

## Professional Orientation Training Material

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### IDENTITY & REALITY CHECK

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## About the “Professional Orientation” Training Manual

In the frame of the YOU project (Youth United for the Future), in Kyrgyzstan, focusing on strengthening social cohesion and youth’s resilience towards extremism, we developed a methodology for professional orientation which helps young people to better understand what they want to do in life and choose a meaningful profession for themselves.

The approach has been developed to mitigate the risk of youth getting radicalised and support their inclusion in the society, focusing on:

1. **Their identity:** helping youth become aware of their dreams and their source of origin – their interests, skills and personal character traits;
2. **Reality check:** youth’s selected professions are correlated with expectations of their families and how their professional dreams fit in their community and society, how they can bring their own dreams together with those external expectations and take an informed decision;
3. **Opportunities:** through specific activities youth are supported to take the first steps to validate their decision and learn about their profession and finally enter the job market and get employment.

This two-day-module focuses mainly on the 1<sup>st</sup> module – Identity; and partly on the 2<sup>nd</sup> – Reality Check.

The training material was developed by Regula Gattiker, Senior Advisor for Conflict Transformation, for the YOU project in Kyrgyzstan, with the support of Eldiar Sydykov, YOU Project Manager. Further inspiration has come from the VSO “My World of Work” training material.

## Two-day Training Overview:

Time	Aim	Type of Session	Activities	Who/Material
<b>DAY 1</b>				
45'	1. Getting to know each other	Plenary	Introduction exercise: short games to learn each other's names and get to know each other. Speed-dating to get to know each other and dive into the topic of the training.	
30'	2. Professional Orientation	Plenary	Short introduction: YOU project and its aim; topic of the training; find out about your skills and traits; possible job options; how this training fits in the overall process.	Present on Flipchart, black or white board
5'	Walk to park			
60'	3. Lifelines	Individual, preparing lifeline	Youth will create their own lifeline since they were children with natural materials from the park. This will help them reflect of their past (what did they like doing, what were their interests, etc.). Some questions will help them to reflect on their life from the first moment they remember up to now.	Material to create the lifeline: stones, leaves, etc.; if inside: pens, papers, etc.
30'		Exchange in pairs	Each participant shares his/her lifeline with another participant: find a partner you feel comfortable to share your personal story. Give 10' each (+ 5' looking for partner, + 5' getting installed and coming back from group work).	
45'		Pairs in plenary	Everyone presents their partner's interests and capacities, advertising him/her. All others listen to and think about what they could become, based on these capacities and interests.	Nice setting: if possible, let them stand on a stage, table, bank... / prepare a photo frame, decorate it.
5'	Return from the park			
25'	4. Guessing Professions	Small groups	Fun version of assigning each other possible professions! Write a profession on paper for somebody, then stick it on person's forehead. Guess.	
	Lunch	Plenary	Reserve 5 to 10 min for youth to write in diaries (on paper, in phones) to reflect on the morning	
60'	5. Identity Walk	Individual	The youth will reflect on their personal traits and skills based on specific questions (personal traits they like about themselves, which will be important for their future job, etc.).	Print and hang up/lay out cards with personal traits on them (see Annex 1)
50'	6. My career values, my ideal job		Youth reflect in two exercises on what values are important to them in their work and how their ideal job would look like. This brings them closer to their profession of choice.	Exercise sheets "My career values" and "My ideal job"
	7. Self-test	Individual	Youth will assess their different types of competences: technical skills, knowledge, social skills (attitudes/values/traits) that are usually required for various jobs.	MS Excel Spider Diagram (see Annex 2)

<b>Time</b>	<b>Aim</b>	<b>Type of Session</b>	<b>Activities</b>	<b>Who/Material</b>
10'	Reflection	Individual	Debriefing, reflection, let youth write in diary what they have learnt about themselves today	
<b>DAY 2</b>				
15'	Reflection	Group	Atoms Meeting: Peer exchange on yesterday's reflections in different group constellations.	Have questions ready for atoms meeting, choose place well.
45'	8. Acting exercise "My dream job as a child"	Plenary	The participants will act out their dream job, while their peers will observe and write down the qualities they see in this profession. Afterwards, the groups swap.	Moderator should give an example.
45'	9. Acting exercise: "parents' expectations"	Plenary	Same as above, but with job that parents want us to have. Swap groups again and write qualities in diary.	Moderator should give an example.
20'	9.1 Debriefing theatre	Plenary	The observations are being discussed with a focus on the qualities and which are still relevant for the participants. The link is made to the ideas, "dream job" of the previous day.	Be ready with reflection questions.
65'	10. Peer Consultations	Small groups	Youth explain what they have learnt about themselves to their peers, who will then discuss and decide on a suitable profession for this person.	
45'	11. Reality Check Cards	Small groups	Youth undertake a reality check with their dream job and assess if they are ready, what their family might think about their career choice and what the market looks like for their dream job, discussing questions in small groups.	Reality check cards (see Annex 3, 4, 5)
20'	12. What next	Plenary	Debriefing – what comes now. Forms get handed out to youth to register for the training.	Link to trainings

