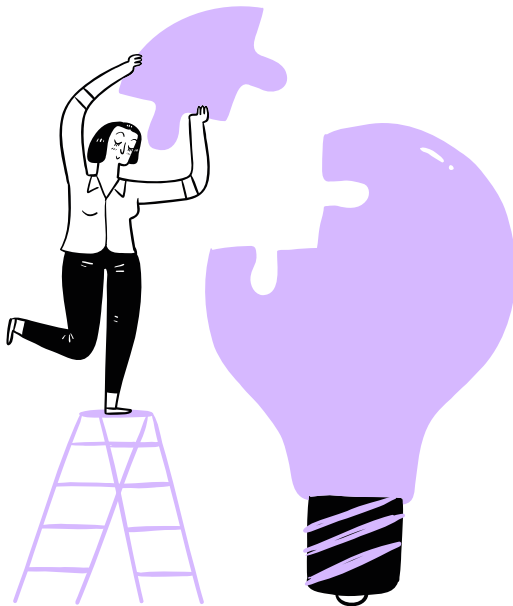
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Creating my career path

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in having and constantly reviewing professional and life plans is a key factor for employability, given that it integrates actions that encourage:

- Reflection on oneself and one's surroundings.
- Resolving the conflicts inherent in a decision-making process.
- Critical thinking.
- Self-awareness and autonomy in decision-making.



Key elements in the construction of personal and career projects:

As in all types of projects that can be managed, personal and professional projects involve a series of steps or phases that guide their development and, above all, the achievement of the goals or objectives set.

Although project design establishes a sequence of steps, the organisation of these steps depends very much on the creativity of the designer, however, for this process we can consider the following:

Identification of needs and interests: Who am I?

- It responds to the identification of needs and interests inherent to any process of development or growth. The processes of self-knowledge, as well as awakening people's awareness to "recognise" themselves, stimulate the need to consider processes of evolution and growth in relation to aspects of the personality, as well as the skills, emotional competences and knowledge required to face new challenges.

- In the planning of personal and career projects, this step is indispensable, as it makes it easier for people to establish in time the evaluation process they want to undertake. And this in turn makes it easier for people to give meaning to life and existence.

The experience and visualisation exercise: where will I be?

- As in a chained process, the experiences of visualisation and the identification of "new horizons" are sustained by the processes of self-knowledge that people have developed about themselves.
- From these, goals and objectives are established which, when fulfilled, will allow the wishes, dreams or desires of each person to become a reality in their personal, professional, work, social and other aspects of their lives.
- The objectives and goals are not just any statement, it is important to consider that some considerations must be taken into account when defining them (as in any type of project):
They should be clearly defined and detailed (be concrete).

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They must be consistent with the personal needs we have identified.

They must be measurable and realistic in relation to the time and resources available.

They establish a timeframe: short, medium and long term.

They may be subject to assessment and review.

Defining actions and strategies: what should I do?

- Based on the identification of strengths and needs, who am I, as well as the goals and objectives (where do I want to be?) related to the resolution of these needs, it is time to specify all the activities and actions that will make it possible to reach the goal and the strategies that must be designed to carry out these actions. This is the moment to specify all the activities and actions that will make it possible to reach the goal and the strategies that must be designed to carry out these actions.

- The definition of activities should be based on the objectives that have been set out, correspond to the goals and be defined in a sequential way so that one action leads to another and as a result of this chain the person comes closer to the fulfilment of his or her objectives.

Strategy review: Do I need to make modifications to achieve my goals?

- As with any project, strategies and activities should be reviewed periodically to assess whether they are meeting their objectives. That is to say, to evaluate whether the activities being carried out are bringing people closer to achieving the goals that have been set.
- When it comes to personal and career projects, it is important in such a review to consider aspects such as:

Environment: the activities are carried out in an environment that is pleasant for the person, if the people with whom relationships are established (family, friends or partner) support or do not support the fulfilment of the objectives set.

Beliefs and values: Whether the person's actions are respectful and consistent with his or her worldview, core values, what he or she believes to be right and what works for him or her.



▶ **MODULE 6**

Creating my career path

TECHNICAL SPECIFICATIONS**OBJECTIVE**

Students develop their first professional development pathway.

COMPETENCES

- ✓ Perseverance.
- ✓ Motivation.
- ✓ Enthusiasm.

TIME REQUIRED

45 -50 minutes each activity.

GROUP ACTIVITIES

We always establish a suggestion in the order of execution of the activities. But you can vary it according to the needs of your group of students, their characteristics and their previous knowledge of the contents.

- **Start the engines and exercise the emotions:** "Positive glasses".
- **Exhibition activity".**
- **Activity to analyse and discuss:** "My professional development map: life and career plan".

TEACHING MATERIALS

All teaching materials can be adapted to the resources, number of students and characteristics of the groups.

Notes before starting each activity:

- * Prior to the start of the session, organise the classroom in a semi-circle, circle, or other form that allows for direct interaction between the students and you as facilitators.
- * Facilitating the activities with a cheerful and enthusiastic attitude fosters a positive energy in the group of students.
- * Remember to establish the conditions so that the space where the activities will take place symbolically becomes a safe and pleasant area for the group of students.
- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the time for each of the activities so that you can review and adjust if required.

Ideas for closing activities:

- * These are questions that help you to close the day and the activity carried out with the group.
- * The day is closed by thanking the group of students for their contributions to the activity.
- * As a way of group reflection and evaluation of the work carried out, the students are asked the following questions:
 - How did you feel about today's activity?
 - In a word, what is the learning you took away from today?
 - What is the importance of the rules of coexistence in the group? How can these rules help me in my future work?

AUTONOMOUS WORK

- Not assigned.

► MODULE 6

Creating my career path

TECHNICAL
SPECIFICATIONS

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How to implement
STEP BY STEP

1

Expository activity

Through the attached presentation and following the participatory activities, the central themes of the Module are addressed.

2

Positive glasses

It is an activity for the training of emotions, which enables the analysis of various situations from a positive and negative perspective. Focusing on the importance of valuing the positive aspects of each of the challenges we face as people.

3

My professional development map

It is an adaptation of the "Vision board" activity. Its aim is to introduce students to the experience of developing a life and career plan.

It takes place in two parts.



This is a suggestion that dictates an order in the execution of the activities. However, you are free to organise the order in which the activities are carried out according to the needs and characteristics of your group of learners.

▶ Module 6

Creating my career path

▶ Module 1 ▶ Module 2 ▶ Module 3 ▶ Module 4 ▶ Module 5 ▶ Module 6

EXERCISE 1



OBJECTIVE

Students to recognise the educational and vocational training on offer, so that they can identify career options.

TIME REQUIRED

45 -50 minutes each activity.

Expository activity

Introduction

This is a short activity that involves the use of audiovisual devices and digital tools for the presentation of the main conceptual context corresponding to the subject of the module. In this case, it will address aspects, procedure related to:

→ Development of the professional project.

Materials required

→ Audiovisual projection devices.

→ PPT presentation attached.

→ **To download:** Annex 6.1. Presentation (ppt M6). 

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Creating my career path

EXERCISE 1

► Module 1 ► Module 2 ► Module 3 ► Module 4 ► Module 5 ► Module 6

Expository
activity

- • Welcome the group and briefly explain the activities to be carried out in this session.
- We will start the tour with an activity that will allow the group to get to know the thematic context that we will develop in the module.
- It is necessary that you prepare the audiovisual equipment to project the attached presentation beforehand.
- Open the attached presentation material for this module.
- In the presentation you will find the key concepts and trigger questions that will help you to motivate the active participation of the students. Most importantly, you can create a participatory atmosphere by inviting students to answer the brainstorming questions during the presentation of the conceptual content.
- Throughout the presentation, reflect with the students on the following questions:
 - **What does it mean to make a plan, what do we mean when we say "let's make plans" or "what's the plan for the weekend"?**
 - **What are the aspects we consider when putting together a plan?**
 - **What do you think it means to develop a life and career plan? What does it sound like?**
 - **What do you think are the most important actions we need to take to make a good plan?**
 - **What tools and steps do you think you need to develop your life and career plan?**
- Connect the concepts provided in the presentation (**How to develop my pathway for professional development**) with the ideas expressed by the students in relation to the questions above.
- Dynamise an exchange of the most important concepts and ideas of the topics related to this module with the students in order to understand the importance of life and career planning for professional development and inclusion in today's labour market.
- Conclude the activity by asking students if they have any questions or comments about the concepts covered.

▶ Module 6

Creating my career path

EXERCISE 2



OBJECTIVE

Creatively transform negative situations into positive possibilities.

Learning to prioritise positive conditions and opportunities in everyday situations, problems or challenges.

TIME REQUIRED

45 -50 minutes each activity.

Positive glasses

Introduction

In addition to self-esteem, this is an activity that works on optimism and perseverance, which are exercised through the assessment of situations presented by the facilitator. These assessments are made through special glasses that have two types of perspective: one negative and the other optimistic and persevering, so that students must make an effort to identify those positive aspects that can be rescued from each situation.

Materials required

- Positive glasses, different and fun lenses (you can make your own (here are some examples to guide you) or use some you have (like carnival or party glasses).
- A pair of negative complaining glasses that allude to negativity (here are some examples to guide you) or use one you have (like carnival or party glasses).
- The 5 cards "These situations happen to all of us".
- Music of your choice (can be controlled from your mobile device).
- **To download:** Annex 6.2. Spectacle models.
- Annex 6.3. Cards to analyse.

Intention of the activity

Optimism and perseverance are essential emotional skills that allow people to achieve goals and projects in the face of adversity, challenges or difficulties. They allow us to renew our motivation to carry out the tasks or objectives we set ourselves in our daily lives.

Perseverance goes hand in hand with resilience and in the specific case of career guidance, it is necessary for students to be able to carry out the professional project that will allow them to be included in the labour market and have a satisfactory career path.

Step by step it is about exercising the ability to overcome challenges, being consistent and exercising creativity to solve them.

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Creating my career path

EXERCISE 2

► Module 1 ► Module 2 ► Module 3 ► Module 4 ► Module 5 ► Module 6



Positive glasses

- Arrange the classroom so that your students sit in a circle.
- For this type of activity it is important to create a pleasant and safe space for the students. Re-establishing the established rules of coexistence helps to create a favourable environment for coexistence.
- Start the activity by telling your students that they should analyse the situations that are contained in the cards "These situations happen to all of us" and that the only condition is that to analyse them they will have to put on the special glasses. Some are very positive and optimistic and others are very complaining and negative.
- The cards pose the following situations:
 - The fear that paralyses.
 - How do we react to other people's words or expressions?
 - What is our reaction to a tragic or worrying event?
 - On self-concept.
 - A conflict of interest.
- Explain to the group that very positive spectacles always view situations from an optimistic and proactive perspective, seek to improve the situation and look for alternatives to change it. On the contrary, very negative glasses are afraid to face situations so they generally resort to giving up, seeing everything that can go wrong in situations and being negative about the future.
- Randomly give the first card to a student of your choice or volunteer to participate. Ask the student to read aloud the situation written on the card.
- Once you have read the first card, hand the student on your right the super positive glasses and on your left the super negative glasses.
- Instruct your students to pass the glasses from hand to hand, during the time the music is playing. The super positive glasses will rotate to the right and the super negative glasses to the left, always in the opposite direction.
- Activate the music you have selected or the music your group likes the most. We recommend using your mobile device for this to make it easier.
- After several seconds pause the music. Students who have the super positive and super negative glasses in their hands when the music stops should put them on, and in doing so

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Creating my career path

EXERCISE 2

► Module 1 ► Module 2 ► Module 3 ► Module 4 ► Module 5 ► Module 6



Positive glasses

use their imagination to give the situation an optimistic/positive view and on the other hand a complaining/negative view. Both people should share with their partners the versions of the story they see through the glasses.

- Make several rounds for each card, repeating the exercise as many times as necessary so that at least the majority of the students participate.
- At the end of the game, discuss with your students the answers they gave from the two glasses to the situations and the different positions we can adopt from each one. Make the reflection dynamic by asking questions to the group:

Which position (positive or negative) best resolves the situations that were raised? From which perspective do we generally confront the situations that happen to us? Which of the two visions do you find more difficult to imagine and why?

- It is necessary to show your students how important it is, despite the challenges or difficulties that may arise in any circumstance, to look at situations positively in order to persevere and advance in the goals they set in their personal and professional lives. And how from an optimistic and positive stance it is possible to increase self-confidence to be able to resolve the difficulties and challenges that often arise when we are working on objectives or goals.

▶ Module 6

Creating my career path

EXERCISE 3



OBJECTIVE

Students develop their life plan and career development path.

TIME REQUIRED

45 -50 minutes each activity.

My professional development map: life and career plan. Part 1

Introduction

"My professional development map" is an activity that adapts (following the same logic) what is known as the "Map of dreams" or "vision board". It is a coaching tool that proposes the elaboration of a route or map through the use of artistic resources (drawing, painting, collage, photographs or other graphic representation) that responds to existential questions such as: Where do I want to get to? What do I want to be? What person do I want to become? What objectives do I want to achieve?

It is a graphic representation of what one wishes to live, achieve and have on the physical plane, which helps people to consciously set the path to achieve short, medium or long term goals or objectives.

It is mediated through questions where students will have to deepen their reflection to define a plan of action that will lead them to fulfil their dreams, goals and objectives. It is a very effective and powerful creative visualisation tool. It is a visual element that has a profound effect of connecting the person with their sense of life in the here and now.

As this is an activity that requires deep reflection, we have planned it in two parts that require a minimum of 45-50 minutes to implement. The exercise can be extended if the group requires it.

Materials required

→ Sheets. → Pens or pencils. → Reflection question cards: we can either project or give a copy to each student. It all depends on the resources you have.

Digital Version: → Computers, tablets for each student. → Reflection questions document.
→ Internet connection.

Intention of the activity

In this exercise, all the knowledge and tools acquired during all the work activities of the different modules that make up this manual are brought to light through the establishment of five stations, where the student will have to reflect on the most important aspects that should integrate his or her life and career plan.

The activity allows such a plan to be developed from a visualisation board that allows the student to connect with emotions, competences and skills, vocational interests and aptitudes, personal and professional goals and objectives.

Considering all this, strategies and steps to achieve their goals and objectives are outlined.

A visualisation board is not a map "written in stone", but rather a visual tool that allows learners to constantly review the life and career plan they have established and make necessary adjustments over time.

► Module 6

Creating my career path

EXERCISE 3

► Module 1 ► Module 2 ► Module 3 ► Module 4 ► Module 5 ► Module 6



My professional development map: life and career plan.

Part 1

- For this exercise it is very important to create a safe, calm and trusting environment in the classroom. In order to facilitate the reflection and introspection that the activity requires.
- To begin with, define in which format you want to carry out the activity (digital or physical). This will depend on the resources you have in the classroom or in the space where you will carry out this activity.
- **Physical: through the use of the suggested materials: cardboard, continuous paper, cork board. Selection and cutting out of images, phrases, words that inspire your intention with old magazines, motivational phrases, photos, images from magazines or newspapers.**
- **Digital: we can do it using different applications: Canva, Genial.ly, Power point or any tool that can insert images and text. Searching for images and phrases on the internet (recommend your students to use royalty-free image search engines, e.g. pixabay.com).**
- Start the activity by explaining to your students that they will make a map where they will draw the route of their life and career plan.
- To elaborate the route they should reflect on key questions that are organised in 4 stations. At each station they should think about and brainstorm ideas or answers that arise from the suggested questions. They can draw on what they have worked on in modules 2, 3 and 5 to find more elements to answer the questions:
 - **Station 1:** Who am I, what do you like most about yourself, what kind of activities do you lose track of time with, what are those tasks that you could do with a lot of passion throughout your life? What is the most important thing in life for you?
 - **Station 2:** Where do I want to be? Where would you like to be in 5 years and what will you be doing (what are the medium and long term goals and objectives)?
 - **Station 3:** What skills and knowledge do I have and what do I need to develop and learn to achieve my goals? What do you think you can contribute to make the world a better place?
 - **Station 4:** What are the actions you will take to achieve what you want in your personal life and career choice?
- Invite your students to imagine and write down, through the reflection questions, everything they dream of achieving in life, both personally and professionally.

► Module 6

Creating my career path

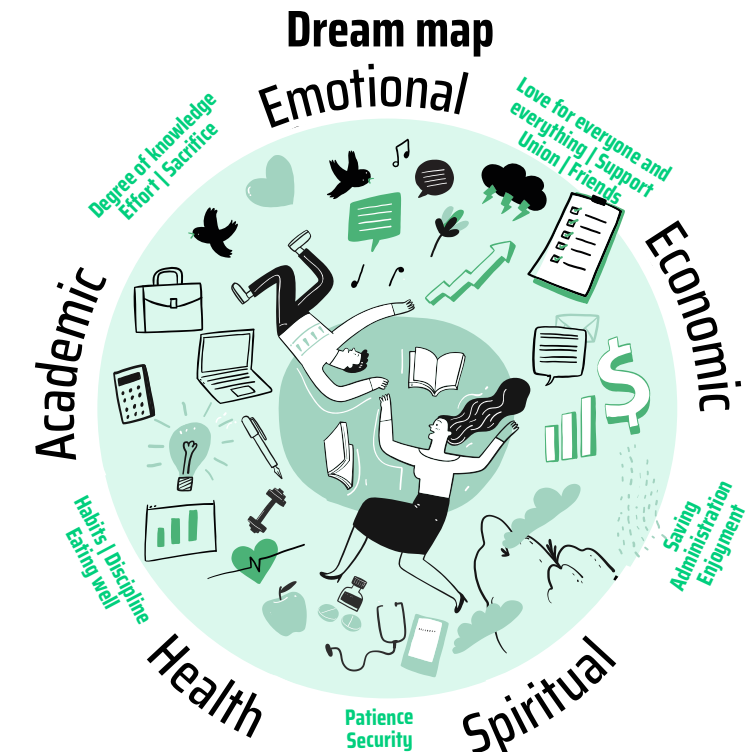
EXERCISE 1

My professional development map: life and career plan.