# 1. Getting to know each other

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## Aim(s) of the exercise:

(1) warm-up exercise; (2) The participants have fun while getting to know each other; (3) learn each other's names and about their interests, while participants also have to reflect on their own interest (preparation for the training)

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## Description of exercise:

Stand in line. Ask the youth to stand in one line, according to some of the following characteristics:

- height (from shortest on the far-left to the tallest on the far-right)
- age (from the youngest on the far-left to the oldest on the far-right)
- alphabetical based on the first letter of the first name or the family name, starting with A on the very left to Z on the very right
- Town: the one who lives in a town/village with a name that begins with A stands on the far-left, the one who lives in a town/village starting with Z on the far-right;
- other topics you can think of.

Give them some time to speak with their neighbours before giving a new task. Repeat it 3-4 times (keep an eye on the time)

Speed-dating. Split the group in two (A&B). Ask half of them to in a circle, looking out of the circle (they are the A's). The B's now join one of the A's. The facilitator asks the first question. When s/he claps, one of the pair starts to answer. When the facilitator claps twice, the other person responds. When the facilitator claps three times, the B's move to the next A (one step to the right). Here are some questions to ask each other (add. questions can be added; they should relate to the topic of the training):

- What is your name (of course), where are you from?
  - What do you like doing in your free time?
  - What was/is your favourite subject at school?
  - Who is your role model? Why?
  - Where do you see yourself in 20 years?
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## Important to remember:

Youth decide by themselves who starts talking and who responds as the second.

Make sure everyone understood the question well before clapping your hands, check if translation is needed.

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## Possible variations / Personal Notes:

Instead of the lines, you can do any name game for the introduction. It is important all youth are acquainted with each other and remember their names after the first day.

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## Group Size:

All the participants together.

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## Estimated time needed:

45 min.

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## Material needed:

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## Preparatory steps:

Decide beforehand what topics to choose for the youth to line up.

For the speed-dating: Arrange enough chairs in pairs of two, facing each other.

## Space / Facilities needed:

Enough space for all to stand in line.

## 2. Professional Orientation

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### Aim(s) of the exercise:

(1) speak about the aim of the course; (2) set the frame of the coming days; (3) discuss expectations of participants; (4) give them time to ask questions to stop any false hopes from arising.

### Description of exercise:

Explain YOU project aims, rationale etc. and why we are focusing on professional orientation today.

Tell them that the aim of these two days is for them to better understand what they really want to do in life. This will help them not to spend time meaningfully and know what steps to take to realise themselves and be happy.

Now give an overview a short overview over the next two days (work with flipchart):

1<sup>st</sup> part: focus on identity: personal traits, skills and interest

2<sup>nd</sup> part: reality check: competence check, expectations in society (and later on: not during the 2 days: market assessment)

3<sup>rd</sup> part (not happening in the two days): opportunity fair, support in taking steps to get the right training for getting a job and ultimately be able to work.

#### Day 1

1. Getting to know each other;
2. Find out about your interests;
3. deepen your own knowledge about your skills and your preferences;

#### Day 2

4. Your dream job as a child and your parents' expectations → compare them with your own dreams and skills (discussion) and link to dream job
5. Reality check (do I have the right skills, is there a market, how would my family react, etc.);
6. Peer consultation (what job really fits me) – link to YES training option;
7. Draw your career pathway;
8. Next steps;

Let the youth share their expectations with cards and discuss what you can and cannot offer them in these two days.

### Group Size:

Plenary.

### Estimated time needed:

30 min.

### Material needed:

Flipchart/blackboard with training overview.

### Preparatory steps:

Paint training overview of flipchart / blackboard.

Have a wall ready for youth to stick their expectations to. Give youth time to reflect on those and write them down.

### Important to remember:

It is important to know about the youth's expectations and make it clear to them what the aim of the training is.

### Space / Facilities needed: -

### Possible variations / Personal Notes:

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## 3. Lifelines

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### Aim(s) of the exercise:

1. The participants become more aware about their interests and about what they are good at.
  2. The participants reflect about their past to draw lessons for the future.
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**Description of exercise:**

Building a lifeline.

Tell the youth they will now have time to look for a spot in the park where they feel comfortable. They will have time to build their lifeline, with nature materials they find in the park. They also have some additional material they can use if needed: chickpeas, beans, stones, leaves, branches (only if needed, if the park doesn't provide enough materials).

The facilitator invites the youth to walk around, get inspired by nature and remember the past: "Find a nice spot and install yourself there: create your own lifeline".

Questions about your life from the first moment you can remember up to now:

(1) What were you interested in? (2) What attracted you? (3) What were you drawn to? (4) What did you most like to do in your spare time?

The facilitator shows how to build the lifelines with his/her own example using the nature materials, e.g. „When I was about 5-6 years old, I remember, I enjoyed cooking. I used to walk around in the garden with a little bowl, collecting nature materials and „cooking soup for my family “.

“During primary school, I spent the holidays with my grandparents. My grandfather used to tell me stories from when he was travelling abroad. He inspired me to learn other languages and get interested in discovering the world... all the different cultures and countries“.

Give about 50' time to the youth individually.

**Exchange in pairs.** Each participant shares his/her lifeline with another participant: Find a partner you feel comfortable with sharing your personal story. Give 10' each (+ 5' looking for partner, + 5' getting installed and coming back from group work).

**Pairs in plenary.** After this, let them present each other in the form of an “advertisement”, focusing on the interests and resources of the person: what is she or he good at / interested in?

All others listen and think about what they could become, based on these capacities and interests.

Nice setting: if possible, let them stand somewhere on a stage, table, bank... / ev. decorate this place.

**Group Size:**

2-40

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**Estimated time needed:**

Instructions: 10'

Individual work: 50'

Exchange in pairs: 30'

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**Material needed:**

If the place in nature does not provide enough: have some additional nature materials ready: beans, stones, leaves, potatoes, chickpeas, branches, etc.

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**Preparatory steps:**

Check where you want to do the exercise.

For the presentation exercise you can use an old frame of a painting and decorate it, as if it was the frame of the picture on the CV of the person and then, the partner describes her/him.

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**Important to remember:**

Go and check with the youth from time to time, to see if they need some sort of assistance. Make sure you do not evaluate their work. If the groups are too big, split them into two for the presentations to save time.

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**Space / Facilities needed:**

Park, wood, somewhere outside where you can find nature materials and where it is not too busy.

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**Possible variations / Personal Notes:**

Don't forget to calculate the way to and back from the park in your daily programme.

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## 4. Guessing Professions

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### Aim(s) of the exercise:

- The participants imagine what professions could fit their colleagues.
  - The participants get some (fun) inputs about what others could imagine them to become.
  - The participants have fun, relax and enjoy a last moment of the day together before going home (bonding, teambuilding).
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### Description of exercise:

The facilitator divides the youth into small groups, in whatever way he/she thinks appropriate. Then, s/he instructs the youth: Everyone takes time to imagine what profession would fit his/her colleagues, remembering the presentations. They choose someone they have a good idea for. Alternatively, the instructor can say that they have to sit in a circle and think of a profession for the person sitting on his/her right. Then, they write the profession on a piece of paper which they stick to the forehead of their colleague (use small papers and tape). Make sure they don't see what's written on the paper. Everyone else can see the others' foreheads. The objective is to work out what you are.

Then, going around the circle, one by one, each player takes a turn to ask questions about what profession they are - answers can only be YES or NO.

If you get a YES you may continue asking, if you get a NO, it's the next youth's turn. The faster you find out your profession, the better!

### Group Size:

work in small groups of about 3-7 youth, e.g. when you have 30 youth, let them divide into 6 groups of 5 or 5 groups of 6.

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### Estimated time needed:

One round may take approximately 15-20'. It depends how fast the youth discover their professions and how many rounds youth play.

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### Material needed:

Small papers, tape, chairs.

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### Preparatory steps:

Get the material ready, have enough chairs in the room.

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### Important to remember:

Tell the youth that they should choose a profession they can really imagine the other to take up!

If they want and time allows, later you may also allow a fun round, where they suggest crazy professions. But make sure the game stays respectful and constructive!

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### Space / Facilities needed:

Big enough room to have several groups make small chair circles.

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### Possible variations / Personal Notes:





## 5. Identity Walk

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### Aim(s) of the exercise:

- The participants get to know themselves, their abilities and skills better.
  - The participants will reflect on their personal traits (characteristics) and their skills. This will help them to match them with potential job fields at later stages.
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### Description of exercise:

The facilitator explains what is meant by personal traits and personal skills to the participants:

Characteristics of a person make a person and how s/he is perceived by others. Examples are: kindness, loyalty, generosity, self-control, etc.

Personal skills are things we are good at, abilities that can be learned/improved: e.g. communication, ability to work under pressure, decision making, time management, self-motivation, leadership skills, etc.

Now s/he explains that different traits and skills are displayed in one area of the park where the identity walk starts. The participants will quietly go around and reflect on the different traits they read, selecting those that most fit them.

Then, the participants walk along the path and encounter the following questions:

- Which personality traits do I like about myself?
- Which traits I think will be useful for me for work, in my future job?
- Which of my skills would I like to use in professional life? Which activities do I prefer to keep as a hobby? Why?
- What skills would I like to improve or acquire for my professional development?

For each question, take notes in their notebook or on a paper/in, or on their phones.

### Important to remember:

Hanging up the cards with the personal traits and skills needs some preparation time, but it is worthwhile. It helps the participants to really get immersed.

### Possible variations / Personal Notes:

Youth can add their own skills and characteristics they can think of/they would attribute to themselves.