Part 1

[► Module 1](#) [► Module 2](#) [► Module 3](#) [► Module 4](#) [► Module 5](#) [► Module 6](#)


- Ask your students to review what they have written for each question (this is perhaps the most important moment) and tell them to keep what really represents their wishes and desires.
- Explain to the group that they are going to design a map where they are going to show everything they have selected based on their reflection on the questions. In this first part they should make a first draft of the route (taking into account the elements identified in each station). This draft can be done by drawing a step-by-step outline of the route they envisage to carry out their professional project.
- End this first part of the exercise by allowing students to discuss their doubts and concerns regarding the analysis of the questions at each of the stations.
- Ask the students that for the development of the second part they should have the draft outline they have made in this session, and they should look for phrases, images, photographs (either physical or digital, depending on the chosen modality) that reflect and agree with the ideas written in the reflection of each of the questions that were provided in the stations.



▶ Module 6

Creating my career path

EXERCISE 3



OBJECTIVE

Students develop their life plan and career development path.

TIME REQUIRED

45 -50 minutes each activity.

My professional development map: life and career plan. Part 2

Introduction

"My professional development map" is an activity that adapts (following the same logic) what is known as the "Map of dreams" or "vision board". It is a tool that proposes the elaboration of a route or map through the use of artistic resources (drawing, painting, collage, photographs or other graphic representation) that responds to existential questions such as: Where do I want to get to? What do I want to be? What person do I want to become?

It is a graphic representation of what one wishes to live, achieve and have on the physical plane, which helps people to consciously set the course of the journey to achieve short, medium or long term goals or objectives.

It is mediated through questions where students will have to deepen their reflection to define a plan of action that will lead them to fulfil their dreams, goals and objectives. It is a very effective and powerful creative visualisation tool. It is a visual element that has a profound effect of connecting the person with their sense of life in the here and now.

This refers to part II: graphic elaboration of the map, which is designed to take 45 to 50 minutes.

Materials required

→ Magazines. → Scissors. → Markers. → Rubberletter-size cardboard. → Coloured pencils, coloured markers, stickers, watercolours etc. → Reflection question cards: we can either project or give a copy to each student.

It all depends on the resources you have.

Digital Version: → Computers, tablets for each student. → Internet connection.

Intention of the activity

In this activity, all the knowledge and tools acquired during all the work sessions of the different modules that make up this manual are brought to light through the establishment of five stations, where the student will have to reflect on the most important aspects that should be included in his or her life and career plan.

The activity allows such a plan to be developed from a visualisation board that allows the student to connect with emotions, competences and skills, vocational interests and aptitudes, personal and professional goals and objectives.

Considering all this, you will come up with strategies and steps to achieve your goals and objectives.

A visualisation board is not a map "written in stone", but rather a visual tool that allows students to constantly review the life and career plan they have established and make necessary adjustments over time.

► Module 6

Creating my career path

EXERCISE 3

My professional development map: life and career plan.

Part 2

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- Ask your students to review the draft outline they have developed in the previous session on the career development pathway they wish to undertake. Give them 5-10 minutes to incorporate or change any additional elements they wish to add to the outline.
- Give your students the poster board on which they will make the map if they have not selected the digital mode.
- Using the images, phrases or drawings, ask your students to mark the route (guided by the draft outline they have already reviewed) or way forward of their career development map, making it similar to a collage.
- Remind them that they can manage their space on the cardboard as they wish, marking the route using their creativity to the fullest.
- Tell them that this map they are going to make will be a mirror of themselves, their desires, goals and plans to follow.
- Invite your students to follow the recommendations below:
 - Everything you put on the map has to please him and represent his essence as a person.
 - It seeks integration, sequence and order of ideas.
 - It is about capturing what they discover about themselves, not what they have heard from other people.
- At the end of the map activity, ask your students to sit in a circle to socialise what they find most significant about their reflection of themselves and their goals. They do not need to show the map if they do not want to.
- Energise the final reflection using the following questions:
 - **Have you ever made a life and career plan?**
 - **Why do you think it is important to make a life and career plan?**
 - **What are the benefits of a life and career plan?**
 - **Can we eventually improve or change the map?**
- Finally, suggest to your students that they place their map in a place where they can visualise it every day, explaining that the visualisation exercise brings to consciousness everything we need to achieve our goals and objectives and that this action drives and mobilises us to achieve them.

For the execution of both parts of this exercise, if your group of students requires it, you can take more time to implement the whole activity. The important thing is that students do it thoroughly, calmly and with purpose.

It is important to create a safe and relaxed atmosphere in the classroom. To do this, we can remind them of the classroom rules, provide quiet music in the room, arrange the classroom in a different way, etc.

SECTION 3

Empowering Families

Conceptual background
for the facilitator



Video tutorial

Introduction

The family is the first stage of learning in which people develop, and therefore plays a decisive role in the decisions involved in the transition through the different stages of life and development.

These decisions are marked or determined by the conditions of the **cultural capital** of the family, i.e. the **qualities** related to vocational training experiences and the conditions related to the link with the world of work, the eco-

nomic organisation and the philosophy of life that governs the family dynamics.

Numerous research studies have linked the qualities and quantity of families' cultural capital to children's clarity and assertiveness in making decisions related to their professional future.

Considering that not all families have the same socio-economic, affective, family bonding and cultural capital conditions. Nor do they all get

involved in a present and spontaneous way (due to multiple factors) in the crossroads faced by their children during the school stage.

It is necessary, from the educational work, to develop empowerment actions that provide tools to families to support in an involved and assertive way in the development process of the professional project of their sons and daughters.

1. Importance of family involvement in Career Guidance processes.

Decisions about the route of vocational training or the choice of a professional career turn out to be for people one of the most transcendental aspects in the development of their life project. When it happens for the first time in stages where people face multiple biochemical and social changes such as adolescence, the choice of a future career becomes a challenge that often involves high levels of stress, frustration, fear and anxiety.

It is a stage that requires constant accompaniment, just as family supervision is required in the achievement of the student's academic objectives, their active participation is required in the vocational guidance processes that are generated from the educational centres, not only at the right moment or school period where the student must make important choices (opting for vocational training or baccalaureate, choosing the professional area and the corresponding university degree,

etc.), but also throughout their transit through the different levels and stages of training. The aim is to generate a link that supports and strengthens them to face the future with the best tools.

Considering that "the development of vocational identity is greatly influenced by the process of primary socialisation" (Martínez, 1999 cited in: Sánchez-Martín, 2020) corresponding to the family, it is necessary to understand that the whole process of professional choice and the construction of their life and career project is also closely linked to the student's closest environment, their family.

In this sense, depending on the economic and cultural characteristics of the family environment, with greater emphasis on cultural means, they can benefit or restrict the educational development, professional choice and personal development of the students. In this respect, guidance to families is a crucial action for the vocational guidance process to be developed with students, especially for those who have fewer cultural and economic resources to play the guidance role with sufficient tools.

Therefore, resourcing families suggests a positive and transformative impact on the student's direct environment, enhancing classroom-driven career guidance strategies.

Essential aspects of empowering families:

Accelerated changes in the labour market and the emergence of new work scenarios are setting new conditions for the professional future of students. Digitalisation, which has accelerated as a result of COVID 19, has generated a greater digital divide in many sectors of the population. This reality is also faced by many parents of students who attend school on a daily basis.

Therefore, in the midst of a new industrial revolution, which is bringing about great changes in a short period of time, it is essential to consider at least the following aspects in the empowerment processes aimed at families.

Constraints of a changing labour market:

Preparing children for jobs that do not yet exist is the great challenge posed by the fourth in-

dustrial revolution. It is shaping conditions and rules in the labour market that are changing at great speed and that have abolished the idea that obtaining academic or professional accreditation in the various areas of knowledge is the most important requirement for inclusion in the labour market. Instead, it is demanding qualities and characteristics translated into competences and skills that enable the expansion of the technological and digital age.

It is a labour market marked by a revolution in skills and competencies that enable people to respond to rapid change and to think creatively and critically to devise new alternatives for development.

Therefore, parental support for their children's life and career plans does not start with the choice of a professional area or profession. It must begin by including in their educational and coexistence rules the development of key competences that will be the key to their professional future.

That is to say that family work will also have to be directed towards generating knowledge

and skills to: motivate continuous learning, adaptability and flexible thinking, the ability to communicate assertively. As well as the task of strengthening the emotional development that supports these competences, such as empathy, self-determination, perseverance, resilience and others.

2. Motivate without gender conditioning:

Faced with a labour market marked by technological development, the demand for professionals in these areas is increasing. The importance of STEAM (science, technology, engineering and mathematics) careers has increased significantly, but not the inclusion of women in them. In this respect, "the presence of university women in Higher Education, both in Europe and Spain, has been increasing progressively in recent years, and is even higher than that of men". However, this percentage increase has not been expansive, being relegated to traditional branches of knowledge, associated with classic gender stereotypes such as: social and legal sciences, humanities,

health sciences and education. (Cáceres, M et al. 2021).

Why does this situation arise?

When answering this question, we allude to a key factor, which has a direct impact on the cultural resources of the family and calls for a review of the gender roles and mandates present in the relationships between family members.

This factor is called differential socialisation, which means the transfer of traditional gender stereotypes linked to the differentiation of roles assigned to men and women, which also structures the social division of labour and arbitrarily conditions the tendency to choose and develop professionally in jobs associated with these traditional gender roles and stereotypes.

Faced with this differential socialisation that is still present in the organisation of many families, and as this is the primary socialisation scenario for students, it is necessary to empower them so that they can carry out a critical reflection and allow them to incorporate other more equitable forms of family relations.

3. Empowering self-determination in decision-making:

Too often attention is focused on aspects such as entry requirements, admission grades, students' study skills, but the quality with which they have chosen their career path is often overlooked.

Encouraging responsible choice enables the choice to be more closely aligned with the student's real life meaning and interests, enabling a more successful development of the student's life and career plan. A responsible choice, therefore, alludes to self-determination in the choice process, i.e. "when the professional decision is the result of the assumption of a personal position in the choice process, the possibilities of success in the study and in the future performance of the profession are greater" (González Maura. 2009).

It is therefore a matter of the family nucleus, as the setting for primary socialisation, a determining factor in the formation of the personality that has a direct impact on the development of vocational interests and values, fostering emotional

competences that allow for free choice based on conscience and personal responsibility.

That is to say, despite the concern that is evident in many families when their sons and daughters have to undertake a decision-making process about their professional and employment future, this should not be resolved by taking directive positions on what is considered to be the best professional decision. Parents should not make these decisions for their sons and daughters, based on their knowledge and experience or on the need for them to prolong what has been their professional career.

The parental task is to support them so that they are able to make conscious and sincere decisions about their life and career plans. The energies should be focused not on choosing their future careers out of fear of failure, but on strengthening their skills so that they are capable of making a responsible choice on their own, assuming the virtues and consequences that such decisions entail.

It is therefore not a matter of abandoning them in the process, but of getting involved in such a way that the parental role is one of facilitator and support in the process of developing all the competences and skills that enable the student to "make professional decisions based on knowledge and assessment of their needs and possibilities of studying a profession, as well as on personal involvement and commitment to the decision taken" (González Maura. 2009).



Empowerment session for families

TECHNICAL SPECIFICATIONS

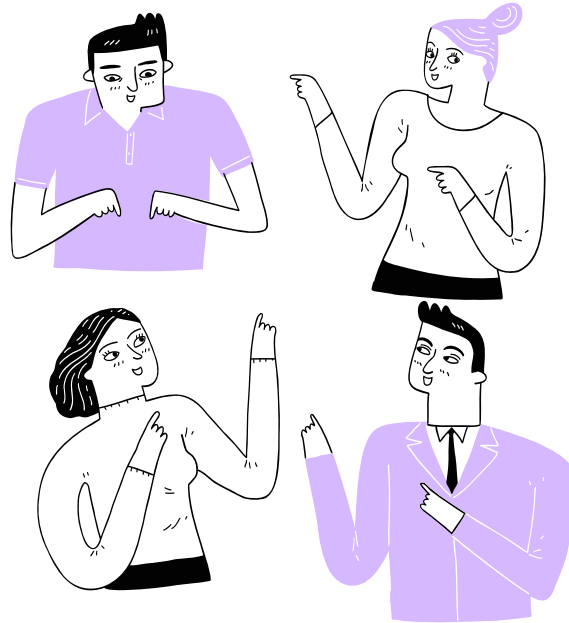


OBJECTIVE

Raise awareness and empower families to promote vocational guidance actions with their sons and daughters at home.

TIME REQUIRED

60 minutes.



GROUP EXERCISES

- Information activity + awareness-raising video.
- Drawing my monster.
- “We are protagonists” adapted version.

Notes before starting

Before the session begins, organise the classroom into a semi-circle.

- * Carefully review the materials suggested in each activity in order to prepare in advance those that require it.
- * If audiovisual equipment is required, check that it is working properly before the session begins.
- * Manage and organise the session time you will spend with families so that you can review and adjust so that you can implement the suggested activities that best suit your needs.
- * The activities we suggest can be carried out online or in person.
- * We suggest that you start the work session with parents by posing a series of questions as a way of introduction, in order to create a space of trust. For example the following:
 - 1. Say your name
 - 2. What did you go to school for and what work do you do now?
 - 3. Do you talk to your child about his or her educational and professional future?

Empowerment session for families

TECHNICAL SPECIFICATIONS

How to implement STEP BY STEP



1

Expository activity

Through the attached presentation and following the participatory activities, the central themes for the family are addressed.

2

Drawing my monster

It is an awareness-raising activity that seeks to empathise families with the challenges involved for students in the development of their professional project.

3

We are protagonists adapted

Activity that aims to make families aware of the future implications of the labour market and the demands that their children will have to face.



This is a recommendation that dictates an order in the implementation of activities for families. Implementing all the activities suggested here requires at least three working sessions with the families. Therefore, you are free to organise the order of implementation of the activities and the selection of activities according to the needs of your group of students.

Empowerment session for families

EXERCISE 1



OBJECTIVE

To provide inputs that strengthen the tools for families to support the process of developing their children's professional project.

TIME REQUIRED

45 - 60 minutes

Expository activity




Introduction

This activity is aimed at developing a space for exchange with the representatives and those responsible for your students in order to provide families with the most important tools so that they can support the process of developing a life and career project with their sons and daughters at home.

Two support resources are available for this activity:

- 1. Presentation with the conceptual contents that guide and dynamise the exchange with the families.
- 2. A handout in the form of a flyer as support material for the topics discussed at the meeting that gives some important tips for vocational guidance work.

Materials required

- Audiovisual equipment.
- Supporting resources (ppt presentation attached).
- **To download:** [Annex 7.1. Presentation "Empowering families".](#) 
- [Annex 7.2. Contents for flyer_families.](#) 
- [Video to analyse.](#) 

Instructions

- Download the attached presentation.
- Before the meeting, arrange the space so that parents can sit in a semicircle.
- Introduce the session by explaining to the families that the central theme of the session or meeting is to reflect on the importance of working together (family - school) in the process of career guidance for students. That the topics to be addressed will provide inputs to facilitate the guidance work at home.
- Start the exhibition activity with the attached material.
- In the material (ppt attached) you will find slides with open questions, which are designed to activate the participation of parents by brainstorming.
- These questions are designed to encourage families to analyse the contents that we suggest you address. The questions you can find are:
 - **What feelings do we have when we think about our children's professional future?**
 - **What do you think is the fundamental role of the family in career guidance?**
 - **When should we start home-based counselling?**
- Energise the activity by brainstorming using the suggested questions.
- At the end, present the attached video "Alike" as a final reflection on the importance of freely accompanying sons and daughters in their future educational and professional project.

Empowerment session for families

EXERCISE 2



OBJECTIVE

To provide inputs that strengthen the tools for families to support the process of developing their children's professional project.

TIME REQUIRED

20-30 minutes.

Drawing my monster

Introduction

This awareness-raising activity is aimed at developing a space for reflection with the parents of your students on the importance of recognising first and foremost the individuality and particularity of the process of developing the life and career plan of each of their sons and daughters. The activity invites you to exercise empathy in order to recognise the needs of each child in the educational process and in the choice of their professional future.

Materials required

- A white sheet of paper for each participant.
- A graphite pencil.
- Print or project the attached instruction poster.
- Print or project the drawing described in the instructions.
- **To download:** [Annex 7.3. Instructions for drawing my monster.](#)

Instructions

- Hand out a sheet of paper and a pencil to each parent present.
- Instruct the participants to draw a picture following the instructions written on the poster provided in the annexes.
- Paste or project the poster in a visible place and read the instructions for the drawing. on the white sheet of paper we will draw a monster following the following steps:
 - A large head.
 - A small body.
 - Long arms.
 - Short legs.
 - Big feet.
 - Pointed ears.
 - One eye in the centre.
- Allow 5 minutes for them to draw the picture.
- After the time has elapsed, ask the parents to show the drawing they have made following the instructions.
- Show them the model drawing that the instructions talk about.
- You will find that all the drawings, whether or not they comply with all the indications, are different.
- Conclude the activity by discussing the following questions with the families:
 - **How did you feel when you had to draw your monster with only written instructions? Did you feel confident in carrying out the activity you were asked to do?**
 - **Why do you think all the monsters looked the same, and why do you think they all looked different? If we transfer this activity to the educational process of our sons and daughters, what conclusion could we draw?**

Empowerment session for families

EXERCISE 2

Drawing my monster

Instructions

- It is important that in the process of reflection you take up the following aspects with the parents:
- For each student the process of developing their professional project and the choice of career or professional area is DIFFERENT.
- We all have different visions and ways of understanding life processes.
- Sometimes the instructions are not sufficient to provide clarity on how to chart their career development path. Or sons and daughters interpret instructions about their career choice process differently.
- It is important to help them find their *raison d'être*, before wanting them to define themselves quickly.
- Exercising empathy will help to improve communication and to find the most appropriate options, according to the characteristics of each student.
- Let us not be anxious if something does not go as expected as parents, let us try to situate ourselves in the reality of each son and daughter in order to identify their particular needs and act accordingly.
- The important thing is to be attentive to the needs of each student and to look for tools to enhance their development process.