### Group Size:

This reflections exercise is done individually and quietly. Quiet conversations are allowed, they shouldn't disturb others.

### Estimated time needed:

Around 60 minutes.

### Material needed:

*Sheets: "50 traits cards" and "traits questions".*

Traits and skills cards hung up on trees/walls/laid out on the ground.

The youth will need a pen and notebook or a phone to take notes on.

### Preparatory steps:

Print either a list with personal traits or then the cards. Hang up/lay out the personal traits and skills cards.

### Space / Facilities needed:

Go to a park and choose a small route for them to walk along. If this is not possible: choose a big enough room to hang up the traits cards and for the participants to move around.



## 6. My career values, my ideal job

### 6.1. My career values

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#### Aim(s) of the exercise:

- Youth think and communicate in their own words about the values they have in mind when they are thinking of having a profession, job or business.
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#### Description of exercise:

It is not only important to have a job, but also to have a job that makes sense to you. A job you value highly; you will enjoy more. That is why it's important that you find out which values are important to you when it comes down to your profession, job or business.

1. Give everybody an envelope with a set of cards of the worksheet 'Career values'.
2. Ask the youth to put the cards in front of them on the table and let them choose 8 career values that are important to them when it comes down to their profession, job or business.
3. Ask them to put the cards in order of importance. First the most important one and last the least important one.
4. Divide the group into groups of three and let them discuss their ranking of career values. Why did they choose those values? What are the differences and the similarities?
5. Ask the youth to write down, in their own words, what they mean by each career value. They can take a picture of their ranking of career values with their smartphone.
6. Let youth recollect all the cards, put them back in the envelope and collect the envelopes yourself to use them for another group.

#### Group Size:

First individually, then exchange in pairs of two (max. 3).

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#### Estimated time needed:

Approximately 20'.

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#### Material needed:

'Career value'-cards printed and cut-out.

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#### Preparatory steps:

Organize the tables in such a way that participants have enough space to spread out their cards without being bothered by the cards of others. Make sure that you have enough sets of cards of the Worksheet 'Career values', cut out and ready in envelopes.

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#### Important to remember:

Tell the youth that they should choose a profession they can really imagine the other to take up!

If they want and time allows, later you may also allow a fun round, where they suggest crazy professions. But make sure the game stays respectful and constructive!

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#### Space / Facilities needed:

Big enough room and enough tables for youth to spread out their cards (alternately, move the tables away and do it on the floor).

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#### Possible variations / Personal Notes:

Reflection: Ask the youth what they think of this exercise. What did they learn? What did this exercise tell them? What did they think of the ranking their group members made? Let them write their thoughts on their worksheet.

Ask youth to use their ranking when they will write a letter of motivation to a company they know or an imaginary company. In this letter, they present themselves on their own initiative, not as a reaction to an advertisement. Give them suggestions what to write: if you are this kind of company, I would like to work for you! '. Consequently, youth write in their letter exactly what they would need of the company to fulfil their expectations and career values.

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## 6.2. My ideal job

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### Aim(s) of the exercise:

- Youth reflect about what their ideal job would look like and express their ideal job on paper or digitally.
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### Description of exercise:

'To find a job or start a business that suits your talents and passion, it is nice to think about what your ideal job would look like. Your ideal job is always connected to your heart. When you don't listen to your heart at all, you run the risk that the job you have found might disappoint.

- Let youth describe their ideal job based on the questions on the Worksheet 'My ideal job'. Encourage them to take the most ideal situation as a starting point, without being modest. They can always make changes later.
- Let them draw a picture of their ideal job (with various icons – give them a few examples) or a compilation of different photos (from magazines) or digitally (like an «Instagram» or «Facebook»-story).
- Let them present their "ideal job" to one another.
- Discuss with the youth the different drawings/images and ask them what kind of differences and similarities they see. What did they learn by doing this exercise? Did they learn something they weren't aware of before? How did they experience looking at their ideal job in this way? Do they have any more questions after this exercise?

### Group Size:

First individual, then discuss in pairs and finally in plenary.

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### Estimated time needed:

30 min.

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### Material needed:

Paper and pen, some example icons (e.g. drawn on a black-board)

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### Preparatory steps:

Prepare by doing this exercise yourself first

Make sure you have enough copies of Worksheet 'My ideal job'.

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### Important to remember:

An ideal situation might not always correspond to what is feasible in reality. Still it is important to encourage participants to describe their most ideal situation; it isn't about feasibility, possibility or reality. Even if they think that the things they mention are unrealistic, it is something they want from their heart. That is important. So, it's better to give explicitly those ambitions a name and subsequently look at what can be done to get as close as possible to the realization of those ideals.

### Space / Facilities needed:

Enough space to work individually and also in pairs (adjust table arrangement accordingly).