Empowerment session for families

EXERCISE 3



OBJECTIVE

Provide inputs that strengthen families' tools to understand the implications and demands of the current labour market and the future working conditions resulting from the digital and green transition.

TIME REQUIRED

45-50 minutes.

Adaptation of “We are protagonists”

Introduction

This awareness-raising activity is aimed at developing a space for reflection with the parents of your students on the demands that their children will have to face in order to be included in the current labour market.

It also seeks to recognise the major changes we are currently facing as a result of the digital and green transition, which are leading to changes in traditional jobs and the creation of new ones that we have not yet imagined.

Materials required

- Cardboard
- Markers
- Coloured pencils.

Instructions

- Organise teams of five participants and give all the following instructions. As a suggestion, we recommend you to make the groups randomly.
- Tell the participants that:
Imagine you can access a time machine that will take you to the world of the future. It could be 10 years or 15 years from now. Each group should think of and make a model (drawing, infographic) detailing the ideal job of tomorrow that their children will be able to access.
To do this, ask each team to develop and describe in detail the characteristics that the job of the future should have (what activities it carries out, with what technology, describe the objective of that job or work, what type of workers and professional areas it needs).
- Instruct them that they only have 15-20 minutes to complete this task.
- Then tell the groups to think about the qualities and competencies needed to get the job of tomorrow that they have designed. The qualities and competencies should be written on the model of the job of the future they have drawn.
- Each team should share with the rest of the group the jobs of the future they have designed and why they have chosen them.
- Use the following questions:
 - What is the job of the future called?
 - What are the salient characteristics and competences and why?
 - What other elements are represented and why?
 - What do you think your sons' and daughters' working futures will be like?
- From this point of view, what aspects should we integrate when it comes to providing them with professional guidance?

Empowerment session for families

EXERCISE 3

Adaptation of “We are protagonists”

Instructions

→ At the end of the round of presentations, reflect with participants. You can use inputs from the conceptual elements present in Module 4 of this manual, on the dynamics of constant change that jobs and occupations have faced throughout

history and how new forms of work emerge from transitions and thus the importance of being updated to guide and inform their sons and daughters about the job opportunities that are opening up.

Other resources



Frequently asked questions from families and recommendations to answer on the spot

1. What is the best choice of secondary/higher education for my child?

- This is a complex question to which teachers and guidance counsellors alone cannot give a definitive answer. Encourage parents to take an active role in the career guidance process: tell them what factors they should consider as a family in determining what “best” means for their child’s abilities and desires.
- Factors to consider include: the location of the school/college/university; the length of the programme of study; the costs; the student’s qualifications and abilities compared to the enrolment criteria; the earning potential; the potential for job opportunities.

2. How can I help my child make informed and informed decisions?

- Point parents to resources available in your country/community/school. You can also visit each project partner’s website for up-to-date information on current activities available.
 - For Spain, visit: <https://wakeup-vocation.eu/> 
 - For Italy, visit: <https://www.alfaliguria.it/> 
 - For Croatia, visit: www.znanjenadjelu.hr 

3. If I take my child to a career guidance test or a meeting with a guidance counsellor outside school, will they be able to tell me exactly what my child needs to study/do in order to work in the future?

- In these cases, it is important to manage parental expectations: career guidance is a years-long process through which we aim to help pupils understand themselves better and where they might fit into the world of work. No matter how good an agency or guidance counsellor is, they will most likely not be able to give you the perfect answer to what a child should study/do for work in the span of a single exam or a single meeting.
- However, such professional guidance can help point you in the right direction or open up previously unexplored avenues of interest that you can develop through contemplation and research with your child.

ANNEXES



MENT

Essence

Positioning

Values & Character

Values

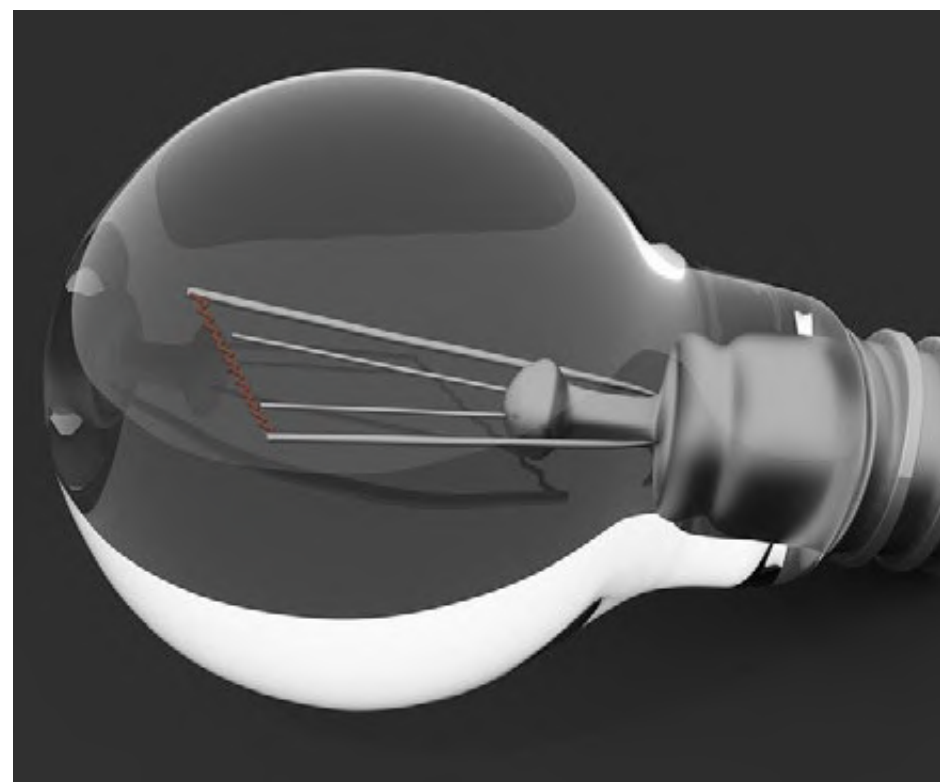
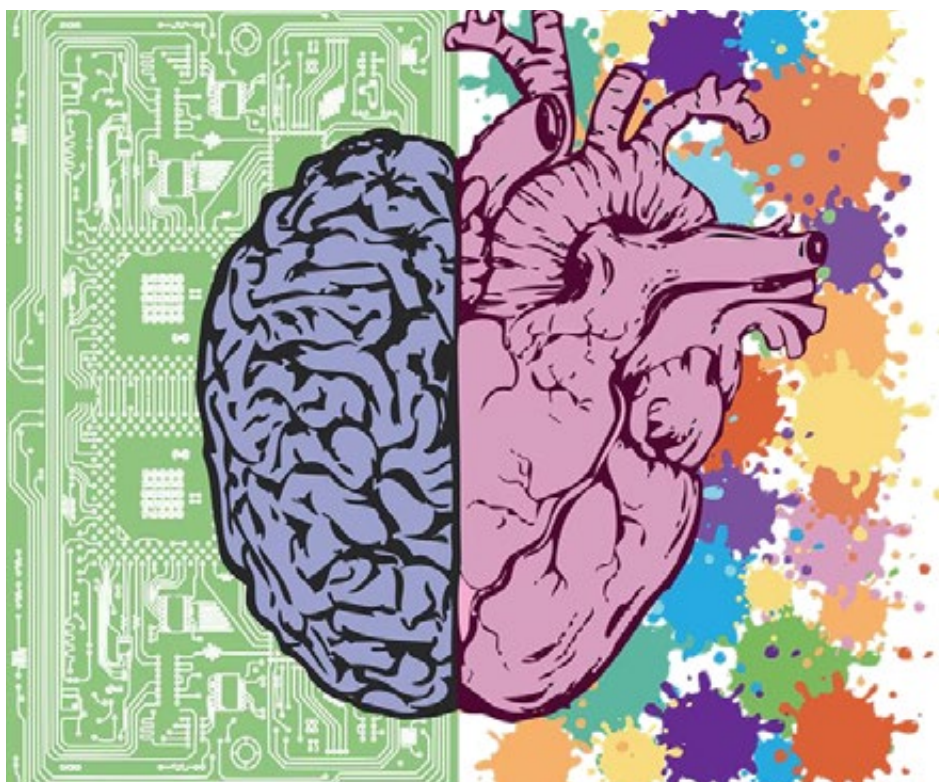
ANNEX

► Module 1

Professional
orientation
for the future

ANNEX 1.1. | MODULE 1 /Exercise 1

Symbol cards



SOURCE: Royalty-free images downloaded from pixbay.com

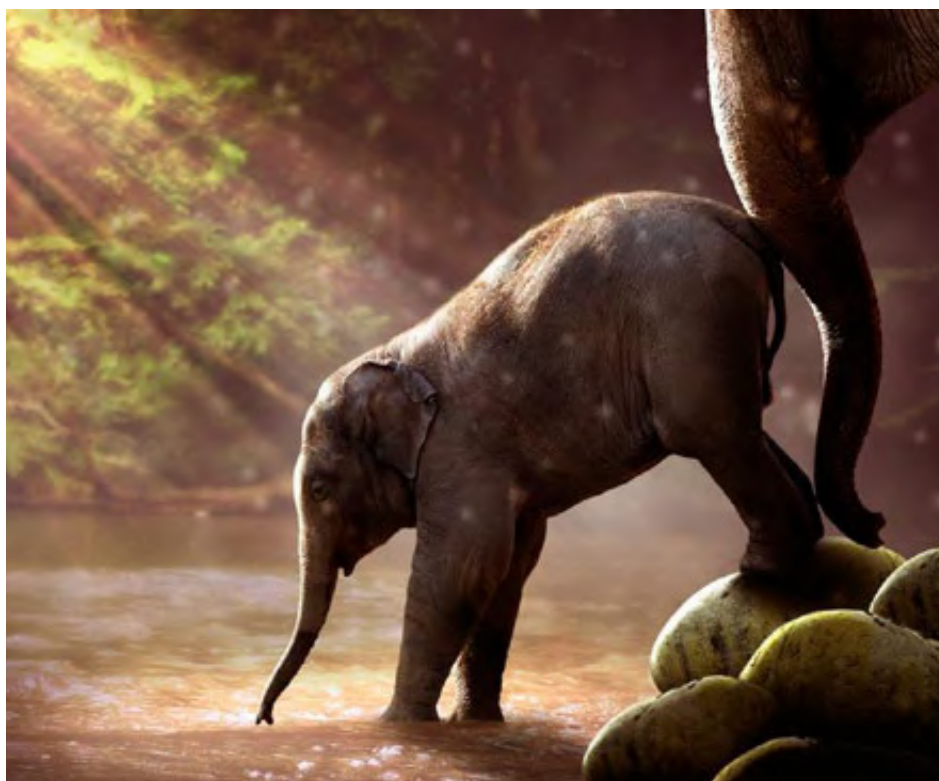
ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



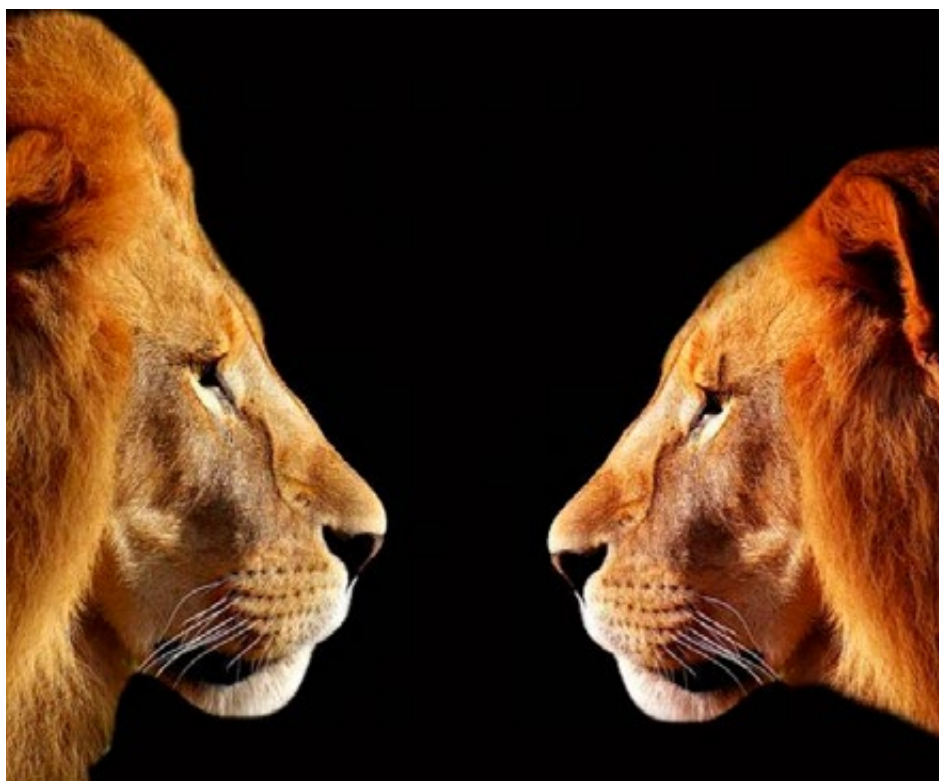
ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



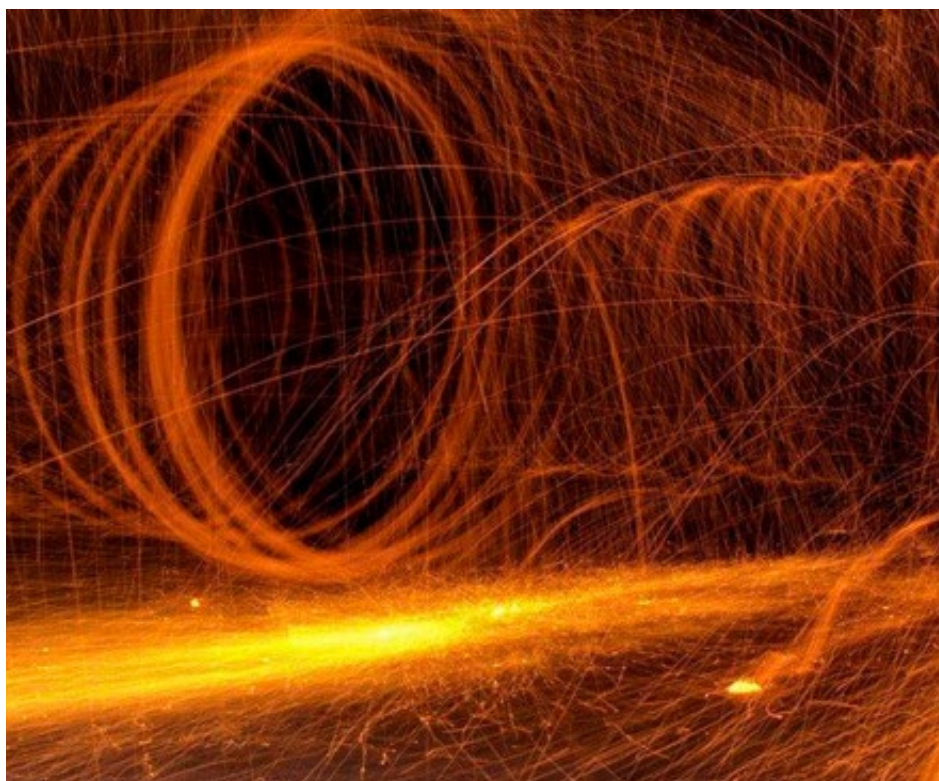
ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



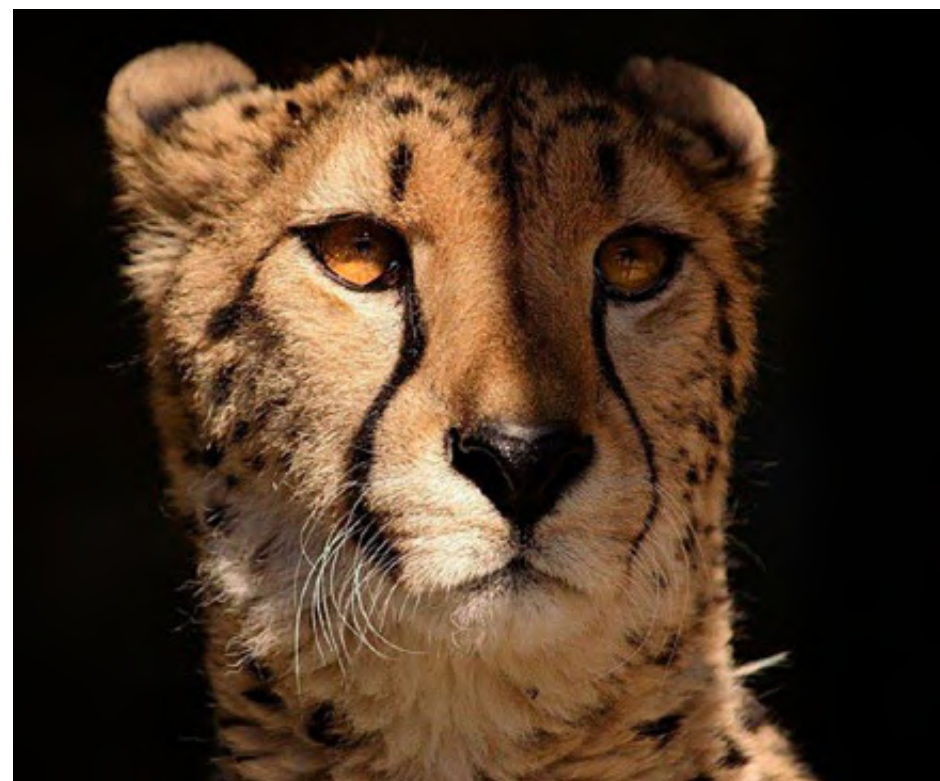
ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



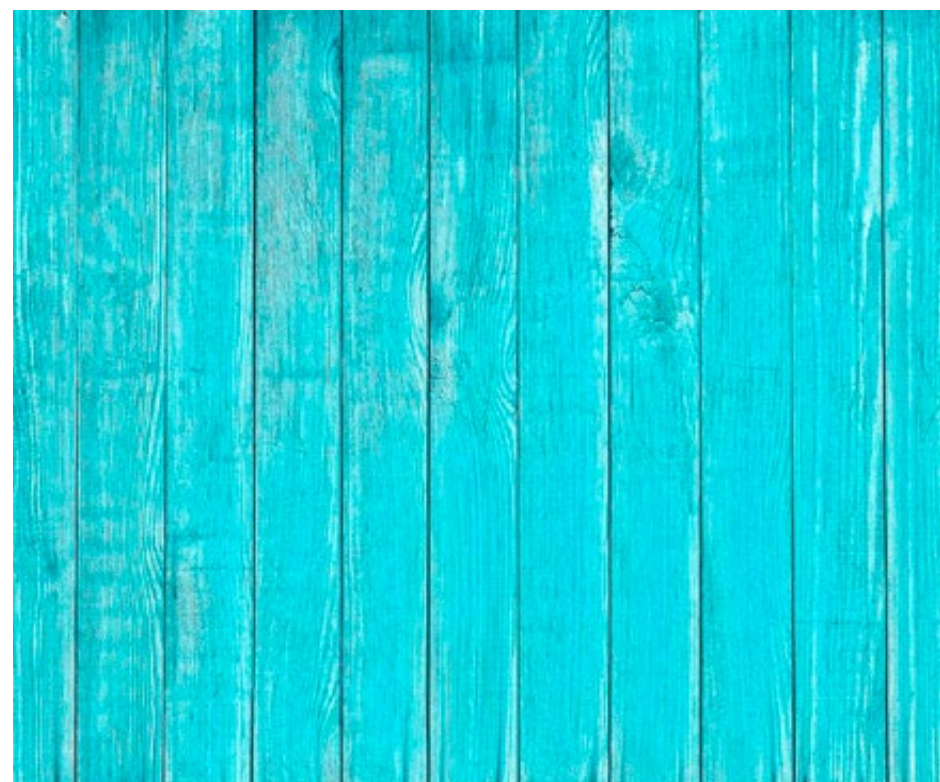
ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.1. | MODULE 1 / Exercise 1

Symbol cards



ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



Career guidance
for the future.

Module 1. Expository
activity.



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la Unión Europea

ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



Let us situate
ourselves in our
experience as
students...

What knowledge do you need to
have in order to decide what to do
with your professional future?



ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



Brainstorming

Shall we brainstorm?

What does the word:
VOCATIONAL ORIENTATION

sound like to you?

What do you think it's good for?

ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



What is it?

A reality that needs to be known

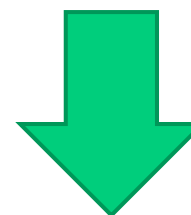
Career guidance :

It is a process of accompaniment throughout the school career that supports you in the construction of your life and professional project.

These are actions that support you in developing the skills and competences you need to cope with the changing environment, to make career choices and to face life's challenges.

The aim is for you to learn how the professional and working world is configured and to understand how the changes that arise in economic, social and cultural models are linked to access to work.

Career guidance is not only about which career path to choose.



ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



It is also so that you can:

- ✓ Perform a self-assessment and recognition of your personal abilities and interests.
Get early information about the world of work and how to access it.
- ✓ Recognise the competences and skills required in today's world of work.
You know about new ways of working and employment (emerging jobs).
- ✓ Make decisions with awareness and confidence.
- ✓ Adapt to the changes we are currently experiencing.
- ✓
- ✓



ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



Career guidance has a close relationship with the labour market:

Labour market:

- It is very important that you know about it, because the ways in which people enter the world of work depend on it.
- It refers to the confluence of supply and demand for employment that responds to the needs imposed by the dynamics of the local and global economic system.



- Did you know that many jobs are expected to disappear in the very near future and (new) ones to emerge?

ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity

Labour market in Spain.

<https://www.rtve.es/noticias/20220918/empleos-verdes-trabajo-cambio-climatico/2394269.shtml>



» Noticias » Economía

Economía

Empleos verdes: así son las profesiones ambientales que ya están cambiando el mercado laboral

- La economía verde podría crear 24 millones de trabajos en 2030, y 8,4 millones destinados a los jóvenes, según la OIT
- Aunque se están asentando, los expertos indican que faltan trabajadores verdes en renovables y sostenibilidad en España

18.09.2022 | 09:28 horas | Por RUTH DRAKE

En esta misión tienen un papel fundamental los empleos verdes, nuevas profesiones que se están asentando en el mercado laboral y que, según los expertos, tienen un gran potencial para detener los efectos de la crisis climática y acabar con las sequías y los incendios que azotan el planeta.

Abarcan numerosos sectores: instaladores de placas fotovoltaicas, restauradores naturales, abogados que entiendan la nueva normativa ambiental... Diversas profesiones cada vez más demandadas por las empresas, que buscan integrar la sostenibilidad en todas sus áreas.

Giran en torno a la economía verde, un sistema transversal que podría determinar las profesiones de nuestros hijos y nietos. Según la Organización Internacional de Trabajo (OIT), podría crear 24 millones de puestos de trabajo en 2030 en todo el mundo, y 8,4 millones destinados a los jóvenes, tal y como indica en un informe reciente. En España, la economía verde ya empleaba a medio millón de personas en 2019, una cifra que podría triplicarse en ocho años si se invierte lo suficiente en luchar contra el cambio climático.

ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity



We are therefore faced with a labour market demand that is characterised by the following:

- An increase in industrial and technological change and with it the demand for higher skilled professionals (higher levels of education and technical skills).
- Where the development of social skills and adaptive competences are more important than ever.
- Increased demand for "**STEAM**" professional profiles: people with knowledge in science, technology, engineering, art and mathematics.
- We are looking for people with the ability to: work as part of a team, flexible, with a facility for continuous learning and research.

ANNEX 1.2. | MODULE 1 / Exercise 2

Expository activity

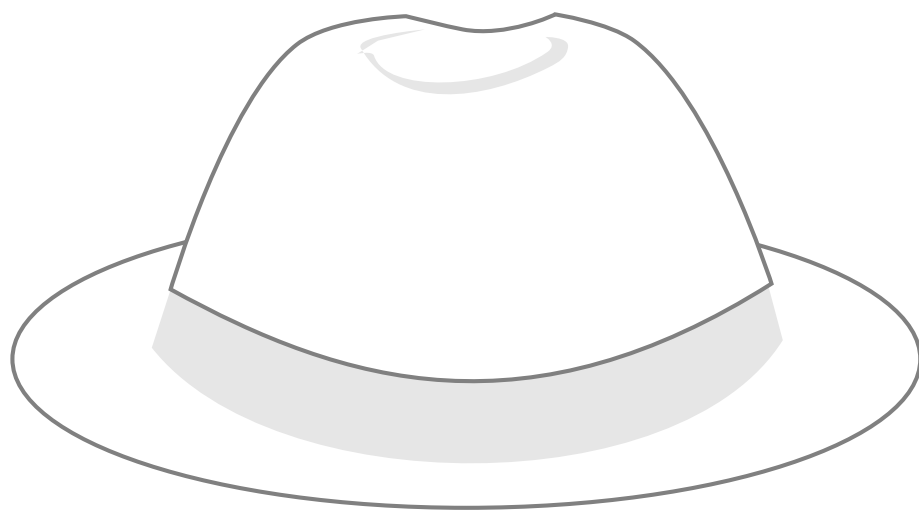


♥ Final reflection:

What do you think are the most important actions we need to take now, in order to meet the challenges posed by the future labour market?

ANNEX 1.3. | MODULE 1 / Exercise 3

Colour-coded cards



This is the colour of neutrality.

Neutrality means seeking objectivity in analysing the situation.

To analyse objectively you have to:

- Based on numbers and statistics.
- Information that is based on verified facts or data.
- It does not give opinions e.g.: I agree or disagree.
- Nor does it express feelings such as: anger, worry, frustration.

ANNEX 1.3. | MODULE 1 / Exercise 3

Colour-coded cards



This is the colour that sees everything dark and pessimistic.

It is the colour that analyses the situation from all the negative aspects it finds in it.

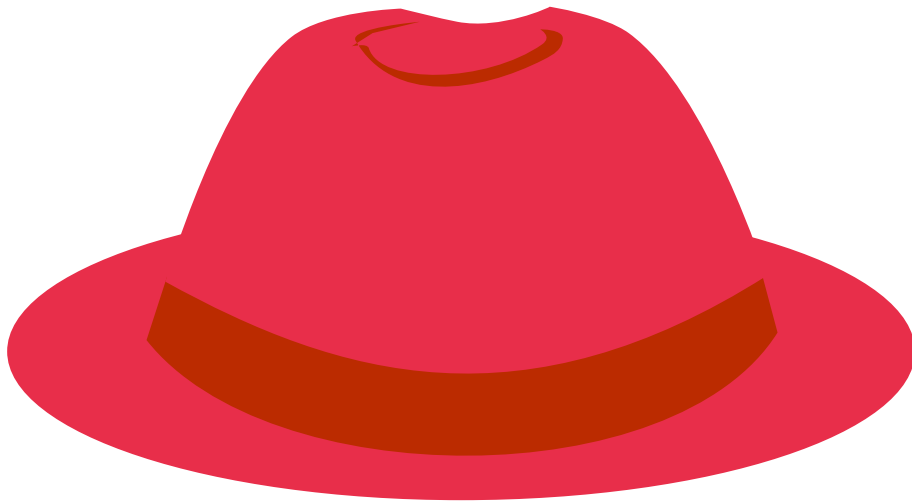
It is not a neutral colour, it uses emotions such as fear or frustration to see reality.

To analyse this colour:

- Risks y consequences of the situation.
- It highlights everything that is threatening and dangerous.

ANNEX 1.3. | MODULE 1 / Exercise 3

Colour-coded cards



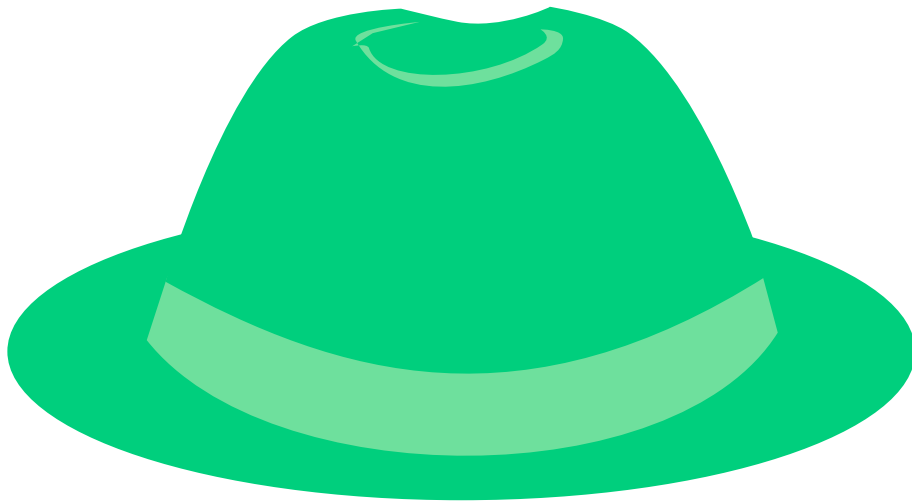
It is the colour that allows you to think with passion and analyse situations with intuition.

To analyse from this colour:

- We can raise the feelings that arises from the situation.
- It highlights opinions that are born out of intuition.
- Point out the first ideas about the problem that come to your mind (impulsivity).

ANNEX 1.3. | MODULE 1 / Exercise 3

Colour-coded cards



This is the colour that alludes to nature and is therefore associated with creation and growth.

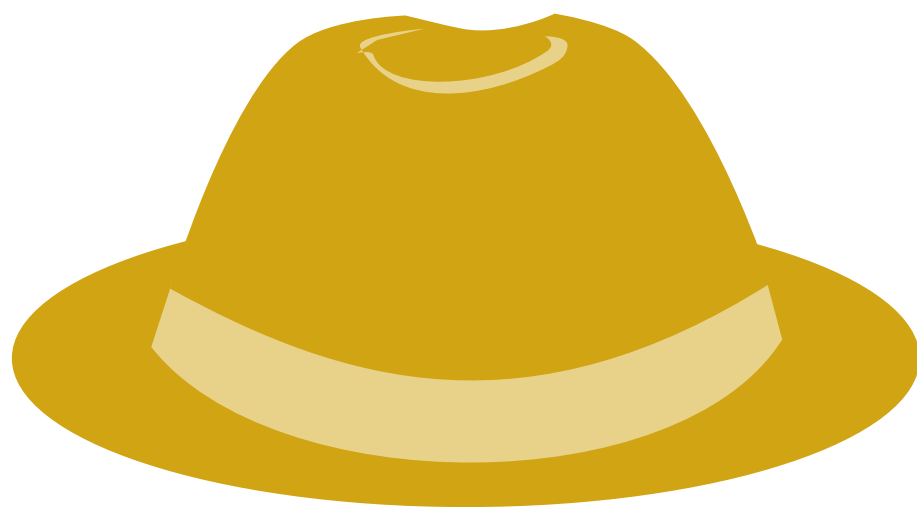
That is why it is creative thinking, the emergence of new ideas to analyse the situation.

To analyse from this colour:

- Generate new ideas or ways of understand the situation and come up with solutions.
- Seek to think beyond what is said about the situation to create greater possibilities for understanding and addressing the needs that arise.

ANNEX 1.3. | MODULE 1 / Exercise 3

Colour-coded cards



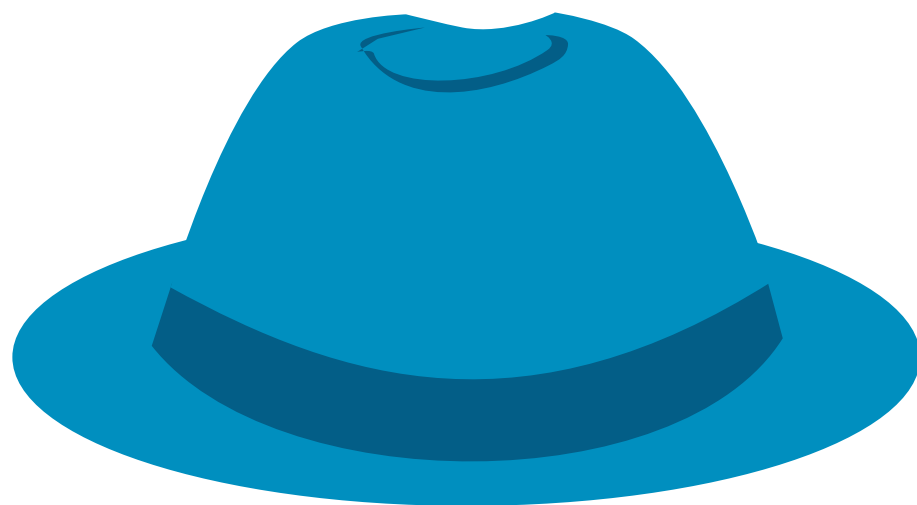
This colour is usually associated with Light, brightness. That is why it is the thought that sees in an optimistic the situation, sees opportunities to make things better.

To analyse from this colour:

- See the options that can improve the situation.
- Analyses the situation from opportunities.
- It is all the opposite of black hat.

ANNEX 1.3. | MODULE 1 / Exercise 3

Colour-coded cards



It is the colour that conveys control and its function is to manage the dynamics by keeping participants as focused as possible to achieve results.

To analyse from this colour:

- The person leading the activity is the one wearing this hat.
- Organise the other hats and the process of analysis from each hat.
- It helps the group to stay focused on the work of analysing from each perspective.
- It is used at the beginning and end of the exercise.

ANNEX 1.4. | MODULE 1 / Exercise 3

Situation to analyse

Young people are the social group most affected in terms of finding employment by the economic impact of the pandemic, according to the Employment and Social

Development in Europe 2022 report, published on Tuesday by the European Commission.

It points to the temporary nature of their contracts, the difficulty of finding their first job after training and highlights the need to promote social and employment policies to solve the challenges faced by this group in accessing the labour market, especially in view of the deterioration of the socio-economic situation resulting from the war in Ukraine.

SOURCE: Young people's access to the labour market is complicated after the coronavirus.
At: <https://www.lainformacion.com/mundo/el-empleo-juvenil-en-la-ue- un-problematras-el-impacto-economico-de-la-covid/2870636/>



Question for analysis

What do you think the employment situation for young people will be like in the near future?

ANNEX 1.5. | MODULE 1 / Autonomous work

We are hiring



Let's think about those jobs that I would like to perform professionally. According to my abilities, skills and tastes: What type of work would I like to do? What job would I like to have in the future?