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Possible variations / Personal Notes:

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## 7. Self-Test

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### Aim(s) of the exercise:

- Youth evaluate themselves in terms of some key professional competences.
  - They analyse their result and reflect how it fits with their professional aspirations.
  - They identify gaps and reflect how they can work on these.
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### Description of exercise:

All participants work with a computer (or share a computer in pairs, or everybody does it individually on one computer during the training days). They fill in a self-test in excel. The results are displayed in a spider diagram (this needs to be programmed accordingly). The self-test questions are available in Annex 3.

The youth evaluate themselves in terms of their:

- Communication skills
- Ability to work in a team
- Leadership skills
- Adaptability
- Reliability,

Answering different statements and evaluating themselves. For every area, there are a series of statements and the average of the score will determine the score on the spider diagram.

After filling their evaluation sheets, all youth can look at their spider diagram. They can then either analyse it for themselves or with one of their peers. With a peer is more interesting as they can discuss both spider diagrams and give each other feedback.

### Group Size:

Single work.

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### Estimated time needed:

30 mins., including analysis and reflection.

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### Material needed:

Notebooks and programmed excel.

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### Preparatory steps:

Preparation of self-test on excel.

If no computers available prepare 2 handouts.

### Important to remember:

The facilitator needs to prepare the excel beforehand. Also, it is important to ask youth to bring a laptop to be able to do it.

### Space / Facilities needed:

Reliable electricity or charged laptops.

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### Possible variations / Personal Notes:

There are also manners in doing this test by hand. Just prepare 2 handouts, one with the statements, and the scores, and let the youth count and calculate their averages and then, in the 2nd handout, let them create their own spider diagram.

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## 8. Acting exercise “My dream job as a child”

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### Aim(s) of the exercise:

- The participants learn from their own dreams regarding their professional life.
  - They think about qualities they would like to acquire or use for their professional life.
  - They get feedback on what professions could fit them.
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### Description of exercise:

The group divides into two. One group will act, the other will watch. All actors think about what their dream job was when they were children. They write it on a paper for the facilitator and hand it to them. Then, act:

1. Play without words that character, through movement, mimics, gestures. All individually, no interaction, at the same time.
2. Partner up with sb.: talk to each other (in your role) without revealing important details about who you are.
3. Change partner, do the same.
4. Ev. third time, change.

Audience observes closely, without commenting. They can write down their observations. After the rounds are finished, they don't try to find out what profession the actors played, but what qualities they could see in this person (characteristics). For each actor, there is a collection of qualities.

Actors can take notes (diary) regarding these qualities.

Then, SWITCH GROUPS.

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### Important to remember:

The facilitator acts out an example to make the exercise clear. Take a typical “dream job”, one you might have had as a child.

The facilitators can ask guiding questions to help youth find qualities, capacities, etc. of the profession, e.g.:

- How did s/he behave?
  - What did she do?
  - How did she do it?
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### Possible variations / Personal Notes:

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### Group Size:

Plenary. If the group is too big, split them into two sub-groups.

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### Estimated time needed:

45 min.

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### Material needed:

Paper and pen (notebooks or phones).

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### Preparatory steps:

Mentor acts out an example (e.g. dancer or singer).

### Space / Facilities needed:

Enough space to act out profession – can be done outdoors (move chairs and tables out of the way).

## 9. Acting exercise: “parents’ expectations”

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**Aim(s) of the exercise:**

- Youth reflect on the expectations their parents have of them and will reflect on the qualities and characteristics this profession entails.
  - they find out WHY parents want them to have this job (create understanding in youth towards their parents) and get an external view on themselves
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**Description of exercise:**

The process is exactly the same as with the previous exercise, «Acting exercise child’s dream job».

Instead of their dream job, the participants now act out a job their parents wanted them to have. Again, the observers write down the qualities they see in the job.

Continually ask questions like “how are they behaving, what are they doing, how are they doing it” to find out qualities, you may have to give examples, such as: kind, patient, friendly, determined, etc.

Each youth then has two lists of characteristics, one for their dream profession as a child and one for the expected professions from their parents.

**Group Size:**

Plenary. If the group is too big, split them into two sub-groups.

**Estimated time needed:**

45 min.

**Material needed:**

Paper and pen (notebooks or phones).

**Preparatory steps:**

Mentor acts out an example (e.g. teacher or doctor).

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**Important to remember:**

The facilitator acts out an example to make the exercise clear. Take a job that parents may consider “a proper job” (e.g. doctor, teacher, etc.).

**Space / Facilities needed:**

Enough space to act out profession – can be done outdoors.

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**Possible variations / Personal Notes:**

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### 9.1. Debriefing theatre

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**Aim(s) of the exercise:**

- Youth reflect on the last two exercises and link the qualities to their current “ideal profession”.
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**Description of exercise:**

Reflection session. After the whole session, the facilitator leads a discussion on the qualities the youth have discovered: which qualities are (still) relevant for you? Which are from your childhood dream profession, which from the one your parents would have chosen for you? Which of these qualities do you assess as important today? Which elements of your parents’ job profile for you would you like to integrate in your future job profile? Which definitely not? Why?

**Group Size:**

Plenary.

**Estimated time needed:**

20 min.

**Material needed: -**

**Preparatory steps: -**

**Important to remember:**

**Space / Facilities needed:**

Enough space to sit in a circle.

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## 10. Peer Consultations

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### Aim(s) of the exercise:

- Youth experience how they can support each other effectively and how they can learn from each other.
  - The participants get some inputs from their peers regarding what could be real job options for them.
  - They reflect on them, and follow up on interesting ideas, while they “throw away” those they don’t like.
  - At the end, they let the whole two days pass by in their mind, and draw conclusions on what could be possible, realistic job options for them and what would be their favourites.
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### Description of exercise:

The facilitator splits the group into small groups. The participants are allowed to build groups by themselves. There should be groups of 3 people.

Once all participants have built their groups, introduce the process: there will be three rounds of 20’.

1 person explains what s/he found about her/himself so far, 2 participants listen. After appx. 3 minutes, the “protagonist” stops talking and only listens. The other two then have 10 minutes to brainstorm and discuss what could be suitable professions for the protagonist. It should be just a discussion, coming up with different options, maybe evaluating them, maybe not.

After 10’, the person that explained in the beginning shares with her/his colleagues what ideas s/he liked or found useful. What s/he doesn’t mention can be forgotten (5’).

Then, the roles change, and one of the two peer consultants becomes the protagonist, while the protagonist becomes a peer consultant. After 20’, the roles change again and the last round starts.

At the end of the exercise, when all three participants have heard the suggestions of the others and considered some options, everyone looks for a comfortable place in the room, the facilitator puts on some music, and all have some diary time to individually reflect on the results of the day. The aim of this individual reflection will be on them coming up with realistic ideas; and a prioritization of job options.

At the end of the exercise, the facilitator lets them show their favourite job option in the form of a sculpture (see following exercise) and has a short debriefing (15’) with the whole group, where the participants share the results of their reflections.

### Group Size:

Small groups of 3

### Estimated time needed:

Approx. 100’ including sculptures and debriefing.

### Material needed:

### Preparatory steps:

### Important to remember:

### Space / Facilities needed:

Enough space to form several small circles without disturbing each other.

### Possible variations / Personal Notes:

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## 11. Reality Check Cards

### Aim(s) of the exercise:

- The participants get challenged to think about what they still need to work on to be able to realise themselves professionally.
- They reflect about what the environment expects from them, particularly the people around them, but also the society in general.
- They also reflect about how the market looks for their dream job.

### Description of exercise:

The facilitator introduces the next exercise: «You now have an idea of what you want to become. In this next step, you will now have the chance to discuss about how chances are that you can work in your desired field in your area... and also brainstorm about what you could do to make your dream come true...

The facilitator divides the group into small groups of 3-5 players (depending on the group size) and distributes to each group a set of playing cards with questions to answer.

The facilitator asks the groups to make themselves comfortable, sit together and one by one, select a card. Each participant that selects the card, reads out the question, and tries to answer it for him/herself. Then, others can join in the discussion and also answer the question. Then, the next player selects a card, and so on. The group participants answer as many questions as possible.

After 45 minutes, the facilitator lets the group come back to the circle and facilitates a short reflection:

What did the exercise provoke in yourself? Are you more reassured that you have some good options from which to choose your profession? Who started doubting a bit? For what reason? On a scale from 0 to 10, where would you situate yourself now, if 10 means you are successfully established working in your dream job and 0 is you have no clue what to do?

The facilitator leads to introduce the next exercise (peer counselling) with a small dream journey: With all the thoughts in mind... lean back and let the two days pass by: lifelines: interest, identity walk, traits and skills, self-test, resuming it... then theatre (child/parent), and assessment of ideas so far (reality check

### Group Size:

Small groups

### Estimated time needed:

45 min.

### Material needed:

Several sets of printed reality check cards (number depends on number of groups)

### Preparatory steps:

Print out and prepare enough reality check cards. Please find the questions in Annex 3-5.

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cards): take a moment to reflect to remember your main qualities (skills, traits, interests) to be able to present yourself to the other participants.

---

**Important to remember:**

The facilitator moves between the groups and asks further questions where the discussions come to a halt.

**Space / Facilities needed:**

Enough space to sit in small circles.

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**Possible variations / Personal Notes:**



## 12. What next

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**Aim(s) of the exercise:**

- Youth learn about the next steps in the YOU project, and the follow-up steps for professional orientation.
- 

**Description of exercise:**

Orient the youth about what comes next:

- Market assessment
- Opportunities

Explain when the next meeting will be and what they can do to prepare themselves for it.

At the end, ask the youth to share their impressions about the training (small evaluation) and their wishes for what should happen next.

**Group Size:**

Plenary.

**Estimated time needed:**

20 min.

**Material needed:**

**Preparatory steps:**

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**Important to remember:**

Give youth enough time to ask questions of clarifications.