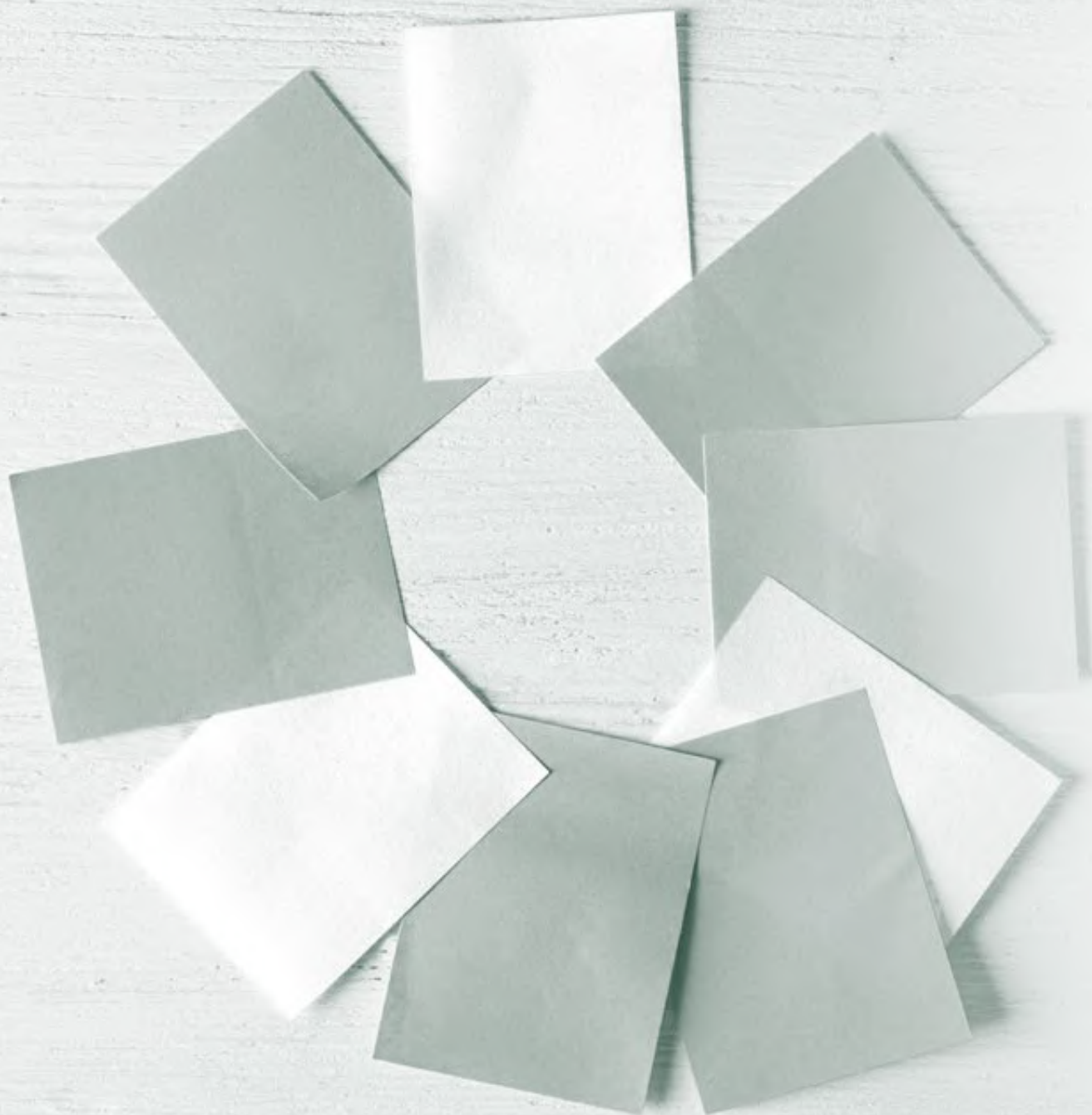
Instructions:

We will search the different employment portals, such as those mentioned below, for job offers in the jobs that you have identified and that you would like to perform professionally in the future. Look for at least 3 ads or offers.

- Infojobs 
- Indeed 
- eures 

When you have the three job offers of your choice, identify and copy on a sheet of paper the requirements and skills requested in each of them. Along with the requirements, write down, according to your criteria, what you would need to do to obtain the jobs you have selected.

Bring what you've identified to your next scheduled career counseling session.



ANNEX

► Module 2

Discovering talents
and motivations

ANNEX 2.1. | MODULE 2 / Exercise 1

Expository activity



Discovering my talents and motivations.

M2. Expositive activity



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ANNEX 2.1. | MODULE 2 / Exercise 1

Expository activity



Have you ever
heard that...?

*"The greatest wisdom
there is is to know
thyself".*

Galileo Galilei



ANNEX 2.1. | MODULE 2 / Exercise 1

Expository activity



Let's brainstorm.



how does the phrase sound?

ANNEX 2.1. | MODULE 2 / Exercise 1

Expository activity



To begin with...

- Self-knowledge is a lifelong process.
- It is a **FUNDAMENTAL** step in making decisions about our professional future.
- It is about exploring our **inner** self in order to identify our virtues, capacities, preferences and tastes, voids, needs, predominant emotions. **In the different stages of our life.**

ANNEX 2.1. | MODULE 2 / Exercise 1

Expository activity



Self-knowledge + Career guidance

VOCATIONAL INTERESTS

- Preferred professional areas.
- These are inclinations or tastes that a particular person has for various subjects or activities.

SKILLS AND APTITUDES

- Activities that we carry out to the full.
- Those that we perform fluently.

VOCATIONAL VALUES

- Beliefs and worldviews.
- It tells us what we expect from our environment and the relationships we establish with it.

MEANING OF LIFE

- Where do I want to go? What do I want to do with my life? What are my projects?

ANNEX 2.1. | MODULE 2 / Exercise 1

Expository activity



What is its importance?

- Self-knowledge enables us to make better decisions.
- It allows us to recognise our interests, skills and values
- It helps us to find our **REASON FOR BEING**.
- For you to consider a professional project that is consistent with yourself.
 - *May it make you happy*
 - *Where you feel useful and that you contribute to the world.*
 - *That makes you grow and evolve.*

ANNEX 2.1. | MODULE 2 / Exercise 1

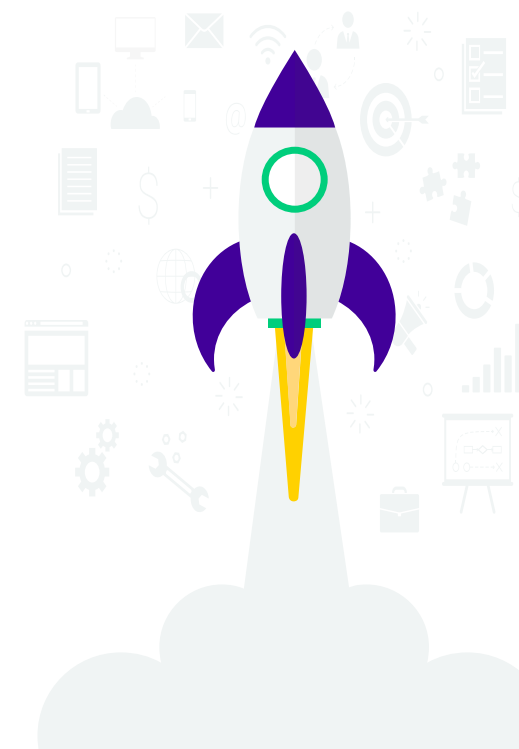
Expository activity



Final reflection:

What actions could you take to get to know yourself better?

What do you need to do it?



ANNEX 2.1. | MODULE 2 / Exercise 1

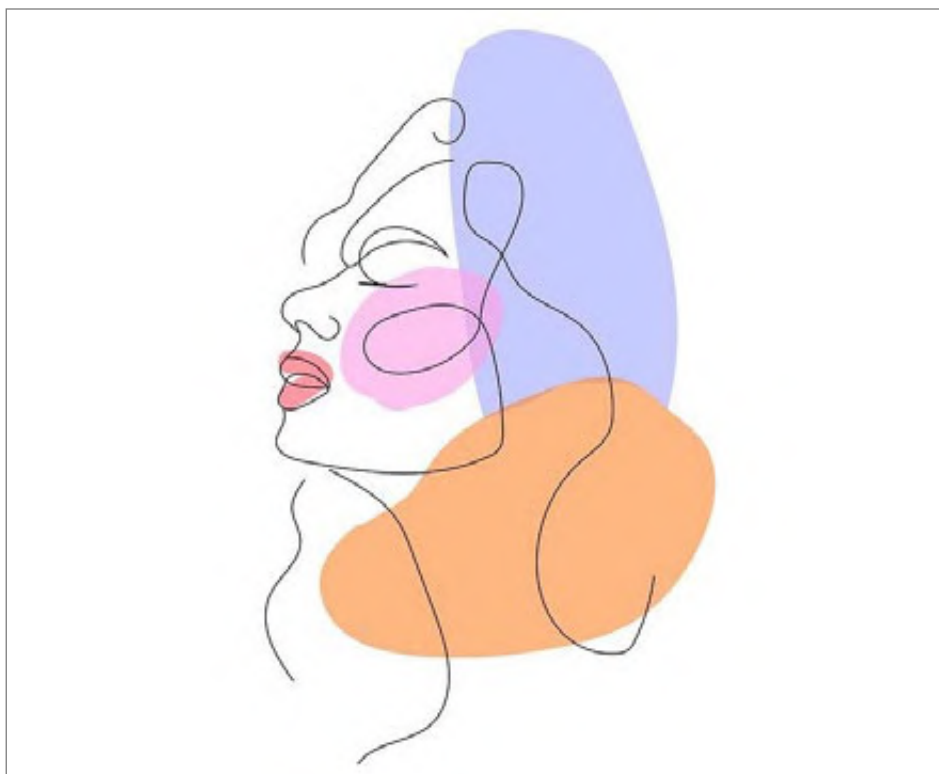
Expository activity

A self-knowledge exercise aimed at identifying professional areas.

Application of the online vocational test:

ANNEX 2.2. | MODULE 2 / Exercise2

Suggested images: Emotion Detective



SOURCE: Royalty-free images downloaded from pixbay.com

ANNEX 2.2. | MODULE 2 / Exercise 2

Suggested images: Emotion Detective



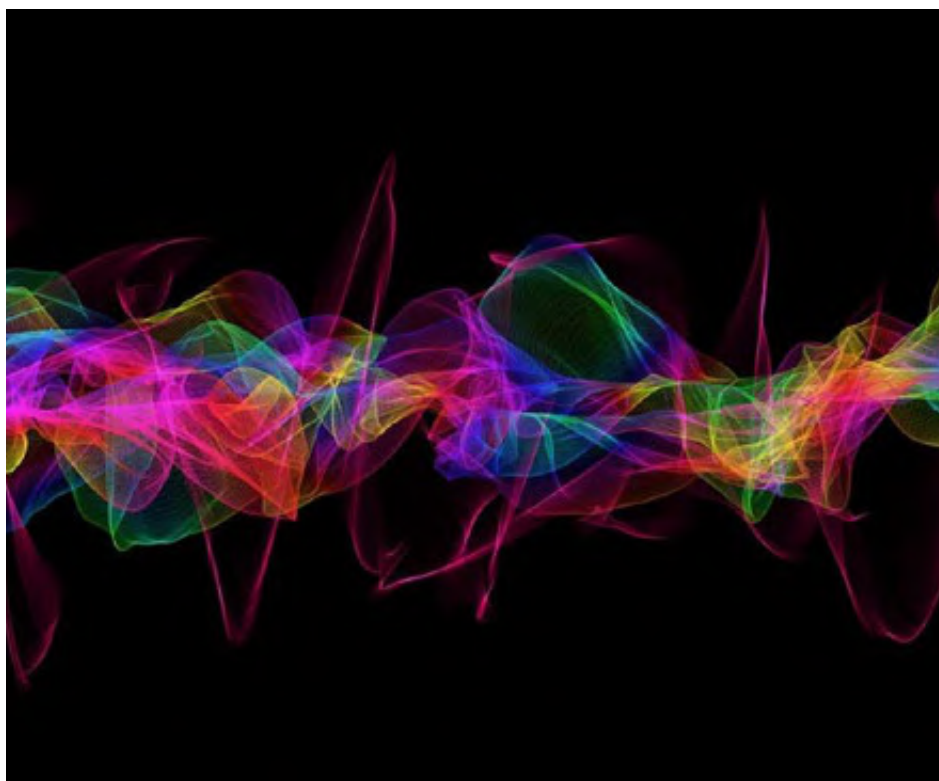
ANNEX 2.2. | MODULE 2 / Exercise 2

Suggested images: Emotion Detective



ANNEX 2.2. | MODULE 2 / Exercise 2

Suggested images: Emotion Detective



ANNEX 2.2. | MODULE 2 / Exercise 2

Suggested images: Emotion Detective



ANNEX 2.2. | MODULE 2 / Exercise 2

Suggested images: Emotion Detective



ANNEX 2.3. | MODULE 2 / Autonomous work

My digital biography

Instructions:

Have you ever wondered who you are?

We often find it difficult to answer this question. However, there are many ways to find answers that allow us to answer it. With the digital biography that you are going to make soon, you will find many elements in your past life and in your future desires that will give you the information so that you can identify everything that characterises you and makes you the person you are today.

.....

To do this you will have to travel back in time and build a timeline where you identify the most important years for you up to the present day.

For each year you will describe **the most important events in your life up to the present day. You can think back 10 years.** By answering these questions:

1. What have been the most important events, experiences, learnings and memories in each year and why?
2. How have these past events or happenings influenced who you are as a person today?
3. Describe your likes, hobbies and interests in each year of your life.
4. What did you dream of being?
5. Describe your main qualities in each of the years.
6. Describe your greatest learnings in each year.

We will also ask you to imagine and include in your timeline the future and think:

- Where will you be in 5 years?
- What goals would you like to have achieved in 5 years?
- What dreams do you want to see come true in this period of time?

You will answer the questions posed to you in outline form, using phrases that indicate the information you gain from reflecting on what the questions suggest.

ANNEX 2.3. | MODULE 2 / Autonomous work

My digital biography

How will you do it?

To make and design your digital biography as explained in the instructions, you should choose a free application for interactive presentations. Here are a few that you can use:

Genial Ly: <https://app.genial.ly/> | **Canva:** <https://www.canva.com/> | **Power point** | **Google Slides**

- To do this you must register and create a user, as you do with any other application you are using.

Important: we will use the free version of the application of your choice, you do not need to select premium or paid versions.

Step 1: Content development

order to develop the content of your autobiographical timeline, you will need to reflect on and elaborate on the questions posed in the instructions section.

- You will identify the most important years or periods of years in your life, and for each year or period you will write down the most important events.
- Draw a horizontal line, on this line you will mark a midpoint that represents the present moment or “the now”. Then, on the left, you will incorporate the different situations and experiences you have lived in the past that you consider relevant in your life, ordered by years.
- It is important that you think of vital or relevant moments such as: birth, difficult episodes, important changes (school, housing, changes in the family, etc.), good memories, trips, excursions, etc.
- On your right hand side you will place how you imagine you will be in the future. What will be important for you in 5 years time.



We give you a picture as an example, but you can design your timeline using your creativity to the maximum.

ANNEX 2.3. | MODULE 2 / Autonomous work

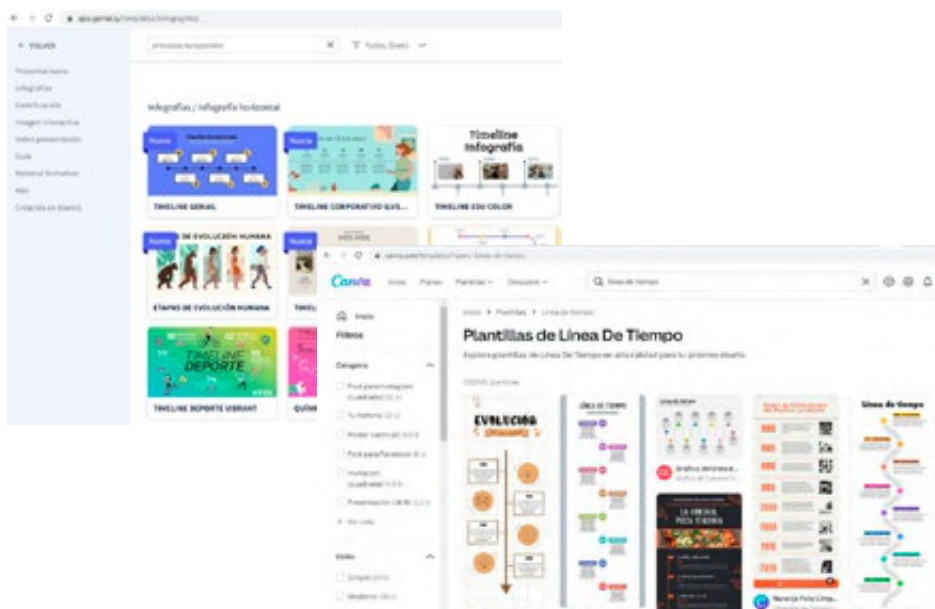
My digital biography

Step 2: Choose or develop the template design that best suits your autobiography.

You can design your own timeline using the interactive elements offered by the application you selected. You can also rely on designs or templates provided by the application.

To make it easier for you to find suitable templates, we recommend that in the search engine of the selected application, you type in indications similar to these examples:

Horizontal infographics | Temporal processes | Time lines



Step 3: Design your autobiographical timeline.

Once you have designed your own template or selected the appropriate one to make a timeline detailing your biography, you will need to organise the information you have developed for each year you selected from your life story. In a way that tells the most important milestones of your life in each of them. Always be guided by the questions we have placed at the beginning of the instructions.

Step 4: Download and socialise.

Finally, when you have finished your autobiographical timeline, you will download it to present it, if you wish, at your next scheduled career counselling session.

This exercise helps us to reflect on our life history and the most important events you have experienced, what you have felt and how they have influenced your present moment. And how this defines the person I am today.

It also allows us to go deep inside ourselves to identify more clearly where we want to go, what we want to do and what decisions to make in order to achieve, advance and reach the goals or objectives that you have set for the future.

Let us remember that we are people who are constantly under construction and that we will continue to be so until the end of our lives.

ANNEX

► Module 3

Skills and competencies
for future employment

ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



**Skills and
competences for
the future of work.**

EXPOSITORY ACTIVITY M3



ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



Group activity

The best or the worst



ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



And if we tell you that

- **Soft skills** will be the key to employability in times of sudden and constant change.

What do you think they are?



ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



Concept:



- They are a set of personal **qualities** that are evidenced in knowledge and attitudes.
- These competences are **learned** through **practice and personal experiences**.
- These can be identified by observing the actions and attitudes people display in different situations.
- They are processes that people put into **action-action-creation**, to **solve problems** and **carry out activities**.

ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



Let's talk about them, the competences:

- The development of soft skills is something that will be with us all our lives.
- They are part of our personality.
- They give us tools to solve everyday situations or problems.
- We learn them through different experiences: play, sports, artistic activities, volunteering, belonging to groups, relationships with the family, etc.



ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



What are they for?

- They make it easier for us to communicate assertively.
- They allow us to adapt to the accelerated changes we live in today.
- They are needed to solve everyday problems.
- They give us the ability to relate to people.
- They speak of our personality, so knowing them allows us to make better decisions in many areas of our lives.



ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



Some examples:



☒ Leadership

☒ Flexibility / adaptability.

☒ Assertive communication

☒ Teamwork.

☒ Resilience

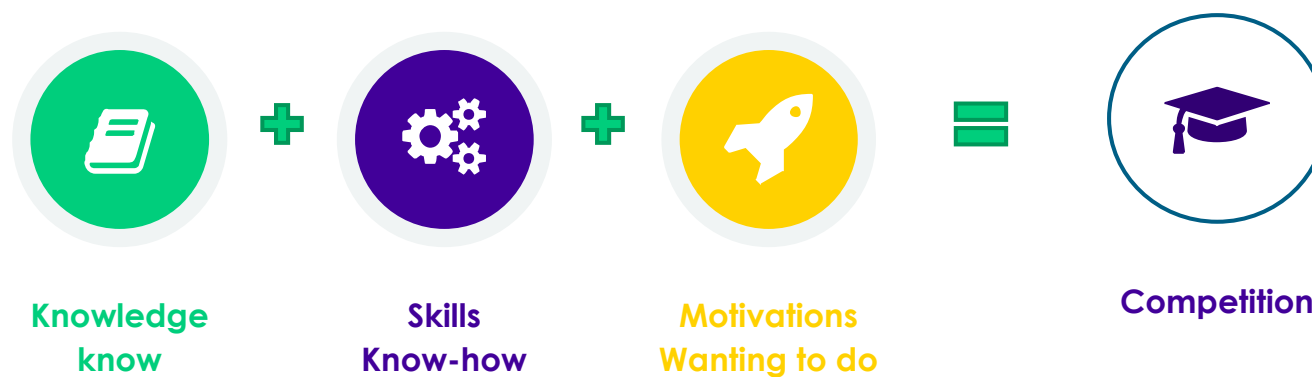
☒ Perseverance

☒ Problem or conflict resolution

ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity

Let's look at all this in a graph:



ANNEX 3.1. | MODULE 3 / Exercise 1

Expository activity



Final reflection

In a world of great and rapid change.

At your discretion:

What is the role of soft skills?

ANNEX 3.2. | MODULE 3 / Exercise 3

Assertiveness umbrella. Situation cards

Card A

In 2 minutes you have a key job interview two streets away from where you are at the moment, a tremendous downpour is falling and you cannot arrive soaked because you would give a very bad impression and that would clearly harm you.

You take refuge for a moment in the entrance of an establishment, time passes and it rains more and more heavily and you begin to believe that you will lose the job of your life, and suddenly in front of you you see an umbrella alone and without an owner on the ground...

ANNEX 3.2. | MODULE 3 / Exercise 3

Assertiveness umbrella. Situation cards

Card B

You have a date in a restaurant in five minutes and up the street from where you are, it is with the partner of your life, you have organized it so that everything is perfect, you have a salon hair-do and your best clothes, but it has started to rain very strong, so you have taken refuge for a moment in the entrance of an establishment, but you need an umbrella anyway, you cannot allow everything to go to waste, suddenly you see an abandoned umbrella on the ground...

ANNEX 3.2. | MODULE 3 / Exercise 3

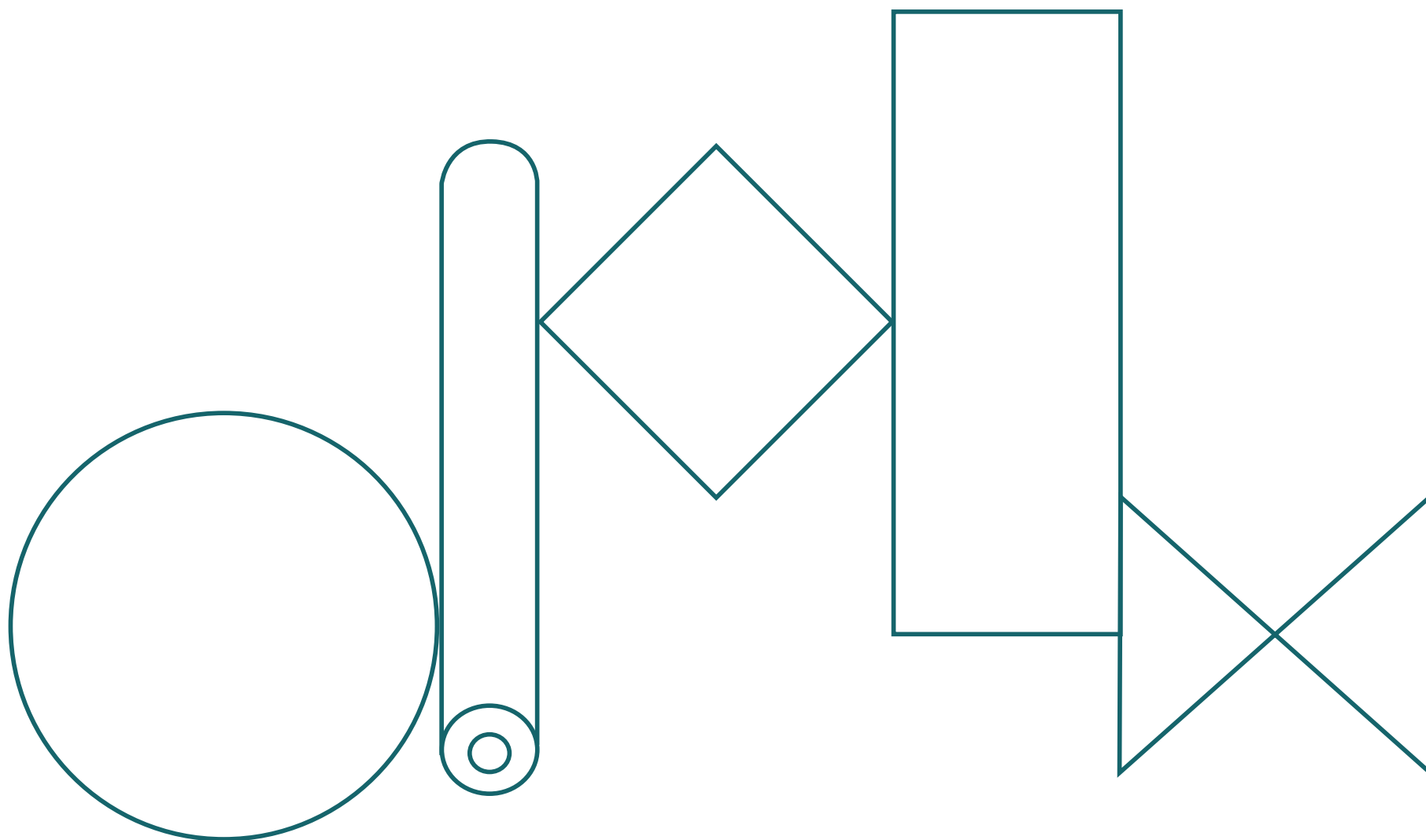
Assertiveness umbrella. Situation cards

Card C

In 3 minutes you have to pick up your four-year-old daughter who is in her kindergarten across the street from where you are. It has started to rain heavily, and you have taken shelter at the entrance of an establishment, but it has started to rain even more, you also have a fever and getting wet would be fatal. Your daughter's kindergarten is very strict with pick-up times and they already gave you a wake-up call the last time you were late, you urgently need an umbrella, suddenly you see one on the ground and no one is around...

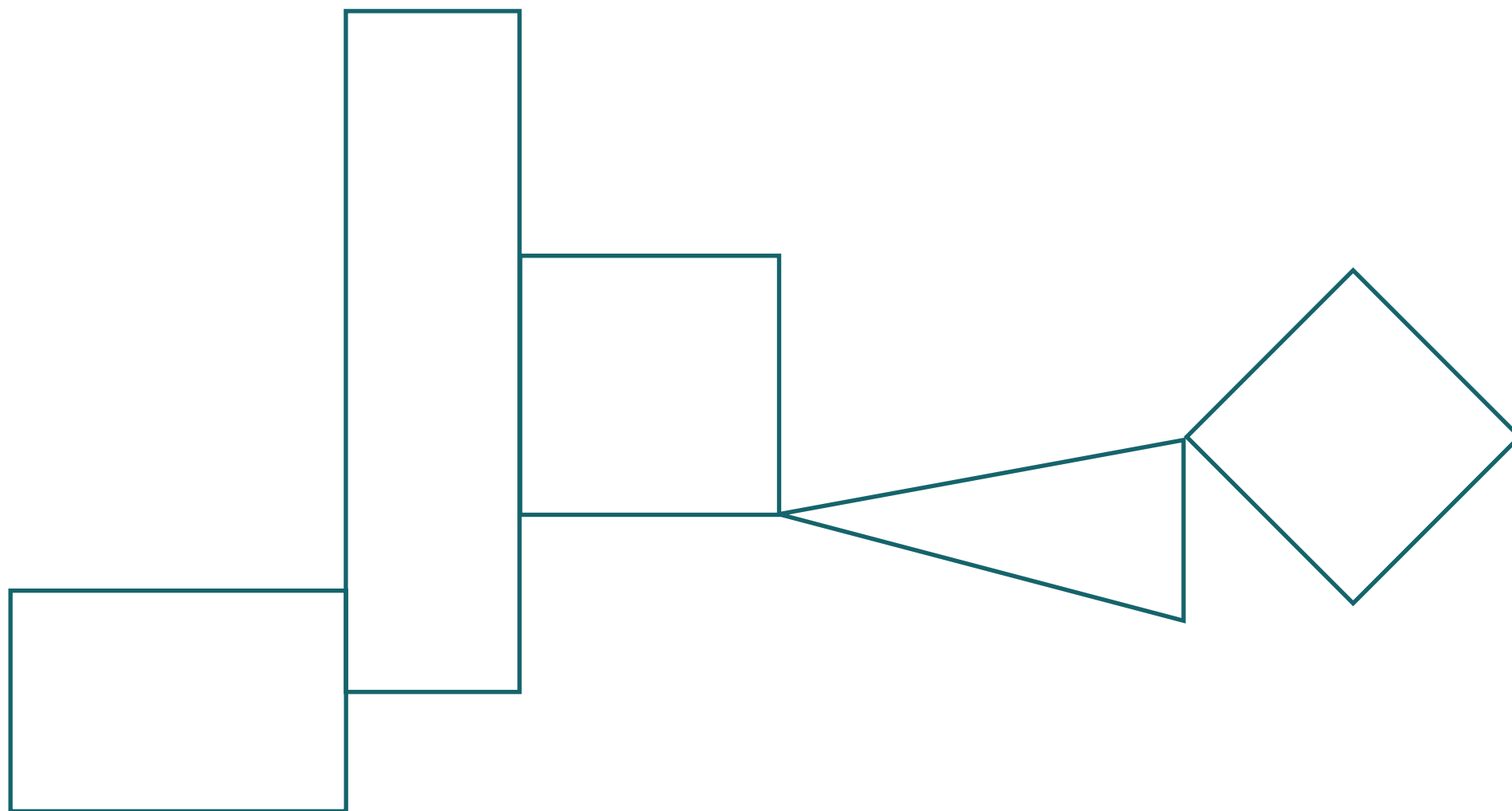
ANNEX 3.3. | MODULE 3 / Exercise 5

An artistic dictation. Drawings for dictation



ANNEX 3.3. | MODULE 3 / Exercise 5

An artistic dictation. Drawings for dictation



ANNEX 3.4. | MODULE 3 / Exercise 6

Discrimination concept card

“the unfair or prejudicial treatment of different categories of people, especially on grounds of race, age, sex or disability”.
(Cambridge Dictionary)

Discrimination is the act of making unjustified distinctions between people on the basis of the groups, classes or other categories to which they belong or are perceived to belong.

People can be discriminated against on the basis of race, gender, age, religion, disability or sexual orientation, as well as other categories. Discrimination occurs especially when individuals or groups are treated unfairly in a worse way than others on the basis of their actual or perceived membership of particular groups or social categories. It involves restricting members of one group from opportunities or privileges that are available to members of another group (Wikipedia).

ANNEX 3.5. | MODULE 3 / Autonomous Work

You are what you like

Did you know that I can recognise my competences through my hobbies?

Many people are unaware of the skills and abilities that make them different from others. That is why we invite you to do this simple exercise so that you can identify all those competencies that you have and that you may not be aware of.

Instructions:

You are going to select the hobbies or pastimes found in the document "You are what you like" of the Adecco Foundation.

For each of the hobbies you selected, you are going to read carefully the associated competences. Select for each hobby those competences that you think you already have or are developing.

Write down the competences in the following table and explain why you think you have them:

Hobbies	Skills	Describe yourself
Animals	Empathy	I am a person who likes to listen and understand the problems and difficult situations faced by my friends or colleagues.



ANNEX

► MODULE 4

Technology,
digitization
and the environment

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



Technology,
digitalisation and the
environment. Other
vocational training
opportunities.

Expository activity 1
M4



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ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



Do you recognise any of these professions or trades?



Source: <https://ceslava.com/blog/35-fotografias-de-35-oficios-que-ya-no-existen/>



ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity

How are you doing?



Source: <https://lacronicadesalamanca.com/271046-el-factor-humano-iii-cajeras-de-supermercados/>



Source: <https://resilientdigital.com/los-cacos-se-digitalizan-nuevas-formas-de-robo-en-los-supermercados-con-autocobro/>

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



"Today we are educating our young people for jobs that do not yet exist and to solve problems that we are not yet aware of".

Hans van der Loo, 2016.

What do you think the phrase refers to?

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



Did you know that we are going through a fourth industrial revolution?

- It is known as Industry 4.0
- And its main characteristic is that it imposes great and accelerated changes in technological and digital development that permeate everything: politics, economics, culture and society.
- This is why it is marking new ways of organising society (new ways of relating, mobilising and generating resources).

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



It is a transition that is digital:

Which means that it is:

"the application of digital capabilities to processes developed in the various areas of society, to products and assets to improve efficiency, quality and speed in the management/administration of things and above all in the opening of new market opportunities and revenue generation".

It is the transfer of all **analogue processes** to an **online** mode.

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



What examples can we identify of this digital transition?



ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



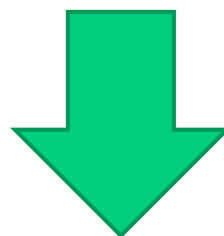
And it is a transition that is green:

- Also known as the road to sustainability.
- It uses technological and digital development to respond to today's sustainability **challenges**.

Do you know what they are?

ANNEX 4.1. | MODULE 4 / Exercise 1

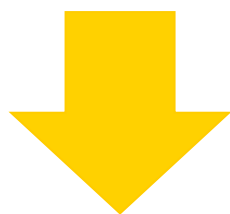
Expository activity



- Climate change.
- Environmental degradation.
- Poverty and social inclusion.

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



New jobs

- Addressing these challenges has generated what is known as:

"green jobs"

- That they are multi-sectoral, as they go beyond environmental issues.
- It is part of a development model that is green and sustainable.

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



Let's brainstorm.

**In between these two
transitions:**

**What do you think are the
most important
competences and skills?**

ANNEX 4.1. | **MODULE 4** / Exercise 1

Expository activity

**Key competences:****• Digital Competences**

- Search and management of information and data.
- Communication and collaboration in digital environments.
- Creation of digital content.
- Security.
- Troubleshooting

• Green Competences

- Incorporate sustainability values.
- Embracing complexity in sustainability (critical thinking).
- Envisioning sustainable futures.
- Acting for sustainability

ANNEX 4.1. | MODULE 4 / Exercise 1

Expository activity



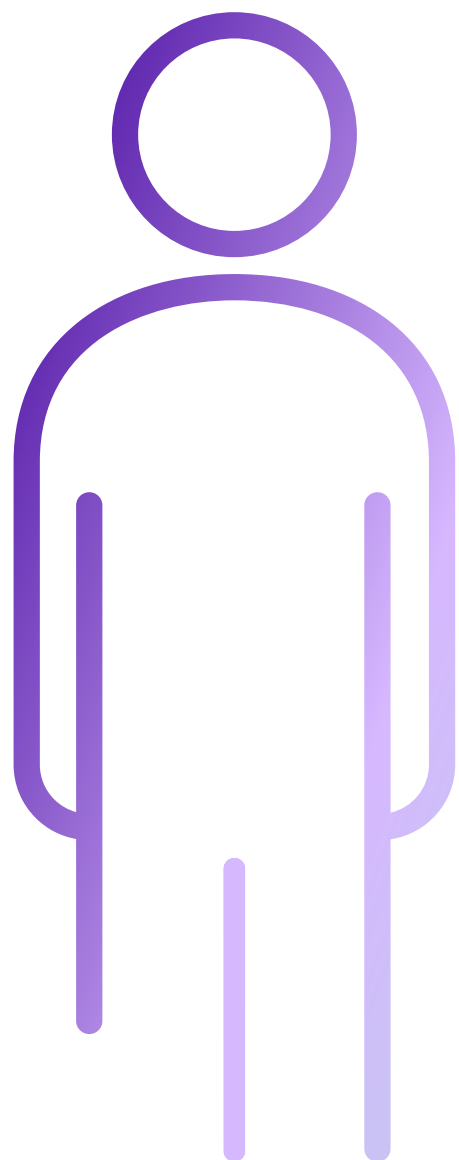
Final reflection

**What do you think the jobs of tomorrow will be like?
What will characterise them?**



ANNEX 4.2. | MODULE 4 / Exercise 3

Human silhouettes



ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity



Gender conditioning
factors and career
choice.

Expository activity 2
M4



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ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity



**What
characteristics
have been
attributed to men
that make them
different from
women and vice
versa?**



ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

To better understand the concept related to gender we must refer to two key concepts.

- Stereotypes
- Prejudice

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

What are Stereotypes?

- Stereotypes are socially and collectively perceived thought forms whose function is to process information about others.
- They reflect beliefs about the characteristic traits and qualities such as social roles and social mandates of people who are part of a group.
- They produce an (anticipatory) preparation for the perception as a judgement (good or bad) of behaviours or characteristics that are consistent with information about beliefs about traits and qualities.



ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

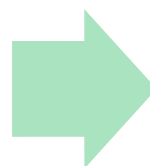
How do we incorporate stereotypes?

Individual perspective



We gain these stereotypes, beliefs and knowledge through interaction with different social groups.

Collective perspective



Transmission and exchange through our parents, peers, media, etc.

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

Prejudice

It is an act by which we evaluate a reality **positively or negatively** based on the information or stereotypes we have about a group of people or, in this case, about men and women.