**Space / Facilities needed:**

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**Possible variations / Personal Notes:**

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## Annex 1

Please print and cut each training in a format: 4 traits in 1 A4-paper with appropriate size of fonts to be readable. These traits relate to internal assessment and requires individual reflection exercise. The participants need to select traits based on the following questions:

1. Which personality traits do I like about myself?
2. Which traits I think will be useful for me for work, in my future job?
3. Which of my skills would I like to use in professional life? Which activities do I prefer to keep as a hobby? and why?
4. What skills would I like to improve or acquire for my professional development?

ADVENTUROUS: I TAKE RISKS.	FOCUSED: I AM GOAL-ORIENTED.
AMBITIOUS: I AM DRIVEN TO SUCCEED.	FRIENDLY: I AM EASY TO WORK WITH.
APPROACHABLE: I WORK WELL WITH OTHERS.	HONEST: I VALUE INTEGRITY.
ARTICULATE: I CAN EXPRESS MYSELF WELL IN FRONT OF GROUPS.	IMAGINATIVE: I AM INVENTIVE IN MY WORK PROCESS.
AUTONOMOUS: I USE INITIATIVE.	INDEPENDENT: I NEED LITTLE DIRECTION.
CALM: I STAY LEVELHEADED IN A CRISIS.	INQUISITIVE: I AM EXCELLENT AT GATHERING INFORMATION.
CHARISMATIC: I CAN BE A LEADER WHEN NEED BE.	INSIGHTFUL: I CAN READ BETWEEN THE LINES.
CHEERFUL: I DEVELOP A POSITIVE WORK ENVIRONMENT.	INTUITIVE: I CAN SENSE WHEN THERE IS A PROBLEM.
CLEVER: I CAN JUGGLE MULTIPLE TASKS.	METICULOUS: I PAY ATTENTION TO THE SMALL DETAILS.
COMPETITIVE: I THRIVE UNDER PRESSURE.	NEUROTIC: I AM A PERFECTIONIST.
CONFIDENT: I AM NOT AFRAID TO ASK QUESTIONS.	OPEN-MINDED: I TAKE CONSTRUCTIVE CRITICISM WELL.
COOPERATIVE: I GET ALONG WELL IN A TEAM SETTING.	OPINIONATED: I AM COMFORTABLE VOICING OPINIONS.

COURTEOUS: I CARE ABOUT WORKPLACE ATMOSPHERE.	ORGANIZED: I AM A METICULOUS PLANNER.
CREATIVE: I THINK OUTSIDE THE BOX.	PATIENT: I AM NOT EASILY RUFFLED.
CURIOSITY: I AM EAGER TO LEARN.	PERCEPTIVE: I CAN READ PEOPLE EFFORTLESSLY.
DETERMINED: I AM SELF-MOTIVATED.	PERSUASIVE: I AM A NATURAL SALESPERSON.
DEVOTED: I AM COMMITTED TO THE COMPANY'S SUCCESS.	PROCEDURAL: I WORK BEST WITH STRUCTURE.
DILIGENT: I ALWAYS WORK MY HARDEST.	PUNCTUAL: I HAVE GREAT TIME MANAGEMENT SKILLS.
EASYGOING: I EASILY ADAPT TO NEW SITUATIONS.	QUIET: I AM A GREAT LISTENER.
EDUCATED: I POSSESS FORMAL TRAINING.	RELAXED: I DO NOT STRESS EASILY.
EFFICIENT: I HAVE VERY QUICK TURN-OVER TIME.	RESOURCEFUL: I USE EVERY TOOL AT HAND.
ELOQUENT: I HAVE STRONG COMMUNICATION SKILLS.	RESPONSIBLE: I ALWAYS FINISH A TASK ON TIME.
ENERGETIC: I AM ABLE TO WORK LONG AND HARD HOURS.	TALKATIVE: I AM COMFORTABLE INITIATING A DIALOGUE.
ENTHUSIASTIC: I PUT MY ALL INTO EVERY PROJECT.	TECHNOLOGICAL: I AM INDUSTRIALLY SAVVY.
FLEXIBLE: I AM ABLE TO ADAPT MY PRIORITIES.	



## Annex 2



08 Exercise - test of skills.xlsx

The Excel file contains questions on skills of communication, teamwork, leadership, adaptability and reliability. Each participant should self-assess by selecting appropriate rate (1 – absolutely disagree; 2 – disagree; 3 - may be; 4 – agree; and 5 - absolutely agree). Once the form is completed, participants can view spider diagram results on 2<sup>nd</sup> sheet. The questions can be adapted to assess any other skills.