A prejudice is an opinion that arises from an assessment of compliance with social norms and socially accepted behaviours about what men and women are expected to represent in a given society.

In this sense, prejudice is the action and effect of prejudging. To pre-judge means to judge things **before the right time**.

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

Definition

- Gender is the characteristics and attributions that society and culture attribute to how being a man and a woman is defined.
- Because gender is socially and culturally constructed, its expressions change over time and from culture to culture.
- In all societies there are inequalities and unjust situations produced by this differentiated attribution of gender roles and opportunities to men and women.

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

What is gender?

It is the cultural construction that a society makes from biological differences, therefore gender is learned, and this learning is different in different cultures.

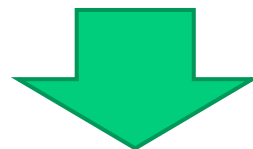
The difference

What is sex?

According to the RAE: it is the "organic, masculine or feminine condition of animals and plants". In other words, we are talking about the biological differences between men and women.

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity



"Gender is learned, not given by nature."

- It is learned and established at an early age from our relationships with our family.
- It is mainly learning by imitation.

ANNEX 4.3. | MODULE 4 / Exercise 4


Expository activity

What we learn is
to **BE AND DO**:
also known as
gender **ROLES**.

- Roles are all those socially and culturally accepted attributes, behaviours and characteristics that dictate the expected ways of being and acting for men and women.
- These are (often unquestionable) lessons that shape the way we think and act

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity



Women are attributed roles that associate them with a greater capacity for affective relationships, greater capacity to assume the role of motherhood and reproduction, and therefore they are also more capable of assuming the tasks of raising and caring for people.



Women's roles are considered secondary, they promote emotional and economic dependence, they are reproduced in the private sphere and are not visible in the social sphere.



- Men are assumed to have values and roles that prepare them to be successful in the public and professional world; in the workplace, in the economy, in science and technology.
- They are socialised for production and educated so that the source of their self-esteem comes from success in this area of production.

ANNEX 4.3. | MODULE 4 / Exercise 4

Expository activity

Inequalities born discrimination

The **social construction of gender** as an expression of a **culture** that is patriarchal permeates all aspects of social life and human relations, establishing social norms that put women at a disadvantage compared to men.

Gender inequalities are expressed both in the field of **education** and health, in the economy, in **relation to work** or in the way women and men are viewed in the media, in relation to the **reconciliation of work and family life**, in the legal system and also in politics. One of the most extreme expressions of inequality is **gender-based violence** (Irene López, p. 21).

ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions

Posters with feminised professions

ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



Nursing

ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



Teaching

ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



Secretariat

ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



Psychology

ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



ANNEX 4.4. | MODULE 4 / Exercise 5

Professions are for people

Posters with feminised professions



Telecare

ANNEX 4.5. | **MODULE 4** / Exercise 5

Professions are for people

Posters with masculinised professions

Posters with masculinised professions

ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

Posters with masculinised professions

A hand-drawn poster with a thick black border. Inside the border, the words "Fire" and "Brigade" are written in a large, bold, teal-colored sans-serif font, stacked vertically. The poster is held by two hands, drawn with simple black outlines, one on the left and one on the right, gripping the edges of the poster.

Fire
Brigade

ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

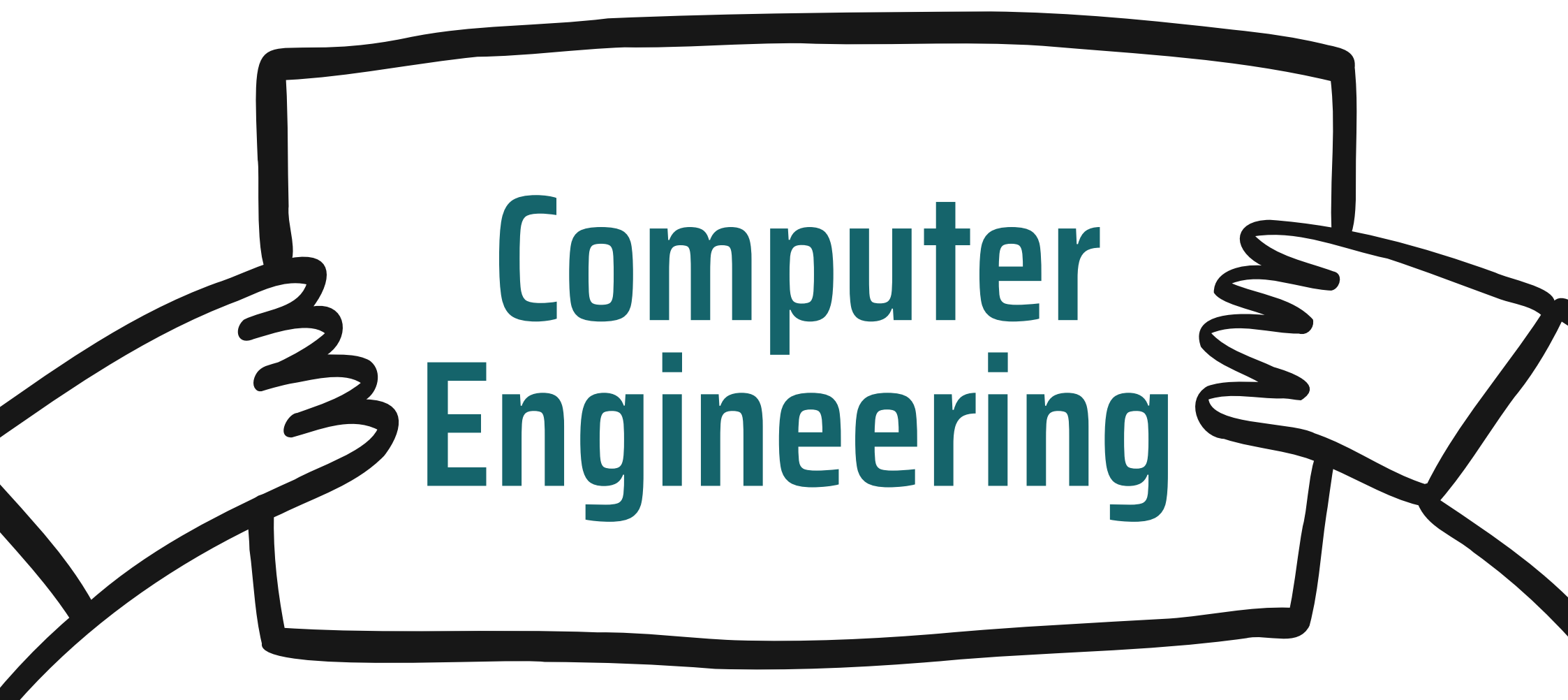
Posters with masculinised professions



ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

Posters with masculinised professions



Computer
Engineering

ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

Posters with masculinised professions



Video game
design

ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

Posters with masculinised professions



Aviation

ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

Posters with masculinised professions

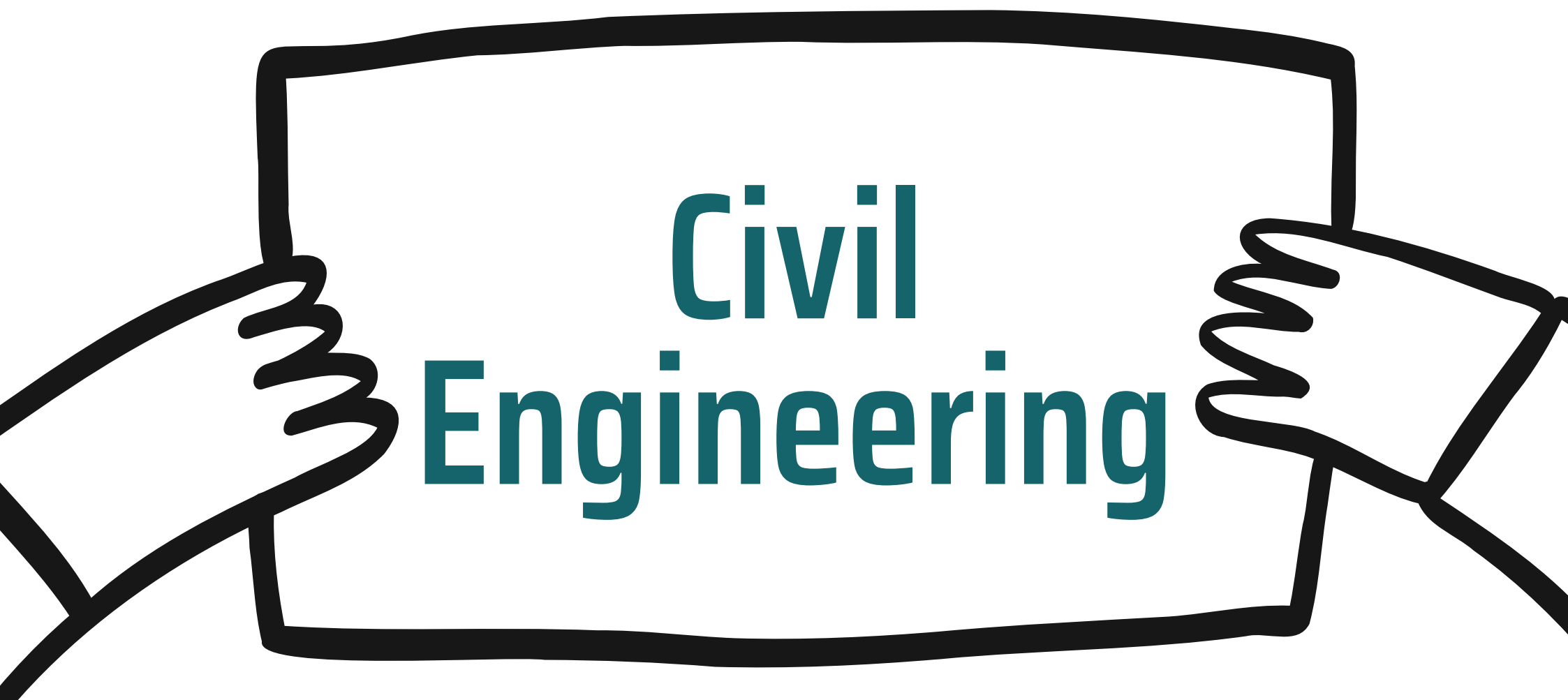


**Sports
Journalism**

ANNEX 4.5. | MODULE 4 / Exercise 5

Professions are for people

Posters with masculinised professions

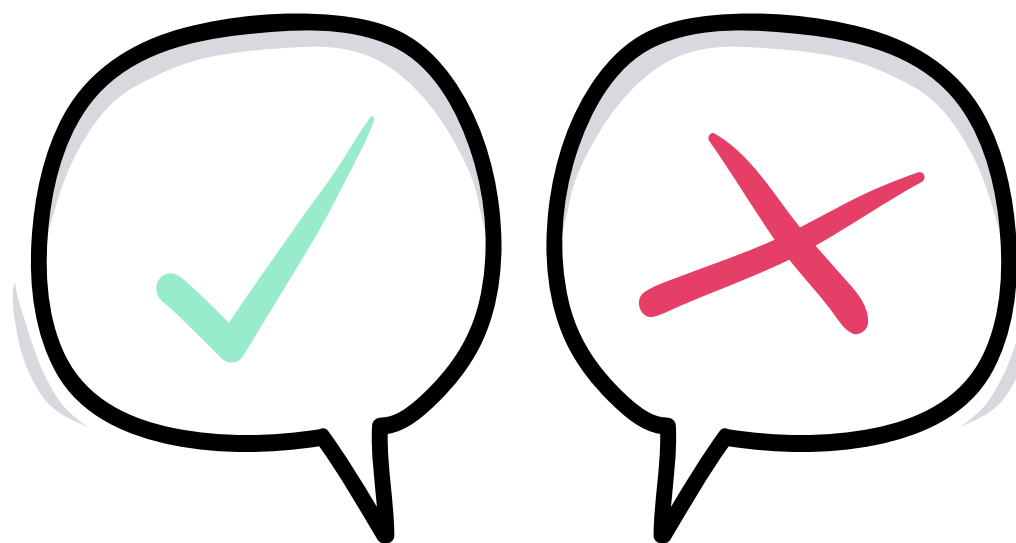


ANNEX 4.6. | MODULE 4 / Exercise 5

Professions are for people

Final exercise to accompany the reflection

At the end of the exercise “Careers are for people” use the following statements to assess with students some myths related to gender gaps in career choice.



To energise, read out each of the sentences and ask students in each case whether they are TRUE OR FALSE

ANNEX 4.6. | MODULE 4 / Exercise 5

Professions are for people

Final exercise to accompany the reflection



**Girls are born
not liking
technology**

The socio-cultural context, the opinion of the family, gender roles and stereotypes, the perception of science, the information we have about professions or our personal interests are some of the elements that influence career decisions.


Therefore, the fact that girls are less attracted to technology is a phenomenon that we construct from social mandates and norms, not something innate.

So it is a condition that can be modified.

ANNEX 4.6. | MODULE 4 / Exercise 5

Professions are for people

Final exercise to accompany the reflection



**Being a
woman does
not affect
career choice**

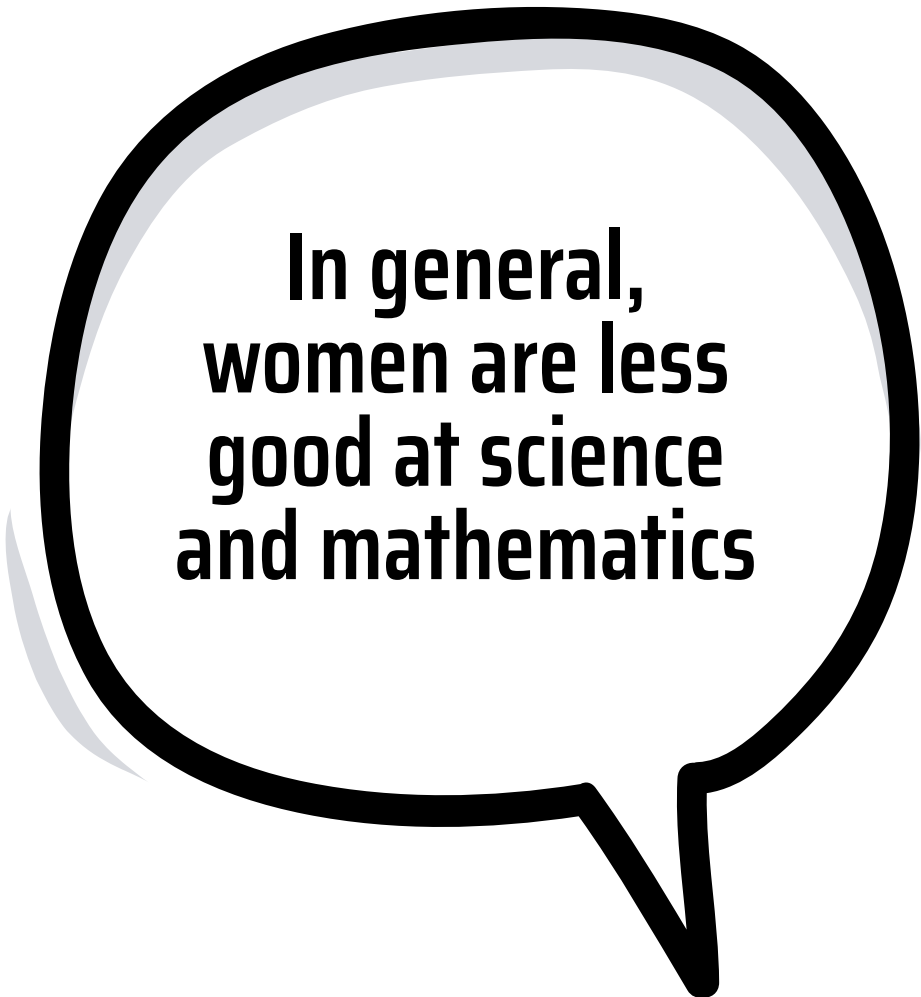
The gender gap impacts on study and career choices from an early age. The OECD's "ABC of Gender Equality in Education" study shows that fewer than 1 in 20 girls consider studying a STEM degree, while 1 in 5 boys value this option.

Socially and from the family, girls are much less encouraged to take these qualifications.

ANNEX 4.6. | MODULE 4 / Exercise 5

Professions are for people

Final exercise to accompany the reflection



**In general,
women are less
good at science
and mathematics**

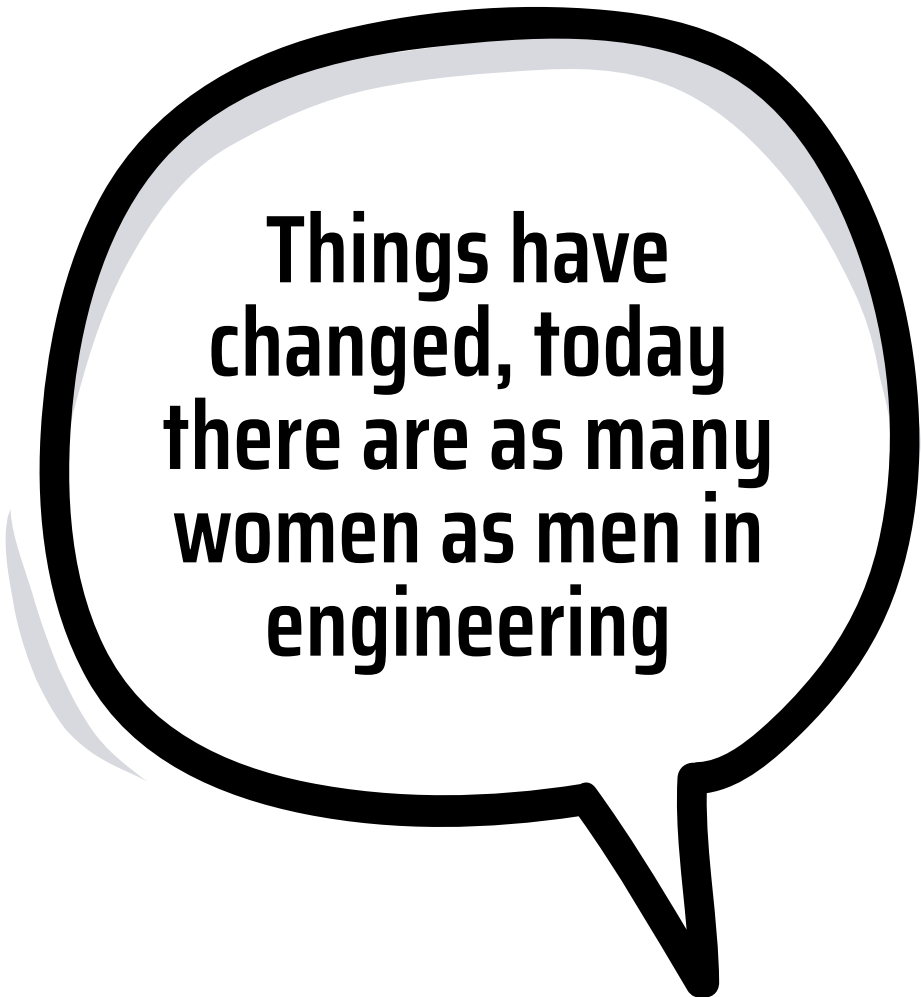
This gender difference could be related to students' self-confidence. As they are more confident, they give themselves more freedom to make mistakes, to practice trial and error, which are essential for acquiring greater knowledge and understanding of mathematics or science.

Lack of confidence among girls is therefore a factor affecting their performance in STEM disciplines.

ANNEX 4.6. | MODULE 4 / Exercise 5

Professions are for people

Final exercise to accompany the reflection



**Things have
changed, today
there are as many
women as men in
engineering**

In Spain as of July 2022, only 16% of professionals in the STEM (science, technology, engineering and mathematics) area are women, and very few teenage girls, 0.7%, are interested in studying a degree in these disciplines, compared to 7% of men. (Observatorio Social Fundación la Caixa: The STEM field does not attract female talent).

ANNEX 4.6. | MODULE 4 / Exercise 5

Professions are for people

Final exercise to accompany the reflection



**In access to
employment,
women currently
have the same
opportunities
as men**

According to the report ***“The Industry Gender gap Women and Work in the Fourth Industrial Revolution”*** of the World Economic Forum, the fourth industrial revolution will affect the future of employment by increasing the demand for jobs in STEM areas. But the possibilities of access to these jobs is not the same for men and women. For men there will be one new STEM job for every four lost. For women, only one for every twenty jobs lost. These data suggest that, if the rate at which girls are entering STEM jobs does not keep pace with demand, women are at risk of losing out on the best job opportunities.

ANNEX 4.7. | MODULE 4 / Autonomous Work

A cartel under investigation



Instructions

For this exercise we will ask you to carry out a short research, consulting different sources: news, books, magazine articles, videos, etc.

You will search for information based on the following question:

What is the importance of women's participation in STEAM careers?

With the information you gather, you are going to make an advertising poster, as creatively as you can, using photographs, colours, animations, text, etc.

The poster should reflect the ideas, concepts and content that answer the question.

Finally, to inspire you in this Investigate adventure, watch the following video:



12 Mujeres que transformaron la ciencia:
<https://www.youtube.com/watch?v=4YTym3zcptg>



ANNEX

▶ MODULE 5

Professions, Degrees,
and other training
offers

ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



Professions,
Degrees, and
other training
offers

EXPOSITORY activity
M5



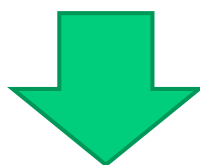
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ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



How many times
have you been
asked this question?



ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



Brainstorming



What do you want to be when
are you a grown-up?

What were the professions you
wanted to pursue at that time?

How did you feel when you were
asked that question?



ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



Brainstorming

If you were asked these questions right now

What would be your answer?

Is it clear to you?

What do you feel when you ask yourself this question?



ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



It is normal for you to feel

- Fear
- Insecurity
- Ambivalence

It is not just any choice.
It is your personal and professional project
to be built step by step.
These are decisions that are made with
information and guidance



ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



**In a world of
change
How do I choose
my future career?**



ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



Three fundamental aspects that we must be aware of and exercise:



- Self-awareness
- The academic and vocational training offer
- The demands of the labour market

ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity



**Dare to identify what we
are passionate about,
what we do, and lose
track of time.**



ANNEX 5.1. | MODULE 5 / Exercise 1

Expository activity

**Possible Routes to
choose from**



Research



ANNEX 5.2. | MODULE 5 / Exercise 2

Navigating in a sea of professions

Instructions:

Research can be fun, especially when it is about topics or things that you like, are passionate about or are curious about.

In the following exercise you will have to reflect on the questions you will find in the following table and you will have to investigate what training or career options you have. You can visit the web portals of training centres that are close to your community or country of residence, web portals of universities you are interested in, etc.

What competences and skills have you identified in yourself?	What are your professional interests?	What careers or vocational training areas have you identified that interest you?	Where can you take them?	What are the admission requirements?
1.				
2.				
3.				

ANNEX 5.3. | MODULE 5 / Autonomous Work

Interviewing a professional



We invite you to the adventure of carrying out a very important action in any research process: Interviews.

An interview is basically defined as a conversation between two or more people, guided by a framework of questions related to topics you are interested in knowing. Interviews are conducted with people who are experts in the topics they are interested in learning about.

Therefore, in this exercise we ask you to find at least one professional or student person in the area or career you are interested in studying in the future. The main objective of this interview is for you to find out more about what the career is like, what the requirements are, what the job opportunities are, and how to get a job.

This knowledge brings you closer to reality and gives you more information to determine if the career you have chosen really corresponds to your tastes, vocational interests, values and aptitudes.

Instructions:

Look for a professional person who is working in the career or professional area you are interested in in your immediate environment (you can ask your teachers or relatives for support). You can also look for a person who is studying the career or vocational training you are interested in.

- Once you have found this person, you will conduct a short interview. You will need to think of 3 or 4 questions that will provide you with key information that will help you make a decision on the career choice. Here are some examples of questions, but you can add more:
 - What are you most passionate about in your job or career?
 - What kind of activities do you do on a daily basis at work or in your career?
 - What are the most important challenges you face at work or in your career?
 - What skills or competences are required to perform the activities you normally carry out at work or in career courses?
 - What are the main requirements you need to fulfill to perform as _____ (here you indicate the career or professional area you are interested in)?
- After the interview, you will review the notes you have made on the different questions and analyse together with the additional information you have already gathered from the activity "Navigating in a sea of professions" whether the career or professional area really meets your expectations, tastes and professional yearnings.
- You can go deeper by carrying out the same exercise by interviewing more people.

ANNEX

▶ MODULE 6

Creating
my career path

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



CREATING MY CAREER PATH.

Expository activity M6



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ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



***"It's not about ideas. It's about making them
come true".***

Scott Belsky

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



Let's brainstorm WHEN WE SAY "LET'S MAKE A PLAN

What does it mean to make a plan?

What are the aspects we consider when putting together a plan?

Let's think about any kind of plan: holidays, going out with friends, doing sport.



ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



WHEN WE TALK ABOUT LIFE AND CAREER PLANNING.

- ✔ It is making our plan of what we want to be and do in the near, medium or long term future.
- ✔ Making a life and career plan **does not only mean choosing** a career and studying it.
- ✔ It is a progressive and active construction that we make throughout our lives and that helps us to make decisions at different stages of our lives.



ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



IT IS THEN A MATTER OF MAKING A LIFE AND CAREER PLAN.

Understanding the why and wherefore of our existence, helping us to understand who we are, how we are and where we are going. It allows us, simultaneously, to set short, medium and long term goals in the different areas of our lives". (L. Pineda, 2009,)

- It is a **route marking the steps** to follow
- It sets out the **guidelines to achieve all** that is required to access the university degree or vocational training cycle we desire and the professional life we dream of.

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



THEN...

What do you think are the steps to build our life and career plan?

In order of sequence, what would we need to do to put our plan together?



ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



Station 1: Who am I? **I IDENTIFY MY NEEDS AND INTERESTS.**

With what kind of activities do you lose track of time, what are those tasks that you could do with a lot of passion throughout your life? What is the most important thing in life for you? -

Identification of own needs and interests, for example:

- What do I want for my professional future?
- What do I want to become?
- What kind of job would I like to have?
- Which languages do I want to learn?

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



Station 2: What do I want to do? Where do I want to be?

CARRY OUT VISUALISATION EXPERIENCES FOR 5 YEARS.



- Definition of goals and objectives.
- We can define short- and medium-term objectives.
- Visualise the desired situations and what we want to achieve.

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



Station 3: What skills and knowledge do I have and what can
 you contribute to make the world a better place?

DEFINE MY **COMPETENCES AND SKILLS.**

- It is time to put on paper all the skills, competences and aptitudes that you have identified in yourself.
- They answer the question: What skills and knowledge do I have now that will enable me to achieve my objectives or goals?
- And what do I need to learn, train or develop to achieve my goals?

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



Station 4: What should I do?

DEFINE MY **ACTIONS AND STRATEGIES.**

- It is time to concretise all the activities and actions that will make me realise the goals and achieve the life and career objectives I want to reach.
- They answer the question of how am I going to achieve the goals and objectives I have set for myself?
- And it develops a step-by-step action I need to take to get what I want?
- In this step we will have to do some research to find out what opportunities I have in my environment that can help me to achieve my objectives.

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



CONSTANTLY REVIEW MY PLAN.



Adjust and review strategies

- As in any project, strategies and activities should be reviewed periodically to assess whether they are adequate to meet the objectives and goals we have set.
- Perseverance plays a very important role in the development of any project. Because the things we want do not always require constancy and effort.

ANNEX 6.1. | MODULE 6 / Exercise 1

Expository activity



FINAL REFLECTION:

- Personal and career plans and projects enable us to organise life around an idea of purpose that mobilises us and helps us to evolve.
- Living life without a plan of how do I want to live it? We lose the ability to make sense of the things we do.
- And having meaning or reason to live is what allows us to forge a happy and promising future.

ANNEX 6.2. | MODULE 6 / Exercise 2

Glasses models

Example of positive glasses



ANNEX 6.2. | MODULE 6 / Exercise 2

Glasses models

Example of negative glasses



ANNEX 6.3. | MODULE 6 / Exercise 2

Situations to analyse

1. The labour market cupboard

A few years ago, when I was a student, I kept a brochure in my locker that talked about the future of work. At that time, I was a kid, thinking only about the ball. I had no interest in thinking beyond my days in the present.

I barely finished high school. Now I no longer study or work because I feel lost, as if I were in another dimension.

Today I rummaged through my wardrobe and found the old, crumpled brochure about the future of work, which reminded me of

ANNEX 6.3. | MODULE 6 / Exercise 2

Situations to analyse

2. On a journey to the stars

Ever since I was a child I have dreamt of travelling to the stars. I invented all kinds of rockets, shuttles, even teleportation machines to reach the moon. I never wanted to play with dolls, what I wanted was to reach the stars.

Until one day in an everyday conversation, one of those that happen at the dinner table, I ventured to think out loud: "I want to be an aerospace engineer". Silence filled the table, but my parents' expressive looks said it all, until my mother broke the silence and said "no my daughter, that's for men's intelligence, when have you ever seen a woman astronaut?"

Just now, as I am about to start a new adventure, a deep fear with a suspicion of disbelief constantly jumps out every time I think about whether I really want to reach the stars.....

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ANNEX 6.3. | MODULE 6 / Exercise 2

Situations to analyse

3.
**They say
 the third time
 is the charm**

If I were to tell you about my journey from school to professional life I would have to tell you that it has been like a tale of fairies and evil, wretched goblins whose sole purpose is to ensure that you never get what you want.

Don't believe it, the road is never a straight line. Unless I have been baptised with divine light, in my case, I sometimes feel that it is my destiny to repel good luck. I have already had two failed attempts that have cost me a few years back and forth.

I studied to be a dreamer and it turns out that there is no job for it. But as I, however bad things may be, am always the third one, I decide that

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ANNEX

Section 3

Empowering Families

ANNEX 7.1. | SECCIÓN 3

Expository activity



**CAREER GUIDANCE
FOR HOME-BASED
STUDENTS.**

WORKSHOP FOR FAMILIES



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la Unión Europea

ANNEX 7.1. | SECCIÓN 3

Expository activity



LET'S START WITH A COUPLE
OF QUESTIONS...



ANNEX 7.1. | SECCIÓN 3

Expository activity



What feelings do we have when we think about our children's professional future?



What are the vocational guidance needs to be covered by the family?

ANNEX 7.1. | SECCIÓN 3

Expository activity



Background information

- ✓ Choosing a career is a very important decision and task, so it is normal to feel **worried or a little stressed**.
- ✓ **Family support is vital for the student** to be able to successfully identify the way forward.

The family, being the primary socialisation space, exerts great influence on **how** sons and daughters choose their professional career and also develop their life and career plan.
- ✓ Like them, **the family must be prepared and strengthened to provide the best possible guidance and support**.

ANNEX 7.1. | SECCIÓN 3

Expository activity

Key factors for home-based guidance

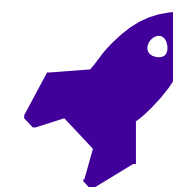
ANNEX 7.1. | SECCIÓN 3

Expository activity



The weather:

- Actions that take place throughout the formal education process.
- It is not a one-off action at the time of career choice.
- This will allow you to build and acquire the most important tools to develop a life and career plan in tune with your tastes, interests and values.



ANNEX 7.1. | SECCIÓN 3

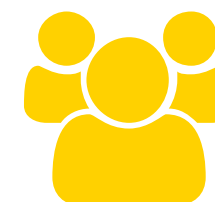
Expository activity



Relationship with their sons and daughters:

- A close relationship based on assertive communication is vital.
- Critically reflect on the forms of communication we regularly use, the trust we have, the direct or indirect messages we send with our words and actions.

"Students who feel supported and loved by their parents are more confident in their own ability to research careers and choose a career that is interesting and exciting. This is important because studies show that adolescents who feel competent about making career decisions tend to make more satisfying career choices later in life!" (Keller 2004).



ANNEX 7.1. | SECCIÓN 3

Expository activity



Example and acts:

Much of the significant learning that we have as people, about worldviews, values, ways of relating to people and the environment, we acquire through **imitation** and from the **example** we observe from our **most representative figures** (mother, father, grandparents, tutors, etc.).

- In many cases, our children's considerations about their educational aspirations, beliefs and attitudes about work are the product of learning by **imitation**.
- Review what examples we are encouraging at home, **reflect on the messages our children consume**.
- Encourage an open dialogue about aspirations and wishes for the future.

ANNEX 7.1. | SECCIÓN 3

Expository activity



Updating and research:

- Seek out the professional resources and education and training opportunities that exist.
- Just as the labour market is constantly changing, so are the resources and offers of education and vocational training.
- Pass on constantly updated information that encourages your son and daughter to investigate.
- Have conversations about these issues at home, so that the information comes naturally to them and not as an imposition.

ANNEX 7.1. | SECCIÓN 3

Expository activity



Higher levels of education:

- Encourage sons and daughters to get involved in education and learning. To value education as a constant in their life and professional project.
- The aim is to encourage and invite them to develop other areas of knowledge beyond high school: arts, languages, digital skills, etc.
- Seek spaces where they can **learn from experience**: membership of interest groups (environmental issues, community support, social work), internships and exchanges.



ANNEX 7.1. | SECCIÓN 3

Expository activity

**Discover their innate talents and abilities.**

- Promote activities at home that allow sons and daughters to introspect in order to begin to identify what they are passionate about.
- **Giving feedback on what is observed in terms of their tastes and preferences** is valuable information (as a mirror) for self-awareness and recognition of their characteristics, abilities and interests.
- *Parents should be cautioned not to impose their own goals on their children or to **see their children's achievements as a reflection of themselves**. Nucci (1996)*

It is about them discovering who they are for themselves.

ANNEX 7.1. | SECCIÓN 3

Expository activity

Exercise: Video analysis



ANNEX 7.2. | SECTION 3

Awareness flyer

We offer you
some Tips

For professional guidance at home

We know that there is always this concern for professional choices and the future employment of children. And on many occasions we do not know how to support them in this process that they must deliberate on their own. The guidance services they receive at the educational centre are very important, but the guidance actions that we can develop from home to accompany them in building their life and career project are also essential.

1 Foster a trusting family environment

In which there is the freedom to express those feelings that arise during the process or transit of your sons and daughters through the school world.

Trust is accompanied by active and respectful listening to all fears and contradictions that may arise in the decision-making process regarding the professional project, without taking an authoritarian or directive position.

2 Support sons and daughters to find themselves

Self-awareness it is an action that we develop throughout our lives. In our different stages of personal development we can find aspects about ourselves that we did not consciously know and very little has taught us to exercise self-exploration to discover ourselves. So, it is totally normal that your children have doubts or do not know clearly what they want to do in the future or choose any professional career.

Be patient and support them with actions to discover what they are passionate about. Carry out exploration exercises with them and remind them of those characteristics that we have been able to identify during their lives and that are part of their identity.

3 Investigate and inform yourself

It is important to keep us informed about the new trends in the labour market, the educational offer that exists, the prevailing conditions for labour inclusion, the most demanded skills and those that need to be reinforced at home. Remember that the conditions your children face are not the same as those you faced.

Keep the information updated, so that this information serves as an input to support the vocational search of your children, also fostering an active attitude to investigate on their own.

4 It is not about meeting our expectations, if not, that of your children

Many times we want to solve the decisions that correspond to discover your children, we demand that they choose one or another career, and we even hope that they perform professionally in something similar to ours. However, on many occasions this, far from bringing them closer to a satisfactory professional future, fills them with frustration, demotivation or, in the worst case, loss of meaning in life.

Let us remember that the choice of career is the choice of a way of life that must be found from the individuality and is closely linked to the search for happiness.

ANNEX 7.3. | SECTION 3

Drawing my monster



Instructions:

On the white sheet of paper we will draw a monster with the following characteristics:

- A big head.
- A small body.
- Long arms.
- Short legs.
- Big feet.
- Pointed ears.
- One eye in the centre.

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Methodological manual of professional guidance for students: on their way to the labor market



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