<b>Communication skills</b>	<b>1</b>	<b>I can easily communicate with strangers</b>
	2	I feel comfortable to give an interview for local Media
	3	I always prepare my speech for any meetings
	4	I feel comfortable presenting something to a group of other people
	5	I know differences of communication types: verbal, non-verbal, written and visuals
	6	I always respond to emails when they need my response
<b>Teamwork skills</b>	1	I easily organize events with a team
	2	I like to motivate and bring people together
	3	I can listen and accept opinions of others
	4	I can adapt myself to others
	5	People like to work and spend time with me
	6	I like to share my ideas
<b>Leadership skills</b>	1	I know how to motivate team members
	2	I know how to distribute responsibilities among people
	3	I think I understand others well
	4	I like to support others
	5	I am good at planning things
	6	I can defend my ideas and people
<b>Adaptability skills</b>	1	I can easily change my ideas and habits
	2	I often have good ideas
	3	I am able to express my ideas in an interesting manner (creativity)
	4	I am not afraid of challenges
	5	I address problems when they occur and don't avoid them
	6	I don't have problems if plans change often
<b>Reliability skills</b>	1	I maintain good time management
	2	I am a promise keeper
	3	I always ensure quality
	4	I am responsible
	5	I am responsive
	6	I usually stay late to finish work

## Annex 3

Please print in a format: 1 question = 1 page with appropriate size of fonts to be readable

These questions relate to internal assessment and requires individual reflection exercise.

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ARE YOU UP TO SPEED COMPARED TO OTHERS IN THIS PROFESSIONAL FIELD? WHAT WOULD YOU STILL NEED TO IMPROVE TO BE COMPETITIVE (IN TERMS OF KNOWLEDGE, SKILLS, E.G. EFFICIENCY, QUALITY)?WHAT MIGHT YOU HAVE MISSED OUT TO THINK ABOUT, TO ASSESS WELL IF YOU CAN MAKE A LIVING FROM THIS?

---

DOES THIS JOB FIT WITH YOUR OTHER, FOR EXAMPLE, PRIVATE PLANS FOR THE FUTURE? IF SO, HOW? / IF NOT, HOW WOULD YOU NEED TO ADAPT TO BE ABLE TO UNITE YOUR PRIVATE AND PROFESSIONAL VISIONS?

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IS THIS REALLY YOUR OWN DECISION OR ARE YOU JUST FOLLOWING SOMEONE ELSE'S ADVICE?

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## Annex 4

Please print in a format: 1 question = 1 page with appropriate size of fonts to be readable

These questions relate to external (societal) assessment and requires individual reflection exercise.

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WHAT WOULD YOUR BEST FRIEND / FATHER / MOTHER / GRANDMA / HUSBAND / WIFE / TEACHER SAY ABOUT YOUR CHOICE OF PROFESSION FOR YOU? WOULD THEY SAY IT SUITS YOU? WHY (NOT)?

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WOULD YOUR FRIEND / FATHER / MOTHER / GRANDMA / HUSBAND / WIFE / TEACHER BELIEVE YOU CAN MAKE A LIVING FROM THIS? WHY (NOT)? WOULD THEY AGREE WITH YOU THIS IS A SMART CHOICE? WHY (NOT)?

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WHAT WOULD YOU CONTRIBUTE TO THE COMMUNITY / SOCIETY THROUGH YOUR JOB SELECTION? WOULD SOMEONE BE STRONGLY AGAINST YOUR PROFESSIONAL CHOICE? HOW DO YOU PLAN TO DEAL WITH THIS?

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DOES YOUR JOB FIT INTO THIS ENVIRONMENT WHERE YOU LIVE OR WOULD YOU NEED TO THINK LEAVING YOUR CURRENT HOME? IF SO, WHERE AND HOW WOULD YOU BE ABLE TO REALISE YOUR DREAM?

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WHOSE OPINION WOULD YOU DEFINITELY WANT TO TAKE INTO ACCOUNT IN THIS IMPORTANT DECISION AND WHY?

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DO YOU THINK YOU WILL GET THIS DECISION THROUGH IN YOUR FAMILY? IF NOT, WHAT WOULD YOU NEED (ARGUMENTS, SUPPORT ETC.) TO BE SUCCESSFUL?

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WHAT WOULD BE THE PRICE IF YOU WERE GOING AGAINST THE GRAIN (TAKE A DECISION WHICH IS NOT ACCEPTED BY THE FAMILY) AND HOW WOULD YOU DEAL WITH THIS? WHOM CAN YOU ALWAYS COUNT ON TO GET SUPPORT?

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## Annex 5

Please print in a format: 1 question = 1 page with appropriate size of fonts to be readable

These questions relate to external (market) assessment and requires individual reflection exercise.

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HOW MUCH IS WHAT YOU WANT TO DO NEEDED IN YOUR AREA, OR OBLAST, OR COUNTRY?

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WHO WOULD BE YOUR «HERO» OR «ROLE MODEL» IN THE PROFESSION YOU SELECTED?

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HOW EASY OR DIFFICULT DO YOU THINK IT IS TO GET A JOB IN YOUR DESIRED PROFESSION?

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HOW DOES THE MARKET LOOK FOR YOUR DESIRED PROFESSION IN YOUR AREA?

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WHO WOULD PAY FOR YOUR SERVICES?

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WHAT MAKES OR COULD MAKE YOU BETTER THAN OTHERS IN THE MARKET?

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